



IMPROVING GIRLS ACCESS THROUGH TRANSFORMING EDUCATION (IGATE)

ANNUAL REPORT – YEAR TWO
MARCH 2014 – MARCH 2015



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AND COMMUNITY DEVELOPMENT



A MESSAGE FROM IGATE



The IGATE programme has had an amazing year of foundation building, implementation and already, signs of impact in many of our operational areas. I am happy to report that we have been able to take the complexities of this programme and roll them in to a combined, comprehensive Theory of Change that is aiming to tackle the greatest barriers to girls, and their families' success in education. Through collaboration among all IGATE partners, we have been able to see all technical models rolled out in the communities, additions of new activities, finalization of data collection tools and the inception of further studies related to key gender findings.

The field, technical and management teams have worked hard in year 2 of the programme to evaluate in real-time the context, needs, lessons learned and successes in terms of field level implementation to ensure that IGATE is flexible and relevant in project delivery. Highlights include:

- the advances being seen in familial financial capacity through the Village, Savings and Lending (VSL) groups
- the increase in girls understanding and self-esteem through the Power Within clubs
- the change in knowledge and attitudes being realized in religious leadership through the work under Channels of Hope Gender (CoHG) and through the UNICEF Gender Mainstreaming
- the impacts being seen in distance barriers through BEEP
- knowledge related to school management (SDC) and initiatives related to hygiene for women

- an increased level of partnership with the Government of Zimbabwe through the Communities Supporting Girls' Education (CSGE/CVA) model and through our regular engagements with the Ministry of Primary and Secondary Education (MoP&SE).

As we reflect upon the last year as a team, we are so thankful for the opportunity to serve with each of the communities across Zimbabwe we are working with and to hear their stories. I personally am so grateful for a phenomenal team of people working under IGATE, for their passion, their commitment and their dedication and for the impacts being seen in lives on a daily basis. I want to thank each of the consortium partners under IGATE and to recognize them for their support and passion. I also would like to thank the spouses and families of those dedicated to this project, my wonderful wife and my little son, for their support and sacrifice. We, as a project, would like to thank the Department for International Development (DFID), the Government of Zimbabwe, Pricewaterhouse Coopers, Coffey International and the many partners we work with along the way. Most importantly, we thank God for his guidance. Without the funder, the government, the communities and our families support, we would never be able to achieve the impacts IGATE has for these communities across this great country.

As the famous Southern African philosophy of Ubuntu states, "I am because we are". May this report give you a sample of what we, as a team, have seen in the past year and we look forward to a successful year 3 ahead.

Best,

Craig Geddes
Consortium Leader – IGATE
World Vision Zimbabwe

PROJECT OVERVIEW

The Improving Girls Access through Transforming Education (IGATE) programme, a \$25 million DFID Girls' Education Challenge (GEC) project, has been successfully implementing a multi-layered programme which is aiming to improve girls access to, retention in and performance in school, speaking directly to DFID's GEC aims, UNGEI's Policy Advocacy Agenda and the Millennium Development Goals which are expiring this year.



IGATE's multi-layered approach is a critical strategy for implementation in sectors as complex and interconnected as gender and education. Looking at current barriers and trends within third world communities, single focused gender initiatives are no longer targeting barriers comprehensively, leaving girls in empowered but still in disadvantaged states far beyond programming exit. In order to truly respond to current context regarding gender norms, beliefs and activities in Zimbabwean communities, IGATE is operating a multi-pronged intervention strategy. IGATE is working directly with the girls themselves, boys, parents, church leaders, school leadership, traditional leadership and government to create a comprehensive, empowered, educated and active safety net of support for girls and their anticipated improvements in education, health and civic engagement. Over the course of year 2, IGATE expanded its programme to include further interventions looking at literacy improvements and male champion engagement, creating a now nine layered project linked directly to responding to girls educational barriers.

World Vision, as consortium lead, and its IGATE partners, who act as technical leads for the different models, (CARE, SNV, EFZ, UDACIZA, WBR, HR and EWF) believe that there are a number of key strategies that are working successfully in improving girls access

and performance in school, their wellbeing and empowerment, their health and protection and their likelihood of future success. Examples of these successful strategies are *Girls Clubs (Power Within GC Club model)* combined with *Mothers/Family Groups* whereby girls are receiving training on empowerment and engagement in all levels of society while parents are learning about the benefits of girls education and how best to act as supporters/ community policers and committed actors. As of this publication, IGATE had formed 343 MG's and reached approximately 9,600 children through GC's. Combining with the Girls Clubs on direct impact to the children themselves, IGATE is also employing strategies that remove the barrier of distance through the *Bicycle Education Empowerment Programme (BEEP)* and increase the likelihood of improved literacy outcomes through *Reading Clubs and Teacher Training*. Currently, IGATE has distributed approximately 11,000 bicycles to those most in need of support to improve their attendance. Significant change has already been reported with girls speaking of a greater understanding of their equality, a reduced fear to communicate on health, menstruation and GBV related issues and improved support by parents on education and follow-up on issues such as truancy and abuse. IGATE has also been collecting reports on the reduction of distance as a barrier and the marked increase in attendance and reduction in fear-based resistance to school. In addition to this, IGATE is seeing success through *Village*,

PROJECT OVERVIEW

Savings and Lending Groups (VS&L) which are equipping parents and community members with knowledge on finances, savings, lending and income generation improving familial wellbeing and increasing school fee payments, therefore improving girls attendance. IGATE has reached approximately 20,534 parents generating a portfolio of over \$450,000 in less than 20 months of implementation. *Religious Bodies* engagement and training whereby IGATE has currently trained over 1,500 religious leaders and *Male Champion* training are strategies being employed to increase understanding and support in some of the most significant stakeholders within Zimbabwean communities. Religious leaders, specifically those within the Apostolic community, a very conservative, closed sector of community, are already reporting changes in knowledge on how gender based violence, polygamy, early marriage and barriers to education can hurt young girls and their communities at large. Lastly, working specifically with improving schools capacity to provide for girls needs, IGATE is working through *School Development Committee (SDC)* training and a social advocacy scorecarding process *Communities Supporting Girls Education (CSGE/CVA)* training approximately 467 SDC's to date. Within IGATE schools, mechanisms for reporting abuse and suggestion boxes are already being distributed to help equip these processes.

Through IGATE's enhanced look at marginalized girls through a comprehensive, community based solution, communities, schools, leadership, parents and children themselves are helping to change norms around GBV, gender parity, school environment, matriculation and transition, finance and health. Over the four year programme, the eight partner agencies are working on a comprehensive model for change, seeing the community actors as key gatekeepers in a girl's life and understanding that in order for sustainability to be achieved, all levels of

generational actors, in each sphere of influence (home, school, community, government, church) must be engaged.

DFID GIRLS' EDUCATION CHALLENGE (GEC)

The IGATE programme is a part of a new, innovative funding mechanism being operated by the UK Government's Department for International Development (DFID) through the Girls' Education Challenge (GEC).

The GEC is planning to help up to a million girls across the world access and perform better in school by ensuring projects improve accessibility and quality of learning through the Innovation, Step Change and Strategic Partnerships windows. Funding projects in 18 countries, DFID is contributing approximately \$500 million to these aims and is committed to supporting community based, sustainable projects that produce data supported interventions and impacts.

DFID has engaged Pricewaterhouse Coopers and Coffey International for the Fund Management and Evaluation Management of the GEC globally and will be producing global baseline, midline and final evaluation reports on the impacts the entire fund has seen throughout the four years of programme implementation.

IGATE, as part of this new Community of Practice, will be able to report directly in to the GEC on what Zimbabwean girls, families and communities are facing in terms of gender and education and how IGATE's models are creating change within all spheres of society. IGATE hopes that these models, introduced by a number of partners, will be able to create a blueprint for future, successful programming in gender and education.

IGATE THEORY OF CHANGE

IGATE BASELINE REPORT AT A GLANCE

68% of household heads do not have a job

61% of household heads have not completed education beyond grade 7,

38% of respondents adhere to the Apostolic sect

47% are unable to read or write a letter in English

IGATE BASELINE REPORT AT A GLANCE

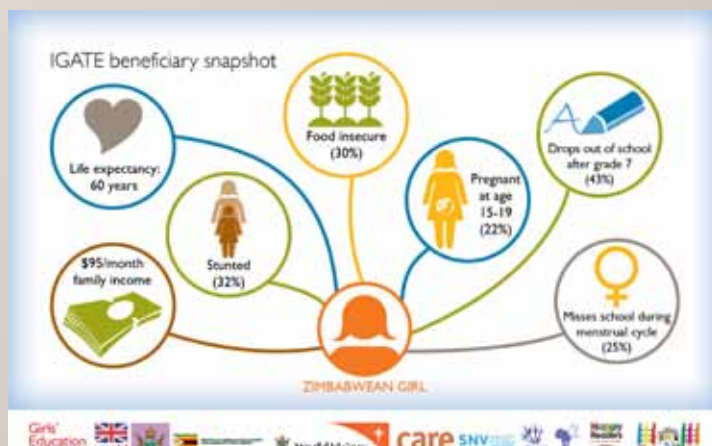
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The IGATE ToC, as seen here, is a model by model response to each barrier identified within Zimbabwe as the main barriers to



girls' success in education. Through the Zimbabwe Vulnerability Assessment (ZIMVAC), Government of Zimbabwe data and the IGATE baseline, World Vision and partners were able to identify the main barriers and create a responsive project that identifies these barriers and responds to them effectively. Without a comprehensive model to respond to these major barriers, these communities would have been receiving assistance and change strategies that would have alleviated one or two major needs, leaving the remainder of the current debilitating mechanisms operating and in place. With those remaining barriers still in place, these communities would have continued to unknowingly perpetuate systems and beliefs that would have kept girls uneducated, disempowered and ill-equipped to change their futures.

The IGATE ToC therefore tackles these barriers through the partnership of eight organisations, the GoZ and the communities themselves and believes that through the four year programme life cycle, complete transformation will be achieved.



MAKING IGATE WORK! MODEL BY MODEL

Barrier 1: Girls Understanding of their own potential

Model 1: Power Within Girls Clubs

Project to Date Impact: 9,600 girls

IGATE is rolling out Girls Clubs and training PW Matrons to look at the basic understanding and knowledge of girls on their own civic, health, educational, social and spiritual potential with the goal of improving their understanding, interaction and beliefs related to empowerment.

CARE International in Zimbabwe are giving the technical support on the model using their globally recognized history of rolling-out Power Within in a number of different countries of intervention. The Power Within model is predicated on the belief that supporting girls to complete primary education while also cultivating leadership competencies through creation of an enabling environment will result in girls understanding and acting with others on their rights.

IGATE is therefore training Matrons on the Power Within model and then assisting them in the creation of school/community based Girls Clubs. Throughout the life of the project, World Vision and CARE are working with matrons to promote social activities, sports, civic engagements, camps and exchanges between different parts of community to improve girls participation and community acceptance of increased involvement. IGATE sees this as the first, vital step to transforming the capacity and futures of girls within these communities.



Barrier 2: Familial Understanding of the importance of girls education

Model 2: Mothers Groups/Family Groups

Project to Date Impact: 344 Mothers Groups formed

IGATE believes that the parent/guardian is the most powerful influencer in a young girl's life and therefore sees the education and support of parents as one of the biggest steps towards creating a fully supported intervention. IGATE is working through CARE International in Zimbabwe's Mothers Group model to work primarily with women in training them on the importance of education of girls, how to act as support mechanisms for families to reduce truancy, abuse and drop-outs and how to partner together to look at the important issues affecting girls attendance and quality such as menstrual hygiene and learning outcomes for girls in Zimbabwe. In addition to acting as support mechanisms for issues affecting girls, MG's also provide mentorship, guidance and counseling specifically to girls on adolescent issues, hygiene and education.

Within IGATE, World Vision has also begun to see more men joining these groups, showing greater interest in supporting girls and being a part of the solution for improving their

Cases followed	Number of cases
Truancy	202
Sexual abuse	53
Physical abuse	71
Child neglect	161
Drop out	404
Total	891

MAKING IGATE WORK! MODEL BY MODEL

attendance in school. An older traditional leader who just joined the groups told World Vision that he wanted to join the Mothers Group because he *“saw the word Mother not as a noun or an adjective, but a verb...I want to mother these girls in to success”* he stated. Since project inception, IGATE has been able to see a significant change in how Mothers Groups support follow-up on children's issues as seen in the chart above:

This data shows an incredible shift in the support to some of the most pressing issues facing children within these communities. Within this year of the programme, IGATE is already seeing powerful transformation in the community partnership aspects of supporting children.

Barrier 3: Familial Financial Capacity

Model 3: Village, Savings and Lending (VS&L)

Project to Date Impact: 20,534 parents

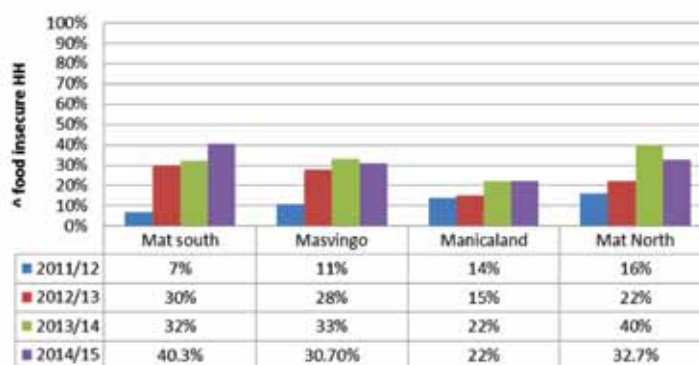
One of the greatest barriers to educational success for children in Zimbabwe is poverty and the lack of capacity of families to afford food, basic healthcare and support to education. Communities within the areas where IGATE is working have some of the highest poverty indicators in the country and are struggling to support both boys and girls educational needs, on top of basic survival requirements. According to the IGATE Baseline Report, 68% of household heads do not have a job or regular source of income, only 39% had completed 7th grade and 80% of homes had no access to electricity.

To respond to this barrier of poverty and lack of financial capacity, IGATE is working with the CARE International in Zimbabwe model, Village Savings and Lending (VS&L), to help improve the financial capacity of families by training them on savings, lending and generation of income. Working through a rigorous training that involves both men and women, VS&L teaches participants on budgeting, savings, management of finance and encourages investment in education through paying of school fees and supplying of much needed materials and auxiliary needs. IGATE has seen an incredible uptake of this model and has recorded significant gains in the areas of behavior adoption as it relates to financial capacity. IGATE has seen a membership growth rate of 1.8% since VS&L inception, an attendance rate of 87.3% and a financial cash flow of \$450,000 showing the power of this model to train families on budgeting, saving and generation of income.

Beginning in 2015, the capacity of targeted families further decreased due to the erratic rainfall and potential drought experienced in the targeted areas with World Vision and partners calling the situation emergency level. World Vision performed a rapid assessment on the looming food insecurity crisis and shown below in the here, identified that in all four IGATE provinces, household security is plummeting causing high levels of concern for IGATE partners related to household survival and capacity to continue to support education.



Graph 1 :% Food Insecure households by Province



MAKING IGATE WORK! MODEL BY MODEL

Barrier 4: School Management and Gender Support Needs

Model 4: School Development Committee (SDC) Management and Gender Focused WASH Training Project to Date Impact: 467 SDC's trained

The school is the most important actor in the educational success of children in both urban and rural settings and can be the key facilitator of change and impact in a child's life in terms of their involvement and commitment to educational achievement. Working through the Government of Zimbabwe's Ministry of Primary and Secondary Education (MoP&SE), IGATE is working with the SNV model of training each SDC on basic management, support to education through service provision, control and care of school assets and training on how to create mechanisms that ensure gender friendly environments in both WASH and safety.

Through these trainings, IGATE is able to assist SDC's in becoming fully functional management bodies as well as proactive in relation to supporting girls needs and girl friendly initiatives. Focusing specifically on girls support at school, IGATE is working through SNV with the Ministry of Health and Child Welfare and the Standards Association of Zimbabwe (SAZ) on the development of standards for both disposable and reusable menstrual pads. Menstrual hygiene education within Zimbabwe is minimal and health experts have reported a continued use of unsanitary and unsafe products being used by girls and women across the country, with only 40% of stores even carrying menstrual hygiene products. According to baseline mapping done by SNV under IGATE, 20% of rural primary school girls do not attend school during menstruation, 72% do not use sanitary pads and 54% are teased due to menstruation. These statistics show a dire need for targeted assistance in the area of support to schools in management and information sharing with men and women about the importance of girls health and hygiene.

IGATE is committed to innovation and support to not only programme activities, but, also policy impacts that will help change the environment for girls now and in the future. Working alongside government and private sector, the programming is analyzing the most effective and efficient avenues to create an environment for change.



Barrier 5: Religious Bodies Understanding and Support of Gender Equity

Model 5: Channels of Hope Gender (CoH-G)/UNICEF Supported Gender Mainstreaming Project to Date Impact: 1,500 Religious Leaders trained

The power of religion and church leadership within African communities is rivaled by no other in terms of impact in knowledge, attitudes and behaviours and the effect they have on how communities and households operate. Within Zimbabwe, 70% of the population identify as Christian and among those Christians, 30% identify as members of the Apostolic faith. In both conservative bodies of evangelical Christianity and in the Apostolic faith sects, practices such as early marriage, early pregnancy, polygamy and other negative activities are supported causing huge barriers for young girls in terms of their sexual, social and educational health and wellbeing.

MAKING IGATE WORK! MODEL BY MODEL

IGATE, using World Vision's Channels of Hope Gender (CoH-G) model combined with UNICEF Gender mainstreaming, is partnering with the Evangelical Fellowship of Zimbabwe (EFZ) and the Union for the Development of the Apostolic Church in Zimbabwe Africa (UDACIZA), to train Apostolic and Evangelical Faith leaders and elders on the Biblical basis for gender equality speaking directly in their language to the importance of gender parity in financial power, health, decision making, education and sexual and reproductive decisions.

World Vision, EFZ and UDACIZA strongly believe that these activities and engagements are bridging cultural and religious gaps that have existed for decades, bringing many marginalized groups in to the mainstream, respecting their beliefs while also working together to change certain practices that are detrimental to girls and boys success. Since trainings began, an increase in female participation in the leadership trainings, an uptick in attendees and a significant shift in discussions and understanding has already occurred.

Barrier 6: Lack of Male Role Modeling/Gender Champions

Model 6: Male Champion Training

IGATE has found that within Zimbabwe, similar to many Sub-Saharan African countries, the involvement of men at all levels of change is critical for adoption and sustainability of new practices. Current gender norms within communities are often perpetuated by groups of individuals who lack the knowledge and leadership required to make difficult but important steps towards parity.

This belief of the power of male involvement was reiterated in the IGATE Baseline Report and the IGATE BroadBased Gender Analysis whereby communities reported a lack of understanding by many men on the negative effects of educational barriers for girls, boys and for community success as a whole. The report stated that across IGATE districts, "women have to request permission from men" for involvement in activities, patriarchal attitudes are rife with men having "control of productive assets" and "cultural beliefs that place a lower value on the girl child".

We really appreciate that both the girl and boy child should be given the same educational opportunities. The reality however is that, the majority of us when faced with financial difficulties, would rather send the boy child to school ahead of the girl child because the boy child is our "pension" in old age and he will perpetuate the family name. The girl child will be married and will go to look after the husband's family and hence in essence she does not belong to us nor is she able to look after us in old age because she will have obligations with her husband's family.
(FGD with men, Binga)

In order to ensure community support and gender leadership, IGATE, through the Emthonjeni Women's Forum (EWF), will be training men within the community on becoming male champions to support IGATE's community based support to education for girls as a part of phase 2 of the IGATE programme. Building upon the foundational success of the roll-out of all original IGATE models, World Vision and EWF will partner together with the Mothers Groups, SDC's and other bodies to integrate male champion training and selection of men who will lead the process of supporting gender based changes within community.



MAKING IGATE WORK! MODEL BY MODEL

Barrier 7: Distance

Model 7: Bicycle Education Empowerment Program **Project to Date Impact: 11,000 Bicycles distributed**

World Vision has understood that the community and familial structures are vital for girls success, but also understands that getting the children to school is just as important and ensuring they are adequately supported in one of the biggest areas of need.

The IGATE Baseline Report showed that distance was one of the top three barriers to girls' attendance in school. Families reported that distances from home to school was prohibitive and many children were walking as long as 10kms/6 miles each way to school resulting in children being hungry, exhausted, unable to concentrate in school and at risk for physical and sexual violence en-route. With distance being such a large barrier to success, World Vision has partnered with World Bicycle Relief (WBR) to create the Bicycle Education Empowerment Programme (BEEP) under IGATE.

The BEEP project is helping to reduce the barrier to distance by delivering bicycles to children living the farthest from school, setting up Bicycle Supervisory Committees (BSC's) to ensure community based support and management, training mechanics for sustainability purposes as well as income generation and ensuring that children/families are engaged and committed through Service to Own contracts. Each step of the BEEP intervention is handled by the community structures in place and requires a high level of commitment and involvement to ensure a sustainable, needs based intervention.



Barrier 8: Learning Outcomes

Model 8: Reading Clubs

While Zimbabwe officially has one of the strongest education systems on the continent, learning outcomes related to literacy and numeracy have been recorded as much lower than expected. Recent studies including results from the IGATE Baseline Report, show that performance of children in school has been plummeting and that assistance is desperately needed to support children's reading and mathematics skills and improve their likelihood of educational success. Results have been surprising educational officials and the depth of intervention needed has shown that direct implementation of learning outcomes activities is vital to IGATE success.

World Vision, under IGATE, is partnering with Happy Readers, a Zimbabwean based company that has years of experience working in improvement of learning outcomes through government supported, school linked interventions that directly target training of teacher and therefore children on literacy activities.

Happy Readers has a strong, existing relationship with the Ministry of Primary and Secondary Education (MoP&SE) and has had all curriculum approved and relationships at National, Provincial and District level solidified through the results being seen in its interventions across Zimbabwe. Under IGATE, HR will roll-out 300 Reading Clubs in the IGATE communities focused on improving these children's capability through training

MAKING IGATE WORK! MODEL BY MODEL

of local Government of Zimbabwe officials, teachers, Matrons and World Vision staff on the introduction and facilitation of extra assistance for children to improve their quality of education.

Barrier 9: Community Capacity to Maintain Accountability for Service Provision

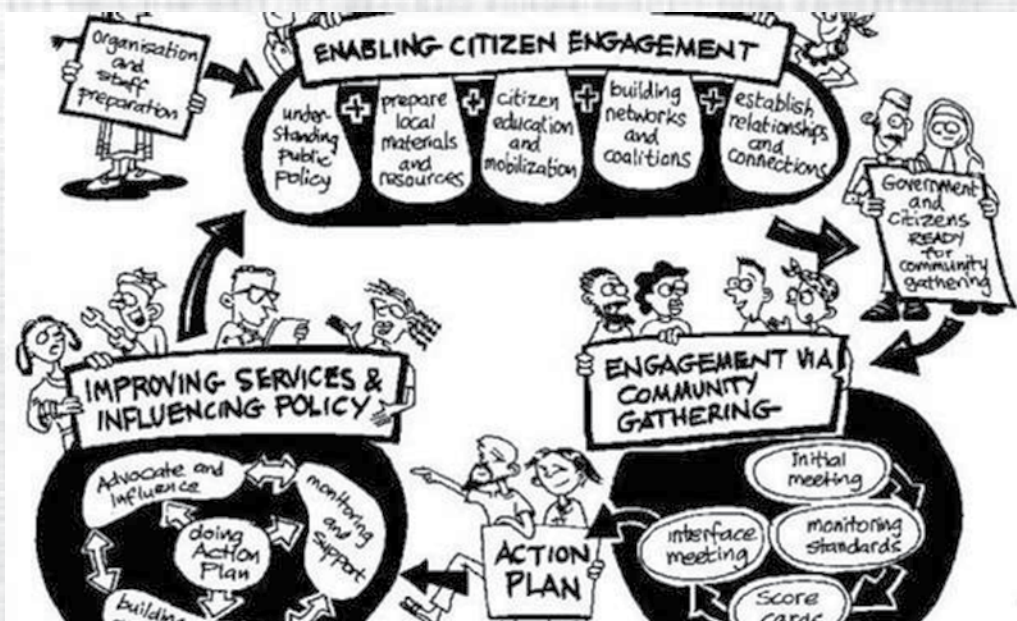
Model 9: Communities Supporting Girls Education (CSGE/CVA)

Community involvement, participation and leadership is critical to creating a sustainable, locally driven project. IGATE, using World Vision's community advocacy and social scorecarding model, CSGE/CVA, is working to create a strong, community structure that involves all actors, including Government in becoming proactive agents of change as it relates to social services provision in education. CSGE is a globally proven methodology that has created huge impacts in education, health and social services in Sub-Saharan Africa in recent years. Working through CSGE, communities in Uganda have seen huge strides in the improvement of provision of services due to the detailed, integrated work on analyzing needs, creation action plans and holding partners to account for intervention. CSGE has been operating around the world and has had significant impacts in education, health and overall social service provision. Communities around the world report important improvements in Primary education as a result of their CVA work. In 2011, WV joined Oxford University in a study of CSGE's affect on education outcomes on 100 Primary Schools in Uganda. In the communities using the CSGE Community "Scorecards", researchers documented a .19 standard deviation increase in test scores among students in the treatment communities.

Through IGATE, all 467 communities will be scoring their schools against the Government of Zimbabwe's mandated standards for educational provision, allowing them to create a score of how they feel the school is graded against the norm resulting in an action plan and a design that will help them lobby with government for improved service provision. IGATE hopes to have these action plans linked with existing Government of Zimbabwe initiatives such as School Improvement Grants (SIG) to create a higher likelihood of successful change and implementation of service provision to improve functionality of schools.

Through these nine models, IGATE is planning to achieve an increase in enrollment, attendance, retention and learning outcomes in girls (and boys). IGATE is also believing that changes will be made in familial financial capacity, school management and community supporting mechanisms. Lastly, and of significant

importance, IGATE is also expecting to see a marked change in knowledge, attitudes and behaviours (KAB's) of church leaders, traditional leaders, parents and children themselves.



MEASURING THE IMPACT! THE IGATE METHODS OF EVALUATION

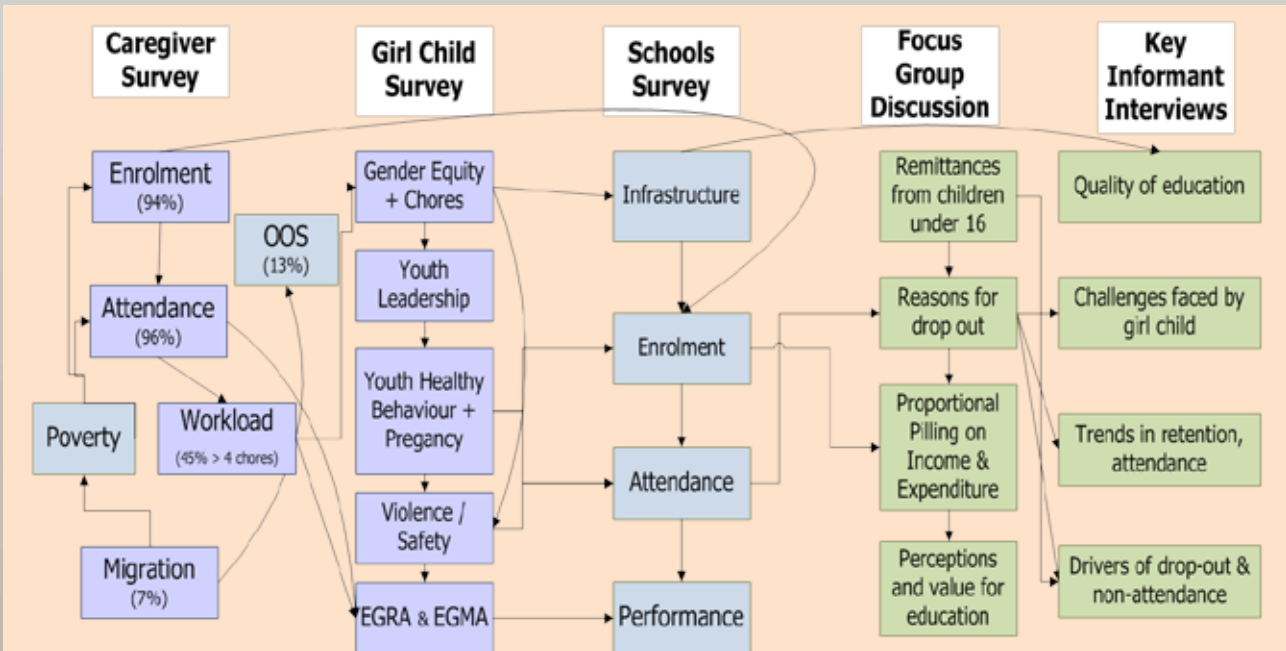
World Vision believes that the significance of development programming in sectors such as gender, education and finance/business is not only in the implementation, but also in the management and analysis of its activities. Data collection, management and analysis is a critical piece in IGATE's method of intervention and is creating a wealth of knowledge on what practices and interventions are most successful across the sectors involved in the programme.

IGATE is operating, as part of the GEC, a double-blind Randomised Control Trial under a Quasi-Experimental Design. Tracking a cohort of girls through both treatment and control schools through the life of the programme, IGATE is committed to achieving a .4SD additionality change in learning outcomes between these two groups by the end of 2016. Working from the rigorous baseline survey, World Vision has analysed areas of concern, added

new interventions and responded directly to the needs that were highlighted as most urgent.

Using the schools as the cluster unit and a randomized selection process for treatment and control, IGATE is able to ensure purity of intervention and analysis.

IGATE's baseline, midline and final evaluations all use a mixed methods approach to evaluation. IGATE has employed Key Informant Interviews, Household Survey, Girl Child Survey, Field Discussion Groups, Youth Leadership Index, Girl Empowerment Index, in-depth interviews and the Early Grade Reading Assessment (EGRA) and the Early Grade Mathematics Assessment (EGMA). In order to ensure a significant sample size, IGATE is interviewing over 2,000 girls and over 3,000 households through these 3 key processes, collecting a large amount of data that gives the consortium a strong base for data analysis and triangulation of findings.



MANAGING THE MONEY! PAYMENT BY RESULTS

IGATE, as part of the GEC, is also part of DFID's focus on Value for Money looking at Economy, Efficiency and Effectiveness, choices of activities, streamlining of implementation and efficacy of impact. VFM is committed to analyzing the effectiveness of each pound spent on development programming, ensuring that projects are efficient and effective with funding, having the maximum impact with the minimum input of resources.

To focus the VFM link to actual programming deliverables, IGATE is tracking programme activities under each output, linking them directly to cost categories and tracking these expenses in the VFM Matrix for the entire project. Ensuring that

VFM is actually tangible, IGATE is also responsible for a Payment by Results (PbR) mechanism which links project outcomes and impacts directly to 10% of programme funds. This PbR mechanism, one of the first of its kind, is innovatively holding recipients such as World Vision and its partners to accountability in design and implementation of development projects. This unique aspect of the IGATE programme requires a much higher level of scrutiny of financial accountability and a much more rigorous analysis of project activities. Each activity under IGATE's main outputs is being tracked to ensure that the eventual roll-out contributes to IGATE's promised impacts and links to financial accountability and responsibility.



THE IMPACT OF IGATE

Overall, beyond the design phases, the editing of Theories of Change, the analysis on monitoring and evaluation and the tracking of finances against logframe, World Vision's goal is to improve the lives of girls across the country of Zimbabwe. In the short period IGATE has been fully operational in activities, staff from all the consortium partners have sat under trees, in classrooms and in offices across this amazing country and heard stories of impact and change and seen communities beginning to transform.

In celebration of what has occurred in year 2 of the IGATE programme, this report ends with the words of those who have been changed and transformed by these interventions and highlights the people IGATE is working with to champion these causes across the country.

IGATE IMPACT 1:

Zhopembe Primary School is a school situated in the farms of Southern Beitbridge, a district which is in a remote, arid part of the country, where erratic rainfall has threatened drought and cross-border migration has torn apart the fabric of the Zimbabwean family. Children in this school area come from families who have suffered greatly due to economic hardship, crop failure, lack of parental input due to illness and cross-border migration, poor education services and the introduction of practices such as polygamy and early marriage. In many instances, parents and community members don't see the benefits of education for their children and many households often have them focused on daily chores, income generation or sibling care. As young members of their communities, these children often bear the greatest impact and therefore malnutrition, stunting, illiteracy, sexual abuse and poor self-esteem become their daily realities.

Zhopembe Primary has faced many challenges because of its situation, with distance, drop-outs and lack of capacity to pay school fees having the biggest impact on education specifically. Most pupils travel as far as 8 miles each day to school, walking the long, dusty roads, often alone, at risk of sexual abuse, arriving late, exhausted and hungry. Drop-outs occur due to the lack of capacity of parents to pay school fees, the economic impact and necessity to generate income and the socio-cultural impacts of early pregnancy and polygamy. Truancy among girls specifically occurs due to illness, lack of support during menstruation and lack of mechanisms for in school support related to gender parity.

"Long distances to school and the community's attitude towards education are the main factors influencing dropouts, late arrivals and truancy. Sexual abuse cases and early pregnancies had also been a usual occurrence at school, since most parents leave their children alone as they cross the border to neighbouring South Africa impacting girls attendance" highlighted the school headmaster. The other main challenge that the school headmaster cited was that there wasn't any awareness of menstrual hygiene issues at

THE IMPACT OF IGATE

the school. “The girls didn’t know that they could be assisted with menstrual hygiene issues if they report to the teachers. In this community there isn’t any motivation to support education because there has never been any development project in the area...until now, under IGATE”, he says.

Since the inception of the IGATE project through the Village, Savings and Loan trainings, Mothers Group trainings, Girls Club trainings and introduction of other IGATE models focusing on school management, menstrual hygiene support and religious bodies engagement, there have been significant changes in the schools learning environment and the community’s perception to education. Families are opening up to understanding the impact of education, realising the positive effect of supporting both boys and girls in school, understanding the importance of supporting girls in their development socially, emotionally, and physically and realising the need to focus on saving to pay school fees and contribute towards education.

“These savings groups have really helped a lot, I’ve noticed that whenever the parents come to save their money every month, parents would come and pay for their children’s school fees” , said the headmaster.

Less than two years in to project implementation and already World Vision is seeing changes that are transforming communities and by result, impacting tens of thousands of lives across Zimbabwe, many whom are sitting, with a renewed hope, in chairs at Zhopembe Primary School.



THE IMPACT OF IGATE

IGATE IMPACT 2

Patience* is a quiet, subdued 11 year old girl who is attending school at one of IGATE's schools in the district of Gokwe South, one of the most isolated parts of the country of Zimbabwe. She stays with her parents and other siblings and is the daughter of a respected village head in her area. Patience, like many girls in rural Zimbabwe, didn't often speak in mixed gender settings, was quiet and often withdrawn. She often spent time alone and never seemed interested in the activities many of her peers seemed to enjoy. Patience was different and Patience needed help.

Suspecting that the behaviour of Patience could be as a result of something unusual, members of the IGATE Mothers Group, following training on basic counselling skills, developed an interest in the child and wanted to understand more, realizing their role in helping children feel protected. The local Mothers Group, because of their training, knew that trust must come first, so they started a process of mentorship and sharing with this young Zimbabwean girl. They, as members of her community, began to take an interest in her wellbeing, discussing education, life goals and fears. It was in those discussions, those moments of vulnerability, that for the first time, Patience opened up and let her secret out – she was a victim of sexual abuse and she was scared.

Upon hearing of Patience's situation, the Mothers Group took the steps to protect her and to engage with the police and the health services to ensure her safety. In addition to her safety, they wanted her to feel included again and they wanted her to succeed now more than ever. The Mothers Group engaged the school authorities regarding her school work and regarding assistance to her in regaining her lost confidence. Feeling safe, feeling validated, feeling strong enough to be a bigger part of her school and community, Patience began to attend school again, became more vocal and decided to join the Power Within Girls Club. Patience, changed, because someone under IGATE saw her as not just another member of the community, but as a person, an individual and someone who, if helped, could change her world.

IGATE IMPACT 3:

I am a mother of 2 children, a boy and a girl. I worked as a matron at the local primary school, and I was called by another friend of mine who told me about the IGATE project. Before I joined the IGATE project, my situation was so challenging, the children were always being chased away from school, and I would wonder where we could get the money, money for food, healthcare

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and for their education. It was as if when IGATE began, my life changed. Joining the VSL group helped us so much to receive money for paying school fees. Since beginning to participate in IGATE through the savings and lending scheme, my children are no longer being chased away from school, they are being invited in, they are participating, they are learning, they are changing for the better.

I have already learnt so much through IGATE – understanding how to generate my own income, realizing the importance of girls education and seeing that I can be an actor for positive change in my community. Now, we can teach our girl children not to look down upon themselves, but to learn and strive to succeed. **I think my future would be brighter and also for my children because we have a partner (called IGATE) that has made our life easier.** – Maria, Aged 34



IGATE IMPACT 4:

One day, sitting in my classroom with my friends, the matron at our school, Mrs. Ndlovu came in to talk to us about a new project in our community and as I sat and listened to her speak, I heard things I had never heard before, I learned things that were new to me as a young girl and I realized I was beginning a journey that was more exciting and more powerful than I could have ever imagined. The journey I started has shown me the importance of being valued, attending school, taking care of my health and standing up for what I see is right. I heard about the IGATE programme and I began participating in

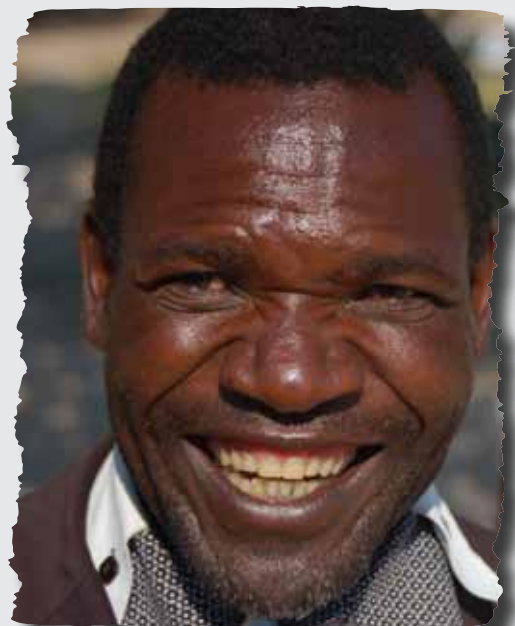


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the Power Within Girls Clubs, the sports camps, the training on menstrual hygiene and I began to see things change: more boys understood that I was just as important, I was no longer ashamed of myself and I began to realise that I had power to change others. Before I joined the IGATE club, I used to be so shy (**ngiyisithutha**), but now I feel that I am more confident and I no longer fear to talk in front of others or recite stories. I have also learned about our 'Child rights', 'career guidance' and also 'Communication' among other things. **I think as I continue with this project, I will grow up to be a more clever and confident person, which I used not to be before this programme.** When I am grown, I now see beyond my own circumstance – my wish is to be a nurse in the local community and to help others see their potential to be world-changers.

IGATE IMPACT 5:

This man, the School Development Committee Head for a local primary school in Chivi, Zimbabwe has become an incredible champion for girls rights and for gender equality. He led his community recently in a discussion surrounding the importance of supporting girls, of focusing on menstrual hygiene education and on the need for separated latrines. He is becoming a champion for girls health and education in his community, a rural area where these ideas are new and champions like this are rare. He is a new IGATE Ambassador for change!



IGATE IMPACT 6:

We introduce to you here one of the most powerful agents for change that World Vision and its partners are working with under the IGATE programme, a local Ward Councillor responsible for activities within his Ward and Community. This man, our new partner is responsible for heralding IGATE as a life-changing

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innovative project within his community. In May of 2015, he stood in front of his whole community, as the most senior representative of government in the meeting, and admonished all of his male and female counterparts to continue to work together to stop child abuse because of what they have learned through the programme. He stated to World Vision, “before IGATE, we had no idea what abuse really was, but, since this project began, I am calling us all to be protectors not perpetrators”. This man is an IGATE hero for change!



IGATE IMPACT 7:

World Vision wants to introduce you to one of our new champions for change under the IGATE programme. This woman, a leader in her community, is the head of the Power Within Club and the Mothers Group for IGATE and is responsible for some of the most progressive changes her community has ever seen. In partnership with other members of the Mothers Group, she engaged with the School Development Committee (SDC) to look at creating more girl friendly spaces within school, ensuring that a mechanism for reporting abuse was present and initiated the construction of girl friendly latrines, the first of their kind within her area. In May, she stood in front of her community and spoke about menstrual hygiene and the keys to supporting girls education. She is a champion, risking reputation and rebuke to speak of such sensitive issues in front of traditional leadership and men within her community. Because of her bravery, change is occurring, people are seeing the impacts and girls and boys are becoming more equipped members of their society. She is an IGATE Champion for change!



“My life has significantly changed since joining the IGATE programme” – Takunda, aged 9.

**"Education is the most powerful weapon
used to change the world"**

- Nelson Mandela, Nobel Peace Prize Winner

**"One child, one teacher, one book, and
one pen can change the world."**

- Malala Yousafzai, Nobel Peace Prize Winner

**"When the history of African
development is written, it will be
clear that a turning point involved the
empowerment of women."**

- Sheryl Wudunn

**"Educate a man, you educate a man,
educate a woman, you educate a
generation"**

- Brigham Young



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