

## **An evaluation of the implementation of the national gender policy in teacher education in Zimbabwe**

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### **ABSTRACT**

The study sought to evaluate the implementation of the 2003 National Gender Policy in teacher education colleges in Zimbabwe. A survey design was employed. Five teacher education colleges inclusive of their principals, 16 Heads of Departments and 10 Student Representative Committee members constituted the study sample. Questionnaires were used to collect data. Principals, Heads of Departments and Student Representative Council members responded to the questionnaires. 15 of these respondents were also interviewed. Findings revealed that teacher education colleges do not have own college gender policies, had not engendered their curricula as well as their budgets. Female students far outnumbered male students. Males dominated decision-making positions at student, lecturer and non-lecturing levels. The study concluded that teacher education colleges as part of the education and training sector had not fully implemented the National Gender Policy. It is recommended that the Ministry of Higher and Tertiary Education through teacher education colleges should gender mainstream all their policies, programmes and activities.