

Gender Review of Education in Zimbabwe

Summary Report

Abbreviations and Acronyms

BEAM	Basic Education Assistance Module
BEGE	Basic Education and Gender Equality
BEM	Boys' Education Movement
CAMFED	Campaign for Female Education
CDU	Curriculum development Unit
CFS	Child Friendly School
CSC	Community Selection Committee
CSO	Central Statistical Office
CSO	Civil Society Organisation
EFA	Education for All
ESARO	Eastern and Southern African Regional Office
ESSP	Enhanced Social Protection Project
ETF	Education Transition Fund
FAO	Food and Agriculture Organisation
FAWEZI	Forum for African Women Educationalists, Zimbabwe
GCN	Girl Child Network
GEM	Girls Education Movement
GER	Gross Enrolment Ratio
GFP	Gender Focal Point
GMR	Global Monitoring Report
GoZ	Government of Zimbabwe
GPI	Gender Parity Index
GRP	Gender Responsive Pedagogy
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
MDG	Millennium Development Goals
MOESAC	Ministry of Education, Sports and Culture
MOHTE	Ministry of Higher and Tertiary Education
MoWAGCD	Ministry of Women's Affairs, Gender and Community Development
NYHQ	New York Head Quarter
OVC	Orphans and Vulnerable Children
PLAN –Z	PLAN-Zimbabwe
SADC	Southern African Development Cooperation
SDC	School Development Committee
SGBV	Sex and Gender-Based Violence
SMT	Science, Mathematics and Technology
SNV	Netherlands Development Organisation
SSA	Sub-Saharan Africa
TORs	Terms of Reference
TTC	Teacher Training College
TUSEME	"Speak Out"-A School-Based Girls' Empowerment Forum
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UNGEI	United Nations Girls' Education Initiative
UPE	Universal Primary Education
VTC	Vocational Training Centre
WFP	World Food Programme
ZIMSEC	Zimbabwe Schools Examination Council
ZINTEC	Zimbabwe Integrated Teacher Education Centre
ZWRCN	Zimbabwe Women's Research Centre & Network

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Background

Introduction

Zimbabwe today is a country in transition. The impressive gains that the country made in the first decade after independence were guided by a vision to transform a deeply unequal society into one that guaranteed the rights of all to quality education. In this period of transition, there are opportunities for advancement, going beyond the attainment of numerical parity at primary to achievement of gender equality and empowerment at all levels of education.

In mid-2010, a gender audit of the education sector in Zimbabwe was commissioned by the UNICEF Eastern and Southern African Regional Office (ESARO). Conducted under the umbrella of the United Nations Girls' Education Initiative (UNGEI), it was one in a series of twelve undertaken in the region since 2007. The Zimbabwe audit, like the others, aimed at identifying key gender issues in education, and establishing the extent and nature of gender-based discrimination that impedes the full participation of girls in education.

The gender audit of the Zimbabwean education sector covers development in the post-independence era until the year 2009. It involved performing three interrelated tasks:

1. Reviewing and analyzing the educational situation in Zimbabwe.
2. Tracking the progress made in achieving gender equality goals set out internationally and to which Zimbabwe as a country is committed.
3. Identifying key intervention points for realizing every child's right to learn in rights-based, child-friendly, gender sensitive schools throughout the country.

This report summarises the key findings of the audit, and presents recommendations that are anchored in existing opportunities for change within a context of transition and recovery. This shorter version of a more detailed report under the same title provides the findings in a friendlier format for those who like policy makers, programmers and education practitioners who may not have the time to read the full version due to their busy schedules. It is hoped that the Ministry of Education, Sports and Culture (MoESAC) and EFA partners, including the UN agencies, will, based on reflection of the key findings and study of the summary recommendations, identify areas in girls' education and gender issues in which more strategic, equality-focused interventions are necessary.

Audit Methodology

The audit was primarily desk-based. Face-to-face interviews and discussions with selected key informants were also conducted in Harare to complement the data obtained through the desk review.

Desk Review

Over 100 documents were reviewed, covering the period between 1980 and 2009. Reports written in 2010 were included only in so far as they contained information on the period under review. Among the documents that were perused were

- Statistical data (EMIS, examinations results, teacher training and data relating to infrastructure)
- Policy papers, government circulars and guidelines.
- Curricula materials, including primary school textbooks.
- Published and unpublished research reports, articles on gender, girls education and related issues (e.g. SGBV)
- Published and unpublished education reports/research on education sector issues, including cost and expenditure studies.
- General literature on the Zimbabwean context and selected issues e.g. HIV/AIDS and SGBV.

While all the documents were reviewed through gender lenses, the primary school textbooks were subjected to deeper gender analysis, both quantitative and qualitative.

The main source of the documents reviewed was the internet. Others were obtained directly from Government sources, UNICEF Zimbabwe and obtained courtesy of other partner agencies, notably CAMFED and FAWE. Some of the literature obtained was from the 1980s, to enabling the placement of the more recent developments in context. The documents included those that dealt specifically with gender issues in education as well as those that did not.

Discussions and Interviews

A short, five-day mission to Harare provided opportunity for limited consultations with various key stakeholders. The twenty-five individuals consulted included representatives from:

- The MoESAC departments
- Line institutions
- Civil society organisations

- Education and other relevant sections of UNICEF.

A guidance note on doing education sector gender audits, issued by UNICEF ESARO (adapted from a tool developed in NYHQ) and a related questionnaire formed the basis of the interviews conducted, and guided the data collection process.

The Analysis Framework

The gender audit utilised a gender mainstreaming and empowerment framework. The framework is built on three pillars, i.e., parity, equity and equality. A focus on gender parity allows for the identification of numerical gaps between women and men, girls and boys in terms of their participation in the education system, whether as students, teachers, managers or educational leaders. It allows for specificity and hard evidence on the extent of the problem.

Although a parity focus helps to describe the situation, and highlight the problem areas, it does not necessarily contribute to the leveling of the playing fields. To level the playing field, application of the concept of equity is important.

Gender equity denotes fairness of treatment for women and men, according to their respective needs. It draws attention to the strategic actions, including policy and systemic actions that result in fair treatment of women and men in terms of realisation of their rights, access to benefits, obligations and opportunities.

Equity is a means to an end; equality is the goal. Gender equality embodies the notion that every human being is free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. It does not mean that men and women should be the same but that their rights, responsibilities and opportunities should not depend on whether they are born male or female.

Education is a fundamental human right. It is also a strategy for the realisation of other rights, including the achievement of gender equality. It is therefore important to identify the barriers embedded in deep-rooted discriminatory ideologies, attitudes and practices that frustrate implementation of good policies; fail to document the reality on the ground; or are resistant to gender mainstreaming and thus to the attainment of the gender equality goal in and through education.

Organisation of the Summary Report

This report is organized into three main sections, namely:

- I. The Background: This includes the purpose, methodology and framework for analysis.

- II. The Summary Findings: Trends, Issues and Challenges: Has three sub-sections focusing on:
 - a. Gender Parity-Counting the Numbers
 - b. Gender Equity-Policies and Programmatic Interventions
 - c. Achieving Equality-Barriers to Gender Mainstreaming
- III. Recommendations.

This summary report does not include any appendices.

The Summary Findings: Trends, Issues and Challenges

Gender Equity: Counting the Numbers

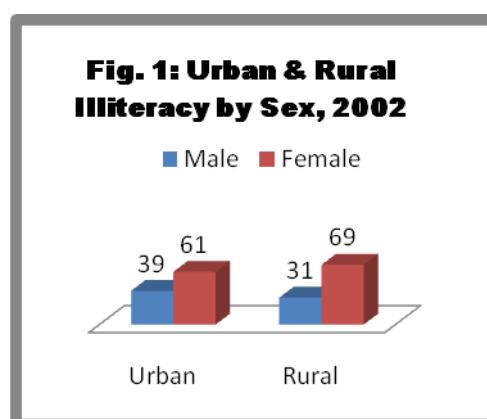
Introduction

Zimbabwean women and girls of African origin experienced double discrimination in education based on their race and gender in the pre-independence era. In 1980, when Zimbabwe became independent, gender gaps in literacy and all levels of the education system were therefore very wide. However, within a decade, the situation had changed dramatically with the gender gaps, if not completely eliminated, reduced significantly as measured against key educational indicators.

Literacy

Tremendous strides were made in increasing literacy rates after independence. In 1980, 63 percent of the adult population in Zimbabwe was either illiterate or semi-literate. By the 1990s, adult literacy jumped to 85 percent. The non-formal education system contributed much to the improved literacy status in Zimbabwe, with close to a quarter million people enrolled in various courses, including in adult education, in 2007.

Zimbabwe continues to be ranked highly in the SADC region with regard to literacy rates: second for females and first for males (Thabete 2009). In 1982, 64 percent of the country's illiterates were female. By 2002, this had reduced drastically to just 11.75 percent according to the 2002 Population Census. Despite this impressive



gain, the literacy rate is higher in males at 90 percent than among females at 80 percent; women still constitute the majority of the illiterates in both urban and rural areas. (Figure 1)

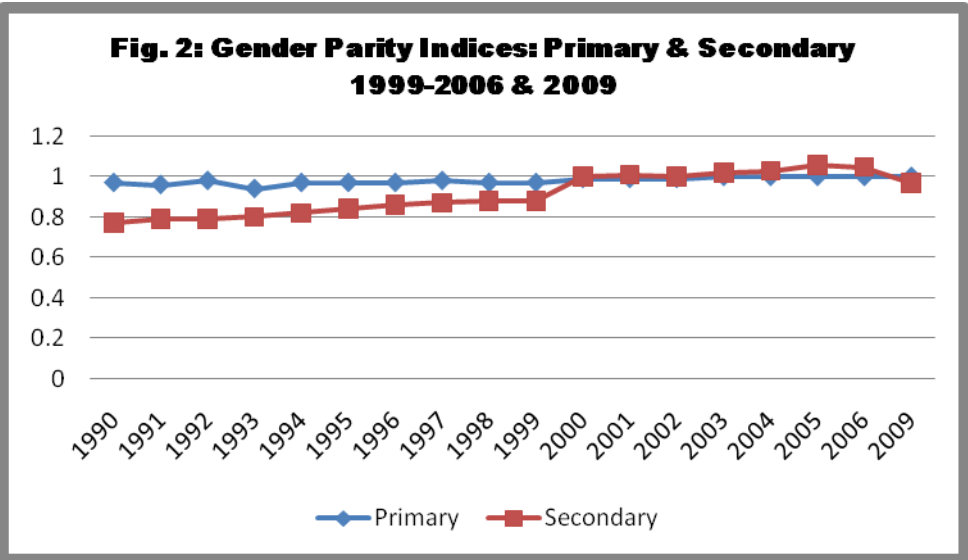
Primary and Secondary Education

Overall access to primary and secondary witnessed a phenomenal expansion. Before independence, only a third of eligible children had access to primary education and a meagre four percent attended secondary school. (Chung, 2009) However, within ten years there had been:

- Four-fold increase in primary school enrolment.
- Ten-fold increase in secondary school enrolment.

However, net enrolment for both males and females have, been declining in recent years. In absolute numbers, enrolments at primary has stabilised while in secondary, it has actually decreased despite the continued population growth rate. This suggests that many school-age children are perhaps being excluded from formal education.

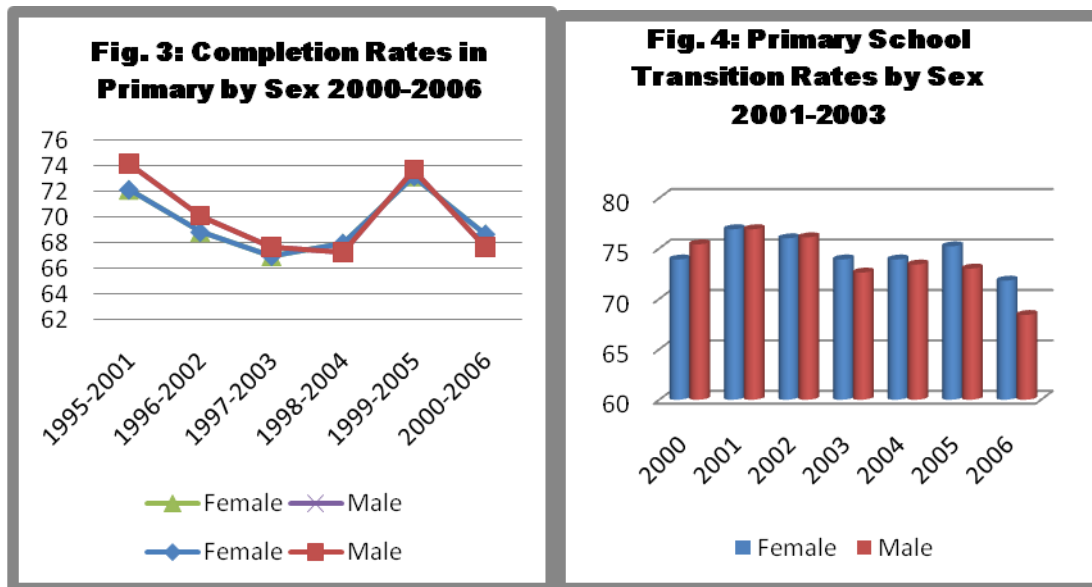
In Zimbabwe, gender parity has been achieved in primary and secondary enrolment. While in many other countries in Sub-Saharan Africa, there is a better gender balance in enrolment at primary, at the secondary school level, the gap is usually much wider. Within a decade after independence, there were very small differences between female and male enrolments at primary. By 1990 the GPI was fluctuating between a GPI of 0.96 and 0.98. Since the 2000s, gender parity at primary has been maintained.



At the secondary level, initially the gender gap widened with the GPI hitting a low of 0.68 before picking up again to reach 0.73 by the end of the decade. At secondary, the gender gap

reduced further in the 2000s. Indeed, as Figure 2 indicates, the trend appears to be in favour of girls: In 2005 and 2006 the GPI was 1+ though the 2009 data shows a move towards gender parity.

There has also been a consistent trend in gender parity in primary school completion.



Overall, completion rates for both boys and girls at primary has been dwindling since 2002 (2005 was an exception). However, despite this

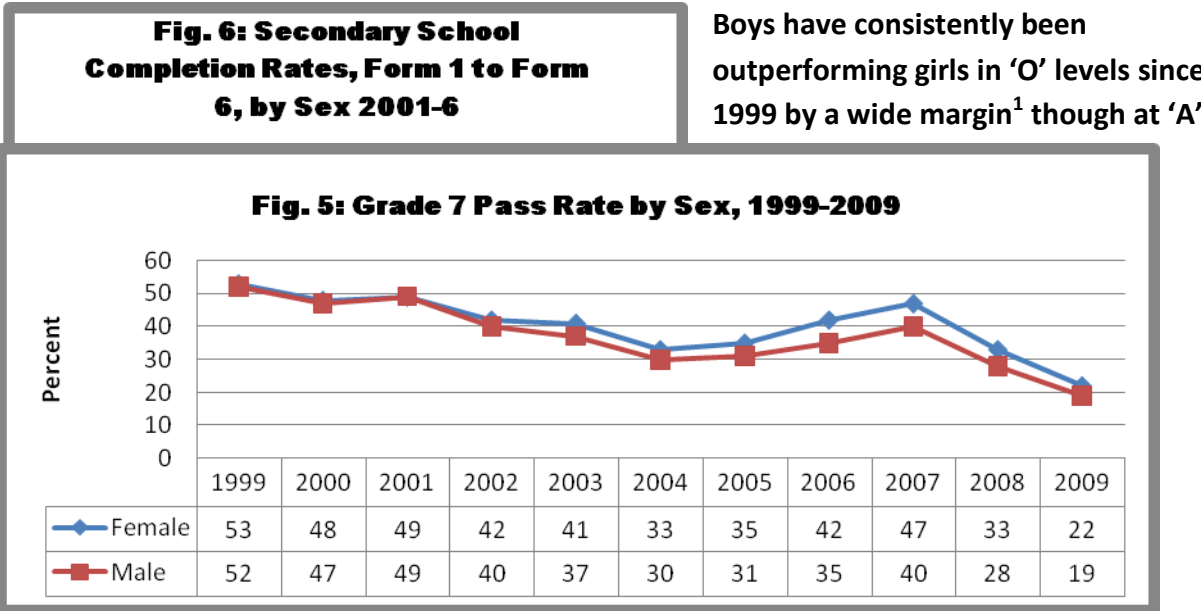
- There has been gender parity at completion since 2001 as reflected by a GPI of between 97 and 1.02 nationally (Figure 3).
- The gender gap in transition has been widening to the detriment of boys. More girls transit from the first cycle of schooling into the second level (Figure 4). The gender gap has been widening to the detriment of boys.
- The completion and transition rates vary by sex across provinces (MoESAC, October 2007).

At primary, girls perform better in public examinations. As Figure 5 shows, more girls pass grade 7 examinations compared to boys. Continuing since 2002, this trend is more an exception than the rule in most countries of sub-Saharan Africa and South Asia, where boys tend to perform better in national examinations both at primary and secondary levels.

However, the graph also indicates a declining pass rate for both genders over the last ten years, reaching an all time low in 2009. The pass rate in 2009, standing at approximately 20 percent, was 33 percent lower than in 1999 at 53 percent.

Again, breaking the trend in most countries of Sub-Saharan Africa, girls at primary level, are doing better even in traditionally “male” subjects like mathematics. Gender analysis of a recent investigation of pupils reading and numeracy competencies in primary 3 and 6 found that pupils found that girls performed better than boys in all the areas that were tested, including in mathematics, a subject usually perceived to be the preserve of boys and men (Chirume et al, 2009).

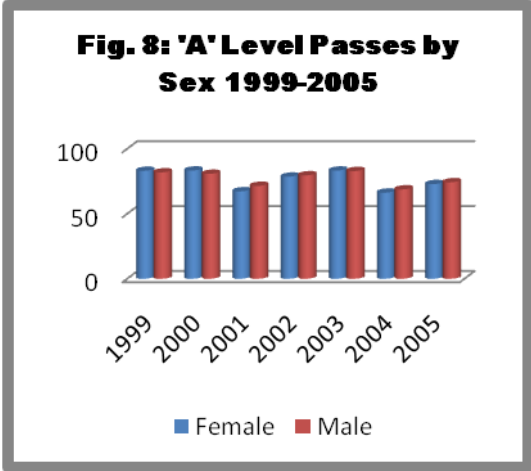
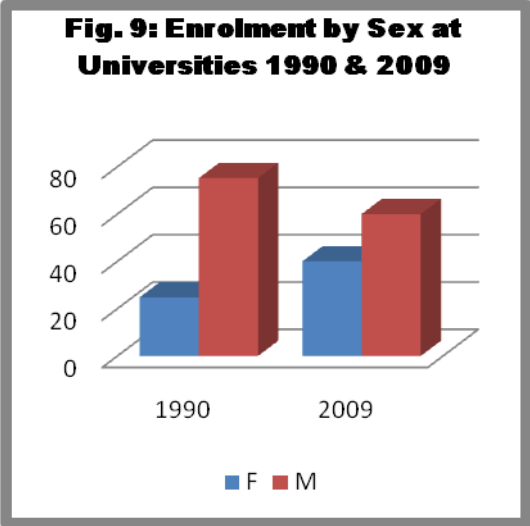
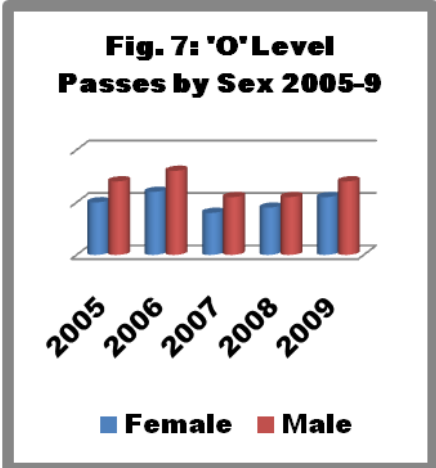
Despite the better performance of girls in primary and the higher transition rates into secondary, more boys complete secondary than girls. Overall, the completion rate at this level has been steadily increasing since 2003. However, the gender gap in completion is significantly wide, especially at upper secondary, with boys having the advantage.



levels the trend is not so clear: While more girls performed marginally better in 1999, 2000 and 2003, the boys outperformed the girls in 2001, 2002, 2004 and 2005. On the whole there has been gender parity in ‘A’ level pass rates since 1999 with the exception of 2001 as measured by the GPI. (Figures 7 & 8) However, there are more regional variations at ‘A’

¹ National Examinations Data, ZIMSEC 2010

levels results than at 'O' levels. It should be noted that in absolute terms, the number of candidates sitting their 'A' level examinations is much smaller as compared to those doing 'O' levels due to the stringent selection criteria used for entry into senior secondary school. This means that only girls (and boys) who are high performers are accepted into higher secondary schools.



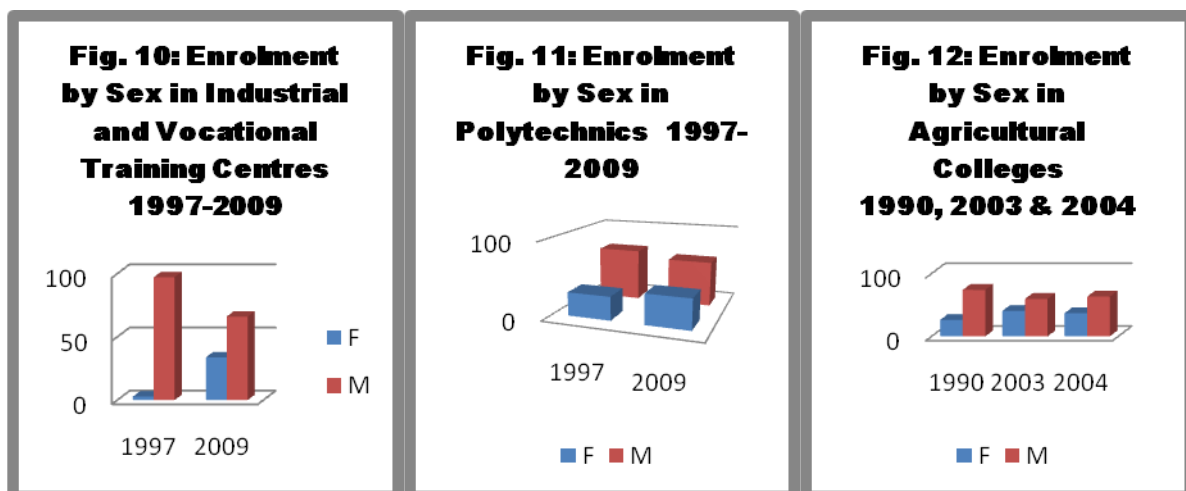
Tertiary Education

Progress at tertiary was slower in the first two decades. In the 1990s, deliberate efforts were made to expand access to tertiary education, resulting in an increase in enrolment of almost 300 percent. The sharpest increase in enrolment was between 2000 and 2006. However, between 2007 and 2008, there has been a decline in the enrolment in tertiary institutions (an average of -10.04 percent). The highest decrease was registered in primary teachers' colleges (-25.07 percent) followed by secondary teachers' colleges (-10.23 percent)².

² Baseline Study on the Status of Human Capital Development and Training Institutions in Zimbabwe, 2009

Though the gender gap has been reducing, men still constitute the majority of the student population at tertiary institutions. In 1985, only 31 percent of the 30,800 students enrolled at tertiary were women. By 2006, the proportion of females at this level had risen to 37 percent. At universities had almost doubled from about 24.8 in 1980 percent to 40 percent by 2009 (Chung, 2009). It is worth noting that gender disparities tend to be wider in public than private universities. In the latter, gender parity had almost been achieved by 2007 with a gender ratio of 48: 52 in favour of males

The pattern of gendered enrolment at tertiary level has continued. In 1998, apart from Home Economics where female students were overwhelmingly in the majority, women remained disadvantaged in all the other subject areas. (GoZ, 2010) As figures 10-12 illustrate, in industrial and vocational training centres, women comprised almost 34 percent of the student population in 2009, up from a mere 2.8 percent in 1997. During the same period, female enrolment went up from approximately 31 percent to 40 percent in polytechnics. (Figures 11-13) However, closer examination of the data reveal that in these institutions, women tend to enrol into the “softer”, “feminine” courses such as secretarial and textile.



In 1990, just over 26 percent of students in agricultural colleges were women. By 2004, this had risen to 36.8 percent, down from 40.4 percent in 2003. Overall, the number of students being trained in agricultural colleges is very small, fluctuating from 305 to 687 annually.

Teacher Education and the Teaching Profession

There has been a “feminisation” of teacher training institutions. The percentage of women student’s increased from 43.5 percent in 1990 to 69.2 percent in 2009. Available data indicate a GPI that has consistently been in favour of women primary teacher trainees at least since 2005. There appears to be a trend towards gender parity at the level of secondary teacher trainees apart from 2006 when it actually favoured women. (See Figures 13 &14)

Fig. 13: Enrolment of Teacher Trainees by Sex & Year

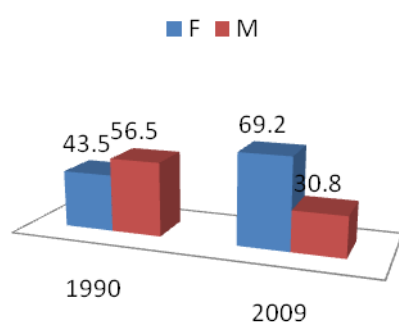
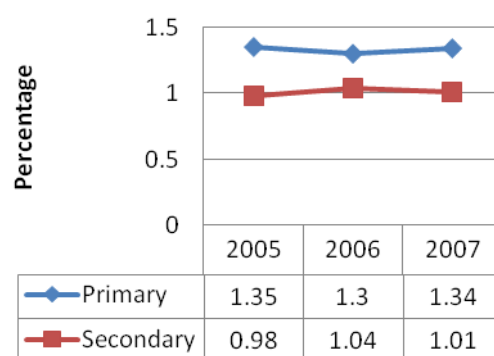
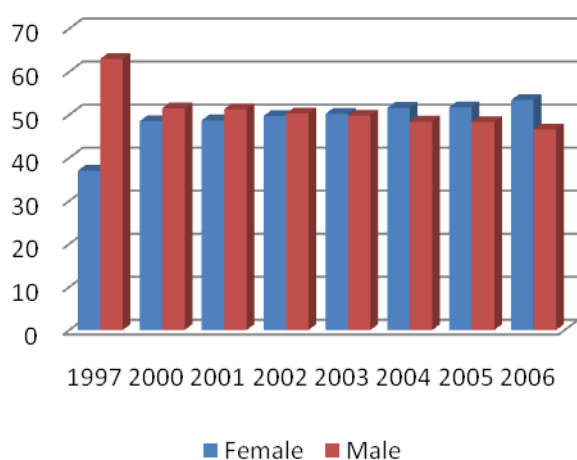


Fig. 14: Teacher Trainee GPI by Level & Year



The majority of teachers at the school level are also female. Figure 15 shows that by 2002, gender parity had been achieved in teaching, with the gap gradually increasing thereafter in favour of women. While the ‘feminization’ of the teaching profession may partly be attributed to the increasing numbers female trainees in TTCs, two other factors may have

Fig. 15: Gender Ratio of Teachers 1997, 2000-2006



contributed to the “desertion” of the profession by men: (a) the very low salary levels (US 2.00 per month by January 2009) and (b) safety and security concerns due to the political instability and civil strife (MoESAC & MoHTE, 2010).

Despite “feminization” of the teaching profession, educational leadership still remains a male domain. Only eight percent of a total of 162 senior educational personnel at the MoESAC headquarters, provinces and districts were women in 2010.³ Though national

data on school heads and their deputies are not available, indications are that they may constitute only a fraction of the total. This is true of both primary and secondary school leadership (Chabaya, May 2009) .

³ Gweme, Personal Communication, 2010

Gender Equity: Actions and Issues

Introduction

The successes noted above did not just happen by themselves. For the most part, the positive results were the outcomes of good policy intent and deliberate actions. The policies and interventions that were put in place were intended to address issues of poverty, the HIV pandemic and the dominant patriarchal ideology that manifested itself in gendered processes and practices at home, community and the school, marginalizing girls and sometimes boys in the education system.

Education Policies and Guidelines

The Basis for Gender Equality and Equity in Education

The Constitution, Education Act and the National Gender Policy provide the basis for gender equity and equality in education. Early policies and interventions aimed at dismantling the exclusionary effects of the colonial era. In 2004, the Education Act was amended was harmonised with the National Gender Policy, to prohibit discrimination on the basis of gender. The amendment allows for the prosecution of violators, with violations are punishable by a fine and/or imprisonment of up to one year.

The National Gender Policy of 2004 provides the broad framework for the mainstreaming of gender into various sectors including education. It proposes fourteen strategies for the achievement of gender equality in education. In addition, various plans such as the National Gender Policy Implementation Plan, the Zimbabwe National Plan of Action on Women and Girls and HIV and AIDS (2008-10), the National Gender-Based Violence Strategy and the National Strategic Plan for the Education of Girls, Orphans and Other Vulnerable Children that articulate priorities and identify strategies to meet specific cross-sectoral and sub-sector challenges were formulated to address discrimination against women and girls in the field of education (MoWAGCD, 2009).

Affirmative Action Policies

Affirmative Action was introduced to increase female enrolment at tertiary education following recommendation of the 1999 Nziramsanga Commission of Inquiry. The government adopted a quota system whereby it admits female students with lower entry points in universities and other institutions of higher learning. At the secondary level, girls are allowed to enroll into science subjects with lower points than boys.

Affirmative action policy was also introduced in the public service as early as 1992, but was short lived and was replaced by “open” promotion policy based purely on merit and qualifications. The National Gender Policy, in seeking to eliminate all negative practices that “impede equality and equity of sexes”, pushed for the revival of affirmative action in public offices. However, women in educational management still remain a minority.

Going by the near invisibility of women in educational leadership, it is safe to conclude that at the workplace at least, the policy did not have the desired result. In the absence of hard data, one may give the benefit of the doubt and assume that affirmative action contributed to some extent to the reduction of the gender gap in tertiary education. However, it is important to note that the implementation of affirmative action policies reportedly met with resistance leading to lowered self image and ridicule of beneficiaries. (Chabaya et al 2009; Gordon et al, 2004; ZWRCN 2004)

Violence against Girls and Boys

There are legislation and policies in place that prohibit sexual violence in schools. The Education Act allows for the dismissal of teachers for “improper association”. There is a legal desk within the MoESAC to deal with sexual abuse and other cases of “improper association”. A set of procedures is used, including reporting of incidents to guide the work of the Legal Desk Officer. (GoZ, 2005) “Improper association” refers to any intimate relationship with school children and teachers, regardless of the age of the child. Once found guilty, the teacher is liable to be discharged of his or her duties as per the Public Service Regulation Statutory Instrument 1 of 2000). (FAWEZI, 2009; Thabete, 2009)

Transactional sex and child marriages are two main forms of sexual abuse that persist despite legislation that stipulate age of marriage at 16 for girls. Parents are among the offenders, justifying their actions on the basis of tradition, religion (e.g. the Apostolic Church), and poverty. Transactional sex is reportedly high in border areas.

The possible consequences of “improper associations”, in or outside marriage, include early pregnancy, sexually transmitted infections and HIV/AIDS.

A 2010 MoESAC regulation allows three months maternity and paternity leave for pregnant school girls and boys who are found to impregnate them respectively. It is too early to evaluate the impact of this new regulation on the continued education of girls and boys. The earlier regulation on the same issue linked school pregnancy to school discipline (Policy Circular 35 of 1993, MoESAC 1993). On the positive side it allowed re-entry of pregnant girls into school after delivery.

The re-entry policy met with resistance from school authorities and communities on the one hand, and gender activists on the other (Gweme, cited in Thabete, 2004; Chirimutu, 2005; FAWEZI, 2009). The implementation of the policy has not been systematically monitored making an assessment of its impact difficult.

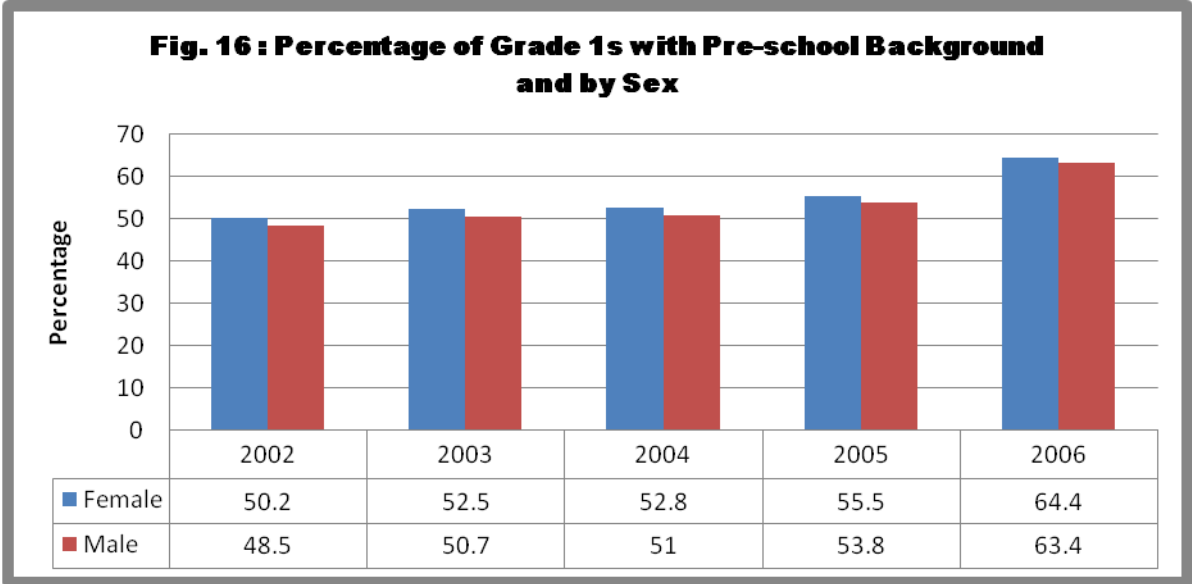
In all tertiary institutions girls who get pregnant are allowed to continue with their course after delivery. The sole exception is the health training institutions. According to a Ministry of Health directive, female students who fall pregnant are compelled to drop out and reapply after two years; re-enrolment is subject to the availability of place within the

institution. (Thabete, 2009)

The use of corporal punishment in Zimbabwe has a gender dimension. It is recommended as a disciplinary measure in Policy Circular 35, but to be used only on boys. In practice, it is reportedly widespread and applied on both genders. There were ongoing discussions between government ministries, funding agencies and civil society to replace corporal punishment with positive disciplining, backed up by legislative and policy change.

Giving Girls a Head Start

The Early Childhood Education Policy of 2004 gives girls opportunity for an early start in formal education. The proportion with children with pre-school background has been steadily increasing since the implementation of the policy. Girls have a slight advantage over boys.



Investing in Equity in Education

The high post-independence investment in education has decreased since 2006. The education budget as percentage of the total state budget reached its peak in 2006 at 26.4 percent. There was a sharp drop the following year, hitting 11.6 percent in 2007. The per capita grant per child also reduced: It was US\$1.00 in 2008 compared to US\$6.26 in 1990-91. The earlier investments were instrumental in the transformation of the education system from a white elitist to a more democratic and inclusive one.

Investment in Infrastructure

Investment in infrastructure by the government contributed to the rapid expansion in enrolment by providing quality learning spaces for the growing numbers of children. By 1999, the number of primary schools had doubled and the secondary schools had increased ten-fold. From a gender perspective, improved safety and security for girls by cutting down the walking distance to and from school. By 2007, the furthest walking distance had reduced to less than five kilometres.

The toilet hole: child (girl/boy) ratio is better than other countries in Eastern and Southern Africa. The 2006 data (the latest year for which information was available) show that at secondary, the girls and boys per toilet hole was close to the recommended ratios of 1:20 and 1:25 respectively. In primary, it was 1: 25 for girls and 1: 27 for boys indicating that girls were more disadvantaged than their male peers in terms of the availability of toilets in school. (MoESAC, October 2007) There is no hard data available on other aspects of water and sanitation facilities, for example, washrooms for girls, degree of privacy of the toilets, and the availability of sanitary pads, that are crucial for the full participation of adolescent girls in education.

Investment in Teachers

Bold and innovative steps were taken to increase the number of teachers in the education system so as to match the rapid expansion in enrolment. Untrained teachers, employed initially as an emergency measure, were almost phased out by 2000. Teachers trained through an accelerated training programme under the Zimbabwe Integrated Teacher Education Centre (ZINTEC) augmented teacher supplies from the conventional colleges. At the same time, the number of teachers' colleges increased from five at independence to fourteen by 1990. Currently there are sixteen TTCs, including five secondary teachers' colleges. As discussed in the section on Gender Equity, the TTCs have a predominantly female population and the majority of teachers currently are female.

Investment in the Most Vulnerable through BEAM

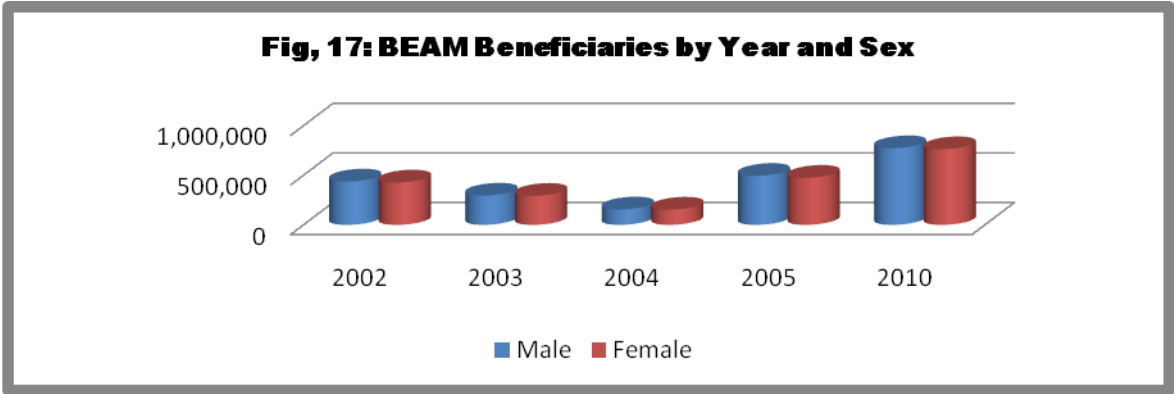
Nationally, almost 50 percent of the BEAM beneficiaries are girls (see Figure 17), though there are regional variations (see Figure 18). The gender composition of the CSCs, however, varies from one school to another.⁴As a response to the prevalence rate of OVCs in Zimbabwe (currently estimated at 37 percent), the Government of Zimbabwe established the Enhanced Social Protection Programme (ESSP) as a short-term "social safety net aimed at alleviating irreversible losses of human capital" (CSO & UNICEF, 2009).

One of the five components of ESSP is the Basic Education Assistance Module (BEAM) designed to "reduce the number of children dropping out, and reach out to children who have never been to school due to economic hardships". (GoZ, January 2001) Girls who are orphaned are among the most vulnerable, and at risk of dropping out of school because of gender-based abuse (including sexual violence) and high opportunity costs. The BEAM addresses the issue of higher drop out of OVC girls by integrating gender equity in its guiding principles by stating that "At least 50 percent of [all] assisted children should be girls".⁵ It also recommends that 50 percent of the Community Selection Committee (CSC) members

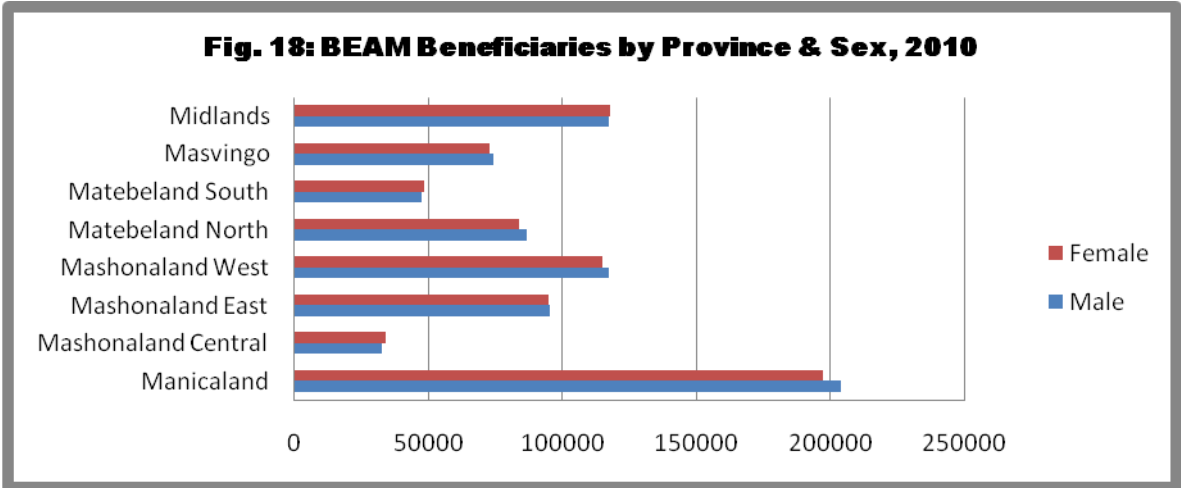
⁴ Marongwe, 2007; Analysis of BEAM beneficiary data, 2010

⁵ GOZ, Undated. This is a revised version of the Guidelines; the detailed 2001 Operational Manual requires 50 percent of secondary school beneficiaries to be female.

should be female.⁶ It should be noted, however, that a 2007 Government circular providing procedural guidance on the implementation of BEAM is gender blind.



The BEAM implementation has been criticized in the literature reviewed for focusing only on children who are in school at the expense of those who are out-of-school. (Gordon et al, 2004)



Gender Responsive Pedagogy
Engendering Teacher Training Curricula and Practices

⁶ GoZ, Undated. The 2001 guidance pegged female composition in CSCs to be 30%.

A project on Gender Responsive Pedagogy is now ready for roll-out. It was successfully piloted by FAWEZI with support from UNICEF ESARO through the Nairobi-based FAWE Headquarters. Gender analysis of the Belvedere TTC policy and practices confirmed findings of earlier research on gender mainstreaming of the education sector: the capacity of educational personnel and teacher trainers for gender responsive teaching, training and practices is low. (See Text Box 1 for findings of Belvedere Analysis)

Text Box 1: A Review of Policy of a Selected Teacher's Training College

The college policy on enrolment and recruitment are based on merit with no consideration is made to gender.

The policy is silent in terms of execution of a gender sensitive pedagogy i.e. with regard to text books used, ways examinations are being worded and time table issues.

Conditions necessary for friendly learner environment are lacking in the preset curricular for it does not cater for pregnant or nursing students.

The learning materials reinforce gender stereotyping already evident in the language used at home. (Source: FAWEZI, 2009)

Plans are underway to roll out the project in five primary and secondary TTCs.⁷ The project's main focus is on advocacy on gender mainstreaming through gender responsive educational programmes, capacity building for mainstreaming gender responsiveness into educational policies, plans and teacher training.

Eliminating Stereotypes in Textbooks and Examinations

Consistent with the National Gender Policy objective to eliminate gender biases in teaching-learning materials, the MoESAC has a mechanism in place for the vetting of textbooks and examinations for gender sensitivity. However, analyses of selected primary school text books, all approved by the MoESAC, reveal the existence of gender stereotypes, especially in the illustrations. Text Box 2 presents a sample of the way women/girls are portrayed in the books reviewed vis-à-vis the men/boys. In the example:

- Men/boys are portrayed as being more active and engaged in a wider range of occupations than women/girls.
- Men are depicted as occupying more remunerative, higher status and leadership positions while women are mostly shown in supportive and less prestigious roles.

⁷ Siziba, Personal Communication, FAWEZI, 2010

One may conclude that gender stereotyping, noted in earlier studies, are yet to be totally eliminated from the learning materials despite the efforts. According to the Gender Focal Point in the MoESAC, there is a need to have fresh training for the writers and publishers of textbooks.⁸

Gender Responsive Teaching and Learning and Materials

A variety of materials have been developed to facilitate engendering of the teaching-learning materials. The materials have been used in gender sensitization and training courses for teachers, school heads, school development committee (SDC) members and members of school development association (SDA) members. Readers have also been developed for primary schools designed to expose children to women achievers, and thereby encourage them to aspire for higher educational and career goals.

Addressing HIV/AIDS

HIV/AIDS and Life Skills training is integrated into the school curricula. Thirty minutes in primary and forty minutes in secondary are timetabled into lessons every week. MoESAC also seeks to empower girls on their rights, capacitate them with information on preventing HIV prevention, and provide information on adolescence, child abuse and other pertinent issues through children's clubs (e.g. GEM discussed later under partnerships) and camps.

Structures and Partnerships for Girls' Education and Gender Equality

Text Box 2: Images of Male and Female Roles in Textbooks

Portrayals of Women/Girls:

Farmer, Office Worker

Secretary, Teacher, Nurse, Dressmaker, Netball Coach, Fruit Vendor

Portrayals of Men/Boys:

Farmer, Miner, Hunter, Football Coach, Blacksmith, Factory Worker, Shop Keeper, Butcher,

Trader, Baker, Priest, Carpenter, Sales Person (books, shoes), Ironsmith, Fisher, Mason

Judge, Mayor, Town Councillor, Village Head, Doctor, Dentist, Police Officer

Pilot, Sailor

Source: Gender Analysis of Primary School Text Books from Zimbabwe

Gender Coordination and Monitoring Mechanism

The Gender Focal Point (GFP) System in the MoESAC exists but does not function effectively. The GFP an important mechanism for the advancement of gender equality, exists in Zimbabwe. It consists of GFPs from all line ministries and is part of the National Gender Management System under the MoWAGCD. The MoWAGCD chairs the Inter-

⁸ Gweme, Personal Communication, MoESAC, 2010

Ministerial Committee on Gender, which is the highest coordination body addressing the gender equality goal.

In the MoESAC, the national GFP has the responsibility of mainstreaming gender in sectoral policies, programmes and practices. In addition to the national GFP, focal point officers are supposed to be appointed at the provincial level. They are expected to do advocacy, raise awareness, train, supervise and coordinate gender projects and programmes, provide assistance in dealing with gender related discrimination and problems, and collect data and monitor integration of gender in education. However, the system is not working effectively because (1) appointments are usually ad hoc; (2) appointees are relatively junior in the Ministry hierarchy; (3) political will and support from decision-makers is often lacking; (4) budgetary allocation is either lacking or inadequate for the GFP and gender mainstreaming in education. (MoWAGCD, 2010; Gordon et al, 2004) It is also not clear the extent to which the MoESAC and the line ministry GFPs do monitoring and feedback to the national GFP.

Funds for gender mainstreaming tend to be donor dependent.⁹ Currently, there reportedly is a “very good budget” for gender activities with UNICEF in the lead. Many of the bilateral donors are channeling their funds through UNICEF.

Gender Responsive Budgeting

The National Gender Machinery reconstituted the functions of the GFPs in 2007 to include Gender Responsive Budgeting. The Circular issued from the Ministry of Finance promotes participatory and results-based management. It also calls for making the budgets of line ministries, including MoESAC and MoHTE gender sensitive. To date, staff from the various ministries has reportedly been trained on use of the Gender Budgeting Tool and Guide. However, the knowledge and skills learnt are yet to be applied in the drawing of the budgets of the MoESAC and MoHTE. The problem could be that the people who have been trained may not have the clout to influence decisions and make changes to practices. (Thabete, 2009)

No gender budget tracking modality is currently in place to monitor gender-responsive government spending.

The United Nations Girls’ Education Initiative (UNGEI)

In Zimbabwe, the UNGEI is a three tier partnership, anchored within the Girls’ Education Programme (GEP). Launched in 2005, it has a Steering Committee at the national level, chaired by the MoESAC and comprising CSOs and selected UN agencies (UNESCO, FAO, WFP and UNICEF). The provincial and district level committee comprises CSOs operating in those areas. There is a division of labour among the members based on the comparative advantage of each. Finally at the school level, the UNGEI is operationalised through GEM Clubs that include others like TUSEME, child rights’ clubs and HIV/AIDS clubs.

⁹ Gweme, Personal Communication, 2010

The UNGEI facilitates coordination, thereby minimizing duplication of effort and resources. The Zimbabwe National Strategic Plan for the Education of Girls, Orphans and Other Vulnerable Children 2005-2010 was developed within the UNGEI framework.

The Girls' Education Movement (GEM)

Six years after its launch, GEM in Zimbabwe has become the Girls and Boys Education Movement (GEM/BEM), a trend that has developed in some of the Southern African countries. This transformation recognizes the need to address issues relating to the increasing disempowerment of boys. The GEM/BEM is a strategic intervention aimed at instilling the values of gender equity in children as early as possible so as to enable them to protect themselves against HIV infection, among other things. With the support of UNICEF, a GEM resource manual/pack was developed and is being printed and will soon be distributed to schools.

The MoESAC is reportedly putting together a database of GEM/BEM clubs country wide. According to UNICEF's 2009 Annual Report, that there were an estimated 8,000 girls enrolled in GEM clubs throughout the country. Unlike in the early years, the GEM/BEM clubs are being supported by many other partners like FAWEZI, CAMFED, Christian Care and SNV¹⁰ in addition to UNICEF.

The Partnership with Civil Society

The UNGEI provides a platform for bringing together various actors in order to achieve the common goal of gender equality and empowerment in and through education. Among the active civil society partners are the Campaign for Female Education (CAMFED), Forum for African Women Educationalists in Zimbabwe (FAWEZI), Girl Child Network (GCN), and Plan Zimbabwe. Table A presents a brief description of the goals, activities and achievements of the organizations named above.

Table A: Summary Description of Selected CSOs Active in Education and Gender

Name	Description
CAMFED	Founded in 1993. Works in 1,099 disadvantaged communities, addressing widespread poverty and the impact of this on the empowerment of girls and boys. Issues of safety and security are on the top their agenda. Recently they have begun to engage more actively with men.
	Achievements: <ul style="list-style-type: none"> • Supported 239,167 girls and vulnerable boys to go to school. • 600,000 children benefiting from improved learning environment • Built capacity of 24 CDCs, 1713 school-based committees, 1605 mother support groups, 268 resource team members and 35,206 community activists. • Up to 3,915 young women benefited from economic

¹⁰ Reliable statistics will have to await the MoESAC data base which is yet to be fully functional.

	advancement activities
FAWEZI	<p>Launched in 1998, it has four main programmes:</p> <ul style="list-style-type: none"> • Gender Responsive Pedagogy now in process of roll out as discussed in an earlier section. • Girls' empowerment through the TUSEME clubs reaching over 5,000 children, mainly girls. • Adolescent reproductive health skills training. • Science, Mathematics and Technology (SMT) Programme piloted in three high schools. <p>Policy advocacy is a strategic objective of FAWEZI. One of the key activities under this objective is to review education policies and planning documents to identify gender gaps and ensure that gender related challenges in education are addressed. It supported review of policies, plans, laws, regulations and practices relating to SGBV in 2009.</p>
GCN	<p>Launched in 1999, it has four main programme areas:</p> <ul style="list-style-type: none"> • Girls' empowerment that operates through school-based clubs. • Advocacy and lobbying • Information and documentation • Girls' at risk support <p>It focuses on the eradication of practices that impede girls' full development, and on empowering girls to assert their rights and resist abuse. Its comparative strength lies in rescuing abused girls and those at risk of abuse. Under the rescue and basic needs components, it is responsible for the provision of school fees and related educational as well as basic needs.</p>
PLAN International	<p>It has been operating in Zimbabwe since 1985, helping poor children to access their rights to quality education, food, health services and safe water. The Plan programmes directly benefits 50,000 children and indirectly benefits about 250,000 children in the country.</p> <p>As part of its Learn Without Fear Campaign, Plan has been advocating with the UN and other partners for the abolition of corporal punishment in schools.</p>

The United Nations' Children's Fund (UNICEF)

UNICEF is the most active UN agency in the education sector in Zimbabwe. In a post-crisis transition context, with a major shift in the funding environment, it has mobilized funds from donor countries and assumed responsibility as the main conduit for the disbursement of the funds. The two national programmes that UNICEF is taking a lead on are:

1. The US\$ 50 million Education Transition Fund
2. The BEAM (discussed earlier)

In Zimbabwe, UNICEF's regular programme focuses on health, water and sanitation, child protection, HIV/AIDS, strategic planning, social policy and communication. In education, it prioritises (a) early childhood development and care; (b) equity and quality in basic

education; (c) HIV/AIDS and life skills education; and (d) assistance to disaster affected schools.

The education of OVC, especially girls within the framework of the new basic education policy is the primary concern of UNICEF's education programme, Basic Education and Gender Equality (BEGE). Gender Mainstreaming is a major cross-cutting strategy.

There are plans underway by the MoESAC to mainstream the Child Friendly Schools (CFS) methodology in all primary schools in the country. The CFS, as advocated by UNICEF, is girl-friendly and gender responsive, providing a safe and secure learning environment for children, both girls and boys.

Achieving Equality: The Barriers to Gender Mainstreaming

Introduction

Monitoring mechanisms are still weak, making it difficult to accurately assess the impact of some of the policies and programmatic interventions discussed in the previous sections. However, on the Gender Parity Index of 2009, Zimbabwe ranked 96th out of 134 countries down from 76th out of 115 countries in 2006. Based on another measure of gender equality, the SADC barometer, a recent review concludes that the "status of women's rights [...] is predictably in need of attention". (Thabete, 2009)

This indicates that there is "resistance" to gender mainstreaming in all sectors, including education. The literature reviewed suggests that the resistance may be both explicit and implicit, conscious or subconscious. It is reflected in processes and practices at three different levels: government, school and household/community. The duty bearers at these three levels, socialised into dominantly patriarchal value systems, promote male domination/visibility versus female subordination/invisibility. Ultimately, the underlying patriarchal ideology interfaces with economics not only at the household/community level but also at the macro-level. Just as households may decide to send a boy to school at the expense of the girl when financial resources are limited, resource-constrained governments too may be influenced to invest in implementing gender "neutral" policies instead of pro-gender equality and empowerment interventions. In Zimbabwe, good policy intentions may not have been followed through because of the interface between patriarchal ideology and economics, leading to an "evaporation" of the outcomes.

Obstacles to Gender Mainstreaming

Inadequate Budgetary Allocation and Non-Consideration of Gender: Though education (with health) still receives the highest budgetary allocation in Zimbabwe, the sector is seriously under-resourced (MoESAC & MoHTE, 2010). The bulk of the allocation goes into paying teachers' salaries, leaving very little for other aspects of education including quality

enhancement initiatives. Without quality enhancement measures in place, retention of children in the education system cannot be sustained.

The government intent to achieve gender equality, as articulated in various policy statements and guidelines, is not reflected in the education sector budget. The resources allocated to girls' education and empowerment is still minimal (this is not to undervalue the government decision to increase allocation for the girls' education and empowerment vote line from US \$ 30,000 to \$100,000). Engendering of education processes and practices thus continue to be hampered by the lack of targeted and sufficient budgetary resources for the implementation of gender responsive strategies and related activities such as programme communication, gender sensitisation and training, materials development, and research. Yet, it is difficult to see how deep-rooted attitudes that perpetuate gender inequalities in the community and school may be removed without deliberate and sustained mobilization efforts and gender training of key education personnel and related professionals on the one hand and mobilization of communities on the other.

Donor Dependency: The mainstreaming of gender was, and still is perceived as being donor driven. Implementation of girls' education and gender related activities was negatively affected, and in the absence of education sector budgetary allocations to gender related activities, most of the initiatives stalled. (The role of the civil society organizations like Save the Children, Plan International, CAMFED, FAWE, GCN and others in taking the gender equality agenda forward must be acknowledged. However, there is no information available as to the level of their contribution in monetary terms).

Non-involvement of Stakeholders: It is not clear to what extent key stakeholders were involved in the development of gender related policies. What is clear is that sufficient sensitization/mobilization and public education did not accompany the development of implementation of the policies. Cases in point are the school-girl pregnancy and affirmative action policies. These were perceived as imposition of "foreign ideas" and met with a lot of resistance by parents, communities and schools, thereby failing to achieve the expected results (Gordon et al, 2004)¹¹.

Little or no Support Mechanisms for Policy Implementation: Another key factor that challenged implementation of school-girl pregnancy and affirmative action policies was the absence of any support mechanisms. For example, no effort was made to consider how the girl, on pregnancy leave, would catch up with her classmates once she returned to school as provision for tutorials on lessons missed, or other mechanisms for making up for the lost time, was absent.

Weak Monitoring of Policies and Gender Related Activities: Government resources for monitoring of the implementation of gender related policies and programmes were, and are, largely inadequate. There is little evidence from monitoring or evaluation studies

¹¹ Gweme, Personal Communication 2010

reviewed to either support or refute the efficacy of government supported interventions; available information tends to be anecdotal or localized .

As noted in the ILO manual on gender mainstreaming, when monitoring and evaluation procedures fail to document what is occurring ‘on the ground’, the impact of the interventions become “invisible”. Without the documentation of results, it is difficult to learn either from the mistakes made or from the successes, if any, of the interventions.

Gender Blind and Biased

Documentation and Reporting:

While the EMIS data is fully disaggregated by sex, most of the other government and donor supported studies and reports that were reviewed were found to be gender neutral. In practice, gender neutrality is synonymous with gender blindness: For example, the most recent cost and financing study conducted by the two ministries of education with support from two UN agencies--UNESCO and UNICEF-- do not take gender into consideration at all despite the fact that the study is expected “to provide baseline data and projections of educational costs and financing for the needs assessment in the education sector and for rehabilitation and improvement of educational services in the country”(MoESAC & MoHTE, 2010).

Text Box 3: TORs for the 2010 Cost and Financing Study

- The collection of cost and financing data at different levels of the education sector;
- Analysis of this data to reveal trends and patterns in educational costs and financing over the past five years;
- Identification of the various sources of funding for the education sector;
- An assessment of major funding gaps that need the most urgent attention in the education sector;
- Model future financial requirements for the education sector;
- Provide feedback to key stakeholders for their participation in charting the way forward in meeting the cost and financing needs of the education sector.

The 2009 rapid assessment report authored by the National Education Advisory Board (NEAB) is also not consistent in analysis and presentation of gender disaggregated information (Chanyuka et al, 2009).

It is difficult to see how gender can be mainstreamed when the findings of critical reports such as these that are expected to be utilised for educational planning as they do not provide data that is responsive to the needs of girls and boys.

“The Claw Back Clauses”: In the meantime, the “claw back” clauses in the current Constitution provide loopholes for the premature exit of the girl child from the education system. By allowing customary law to take precedence over the non-discrimination clause of the Constitution, especially as it relates to child marriages, it frustrates the achievement of the completion targets for girls.

Recommendations for Engendering Education

Introduction

Mainstreaming of education into the education system in Zimbabwe requires gender responsive actions at national, school and community levels backed up by adequate resource allocation by the government and partners. UNICEF, in its recently acquired role as a facilitator of donor funds to education, in addition to its traditional mandate as the agency for promoting children and women's rights, is in a unique position to influence the process and outcomes.

Engendering the Education Budget

1. The current socio-political climate in Zimbabwe provides several **opportunities for strategic changes** to take place in the education sector, changes that are transformative and will facilitate the achievement of gender equality. For example, the government's Short Term Economic Programme (STERP) that was launched in March 2009 recognises the marginalisation of women by patriarchal and unsound economic policies. The Government, in Article 37, pledges to "demarginalise" women in specific gender mainstreaming programmes, and prioritise them in resource mobilisation given their contribution to community development. Given that the STERP¹² is also a key guiding document for the education sector recovery plan, this provides strong basis for the mainstreaming of gender in the education sector.
2. The **gender budgeting** process has been on-going at the national level. To re-capitulate, the Ministry of Finance issued a Call Circular, supported by a Gender Budgeting Tool and Guide, instructing engendering of the budgets of all line ministries, including MoESC and MoHTE. Senior management within the ministries (permanent secretaries, directors of finance and budget review officers) and the gender focal points have been sensitised and trained in gender budgeting within the Results'-Based Budgeting Framework (RBBF) of the government. However, as noted in Chapter Four, the budgets are still to be made gender responsive. This calls for continued advocacy and closer follow-up by the Ministry of Finance, supported by the MoWACGD, funding agencies and the civil society, of the two ministries of education to ensure that the instructions in the Call Circular are implemented as reflected in the next budget that is submitted for parliamentary approval.

¹² The reviewer did not have access to the details of the STERP, and therefore is unable to make a comprehensive commentary on its contents. The comment here is based on reference made to it in several of the other documents reviewed such as the SADC Barometer and UNICEF's proposal on ETF.

3. Sufficient resources must be earmarked to strengthen the Gender Focal Point System within the ministries of education. This should include providing resources for programme communication activities, gender sensitisation and training, materials development, and research that are gender sensitive.
4. In order to be able to incorporate these into the budget, it is strongly recommended that there is a return to the 22 percent of total budget allocated to Education in the 1980s and early 1990s. The current budgetary allocations to the education sector are far too constrained to allow for the financing of much other than teachers' salaries.
5. The engendering of the budget (and programmes) assumes the availability of gender disaggregated information. We have noted that a major study on cost and financing jointly conducted by the MoESAC and the MoHTE, and supported by two UN agencies, failed in this regard. The study, guided by the TORs, is gender blind; not a single recommendation is made that explicitly advances the cause of gender equality in education. A key lesson to be learnt from this is that unless gender is integrated into the TORs of studies, and into the study design right from the beginning, the study findings will remain gender blind. Therefore, it is strongly recommended that the GFPs in the ministries of education work closely with the various departments, especially the planning and research units to ensure that all future studies conducted under their umbrella are vetted for gender responsiveness at all stages, from the articulation of the TORs to the development of the design, collection and analysis of the data (both quantitative and qualitative, presentation of the findings and the recommendations). In case the researcher selected to conduct a particular study has little skills or knowledge of gender analysis, it is recommended that a team (whether in-house or external), is put together to ensure the inclusion of a gender expert to guide engendering of the research process and results.
6. In the longer run, resources should be allocated for gender studies and research activities that will provide disaggregated data for planning purposes. Research data gathering exercise should now put more effort to close the gap between research and practical intervention of pertinent problems.

Engendering Legislation and Education Policies

1. Currently, a Constitutional Review process is underway. Women's and gender lobby groups have been advocating for the removal of the "claw back" clauses of the current Constitution that allows customary law to take precedence if in conflict with the non-discrimination clause. As we have seen, some traditional practices are harmful to the girl child and impact negatively to their continued education. Education lobby groups should join hands with the gender activists to ensure the elimination of any law, traditional or contemporary, which are actually or potentially

harmful to children of either gender, and are consistent with the human rights of both genders.

2. The Constitutional Review offers possibilities of making amendments to the Education Act and related policies and guidelines to ensure that they are harmonised. One such area for harmonisation is the provision in the Education Act allowing corporal punishment. Corporal punishment is legal in Zimbabwe though it is expected to be administered on boys only as a disciplinary measure. There is a strong campaign that is ongoing, supported by funding agencies, civil society and key elements from within the government, to remove this provision. It is recommended that the advocacy to make the legislative changes should be accompanied by sensitisation and mobilisations of various stakeholders, including teachers, school administrators and communities. Teachers and school administrators should be trained on utilisation of alternative methods of disciplining that are child-rights' friendly and far more effective than "controlling" children by fear.
3. Another area that needs to be looked into carefully is that of the exclusion of girls from school because of pregnancy or marriage. It is expected that the ongoing constitutional and legislative reforms will result in harmonisation of the age of sexual consent/marriage for girls from 16 to 18, as is the case for boys. Legislation and policies should be harmonised to ensure that no child is excluded from the education system for any reason, financial or otherwise. While the intentions of the school-pregnancy policy and the more recent school-girl maternity and school-boy paternity leave are good, they may actually end up violating the rights of the children to continued education. It is thus recommended that:
 - a. For girls who are pregnant, support mechanisms should be put in place so that they do not fall behind their schoolwork because of missing out on classes either during or following the maternity leave when she is still breastfeeding the baby.
 - b. For the boy, paternity leave in practice may turn out to be more of a punishment rather than a provision for exercising responsibilities of a father. For the paternity leave to work, it must be accompanied by parenting education.
 - c. Again, it is crucial that alternative actions be explored such as strengthening life skills, rights education and sex education in the curricula so as to prevent and minimise on school girl pregnancies.
4. The affirmative action policies also need to be revisited.
 - a. The lesson learnt from attempts to implement affirmative action, especially as it relates to recruitment, is the need for gender responsive public education

(sensitisation and mobilisation) to get buy in of the primary beneficiaries, that is, the women themselves as well as other key stakeholders. As long as women hesitate to apply for posts even when they are qualified, gender parity in educational decision-making cannot be achieved.

- b. There has been large scale “brain drain” of qualified male teachers to safer and greener pastures (provoked by the erosion of teachers’ salaries to as low as US\$ 2 per month as its lowest) leading to a “feminisation” of the teaching profession and primary teachers’ training institutions. Looking at the “feminisation” positively, there is a large enough and sustained pool of female educators in the system from which to recruit school heads. As discussed earlier, most of the teachers (male and female) are qualified; untrained teachers are all but phased out.
- c. The education system, school communities and the teaching profession must also ensure that all hopeful school heads—both women and men-- are adequately supported and have access to professional development opportunities along their career path.
- d. There is a need to establish and strengthen a mentor system within the educational administrative preparatory programmes. Mentoring can increase women's confidence, facilitate upward social mobility and help them to stay focused on their career goals.
- e. Women teachers should be prepared for school leadership by providing them with job enrichment experiences designed to increase their skills and competence to execute their responsibilities as leaders by:
 - designating them as acting administrators; and
 - assigning them tasks that involve solving pressing problems in schools.
- f. Interestingly, gender disaggregated data on school heads are not available. The information on the proportion of female heads provided by key informants is based on observations and not hard evidence. It is recommended that the EMIS should include this dimension in its compilation of key statistical school level indicators so as to enable monitoring of MDG 3 target of proportion of women in decision-making.

Engendering the Curriculum and Pedagogy

1. Another opportunity that exists for mainstreaming of the education system is the proposed curriculum review process. It is critical that a gender perspective is built into this process so that the outcomes of the review are gender responsive and cater

to the needs of both girls and boys so that they may be prepared to participate better in the socio-economic development of their country while realising their right to quality education.

2. Already there is awareness among curriculum developers at MoESAC that gender biases must be removed from text books. Towards this end, the Curriculum Development Unit (CDU) is tasked with vetting the content of all text books and examinations for gender stereotyping, and advising the text-book writers, publishers and examinations' items developers on how to eliminate the biases and develop gender responsive materials. However, there is an urgent need to
 - a. Review the vetting checklist to ensure that the tool is able to identify all dimensions of gender biases in the text books, assessments and other teaching-learning materials.
 - b. Put in place regular, periodic gender sensitisation and training opportunities for curriculum developers, publishers, text-book writers and examinations' developers.
 - c. There is opportunity through the UNICEF managed Education Transition Funds to ensure that all new books that are printed meet the gender test.
3. The Forum for African Women Educationalists Zimbabwe Chapter (FAWEZI) recently supported the piloting of the Gender Responsive Pedagogy (GRP) programme in one teacher training college. They have plans of scaling it up to five other colleges. This is a great opportunity for mainstreaming gender equality and empowerment concepts and practices in both primary and secondary teacher education institutions. Resources must be made available for this strategic intervention so that gender responsive pedagogy training in pre-service and in-service programmes are institutionalised and conducted systematically in a coordinated way and with support from the government.

Strengthening the UNGEI Partnership

1. The anchoring of the UNGEI partnership within the MoESC, but operationalising it at the school and community levels provides opportunity to link national policies to local level actions. The strength of UNGEI at the moment is that it is able to map out areas of responsibilities, coordinate interventions and build on the comparative advantages of the partner organisations to create enabling environments within which children may learn. For example, it is able to call upon CAMFED when there is a need to mobilise communities. Their creation of Mother and Father Support Groups are good practices that may be replicated even where CAMFED is not active. There is

also a lot to learn from GCN with its focus on rescue of abused children and children at risk.

2. While coordinated implementation of interventions should continue, UNGEI should undertake documentation and monitoring so that the experiences on the ground are made visible both vertically and horizontally. This will help to provide evidence to national policy makers and planners at the national level for the formulation of gender responsive policies and programmes and for resource allocation for scaling up good practices.

The Final Word

Finally, discussions with senior MoESAC officials during the course of the review reveal deep understanding of the issues and political will to redress the inequalities and inequities. Experience in other parts of the world suggests that a focus on equity in development is central to the realisation of human rights. Equity in development equates with non-discrimination and, in the context of education and gender, is essential if Zimbabwe is to meet its national and international commitments, empower all its citizens and achieve equality.

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