Since 2017, the Improving Gender Attitudes, Transition, and Education (IGATE-T) project has empowered Zimbabwe's most vulnerable youth by increasing education quality, and improving attitudes towards education. The World Vision-led project is funded through FCDO UK’s Girls Education Challenge and implemented in partnership with the Union for the Development of the Apostolic Church in Zimbabwe Africa, Open University, World Bicycle Relief, the Emthonjeni Women's Forum, SNV, and CARE International.

All four IGATE-T project channels adapted to the COVID-19 pandemic to support 123,000 marginalised girls and boys in Zimbabwe through 9 months of lockdown.

### Increased Learning

**IGATE-T improved learning:**

- **Numeracy**
  - Increase of 0.29 SD
- **Literacy**
  - Increase of 0.26 SD

Learners experienced significant, positive improvements in literacy (0.26 SD) and numeracy (0.29 SD) skills since midline.

Learners’ confidence in basic literacy and numeracy skills, gained through CLCS, enabled successful transition back to school after lockdowns.

8% decrease in teacher absenteeism in the treatment group, compared to 2% decrease in the control group.

### Transition and Sustainability

- **75%**
  - of OOS girls who completed CBE experienced positive transition outcomes*

  *This includes self-employment, attachments, and other training or education.

- **Transition rates have fallen** for in-school learners since baseline, but remain high at 85%.

- **Ministry officials endorse** IGATE-T activities such as teacher professional development, CBE, use of diagnostic tools, and catch-up strategies.

- **Caregivers reduced chore burdens by 17 minutes per day** for girls in IGATE-T communities.

### Value for Money:

IGATE-T cost £376 GBP per participant and achieved learning gains equivalent to 0.6 additional years of schooling (compared to control group). This is on par with other GEC-T projects.
IGATE-T: 2017 - 2021
Promoting education and gender equity in rural Zimbabwe since 2017

IGATE-T is making learning environments better:

Increasing support across society:

<table>
<thead>
<tr>
<th>Support from school</th>
<th>Support from community</th>
<th>Support from family</th>
</tr>
</thead>
<tbody>
<tr>
<td>+16%</td>
<td>+20%</td>
<td>+9%</td>
</tr>
</tbody>
</table>

Improving resilience and protection:

- CLCs promoted resilience and positive coping mechanisms among participants during lockdown
- Increased reporting of abuse cases and support provided to victims of gender based violence
- Girls demonstrate more leadership skills and have improved Youth Leadership Index scores compared to midline
- More support is seen among caregivers and the Ministry for pregnant girls and young mothers

Bicycles for Educational Empowerment:

9,247 Students across Zimbabwe received bicycles to improve access to school

Helping the marginalised

IGATE-T is supporting some of the world’s most marginalised children, who had the following characteristics:

- 19% Orphans
- 55% Cannot afford basic needs
- 40% Living without parents
- 28% Often went to bed hungry
- >99% Rural households
- 32% Travel over 30 min to school
- 41% Come from Apostolic households
- 5% Had a disability

Challenging context, hopeful future

IGATE-T coincided with a challenging period in Zimbabwe’s history, but was able to rapidly adapt to respond to crises.

IGATE-T improved Girls Education Challenge measures of sustainability.

How IGATE-T is creating a sustainable future:

- Demonstrating positive learning models in school and community
- Establishing network of support for girls in their communities
- Capacity building allows for teachers’ continuous learning

Limestone Analytics performed the independent evaluation of IGATE-T.

November 2021
Limestone Analytics performed the independent evaluation of IGATE-T.