



Zimbabwe
Ministry of Primary and
Secondary Education



SAGE ORIENTATION WORKSHOP



Structure of the presentation

Introduction to project

Defining the beneficiaries – “the hardest to reach learners”

Key intervention areas – learning, transition and sustainability

Theory of change

Alignment with local education priorities

Consortium Strategy Focus

WHAT IS SAGE?

- Gender-Transformative: Programmes improve both practical and strategic gender issues. There is an explicit intention to transform unequal gender relations

AT COMMUNITY LEVEL:

- High-quality, accelerated, non-formal education in accessible, learner-friendly Community-Based Learning Hubs (CBLHs)
- Financial literacy, locally viable vocational training, and apprenticeships
- Package of interventions – including Plan’s tested Champions of Change model – to engage and mobilize girls, boys, men, and women in working to shift and combat harmful gender norms and practices

• AT INSTITUTIONAL LEVEL:

- Fostering linkages of CBLHs to formal schools
- Advocating for wider uptake of the model and for gender responsive policies and practices

Introduction to project

What excites us about the project!

- Gender-Transformative: the project addressed both practical and strategic gender issues. There is an explicit intention to transform unequal gender relations
- Inclusion of marginalised groups: girls with disabilities, young mothers, child workers, girls from Apostolic communities and migrants
- Comprehensive Community Educator professional development programme
- Supporting the implementation of Zimbabwe's Non-Formal Education Policy
- Research components: aspirations and interactions between educators and NFE mentors

GEC LNGB

Supporting Adolescent Girls' Education (SAGE) Programme



Understanding the learners

Group work: Formation Instructions

Lets make 5 groups of 8 participants

- ✓ Nominate the secretary
- ✓ Nominate the presenter
- ✓ Make sure you have a Flip chart and Markers
- ✓ Write all contributions on the flipchart

Who can best assist you?

Task Instructions:

Group work is 20 Minutes

Discuss and respond to the following Questions

- ✓ Who are you?
- ✓ Where are you?
- ✓ What are you currently doing?
- ✓ What are your aspirations for your life?
- ✓ How can you be assisted to achieve your aspirations?

What is SAGE

Learning

Specific Focus;
reach out of school
learners through an
inclusive accelerated
learning programme
focusing on
improving literacy,
numeracy, English
and life skills

Transition

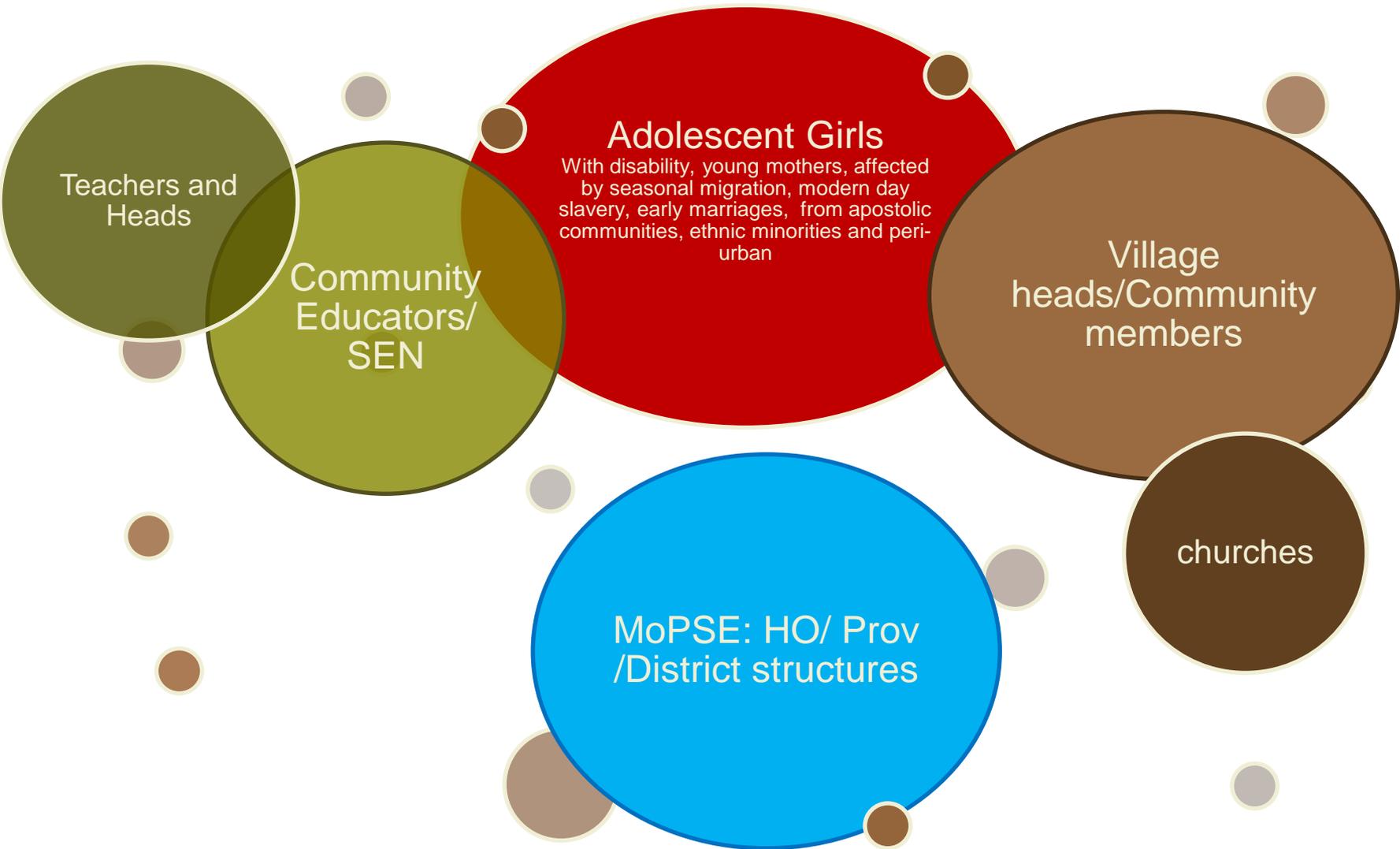
Sustainability



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Target Structures



SAGE Links with MoPSE Priorities

- **MoPSE Mission**- equitable, quality, inclusive, relevant competence driven non-formal education
- **Education Sector Strategic Plan 2016-2020**- priority access for all which will includes; providing adequate infrastructure, opportunity for Non Formal Education (NFE)
- **Non-Formal Education policy 2015** -Non-Formal Education should be gender sensitive, of good quality and relevant in the socio-economic context of Zimbabwe. None formal facets accelerated learning, second chance education,
- **Draft Inclusive Education Policy**- focus is on Education for all
- Building on lessons from **Zimbabwe Accelerated Learning Programme 2013**-strengthen non formal education delivery to support second-chance education

Unpacking SAGE Components

1 Learning

If girls regularly attend accessible, community-based learning sessions, staffed by well-trained and supportive Community Educators (CEs), they will attain desired learning outcomes. Girls' acquisition of life skills and improved self-efficacy and confidence will also in turn contribute to and support their learning.

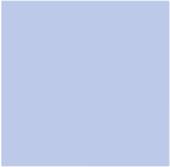
2 Transition

If girls have improved skills, access to financial resources, and information and the ability to act on available opportunities (as well as improved financial and emotional support from their families) they will be able to transition into further formal or informal education, training or (self-) employment, as they desire.

3 Sustainability

If communities adopt more positive and supportive attitudes toward girls' education, and if the larger policy environment is made more responsive to girls' needs, girls will enjoy a more enabling environment that supports their education and project impacts will be sustained.

Unpacking SAGE Components



Learning

- Accelerated Basic and Functional Levels of Numeracy, Literacy, English
- Life skills and ASRH
- Access



Transition

- Vocational skills



Sustainability

- Champions of Change
- Partnerships
- Policy influence
- Research

- **Alignment with Government Education Priorities**

Education Sector Strategic Plan 2016-2020

Non-Formal Education policy 2016

Draft Inclusive Education Policy

Curriculum Development Initiatives

Other donor funded education programs – GEC projects, the GPE, the EDF

Hardest to reach, not hardest to teach!

