

Gender equity dilemma and teacher education in Zimbabwe the quest for gender justice

Dr Ester Rutoro Vincent Jenjekwa Runyowa Julius Raviro Chipato

Abstract

The Zimbabwean government through its different arms has enacted different policies in response to the United Nations initiatives to close the gender gap in social institutions. The question to be asked now is whether teacher education is doing enough in Zimbabwe to prepare teachers to be gender justice and gender equity agents in the education system into which they are going. Are they prepared enough to be agents of social transformation which they should be? This paper argues that teachers' roles in schools are significant for educating children who would establish a gender equal society in the 21st century. It clarifies the perspective of education that aims at a gender-equal society. This research followed the qualitative research paradigm. It is grounded on critical pedagogy. Both primary and secondary data were utilised in the research. Secondary data was gathered from existing literature on researches on gender equity in education management in Zimbabwe. Primary data was gathered through semi structured and unstructured interviews. Gaps that need to be filled in advancing gender equality and equity in education management in Zimbabwe were identified. Recommendations were given to close the gaps identified.