SOCIO-CULTURAL FACTORS LEADING TO THE MARGINALIZATION OF GIRLS IN ACCESSING SECONDARY EDUCATION IN RURAL ZIMBABWE: A CASE STUDY OF MUDZI DISTRICT

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SOCIAL WORK DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK OF THE OPEN UNIVERSITY OF TANZANIA

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CERTIFICATION

The undersigned certify that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: ***Socio-Cultural Factors Leading to the Marginalization of Girls in Accessing Secondary Education in Rural Zimbabwe: A Case Study of Mudzi District***: in partial fulfilment of the requirements for the degree of Master of Social Work Department of Sociology and Social Work of the Open University of Tanzania.

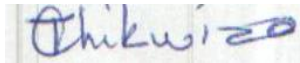…………………………………

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……………………………….

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DECLARATION

I, **Tracy Chikwizo**, do hereby declare that this dissertation titled ''Socio-Cultural Factors Leading to the Marginalization of Girls in Accessing Secondary Education in Rural Zimbabwe: A Case Study of Mudzi District**:**'' is my own original work and that it has not been submitted for a similar degree in any other university.

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Date

DEDICATION

I dedicate this work to the Jehova God, who made this work possible .To my loving husband, Dickson and family for all the support.

ACKNOWLEDGEMENT

ABSTRACT

This study addressed the concerns of the socio-cultural factors that lead to the marginalization of girls in accessing secondary education in Zimbabwe rural area: the case study of Mudzi district. It used case study design with two approaches; Qualitative and Quantitative, involving key informants and focus groups, interviews mixed with the use of Archival records for gathering whole sum evidence for "triangulation". Probability and non-probability sampling were used. To analyse, Qualitative and Quantitative Data methods were used. The study revealed that a great deal of socio - cultural and patriarchal values and ideologies are embodied in the families, society, and schools. Students were overtly and covertly affected by the socio-cultural factors they are deeply rooted into. Girls compliance within rural Zimbabwe is difficult to quantify as they take over many roles which include domestic chores, care work, farming, marriage, biological effects of menstruation costs the list is endless. The study recommends that, governments should plan some special policies to improve female education, fully implemented, closely monitored and evaluated. NGOs should take into consideration all cultural factors and sensitivity that impede girls' educational goals. Advocated to all stakeholders and translated into concrete action. Parent community members should challenge negative traditionally accepted customs in order to modernise in line with upholding women and girls' rights to education. Girls should deconstruct the patriarchal roles, gender-based stereotypes engendered to them by defying the odds and pursuing school to prove that what men or boys can do, women and girls can do it equally well.

Keywords: Access, enrollment, retention/dropout, equity, marginalistion factors and girl child.

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AIDS	Acquired Immune Deficiency Syndrome
AU	African Union
BEAM	Basic Educational Assistance Module
BPfA	Beijing Platform for Action
Camfed	Campaign for Female Education
CBO	Community-based Organisation
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CIDA	Canadian International Development Agency
CRC	Commission for Rural Communities (UK)
DFID	Department for International Development (UK)
EC	European Community
ECOSOC	Campaign on Accelerated Reduction of Maternal Mortality in Africa
EFA	Education for All
ESAP	Economic Structural Adjustment Programme
FGD	Focus Group Discussion
GAD	Gender and Development
GBV	Gender-based Violence
GDP	Gross Domestic Product
GEM	Gender and Empowerment Measure
ICRW	International Centre for Research on Women
ILO	International Labour Organisation
MDGs	Millennium Development Goals

MOESAC	Ministry of Education, Sports, Arts and Culture
MOWAGCD	Ministry of Women Affairs, Gender and Community Development
NGOs	Non-Governmental Organisations
SADC	Southern African Development Community
SARDC	Southern African Research Documentation Centre
SDA	School Development Association
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

CHAPTER ONE

INTRODUCTION

1.1   Introduction

Adolescent girls face marginalization in accessing education. Mutume, (2015) propounds that, despite progress in gender emancipation, girls and women continue to be discriminated in accessing education and within education systems. A number of 57 million children worldwide, of which 31 million girls are out of school and two thirds of illiterate adults, are women. When girls are failed to build a concrete beginning for their lives, society's future is put at risk of all domains. According to Harper, (2013) adolescent girls are not a homogenous group and subsets will have complex and varying needs, which need attention. He argued that, "adolescent girls are often faced with intersecting issues that are interconnected". The variety of issues may come from different drivers for example; early marriage, socio-cultural effects, child labour, and issues from awareness of access to empowerment of rights including education. Nonetheless, all these challenges coalesce around the common theme of inequality or simply the lack of power and efficacy for adolescent girls.

Zimbabwe, like many countries in the developing world, has not been spared from gender inequalities particularly in secondary education. For the purposes of this study, the researcher will focus on investigating socio-cultural factors affecting rural girls' secondary schooling, specifically on the decrease in girls' numbers in accessing and completing school. The research will also a focus on possible interventions by the government civil society, and community in ensuring girls in rural area are not marginalised in the access to, retention and completion of secondary education.

1.2   Background to the Study

UNESCO, (2013) argued that, stark gender inequalities continue to affect the daily lives of a significant portion of the world's population, especially girls Worldwide. There are almost 34 million female adolescents who are out of school, and are missing out on the chance to learn vital skills for work (UNESCO, 2013). The Millennium Development Goal (MDG) number one target was that of eliminating gender disparity in primary and secondary education, preferably by 2005, and in all levels of education, no later than 2015. However, as Cerise and Francavilla, (2012); United Nations Educational, Scientific and Cultural Organization, (2010) (UNESCO) have argued, poverty is the main cause of unequal access to education, particularly for girls of secondary-school age or even socio-cultural effects.

Nigeria, Pakistan and Ethiopia have over nine million girls out of school of in total (UNESCO, 2013). Almost a quarter of young women aged 15-24 today (116 million) in developing countries have never completed primary school. In general, young women make up 58% of those not completing primary school. Overall, two-thirds of the 774 million illiterate people in the world are female (UNESCO, 2013). Meanwhile, the existing evidence revealed that education was paramount to women's development as it helps to keep hunger away, lessens early marriages and births, empowers women to overcome discrimination and have greater awareness of their rights (UNESCO, 2013; Frank, 1990). Educated women have greater confidence and freedom to make decisions that affect their lives, improve their own and their children's health and chances of survival, and boost their work prospects (UNESCO, 2013; Frank, 1990). This stood as a driving wheel to why a research on the socio-

cultural factors that leads to the marginalization of girls in accessing secondary education in Zimbabwe is to be done.

Reference to the Zimbabwean context, the attainment of independence in 1980 was followed by the Government's enactment of The 1987 Education Act of equal, free and compulsory education which made education a right for all children with the aim of removing marginalisation and vulnerability to vulnerable girls. Education system nearly doubled the number of students it served from 885,801 students to 1,310,315 students in primary and secondary education (Ndawi and Peresuh, 2005). This phenomenal expansion was meant to counter and correct the colonial, social and cultural imbalances, which had blocked educational opportunities for the black majority for many decades (Nziramasanga, 1999).

Nevertheless, Zimbabwe in 1990s witnessed a turnaround of economic fortunes and the downward spiral began and economic deterioration has led to the reintroduction of tuition fees. This means that education was no longer completely free in Zimbabwe. The introduction of programs such the Basic Education Assistance Module (BEAM) (as directed by Secretary's Circular Minute Number 1 of 2003) aimed at preventing orphans and other vulnerable children from dropping out of primary school due to the expenses. BEAM only served less than half of the target population. As of 2014, only 10 percent of pupils ages 15 to 24 have not completed primary education, with girls constituting a larger percentage (World Economic Forum 2015).

Putting into consideration of the on-going economic challenges, the Zimbabwean government had been noted to be struggling to support even the few school children

that had been enrolled under BEAM. For example, the Zimbabwe Vulnerability Assessment Committee (ZimVac) (2014) has reported that, on 16 January 2014, the government failed to pay fees for its 167 000 pupils (only managing 83000 of the targeted 250000) under BEAM due to inadequate budgetary allocations and the pull-out of donor assistance, especially the UK Department for International Development (DFID). Adversely, most rural population in Zimbabwe has been lamenting in abject poverty for more than a decade hence making it difficult to keep their children in school in particular girls for they usually get the second preference in the context of the African tradition often referred to be as 'son preference' that view girls as bound to be married and become wards of their husbands thereafter.

Related to this was the issue of child marriage, which although was technically considered illegal, seems to reveal that the gaps in legislation could be compounding this cultural practice. The current legislation did not provide protection against child marriage and its associated abuses, which the country is obliged to provide for under the constitution and its international commitments. The Zimbabwe Customary Law Marriages Act, (1951) last amended in (2001) which had no specific minimum age, has seen many parents and guardians consenting to marriage of their children. Under that Marriage Act on (Section 20), girls below 16 could marry while the same Act says boys could only marry at 18. Girls between the ages of 16 and 18 can get married with the consent of their parents, guardians or, a High Court judge (Bhebhe, 2005). However despite that gap in law, no research had been conducted to find out if there was relationship between forced marriage and the high rate of girls' drop out in secondary schools.

The Government of Zimbabwe is a signatory to several international gender declarations and conventions on elimination of all forms of discrimination against women. Among them are United Nations Conventions on Elimination of all Forms of Discrimination against Women (CEDAW; 1979); Beijing Platform for Action (1999) and Millennium Development Goals MDGs, (2000) Specifically, the MDG 3 focuses on elimination of gender disparity in primary and secondary education at all levels of education by 2015 which has now been replaced by SDGs. To show its commitment the Zimbabwe government has instituted the Zimbabwe National Gender Policy, (2004) with the aim of eliminating all negative practices that impede equality of sexes. This included the Zimbabwean Affirmative Action Policy, (1999) aimed at speeding up equality between men and women *(*Wanjala, 2015; Kazembe, 1988; Fiske, 2015).

Arguably, UNICEF (2012) has shown, Zimbabwe's education system has in recently years registered disparities in education attainment, with girls being the most affected. Indeed, the Zimbabwean Ministry of Education, Art, Sports and Culture MOESAC, (2005:3) has noted that enrolments and completion rates, especially in secondary education, have remained skewed in favour of boys. Concurringly, the United Nations Children's Fund UNICEF, (2012) notes that the challenges girls face in order to transit to secondary schools, and to remain in school once enrolled, are tremendous and the situation was even worse in rural areas (UNICEF, 2013). The issues hampering girl child education especially in the countryside has remained understudied and therefore under appreciated. Against this background, this study was driven to investigate the socio-cultural, factors that lead to the marginalization of rural girls in accessing secondary education, focusing on the case study of Mudzi district.

1.3   Statement of the Problem

While education is generally perceived to be the master key that opens all doors to human development, research evidence in literature has continued to reveal that being girl leads to diversities in educational opportunities in Zimbabwe as is the situation in other developing countries (UNICEF 2013). Despite the existence of international, regional and national laws that reiterate a commitment to end gender inequality in education, in Zimbabwe, enrolment and completion rates for girls especially in secondary education, have remained low and concerning.

Concurring, UNICEF Zimbabwe, (2011) detailed that, in education, although net attendance rates for primary school have remained high (>90%), the declining grade 7 examination pass rates (39%) was now an issue. Girls represent only 35% of pupils in secondary.

Moreover, while there was evidence to show that adolescent girls were more likely to be marginalized from secondary school than boys, particularly in rural areas, the factors that contribute to these disparities have not yet been clearly articulated. There was an urgent need to explore the socio-cultural, factors that lead to the marginalisation of rural girls in accessing secondary education in Zimbabwe.

The focus was to draw policymakers' attention to the important point that the problem of gender inequality in education could hardly be solved at national level if it was not firstly addressed at the grassroots levels, mainly at the rural secondary school level where the problem is said to be more rampant.

1.4   Research Questions

Education is a means to economic, social, spiritual and political freedom. The researcher agrees strongly with former UN Secretary General Kofi Annan's sentiment that:

> Education is a human right with immense power to transform and on the foundation of education rest the cornerstone of freedom, democracy and sustainable development and building good governance (UNICEF 1999:5).

Therefore the researcher wanted to find out the following on girls in rural settings of Mudzi district of Zimbabwe.

(i)   What are the socio-cultural factors that bring the marginalisation of girls in relation to their ability to access and complete secondary education in Mudzi district of Zimbabwe?

(ii)   How are the existing policies and conventions of the government Zimbabwe being put into practice in order to remove/reduce marginalisation of rural girls in accessing secondary education?

(iii)   What measures can be put in place by different stakeholders to stop the marginalisation of girls in accessing secondary education in Mudzi district of Zimbabwe?

1.5   Objective

The aim of the study is to assess the socio-cultural factors that lead to the marginalisation of girls in accessing secondary education in Zimbabwe. The study will focus on Mudzi district, one of the areas with the lowest rate of girls' secondary education enrolment and completion in Zimbabwe.

1.5.1   Specific Objectives

The specific objectives of the study were to:

(i)   Identify the various socio-cultural factors that lead to the marginalisation of girls in accessing and completing secondary education in Mudzi district in Zimbabwe.

(ii)   Examine how the existing policies and conventions of Zimbabwean government being put into practice or have failed to achieve their object of removing/reducing marginalisation of girls in accessing and completing secondary education in Mudzi district in Zimbabwe.

(iii)   Investigate the role taken by different stakeholders in reducing the marginalization being faced by girls in accessing education in Zimbabwe.

1.6   Significance

The main purpose of the research was to set up the scale for finding out the socio-cultural factors that lead to the marginalisation of girls in accessing and completing secondary education in Mudzi district in Zimbabwe. The results could help interventionists to fight marginalization of rural girls' secondary education in Zimbabwe. It would also help in emphasizing equality bearing in mind socio-cultural factors such as gender stereotypes, negative traditional beliefs, attitudes and practices, patriarchal system and religious beliefs. This study would enable the stakeholders in the area of education in Mudzi district, Zimbabwe to address the education marginalization problems of girl-child. It is also hoped that the Mudzi District Education Authority and Zimbabwe Ministry of Education will find this work useful in planning their educational budget so that the rural population of Zimbabwe rural

school would be put on the pedestal of equal and adequate educational opportunities for all citizens. The execution of the recommendations which will be made are expected to bring reasonable relief for the segregation or marginalization presently being faced by girls' in accessing secondary education in Zimbabwe's rural area.

1.7   Definition of Terms

Social: It refers to interaction of humans and other animals and to their collective co-existence, irrespective of whether they are aware of it or not, and irrespective of whether the interaction is voluntary or involuntary (Social Wikipedia, the free encyclopedia, 2016).

Culture: Cambridge English Dictionary (2015) states that, culture is the way of life especially the general customs and beliefs of a particular group of people at a particular time.

Marginalisation: It is a process in which individual people are systematically blocked from or (denied access to) various rights, opportunities and resources that are normally available to other members of a different group, and which are fundamental to social integration within that particular group for example, housing, healthcare, education process due (http//en.wikipedia.org).

Access: According to Roosevelt, (2001), access is the right to enter, be it a door, anything providing a means of access to escape from threats, as is education is the door to success.

Adolescent: The transitional period of physical and psychological development between childhood and maturity (Oxford English Dictionary, (2016).

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1   Theoretical Framework

The chapter engaged the Feminist Theory of Intersectionality propounded by Crenshaw, (1991). The key theoretical principles including gender discrimination; social and cultural factors influencing girls and women's position in society; oppression and inequality of girls; culture, religion; and patriarchy. This was based on Feminist Theory. The main proponent of this theory is Crenshaw, (2005) and the Model for understanding marginalisation by Grant & Osanloo (2014) follows:
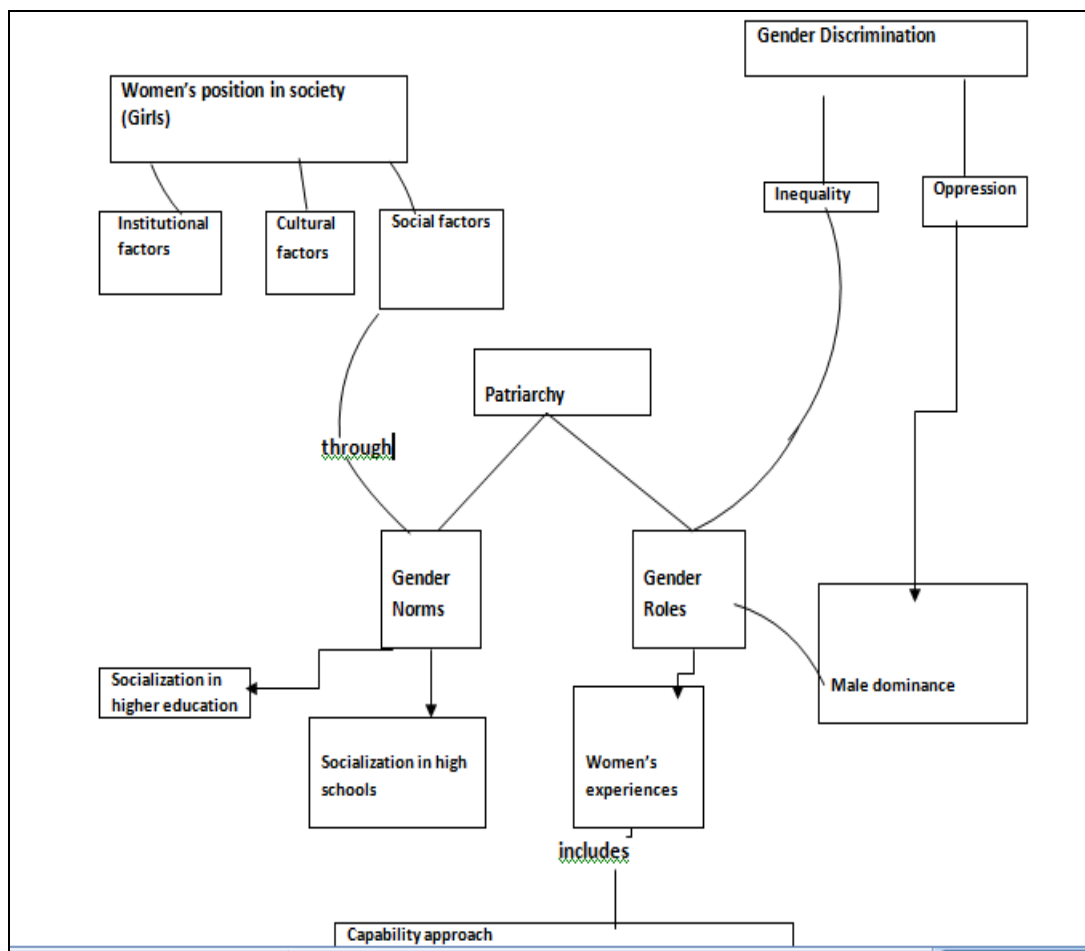
Figure 2.1: Model for Understanding Marginalisation Feminist Theory
Source: Grant & Osanloo (2014)

The study followed the Feminist theory by Crenshaw, (2005). Feminist theory is a conflict and theoretical perspective which observes gender in its relation to power; both at the level of face-to-face interaction and reflexivity within a social structure at large (Payne, 2014). Focuses include sexual orientation, gender inequality, race, ethnicity, economic status, nationality and gender stratification through the intersection of gender (Crenshaw, 2005; Care International, 2012; Payne, 2014). The research focused on the experiences of girls and women in natural social settings, where the aim was to 'make women visible, raise their consciousness and empower them to stop vulnerability they are facing in the rural Zimbabwe (Holloway and Wheeler, 2013; Uteng and Cresswell, 2008 in Payne, 2014).

When highlighting the gender inequalities in society, Feminists argue that the education system was just a primary preparation for leading into the future work force. According to Makoni (2000:221), in 1980 Zimbabwean government committed itself to the provision of universal free primary education and a massive expansion of secondary schools. At secondary schools, enrolment rose by 950.5 per cent. In his journal, Makoni (2000) acknowledged that the figures do not tell much about gender disparities in enrolment and access to schools. The writer agrees with Makoni (2000) and points out that in as much as seeing Zimbabweans in schools is crucial, the empowerment and equality component between boys and girls remained on the sideline allowing vulnerable girls to continue being marginalised. This existing gap needs to be closed, hence the need to research on whether the socio-cultural factors are leading to the marginalisation of rural girls in accessing secondary education in Zimbabwe with particular reference to the case study of Mudzi district.

Feminists argued that, the gender differences in enrolment, having fewer girls especially in secondary in schools was evidence of a patriarchal society (Holloway and Wheeler, 2013). Similarly Coleman (2001) commented that in a society where men are more likely to be leaders and where women have been stereotyped into playing a subordinate and supportive role, it is not entirely surprising that women are less likely to plan a career that includes leadership. Despite all the social changes in recent decades, traditional definitions of masculinity and femininity were still widespread as evident displayed in pictures in most school textbooks.

(Colley, 1998), that included those in Zimbabwe too. Crenshaw's Theory of intersectional seeks to understand the "invisibility" of girls and young women, which is exacerbated by socio-cultural traditions of low status, stigmatisation, and gender stereotypes. As it suggested that various biological, social, and cultural categories interact and contribute towards systematic social inequality and marginalisation (Crenshaw, 2005; Meyer, 2012). Hence girls in the rural Zimbabwe were found netted by intersecting issues marginalising them from schooling.

Dhliwayo (2001:7) comments that ESAP had detrimental effects on the education system as it resulted in swelling numbers of children dropping out of school. The Zimbabwe Ministry of Education, Art, Sports and Culture (2005:4) gave a statement that when a family was faced with a financial crisis, the first area they looked at to cut costs is education. In rural areas, the most disheartening thing was that, owing to poverty, families are pushed even harder to send boys to school instead of girls, on the understanding that boys would invest back into the family. Girls, on the other hand, would marry and, if educated, would enrich the family into which they marry.

In the same vein, Makoni, (2000:227) acknowledged the existence of certain disadvantages for girls, even before ESAP and after in the decade of crisis years between 2000-2010 when Zimbabwe hit inflation rate of above 4000 per cent. This so much affected the education sector in a very bad way (Makoni, (2000: Dhliwayo, 2001:4). In as much as this study looked objectively into factors marginalizing rural girls' access to secondary schools other than economic hardships brought about by ESAP, the researcher was of the opinion that social-cultural factors impact further on girls' education. Boundless, (2016); Care International, (2012) agree that, girls and women were disproportionately affected by these challenges and were key to building resilient communities to withstand them.

Those various forms of oppression do not act independently but are interrelated in discriminating and marginalising girls and women. Feminists argued that, this was relevant to almost everything in a society driven by patriarchy, male chauvinism and male sexist bias. (Crenshaw, 2005; Meyer, 2012). Feminists were conscious of and critical towards domination of women by their male counterparts at home, at workplace, in the streets, as regards property rights, right to education, right to justice and others in order to close the marginalisation gap in education (Holloway and Wheeler, 2013; Uteng and Cresswell, 2008 in Payne, 2014).

Acknowledging the degree the girls in the rural have been pushed away from education, Zimbabwe Education, Sports, Arts and Culture Minister, Senator David Coltart, (2012) reported that, the number of girls reportedly dropping out from school after the completion of their primary education had reached alarming levels and there was need for the Government to develop mechanisms that would effectively curb that

trend, a Cabinet Mister has said. He said over 50 percent of young girls meant to go to secondary education were being forced to drop out and do not proceed because of various reasons; chief among these being the unavaibility of funds and societal preference to educate the boy child (http://bulawayo24.com/2012). Senator Coltart was quoted saying, "This was in itself a worrying figure and we have to try by all means to effectively reduce it".

It should also be noted that the trend was also synonymous among the boy child but with the girls, the figure was quite high". He said the worst affected areas were the rural area where most of the girls failed to get to secondary level because of lack of financial resources. Crenshaw, (2005) propounds that, it implies social activism for the correction of gender imbalances/exploitation such as, dowry-related abuse of women, sexual harassment and marginalisation of girls from school mostly in vulnerable society.

Feminist theory aims to ensure that interventions consider and address the conditions across different levels (e.g. individual, family, community and society), which affect girls and women's risks of experiencing oppression and discrimination. Girls are reluctant to take up education seriously because they are occupied with family roles and they had nothing in mind except those roles affecting their performance Chabaya, O. Rembe, S. and Wadesango, N. (2009). As illustrated in the model there are social and cultural factors and norms at each layer that may increase men's risk of perpetrating oppression and discrimination and a girls' risk of experiencing it. Illustrative factors include like social-cultural norms granting or tolerating male control over female behavior; acceptance of oppression as a conflict resolution

method; concepts of masculinity linked to dominance, honour or aggression; and rigid gender roles at the societal level. (Crenshaw, (2005) Holloway and Wheeler, 2013)

Interventions should also identify and reinforce the protective factors, or those that decrease the likelihood of women and girls experiencing oppression and discrimination, at each level within the framework. Protective factors that can support women's and girls' resilience against oppression and discrimination include, for example: education (especially completing secondary school) and social norms that promote gender equality and not inclusive mutually dependent oppression systems which has to be fought in a unified whole (Care International, (2012). Systems of oppression are thus interlocked and policy needs to respond to this intersection of marginality. All feminists fight for is egalitarian in all human rights for they are commonly understood as inalienable fundamental rights to which a person is inherently entitled simply because she or he is a human being (Nickel, 2014). Girls from the rural area in Zimbabwe need this feminist theory to set them free.

2.2   Literature Review

Warner: Stoebenau and Glinski, (2013) in their report *"More Power to Her: How Empowering Girls Can Help End Child Marriage",* for The International Center for Research on Women, based on four case studies programs run by CARE (Ethiopia), BRAC (Bangladesh), Save the Children (Egypt) and Pathfinder International (India), ICRW's. Findings show that girl-focused programs expand girls' ability to make strategic life choices by providing them with access to critical resources. The information, skills and social support that they gain help to instill a transformation

within girls: their aspirations, increasing their self-awareness and efficacy. They also introduce girls to alternatives to marriage, such as school and livelihood opportunities, and enhance their ability to influence key 'gatekeepers' in their lives, such as parents, husbands or community leaders.

Those organizations were trying very much to reduce girls' marginalisation in the poor communities elsewhere. However, with the current situation of Zimbabwe's political crisis and economic meltdown, most organizations have long stopped working with the communities widening the gap of marginalisation of girl child in the rural area of Zimbabwe. When adolescents have access to quality education, they are more likely to be productive members of their communities. Also when they have the right to decide whether, when and with whom to have sex, to marry and to have children, they are more likely to lead healthier, productive lives. Therefore, there is a need to investigate if the social-cultural factors lead to the marginalization of rural girls' in accessing secondary education in Mudzi rural district of Zimbabwe.

Tyoakaa, Lazarus Mvendaga, Amaka, John Ifeanyichukwu, Norand Apine. (2014) examined the problems and challenges of girl child education. This research work sought to identify the major problems bedeviling girl child education or responsible for low girl child enrolment in schools in Kalgo Local Government Area of Kebbi state Nigeria. The research work also hoped to identify factors that are peculiar to Kalgo Local Government Area of Kebbi State, so as to present an in-depth analysis on the infrastructural, political, economic, demographical, religious and cultural issues as they affect the education of the girl child in Kalgo Local Government Area. The study adopted a descriptive survey research design. The study revealed that, the

problems facing girl-child education in Kebbi state is not far from poverty, early marriage, cultural and religious misconceptions. These findings are in line with the earlier findings of Ibrahim (2012), who says that primarily school completion in Africa have been the lowest in the world resulting to a greater secondary school marginalisation to the girl child.

From this backdrop, it shows that a gap still exists. Sub Sahara Africa is still in the midst of battling this gender disparity in girls' education. Apparently, partners in education like UNICEF Zimbabwe, (2011) Basic Education Assistance Module, (2012) reported that, girls represent only 35% of pupils in secondary. Barriers are increasingly constraining access for the disadvantaged especially girls regardless the interventions that have been done for the betterment of education by both the government and none government organisations.

In this regard, UNICEF Zimbabwe, (2014) in their gender review report say that gender issues are not considered as one of the most pressing priorities in Zimbabwe's education. The report reveals that, although gender parity is almost achieved in primary education and secondary education except in age groups of 16-18, there is a critical need for strengthened gender analysis across the education sector to look at differences among both boys and girls. In tracking reasons for nonattendance and drop outs (UNICEF Zimbabwe, 2014). It shows that other forms of disparities are more pronounced than gender inequities, this therefore is causing the gap in marginalisation of secondary school girls to remain. The factors that contribute to these disparities have not yet been clearly articulated. There is therefore an urgent need to explore the socio-cultural, factors that might be leading to the marginalisation of rural girls in

accessing secondary education in Zimbabwe with particular reference to the case study of Mudzi district in an effort to reduce/close the gap.

Shabaya and Agyemang, (2010), in their analysis from national surveys including the Demographic and Health Surveys, Living Standards Surveys, and World Bank data, focusing on Ghana, Zimbabwe and Kenya, on unequal access, unequal participation: some spatial and socio-economic dimensions of the gender gap in education in Africa with special reference to the three countries, concluded that while substantial progress has been made in the last 40 years, female illiteracy rates are still high compared to males, and entrenched attitudes continue to keep females out of the educational system, thereby perpetuating the female marginalisation.

Furthermore, while females are generally disadvantaged Vis avis their male counterparts, females living in the urban areas and some core regions tend to be better off than those living in the rural areas and peripheral regions. They suggested that a number of policy recommendations that would enable African countries, especially the three countries used as case studies, to reap the full benefits that accrue from female education.

The focus of ensuring girls' full and equitable access to and achievement in basic education of good quality will not come to a reality. As reports of continuous decrease of adolescent girls in school are evidence, this shows that the vulnerable girls' marginalisation gap still exists. According to this backdrop, there is a need for a research further investigate if the social-cultural factors lead to the marginalization of rural girls' in accessing secondary education in Mudzi rural district of Zimbabwe.

The Multiple Indicator Cluster Survey [MICS] (2014), 32, 8% of Zimbabwean women aged 20 to 49 were married before the age of 18. Currently, 24, 5% of Zimbabwean women between the ages 15 to 19 are married (Mupfumira, 2015). Child marriages are rife in Mashonaland Central, Mashonaland West, Masvingo and Mashonaland East provinces, (Bhebhe, 2015 and Mupfumira, 2015). On another note, in 2011, the International Center for Research on Women (ICRW) published a review of evaluated child marriage programs and the research has shown that, there are nearly 70 million child brides in the world today, and more than 15 million girls marry before their 18th birthday each year. One third of girls in the developing world are married before the age of 18 and 1 in 9 are married before the age of 15. In 2012, 70 million women 20-24 around the world had been married before the age of 18.

At the same time, patriarchal culture exacerbated by poverty continues widening gender gap (Warner, 2015). *Child marriage would fall by 64 % worldwide* if every girl received an education. Furthermore, if girls and women around the world were given an education, (a full education!) then poverty would not be so persistent (Warner, 2015; Joe McCarthy; 2015). Worldwide adolescent girls are vulnerable and disadvantaged just because of whom they are. Girls living in poor households are almost twice more likely to marry before 18 years than girls in higher income households (Warner, 2015; McCarthy, 2015).

To add on, Child brides often face a higher risk of contracting HIV infection and AIDS because they often marry an older man with more sexual experience. Girls ages 15 – 19 are 2 to 6 times more likely to contract HIV than boys of the same age in sub-Saharan Africa. (Phillips 2006). Thus the researcher finds it necessary to carry out an

investigation on whether **t**he social-cultural factors lead to the marginalization of rural girls' in accessing secondary education in Mudzi rural district of Zimbabwe.

In an effort to give a deeper understanding of the socio-cultural, factors that lead to the marginalization of rural girls in accessing secondary education in Zimbabwe with particular reference to the case study of Mudzi district, the researcher is going to use qualitative and quantitative research methods. This method will help to uncover the factors that lead to the marginalisation of rural girls in accessing secondary education in Zimbabwe with particular reference to the case study of Mudzi district.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This study was a case study research design using research approaches of qualitative and qualitative. The study aimed to find out whether the socio-cultural, factors lead to the marginalisation of girls in accessing secondary education in Zimbabwe rural area: the case study of Mudzi district. In this study, the Study design, Study area, Study population, Sampling Procedure will be given. Also Data Collection Methods; Secondary and Primary Data; Data Collection tools; Qualitative and Quantitative data methods; Data analysis Methods: for Qualitative and Quantitative; Ethical considerations; validation, confidentiality and, Time frame and Budget were given.

3.2 The Study Design

The study design used Case study. According to Creswell, (2012) Case studies are in-depth examinations of people, groups of people, or institutions. According to Bernard, (2011) a study design refers to the plan and structure of the investigation used to obtain evidence to answer research questions. This design fitted well in culture change studies (Bernard, 2011). The study used one-shot single case study design with two approaches, Qualitative and Quantitative approach involving key informants and focus groups, interviews mixed with the use of Archival records (for example, student records).

These two approaches helped the researcher to gather whole sum evidence for "triangulation" or establish converging lines of evidence to make the findings as

robust as possible (Bernard, 2010). This research used a small group of people sharing knowledge on the marginalisation of adolescent girls' education. It relied on multiple sources of evidence, with data needing to converge in a triangular fashion (Creswell, 2012). Thus, the researcher found it suitable to utilize the case study design that used qualitative and quantitative approaches in investigating the socio-cultural, factors that lead to the marginalisation of girls in accessing secondary education in Zimbabwe rural area: the case study of Mudzi district.

3.3   Research Methodology

3.3.1   Qualitative Research Approach

Payne, (2014) defines Qualitative research approach saying its purpose is to describe and understand social phenomena in terms of the meaning people bring to them. Whereas, Creswell, (2010) posits that, the qualitative approach produces rich, descriptive data that needs to be interpreted through the identification and coding of themes and categories leading to findings that can contribute to theoretical knowledge and practical use. Qualitative approach emphasizes understanding of social phenomena through direct observation, communication with participants, or analysis of texts, and may stress contextual subjective accuracy over generality. This approach was good at surfacing deep issues and making voices heard. It also aimed to produce rounded and contextual understandings on the basis of rich, nuanced and detailed data (Creswell, 2012). For this reason, the researcher found it suitable to utilize the qualitative and quantitative research paradigms in investigating the socio-cultural, factors that lead to the marginalisation of girls in accessing secondary education in Zimbabwe rural area: the case study of Mudzi district.

3.3.2   Quantitative Research Approach

Quantitative research is an approach that is not influenced by emotions, opinions, or personal feelings and based in fact, in things quantifiable and measurable (Creswell, 2012).   Quantitative approach generates, numbers, as statistical data usually in the form of tabulations (tabs) for analysis and not words. Quantitative quantify variation, predict causal relationships and describe characteristics of a population (Wyse, 2011). The study used questionnaires to the random selected   education official and Women and Gender officials at the district in this study. Archival records data was also randomly selected for quantifying the rate of girls' access to school.

3.4   Study Area

The study was carried out in Mudzi district, rural setting in Zimbabwe. There are six constituencies in Mudzi district. To avoid common pitfalls associated with case study, Yin (2014) have suggested that placing boundaries on a case can prevent this explosion from occurring.   Binding the case will ensure that the study remains reasonable in scope (Creswell, 2012). Thus, the research was carried out in a rural setting, that is, Chikwizo area of Mudzi district in Zimbabwe. Geographically Chikwizo area is located 50 kilometers from Kotwa town centre and 250 kilometers from Harare the capital city. The area is part of Mudzi South constituency. Chikwizo area comprises of five villages. Two of three villages were   selected to ensure the validity of the research and elicit a balanced opinion of the survey to allow generalisation of findings. The research was conducted in two of these villages because each of the villages has a secondary school. These two villages are at the periphery and very remote. The two villages share geography; climate and close to the

Zimbabwe eastern border. Interventions in the ward are the same because the ward has one councillor.

Figure 3.1: Mudzi District in Black Circle and in Red
Source: https://en.m.Wikipedia (2012)

3.5   Study Population

From the 28 secondary schools in Mudzi District, 2 schools were selected for the study. Non-probability and probability sampling are techniques the researcher used to select units from a population studied. Bernard, (2011) define the population as, that group of people about whom one wants to draw conclusions. In social research, to sample was to produce representative selections of population elements (Cresswell, 2012). These included: 100 teenage girls in school and 50 teenage girls who are not in school, 40 parents/guardians, men and women of ages 20– 49 and over 50, 10 school teachers, from the two schools, 2 school head teachers, 1 education official, 1

Women and Gender official at the district and 2 heads men from Chikwizo villages were interviewed. These age groups, according to the researcher, represented the different generations who could potentially hold varying opinions about the subjects of women empowerment, gender equality and education. This fulfilled Wyse, (2011) statement that, "a representative sample is one that has strong external validity in relation to the target population the sample is meant to represent". In this particular research, generalisability was to Mudzi South constituency as a whole and not to the particular informants who took part in the research.

3.6   Sampling Procedure

In this case study investigations, probability and non-probability sampling were used to complement each other. Cresswell, (2012) opinions that, using the two techniques will make the study produce rich results. Purposive sampling and random sampling were used to select informants in this study.

Purposive, judgment, or non-probability sampling is defined by Cresswell, (2012) as the deliberate choice of an informant due to the qualities the informant possesses. Non-probability sampling was suitable for selecting Key informants who were observant, reflective members of the community of interest who knew much about the culture and are both able and willing to share their knowledge (Bernard, 2011). Homogeneous sampling was the   purposive sampling technique that was used in the selection of Key informants, local leadership representatives, school teachers, school head teachers, from Chikwizo village school, in school and out of school teenage girls in Chikwizo villages and parents/guardians.

Probability-based sampling, decision was on the population we wanted the results about. Random Sampling was used to select the education officials and the Women and Gender 2 official at the district offices, class forms to collect Archival records (for example, student records) too. Creswell, (2012) opinions that, random sampling allows all members of a population to have an equal and independent chance of being selected, therefore allowing a generalization of the whole district if not country.

Table 3.1: Sampled Respondents from Different Area

Mudzi District Office	Gender officer	1
	Education officer	1
Schools	Head teachers	2
	Teachers	10
	Secondary girl students	100
Community	Adolescent girls not in school	50
	Parents/guardians	40
	Community leaders/ headmen	2
Total		**206**

Table 3.2: Summary of Study Population

Group sample	Groups	Total number of respondents	Comment
Focus group discussion with parents /guardians and community leaders/ headmen	2	42	The groups had 21 participants each, parents and community leader. It was critical in the research to have the voices of young adult females, hence this group
Focus group discussion with teachers and head teachers.	2	12	The groups had 6 participants each with 5 teachers and 1 school head.
One-on-one interviews with Secondary girl students (questionnaires	1	100	100 girls were interviewed.
One-on-one interviews with adolescent girls not in school (questionnaires	1	50	50 girls were interviewed.
Self administered likert scale items (quantitative)	1	1	Mudzi District Office Gender officer
Self administered likert scale items (quantitative)	1	1	Mudzi District Office Education officer
Total respondents		206	

3.7   Data Collection Tools

The tools or devices used for qualitative and quantitative case study measurement in this study were questionnaires, semi structured interview guides, key informant interview guides and Focus Groups guides. A collection of multiple data sources is often considered strength of case study research (Yin, 2014). Researchers could either take notes during their interviews (transcribing) or observations, or take a recording.

The questionnaires for the quantitative data collection were used on professionals at the district offices. With regard to triangulation, the use of multiple data sources to establish greater credibility in findings involves establishing "converging lines of inquiry" (Yin, 2014) agree that, the participants may feel less observed if the tape recorded was used in a discreet way. During analysis, the researcher had the opportunity to go back over material.

3.7.1   Primary and Secondary Data Sources

Primary data was the data collected by the researcher themselves (Cook, (2011). Primary data was data collected from the field under the control and supervision of an investigator. It was the original data collected specially for the purpose in mind and generally a fresh and collected for the first time Creswell (2012). Primary Data collected in this research were interviews, observations, questionnaires, and life histories. These sources of data were chosen because they enabled the researcher to make an in-depth understanding of the phenomenon under study as of adolescent girls in Mudzi district (Cook, 2011). Secondary sources were data that already existed. Cook, (2011) states that, secondary data is that which is found by another researcher that you then use yourself. This research derived secondary data from Archival

records (for example, district records, and student records in schools, Official statistics, Government reports and Web information). The researcher made use of secondary data source for the advantages they have. They provided rich data with little work from the secondary researcher. They helped the researcher understand how pupils attend school on a given period in less time and it might be the only data available in place to find out how teenage girls attend school in the rural district.

3.7.2 Data Collection Methods for Qualitative Research Approach

There are a variety of methods of data collection in qualitative research, including diaries, observations, textual or visual analysis (for example, from books or videos), interviews (individual or focus groups) and drawings (Brink, 2016). This study made a direct conduct with the key informants. Brink, (2016) posits that, data collection approaches for qualitative research usually involves, direct interaction with individuals on a one to one basis or direct interaction with individuals in a group setting. Thus, data is usually collected from a smaller sample than would be the case for quantitative approaches and this makes qualitative research more expensive. The benefit of the qualitative approach is that the information is richer and has a deeper insight into the phenomenon under study. Qualitative methods, explained in detail in this study are Key Informants interviews, in-depth interviews, and focus group discussion. Each method was particularly suited for obtaining a specific type of data.

3.7.2.1 Key Informants Interview

Patton, (2012) posits that, Key informant interviews are qualitative in-depth interviews with people who know what is going on in the community. Key informant interviews do not use rigid questionnaires, which inhibit free discussion. However,

interviewers must have an idea of what questions to ask. The guide should list major topics and issues to be covered under each study question (Yin, 2014). The purpose of key informant interviews is to explore a few issues in depth; guides are usually limited to 12 items. Different guides may be necessary for interviewing different groups of informants. This allows collection of information from a wide range of people including community leaders, professionals, or residents who have firsthand knowledge about the community. These community experts, with their particular knowledge and understanding, can provide insight on the nature of problems and give recommendations for solutions.

The researcher used Key informants to supply most of the data gathered. These included some girl students in secondary school and who have dropped out of school, parents/guardians of the children, school teachers, school head teachers and heads men in Chikwizo villages. Patton, (2012) recommend Key informants Interview, as they are suitable for discussing sensitive topics, to get the depth of information you need. Individual or small group discussions created a comfortable environment where individuals had a frank and open in-depth discussion.

3.7.2.2 Focused Group Discussions (FGDs)

Individuals may behave differently under differing social circumstances; for example, when alone with the researcher they may provide different information than when they are in a group (Brink, 2016). The focus groups in the study was of Head teachers and teachers, parents and community leaders. The use of focus groups is sometimes used when it is better to obtain information from a group rather than individuals. Also,

when the phenomena being researched requires a collective discussion in order to understand the circumstances, behaviour or opinions as it was assumed to be in the socio-cultural factors that leads to the marginalisation of girls in accessing secondary education in Zimbabwe rural area: the case study of Mudzi district.

3.7.2.3 Semi Structured

Semi structured /focused interviews are a series of open-ended questions based on the topic areas the researcher wants to cover (Yin, 2014). The researcher formulated study questions generally limited to five or fewer and prepared a short interview guide. The open ended nature of the question defined the topic under investigation but provided opportunities for both interviewer and interviewee to discuss some topics in more detail'. This method gave the researcher the freedom to probe the interviewee to elaborate or to follow a new line of inquiry introduced by what the interviewee was saying.

3.7.2.4 Quantitative Data Methods

There are a variety of techniques that can be used to collect data in a quantitative research study. However, all of them are geared towards numerical collection (Maart, 2011). This numerical data can be collected by means of: observation, interview, questionnaires, scales, and physiological measurement. In this research, Likert item of Self-administered questionnaires were used to the education official and Women and Gender officials at the district in this study. According to Paulhus (1984), a "Likert item" is a statement that the respondent is asked to evaluate in a survey that reduce social pressure, and thus may likewise reduce social desirability bias.

3.7.2.5 Questionnaire

A formal standardized questionnaire is a survey instrument used to collect data from individuals about themselves, or about a social unit such as a household or a school (Maart, 2011). Two important aspects of questionnaire design are the structure of the questions and the decisions on the types of response formats for each question. Survey questions can be classified into three structures: closed, open-ended, and contingency questions (Patton, 2012). As the study was searching for in-depth information on socio-cultural issues on girls' education, Likert item questionnaires were used.

The Likert item uses a Likert scale which is a psychological measurement device that is used to gauge attitudes, values, and opinions (McLeod, 2008). It functions by having a person complete a questionnaire that requires them to indicate the extent to which they agree or disagree with a series of statements. Thus in this study respondents who are education official, Women and Gender official at the district had five different options to choose from to indicate the extent to which they agreed with each statement. The options were Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree (McLeod, 2008). Yin, (2014) states that, research problems become research questions based on prior research experience. Sample sizes can be as small as one character/person.

For example questions to be asked will be presented as likert items the following: Please select the number below that best presents how you feel about the issue that girl's education in this district with regard to their presents in schools comparing to their population in this area is strongly decreasing. 1. Strongly disagree; 2. Disagree; 3. Undecided; 4. Agree; 5. Strongly agree. More of these questions will be given up

to 5 or 7. During analysis, a likert scale was used (McLeod, 2008). These ordinal scales measure levels of agreement/disagreement and the distribution of observations were displayed in a bar chart   (McLeod, 2008).

3.7.3   Data Analysis Techniques for both Qualitative and Quantitative Data

3.7.3.1 Qualitative Data Analysis Methods

The aim of analysing qualitative data is to examine the meaningful and symbolic content of that which is found within. Data analysis consists of examining, categorising, tabulating, and recombining, the evidence obtained from the research (McMullen, 2011). Field notes will be coded on a daily basis, as they are entered into dairy. This will enable ongoing analysis and reflection on the purposes and findings of the research. The data was categorized and sorted into patterns or thematic analyses as the primary basis for organizing and reporting the study findings. Content analysis was used when qualitative data was   collected through Focus Groups, Observation and interviews For example, activities in the home; interactions with parents, teen girls (Creswell, 2012; McMullen, 2011*)*. The most common form of coding was open-ended coding (McMullen, 2011). Concurring, (Yin, (2014), field notes were coded on a daily basis.

On the same vein, McMullen, (2011) view data analysis as the term used to indicate the examination of communication messages obtained in case studies, as well as in other types of qualitative studies. Qualitative research reports often contain direct quotes from participants that provide rich illustrations of the study themes. Qualitative research, unlike its quantitative counterpart, does not lend itself to empirical inference to a population as a whole; rather it allowed the researcher to generalise to a

theoretical understanding of the phenomenon being examined which is the socio-cultural factors that lead to the marginalisation of girls in accessing secondary education in Zimbabwe rural area: the case study of Mudzi district.

3.7.3.2 Quantitative Data Analysis Methods

The analysis of quantitative research involves the analysis of any of the following: Frequencies of variables, Differences between variables, Statistical tests designed to estimate the significance of the results and the probability that they did not occur by chance (Creswell, 2012; Yin, 2014). The study used likert item questionnaires with carefully constructed questions with closed-ended questions to some key informants at the district. The Likert item used a Likert scale for analysing data. "Likert scale" is the sum of responses to several Likert items (Creswell, 2012; Paulhus, 1984). Summarising was done by using a median or a mode (not a mean); the mode was probably the most suitable for easy interpretation (Paulhus, 1984). Likert-type or frequency scales used fixed choice response formats and were designed to measure attitudes or opinions (Creswell, 2012; Paulhus, 1984).

3.8   Ethical Considerations

In this study it was the researcher's responsibility to safeguard the story teller by maintaining the understood purpose of the research (Wyse, 2011). Researcher's relationship was built on trust with participants, so the participants were informed on the purpose of the study (Wyse, 2011). The researcher was mindful of ethical and data protection issues. The three principles of ethics included informed consent, confidentiality and avoiding harm to do well. On Informed consent, participants in the research were made to understand its aims and objectives. To children or vulnerable

adults, informed consent was acquired from a parent, guardian or responsible adult. The participants were informed before the data collection begun,

The field team was briefed in the ethical guidelines of the Association of Social Work and placed these priorities of protecting research participants, anticipating harms, avoiding undue intrusion, rights to confidentiality and anonymity, intellectual property rights and involvement in research ahead of other requirements, whether for their own gain or that of the research. In line with data protection, Zimbabwean Act (Chapter 10:247) of 2016, for confidentiality's sack, pseudonyms were used during data collection (Payne, 2014; Wyse, 2011). In most cases we tried to avoid harm and do good.

3.9   Validation

The criterion in social qualitative and quantitative research is to ensure validity is credibility, transferability, dependability and conformability. This is concerned with the accuracy and truthfulness of scientific findings (Le Comple and Goetz, 1982: 32 in Brink, 2016). Therefore, Questionnaires and guides for Focus Group Discussions and Interviews to be used in data collection for this study need to pass the Validity-Reliability test (Creswell, 2012).

The researcher presented the research instruments to the supervisors for accessing validity and reliability and any correction measures were done before using them. Protocols to acquire validity and reliability were done by having authenticity for the research. Permission to obtaining access to the study population and environment were granted from the Open University of Tanzania Faculty of Arts and Social

Sciences by the provision of a letter to start data collection. Using the university introductory letter, permission to carry out the research and collecting data was granted from the Ministry of Education through their District Education Officers (D.E.O) Mutoko and Mudzi, Ministry of Women and Gender at district level. The objectives of research and proposed dates were given to the participants through introductory letters Pre testing of the case study instruments and procedures to investigate were planned and pilot-tested before the study in a neighbouring district which is Mutoko district in the same province with Mudzi district.

CHAPTER FOUR

PRESENTATION OF THE RESEARCH FINDINGS

4.1   Introduction

To be presented and discussed are research findings, derived from the (FGDs), Key Informants and from Semi structured /focused interviews with representatives of parents, out of school and girls; community leaders, Educationists and the Gender officers. It includes independent observations of primary data, examines qualitative and quantitative evidence, and reconciles these with the literature reviewed based on the socio-cultural factors that lead to the marginalisation of girls in accessing secondary education in Mudzi district. Results in this analysis are presented in the form of both content and thematic explanations and discussions, aided by charts, graphs and tables for the clarity and emphasis on what emerged from the survey.

4.2   Descriptive Analysis of the Respondents

4.2.1   Respondents Location by Age and Gender

To allow for objective interpretation of the study results, the sampling was done with the cognitive inclusion of the age groups and genders of the respondents in the Table 4.1.

Table 4.1: Respondents Location by Age and Gender (n=206)

Mudzi District Respondents	Age 11-19	21-49	Over 50 Years	Females	Males
Girls in School	100	0	0	100	0
Girls out of School	50	0	0	50	0
Parents	0	30	10	23	17
School Heads	0	1	1	0	2
Teachers	0	6	4	5	5
DEOs	0	0	1	0	1
DGOs	0	1	0	1	0
Community Representatives	0	1	1	0	2
Overall	150	39	17	179	27
Total					**206**

Eighteen females and six males as shown in table above participated in the survey. The plan of having more females than males was to ensure enough representation of opinion on the socio-cultural factors that lead to the marginalisation of girls in accessing secondary education in Mudzi district. The writer had to involve more of the affected age and gender in interviews, as in itself it had a bearing on the power of the social-cultural dynamics in the community that explained the magnitude of marginalisation present.

4.2.2   Respondents by Level of Education

The highest levels of the participants' education were recorded on the questionnaire, as this gave additional information about the participant. Below is a table followed by a pie chart illustrating the number of research participants disaggregated by level of education?
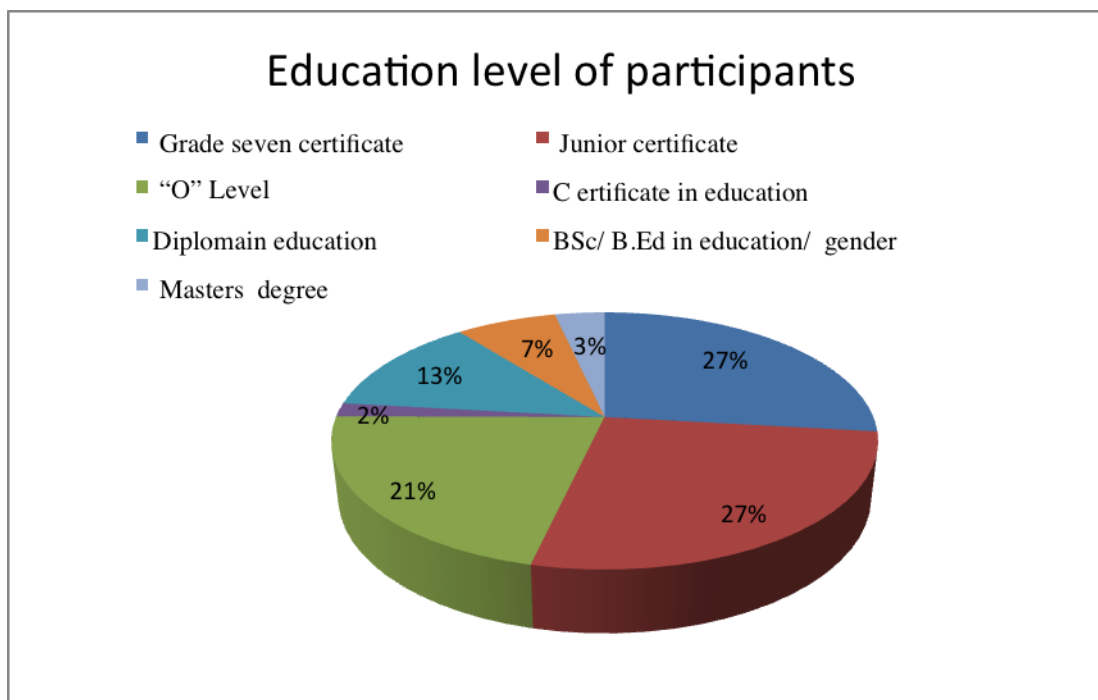
Figure 4.1: Respondents by Level of Education

Figure 4.1 shows that seven per cent is degree level; were Key informants, the District Officers and the school administrators who are knowledgeable of the issues of the population of school going age in the district of Mudzi. Another 30% is diploma and certificate level, and comprises of teaching stuff in the schools of Chikwizo and Gozi in Mudzi district who wear part of the focus group discussion. Of those with tertiary education, none of them are from the community. From the 21%, which is "O" level were the community leaders and a parent who is a house-wife. The other 27% was for those with Junior Certificate (form 2) and these were parents of the school community who were also members of the focus group discussion. Most of the parent's group was women, showing the much-weakened educational position of women in the district.

4.2.3   Marital Status

Research participants disaggregated by marital status were recorded on the questionnaire, as this gave additional information about the participant in the Figure 4.2 illustrates the number of research participants disaggregated by their marital status.
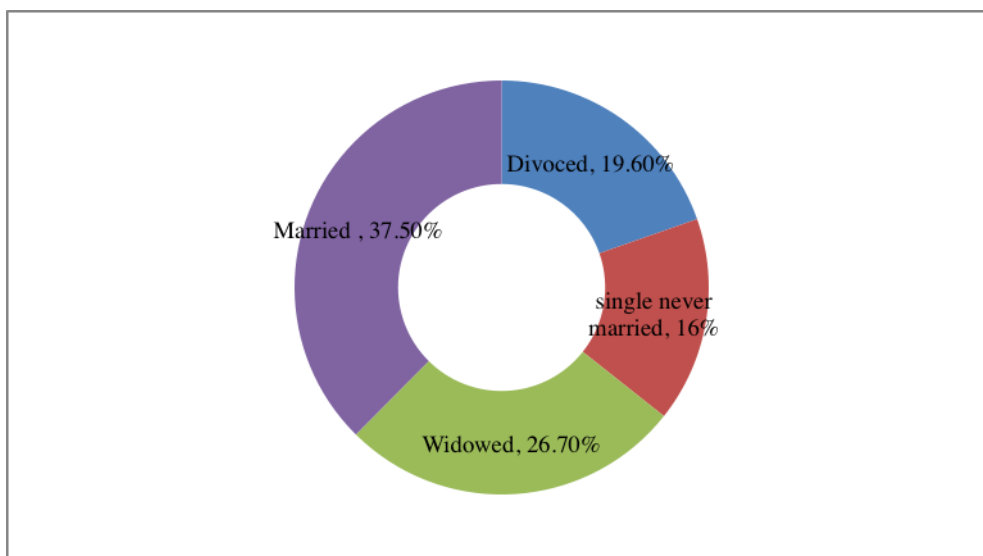
Figure 4.2: Percentage of Participants by Marital Status

From the Figure 4.2 families with one parent when added come up to sixty four per cent making the burden of raising children challenging than those with both parents. On the other hand, those who never married are only sixteen per cent percent of the whole group depicting how marriage is considered to women in the area as a way of life.

4.2.4 Occupation of Participants

Research participants disaggregated by occupational status were recorded on the questionnaire, as this gave additional information about the participant. The Figure 4.3 is illustrating the participants' occupational status.
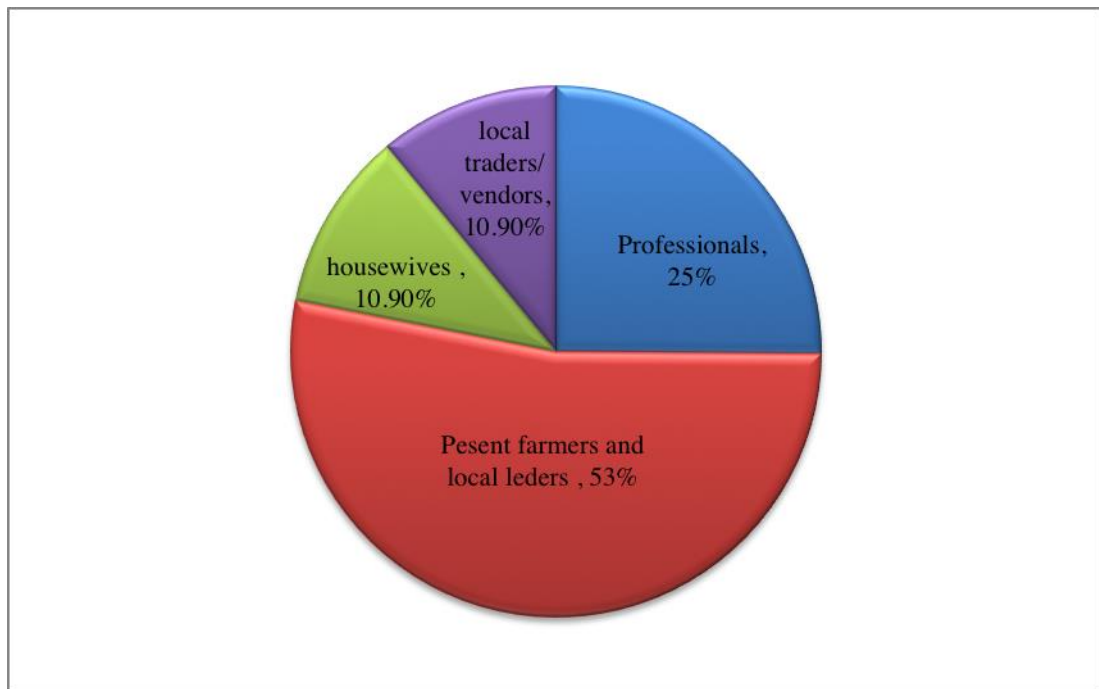
Figure 4.3: Percentage of Participants by Occupation

On the Figure 4.3, by the nature of the location of the study, most of the local population is not well educated. The educated majority are government ministry workers. Hence their occupational activities are farming in an arid area. A few are

used clothes traders. This foretells their financial status as a population with obligations to do including careering and educating their children.

Table 4.2: Factors Affecting Secondary School Girls in School

Question Number 11 Secondary School Girls	Group	Opinion	Percentage
Are the socio-cultural factors like religious beliefs, marriage for bride price, early pregnancy and forced marriages. Child labour and house chores, Child head of the family; Lacking of sanitary wear and changing rooms at school; Girls lack of fees, levies and uniforms/'son' preference; Lack of policy; child abuse, peer pressure and distance; bringing the marginalisation of girls in relation to their ability to access and complete secondary education in Mudzi district of Zimbabwe?	For secondary school girls from Chikwizo and Gozi communities.	Strongly Agree	56%
		Agree	32%
		No Opinion	10%
		Disagree	2%
		Strongly Disagree	0.2%
	Girls between 11 and 18 years not attending school from Chikwizo and Gozi communities.	Strongly Agree	51%
		Agree	3 9%
		No Opinion	3%
		Disagree	7%
		Strongly Disagree	0%

The survey results above show that more than 88% of respondents responded in the optimistic to the statement that the socio-cultural factors bringing the marginalisation of girls in relation to their ability to access and complete secondary education in Mudzi district of Zimbabwe. This contrasts to two point two per cent who thought that these might not be the causes of maginalisation while 10% kept their opinions. The out of school group agreed with a90% to the statement while seven per cent disagreed to the statement, which reflects strong maginalisation

Table 4.3: Factors Causing Marginalisation

Question Number 16 On Likert	Group	Opinion	Code	Percentage
Socio-cultural factors like; teaching materials, class rules, curriculum design, pregnancy, school system, teacher training and policy bring marginalisation of girls in relation to their ability to access and complete secondary education in Mudzi district of Zimbabwe?	Education Officer	Strongly Agree	4	25%
		Agree	1	6%
		Undecided	5	38%
		Disagree	2	13%
		Strongly Disagree	3	19%
	Gender Officer	Strongly Agree	4	25%
		Agree	2	13%
		Undecided	5	38%
		Disagree	2	13%
		Strongly Disagree	2	13%

The survey results on likert show that in more than seven eight point four per cent responds of respondents strongly agree on issues which show that girls are still disadvantaged and marginalised from accessing and completing secondary education in the district due to socio-cultural factors. The respondents has corresponded with

Mutume, (2015) who propounds that, despite progress in gender emancipation, girls and women continued to be discriminated in accessing education and within education systems although he had not established the causes.

Table 4.4: Factors Causing Marginalisation

Question 20 On (FGDs)	Group	Factors /Opinion	Rating		
Socio-cultural factors like: child labour, house hold chores and caring; Early pregnancy and forced marriages; Lack of sanitary wear and changing rooms at school; Lack of fees, levies and uniforms/ son preference; Child abuse and Long distances ; Peer pressure and others bring the marginalisation of girls in relation to their ability to access and complete secondary education in Mudzi district of Zimbabwe?	(FGDs) to Head teachers and class teachers, parents and Community representatives	Strongly Agree	64%		
		Agree	29.3%		
		No Opinion	3%		
		Disagree	1.6%		
		Strongly Disagree 2%			
25 How do you rate the following factors to have negative effects on girls" primary education?		A lot	Not sure	Very little	
Early pregnancy and forced marriages.		77%	15%	7%	
Child labour, house hold chores and caring		86%	2%	12%	
lack of policy		49.6%	23.5%	24%	
Lack of sanitary wear and changing rooms at school		76.6%	27%	6%	
Lack of fees, levies and uniforms/ son preference		50%	35%	15%	
Child abuse and Long distances; Peer pressure and others		33%	15%	18%	

The above FGDs results A total of ninety three per cent indicated that child labour, house hold chores and caring; Early pregnancy and forced marriages; Lack of sanitary wear and changing rooms at school; Lack of fees, levies and uniforms/ son preference; Child abuse and Long distances; Peer pressure and other socio-cultural factors are bringing marginalisation of girls in relation to their ability to access and complete secondary education in Mudzi district. These observations are supported by findings

made earlier on by Chabaya, Rembe, and Wadesango, (2009), that, "girls are reluctant to take up education seriously because they are occupied with family roles and they had nothing in mind except those roles affecting their performance". On the other hand, International Center for Research on Women, (2011) stated that, one third of girls in the developing world are married before the age of 18 and 1 in 9 are married before the age of 15 and this include Zimbabwe from the survey on the Table 4.4.
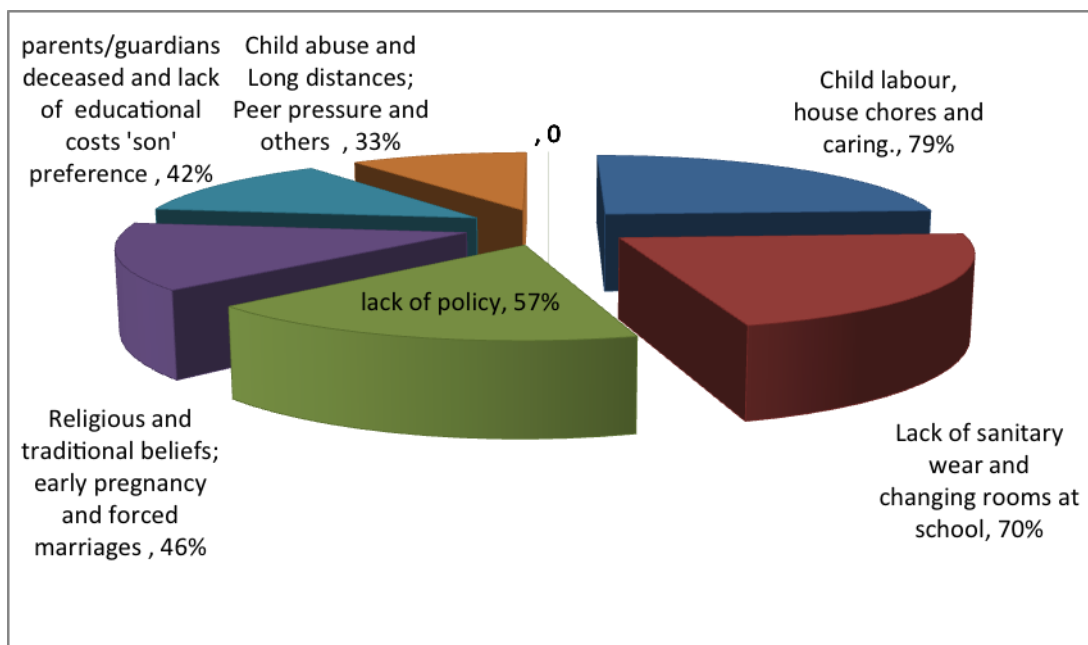
Figure 4.4: Percentage of Responses by Factors Leading to Marginalisation of Girls from Education by Rank (N=206)

Respondents in the Figure 4.4 were asked in a questionnaire to rank-order factors contributing to the marginalisation of girl child in accessing and completing education from the ages of 11 years to 18 years. The result showed that the impact of child labour, house chores and caring is the highest with, seventy nine per cent responses; lack of sanitary wear and changing rooms at school forty nine per cent - responses; lack of policy had forty-eight per cent responses: Religious and traditional beliefs;

early pregnancy and forced marriages forty- six per cent responses; parents/guardians deceased and lack of educational costs 'son' preference forty-two per cent and Child abuse and Long distances; peer pressure and others factors thirty-three per cent.

Earlier Shabaya and Agyemang, (2010), in their analysis suggested that a number of policy recommendations that would enable African countries, especially Ghana, Zimbabwe and Kenya, to reap the full benefits that accrue from female education were needed. In this research, the findings seem to be pointing to the social-cultural factors. These results agree with, Makoni, (2000) and Dhliwayo, (2001:4) when they said, social-cultural factors impact further on girls' education.

On the same vein, Care International, (2012) agree that, girls and women were disproportionately affected by these challenges and were key to building resilient communities to withstand them. This survey revealed that in Mudzi district girls are being marginalized in accessing and completing secondary education.

4.3 Presentation of the Research Findings

Factors affecting girls' education are varied and numerous. The researcher categorised these factors as social and cultural under three objectives namely: Identifying the various socio-cultural factors that lead to the marginalisation of girls in accessing and completing secondary education in Mudzi district in Zimbabwe; Examining how the existing policies and conventions of Zimbabwean government being put into practice or have failed to achieve their object of removing/reducing marginalisation of girls in accessing and completing secondary education in Mudzi district in Zimbabwe and

investigating the role taken by different stakeholders in reducing the marginalization being faced by girls in accessing education in Zimbabwe.

There are a number of factors looked into including religious beliefs, marriage for bride price, early pregnancy and forced marriages. Child labour and child abuse; Girls can do domestic and farm work to help support their families. Child head of the family as parents or guardians died. Lacking of sanitary wear and changing rooms at school; Girls lack of fees, levies and uniforms/'son' preference; Lack of policy; Abuses, peer pressure and distance travelled sometimes it too long making challenges other factors.

4.3.1 Identification of Various Socio-Cultural Factors that Lead to the Marginalization of Girls in Accessing and Completing Secondary Education in Mudzi District

This objective aimed at identifying the various socio-cultural factors that hinder the girl-child's access and retention in secondary school education in Mudzi District. The analysis includes independent observations of primary data, examines qualitative and quantitative evidence, and reconciles these with the literature reviewed in this research. Findings are organised under the following headings: Child labour, house chores and caring; Lack of sanitary wear and changing rooms at school; Religious and traditional beliefs; early pregnancy and forced marriages; Parents/guardians deceased and lack of educational costs 'son' preference; Child abuse and Long distances; Peer pressure and others.

Table 4.5: Social Cultural Factors that Lead to the Marginalization of Girls in Accessing and Completing Secondary Education in Mudzi District N=206

S/N	Social Cultural Factors	Number who mentioned it	Percent of 206 respondents
1	Child labour	162	79
2	House chores and caring	163	79%
3	Lack of sanitary wear and changing rooms at school	145	70%
4	Early pregnancy and forced marriages	117	57%
5	Religious and traditional beliefs	87	42%
6	Parents/guardians deceased	87	42%
7	Child abuse and Long distances	69	33%
8	Peer pressure and others	68	33%
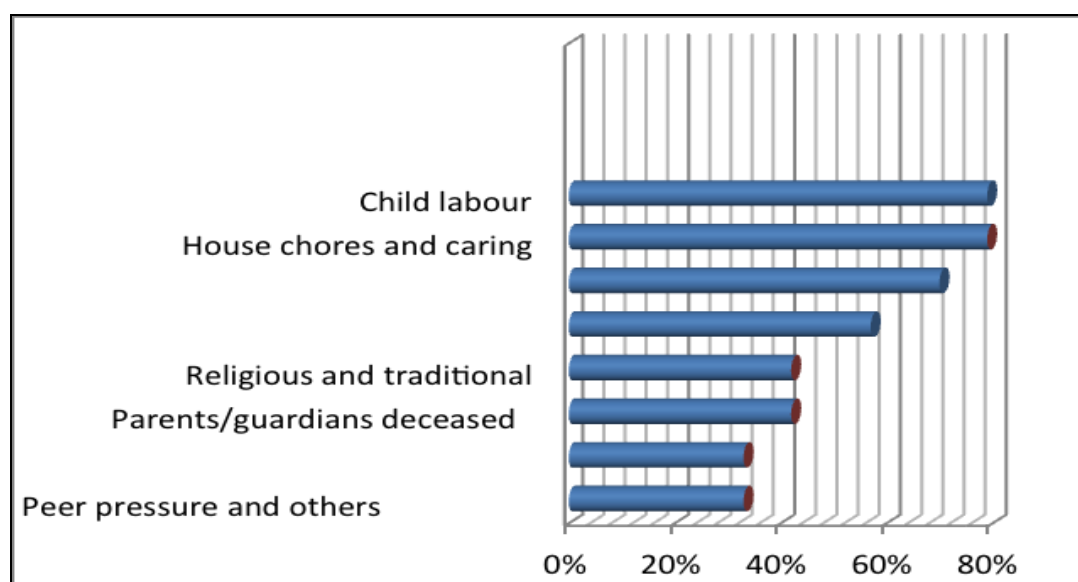
Figure 4.5: Variables and Related Percentages as Mentioned by Respondents, N=206

Respondents in the Figure 4.5 and the bar were asked in a questionnaire about factors contributing to the marginalisation of girl child in accessing and completing education

from the ages of 11 years to 18 years. The result showed that Child labour and House chores and caring were mentioned by 162 and 163 respectively both ranging in 79% of the sample. This depicts how strong these variables are affecting the girls. Lack of sanitary wear and changing rooms at school had 145 respondents who mentioned it, which made it to be in 70%, this shows how girls are dehumanised because of whom they are. Early pregnancy and forced marriages were mentioned by 117 respondents and the put this vulnerability in 57%, under this situation, girls will continue to disappear from schools. Religious and traditional beliefs were mentioned by 87 respondents and that lives the girls in 42% of vulnerability. Parents/guardians deceased and lack of educational costs 'son' preference was cited by 87 respondents and its percentage was 42%, for sure something need to be done to rescue the girl orphans. 69 respondents mentioned Child abuse and Long distances faced by the girl child on schooling and that gives us 33%. Peer pressure and others impertinent variables were mentioned by 68 respondents and these vulnerabilities had 33% too.

Child Labour, house chores and caring factors

Girls often stay home to take care of younger siblings and bear the main burden of housework. While educating a boy is considered a sound investment, it is sometimes considered to be a waste of time for girls. When asked about child labour in the district, seventy-four per cent respondents mentioned that, child labour done by the adolescent girl child in the rural community area as one of the main facet that affects their education in rural area. Interviewees iterated that poverty in most families accompanied by societal value attached to girls, for example the fact that female do not own any property; so, working as domestic or farm workers helps the other male

siblings to continue and complete secondary school as well as provide income for the parents or guardians. A girl I will name 'Chipo' who was out of school responding to the question why she was not in school?

She said,

> "*I got a job to work as house maid, because I have a family to support*".

On the same note, 'Rudo' said:

> *Had trouble managing both school and work at home, better give the chance to my brother as they say he is the bread winner for tomorrow and I shall be married.*

Another girl, 'Nhamo', who was caring for the whole family said:

> "*My siblings needed a full time career since my mother was very ill and my father had died from AIDS*".

One respondent, in a one-on-one interview, noted that when a boy becomes the head of the household, family members tend to work harder to identify an alternative carer for the children. If a girl is the oldest child, she is automatically expected to fill the gap of the deceased parent or guardian.

Neither girls in school nor community leaders, parents, educators and Gender officers disagreed with the fact that girls bear the brunt of most of the work done in homes and community.

One of the school girls said,

> *I'm in school because my parent can afford paying for all my school requirements but, the pressure of workload I'm expected to accomplish both from school and home is really too much that I end up not doing my home work. So schooling is just but a formality.*

Most parents and community leaders about 57% on a contrary view that as the norm looking at our culture and societal values of a girl of value whose value is banked in marriage. In the focus group discussion, it was pointed out that girls are reluctant to take up education seriously because they are occupied with family roles and they had nothing in mind except those roles affecting their performance.

One participant in the focus group discussion said the following about family commitment:

> *Girls like it very much, being house wives and they are hesitant to do other roles rather than being mothers. These make most of them not to take school work seriously ending up missing from schooling in this district.*

Another teenage out of school said,

> "*It is a waste of time to be educated because I am going to be a house wife managing my family*".

The following are more of responses given while conducting the semi structured /focused interviews with 11 to 19 year old girls out of school on whether they would like going back to school;

> *I got a job to work as house maid, because I have a family to support. I had trouble managing both school and work at home, better give the chance to my brother as they say he is the bread winner for tomorrow and I shall be married. My siblings needed a full time career since my mother was very ill and my father had died from AIDS.*

Key Informants in education and gender offices all agreed that there was a pervasiveness of maginalisation to secondary age girls in the District.

Lack of sanitary wear and changing rooms at school

It emerged from the findings that conditions in schools should be favorable to a girl's education so as to attract more girls to access school and stay there. The girls from

Mudzi disrtict's low self-esteem and lack of confidence were believed to be some of the causes of low accessing and completing of secondary education. When asked on how they felt about school? Some teenage girls said, getting menstruation material or medication for the pains they sometimes have is not easy because socially, it is a taboo saying it so that, they end up staying home and each month, girls miss school when they can't afford period protection.

One girl out of school in Chikwizo village said

> *I need a secure pant and enough under-clothing to protect me enough when menstruating or else I will be a laughing stock of the day attached to name callings whenever I spoil myself*

Another girl from Gozi village said:

> *I have missed too many days of school during menstruation; I don't see the reason of continuing going to school.*

Lack of female clothing such as proper pants and sanitary wear is another major challenge of failing to enroll and complete school for girls in the rural area. Unlike boys they can comfortably go to school without a pant but no one notices. Each month, girls miss school when they can't 'Afford' period protection.

School girl I named 'Tarisai' said:

> *It's very difficult to participate in class freely when you have a period because sometimes you can feel that you need to change but there isn't a place to do it. I also need a washroom because it is very hot here or I will end up having a bad smell and boy and other girls too will laugh at me.*

From the focus group discussions with educators, parents and community leaders, when I asked about the security of girl child's clothing all anonymously agreed that,

the subject was an issue. A 15year girl who is out of school from Chikwizo village said:

> *If I was a boy I would dream of going back to school because there won't be name calling because my uniform is blood stained.*

When we asked one of the teachers where the girls used the bathroom, a male teacher from Gozi School said out right that:

> *Bathroom or washroom at school with our situation, it's not doable they will sort it at their homes after school.*

This poses a problem for girls, especially during menstruations, and may mean they are more inclined to stay home to avoid this problem. Another lady teacher from Chikwizo School said:

> *Most girls ask for permission to return home pretending 'seek' but the truth is they would have spoiled themselves because they failed to change in time.*

When the school attending girls were asked on how they felt about school? Some teenage girls said:

> *Getting menstruation material or medication for the pains they sometimes have is not easy because socially, it is a taboo saying it so we end up staying home and each month, we miss school when we can't afford period protection.*

The findings are in agreement with UNICEF, (2014), when it postulated that, many girls - particularly adolescents who are menstruating - don't go to school because of a lack of privacy, unavailability of sanitary disposal facilities and water shortages. In parts of sub-Saharan Africa and other regions, girls can miss out on up to five days of school per month or stop going to school entirely because of insufficient access to water and hygiene facilities, no separate toilets for girls and a lack of sanitary

supplies. At school, there was a need to provide changing rooms for girls in futures to allow girls their dignity. However, the topic was not an easy one to most men and some few elderly women who said it was taboo to discuss it with men.

Religious and traditional beliefs; early pregnancy and forced marriages

Another issue that arose during data collection was of early marriages. The Figure 4.3 show results of (42%) were obtained on whether the marginalisation of girls in accessing and completing secondary education in Mudzi district in Zimbabwe area resulted of religious and traditional beliefs; early pregnancy and forced marriages by some rural parents. It was revealed that some rural parents still believe that educating a girl child is a waste of resources, as she will ultimately leave home for marriage. Similar views were said to be shared with the Johane Marange and Masowe EChishanu Apostolic religious sects in the area. When asked, how the religious beliefs and girl child were related?

One of the Head teachers said;

> *Often, girls are marginalised and are out of school simply because they are girls and it is not the cultural norm. Their chances of getting a quality education are even smaller if they come from a poor family, live in a rural area or have a disability. Girls are four times more likely to be out of school than boys from the same background in these communities. The poorest girls also have the least likelihood of completing secondary school. There are often, religious and traditional practices that discriminate against girls having the chance to get an education, which is very strong, and difficulty to break through.*

Below is a story told by a teenage girl in Chikwizo area about how her mother and aunts have consistently told her about marriage since she was eight or nine. Experience of a teenage girl in Chikwizo area;

Growing up my mother has always told me that I need to be a good girl to find a good husband. Being a good girl means doing all the household chores and working very hard in the fields. School was not a viable option as my parents could not afford to keep in school beyond primary school. Getting a good husband from a family with resources will be the best thing for me and my family. My aunts keep telling me that it is the destiny of every girl to get married and have her own family. I do not have any relatives in town where I can go and hope to find work. The only way to survive is to get married. I am just waiting for marriage.

20% of the girls asked why they were out of school said, "*Got married to a man I was given in church*". While 10% of them said, "*Got pregnant and was suspended from school.*" To the girls in school, 62% said they wish to finish their secondary education. While 18% envied their friends who are married and the six per cent were undecided of their focus on education.

In the discussion group, a parent expressed herself angrily saying:

I have a niece who got pregnant when she was fourteen, by a young man who gave her sweets and biscuits. My niece's parents were relying on her to get educated and help them, so I was very sorry when I heard my niece was pregnant and was expelled from school. The man has refused to accept responsibility of the pregnancy.

The World Economic Forum, (2015), said millions of girls and young women miss out on school, even though educating girls has huge benefits for health, prosperity and security. There has been progress but much work is still needed to break down barriers that prevent girls from going to school such as child marriage and cultural discrimination. In many parts of the country, girls who are pregnant, regardless of their circumstances, will be excluded from school. Many do not return after giving birth due to those rules, stigma, fees, lack of childcare and the unavailability of flexible school programmes.

Parents/guardians deceased and lack of educational costs 'son' preference

In Zimbabwe Students' households are required to pay school fees and various levies. Fees are for education related school costs like course books and school material (not including teachers' salaries) and are between $5 and $30 per year. Levies are for school infrastructure and vary from $5 to $100 per year.

The Government of Zimbabwe is responsible for paying teachers' salaries. Students who do not pay school fees do not receive their results and may not be able to sit for exams. Costs associated with schooling and a families' disengagement with education were also identified as being prevalent barriers to enrolment. A male respondent in discussion group had this to say on how opposite sex children in a family are treated on the issue of schooling:

> *I depend mainly on farming for income. People grow and sell tomatoes and maize as well, but harvests were poor last year. It rained late, so only my son enrolled school at the beginning of the year and the girls had to help weeding the fields so my niece and daughter enrolled late this year as I did not have the money to pay their fees at the start of the school year. Even in a good harvest year, the cash proceeds of an entire harvest are not enough to pay the annual fees for three children; hence my niece could not be allowed to write exams.*

From a sixteen year old who was no longer going to school, when asked why she had stopped coming to school her response was:

> *When my parents were working in South Africa, they used to send money. Now, that they are not working there are issues with school fees. My younger brother who is in Grade 3 gets sent home and misses school because my parents have not paid his school fees. She is sometimes able to go to school because my parents made arrangements with the teacher.*
>
> *When my brother goes to Grade 4, my parents will pay in arrears. My parents are planning on going back to South Africa next month. When they sent more money I will continue with school.*

My findings show that following a household shock, parents may withdraw daughters in order to focus on paying for a son to complete school. There is strong evidence for this in Mudzi as illustrated by the following in school girl's story.

> *My father died when I was in Grade 7 aged 12. My mother said that she would only take care of the boys and she would marry the girls off. That's how the one who was in 6th year of secondary and 3rd year of secondary got married. The girls were married off three years ago when they moved here. Her mother received their bride price, which she used to send the boys to school. Since I was the youngest, I had to drop out in fourth grade and stay at home for a year.*

If a girl is the head of the household, a respondent, in a one-on-one interview, noted that.

> *When a boy becomes the head of the household, family members tend to work harder to identify an alternative carer for the children. If a girl is the oldest child, she is automatically expected to fill the gap of the deceased parent or guardian".*

The researcher probed whether boys are not heads of households. The respondent explained that:

> *Boys sometimes become heads of households, but these are extreme cases, whereas for girls it is common practice.*

This agrees with Coleman (2001) who propounds that in a society where men are more likely to be leaders and where women have been stereotyped into playing a subordinate and supportive role, it is not entirely surprising that women are less likely to plan a career that includes leadership.

Child abuse and Long distances Peer pressure and others

Blömeke & Delaney, (2012) agreed that**,** when teachers are not trained to be sensitive to the plight of the children they are meant to protect, they can be abusive, knowingly

or unknowingly. There were also barriers to girl's attendance in the education system, including abusive teachers, ant girl child friendly rules and teasing by boys. For example, a teacher singled out the worst dressed child in his class in an attempt to encourage smartness. For this child, her dress may be the best her uncle, who was the breadwinner, bought for her before he died. This is a child who does not see the possibility of getting a new dress soon. Insensitive ridicule may lead to children's quitting school. On the same note of teachers' insensitivity, one school leaver from Chikwizo School said that, "I dropped out of school because the class teacher just did not have time to listen to her problems". Another girl who dropped out of school in Form 3 said:

> *I would get to school late almost every day. At home I was being told to do house work and on Mondays and Wednesdays I had to water the garden before I went to school. So my teacher would punish me almost every day. One day I wanted to explain to him my home situation with my guardian and he told me he did not have time to listen to latecomers. I felt bad and after a week I decided to save one master, and I quit school.*

During a one to one interview with girls in school, when a student in from two was asked on whether she will see herself completing secondary education said:

> *The type of general work at school (for example cleaning the grounds, watering gardens and molding bricks was so tiring and painful. It seems our teachers do not appreciate the distances we would have walked just to be at school sometimes hungry. We learn for a few hours and work all day, I would rather just work at home where I know at the end of the day I and my family will feed benefit unlike at school where I do not gain anything from it.*

The findings further revealed that some girls had been bullied, harassed and abused on their way to and at school. A girl in form three said:

> *I cannot remain reading or doing my home work in the classroom alone because some male teachers propose love to me and they think it is the reason I am remaining for, whilst others go home early with unfinished*

school work. At home house chores will be piled waiting for me that I cannot manage to sit and do school work.

On another note, to a girl in form four when asked if praise and discipline were the same for girls and boys in school and at home? She said, she had learnt to live the hard way because of being female in her own words she said:

At home my dad never allowed me to be out after sun set in winter and in summer when the sun sets a little bit late after six he wants me home before fife thirty pm. Failure to meet the deadlines, I will be beaten or scolded. At school, the teachers punish me if I go with undone or unfinished home work but as for my twin brother, he can go out after evening meals to discuss and do school work with friends or remain at school doing his work and my parents praise him. However, I won't give up school for I want to prove that their boy child is no difference with me.

Summary of findings

The above information leads to the conclusion that the impact of child labour, house chores and caring is the highest with, 79% responses; lack of sanitary wear and changing rooms at school 70% responses; early pregnancy and forced marriages 57% responses; Religious and traditional beliefs 42% responses; parents/guardians deceased and lack of educational costs 'son' preference 42% and Child abuse and Long distances, 33%; peer pressure and others factors33%. Low self-esteem and lack of confidence were believed to be some of the causes of low access and completing of secondary education to the girls of Chikwizo and Gozi villages. These are the leading factors maginalising girls from Education in Mudzi District**.** This was supported by the theory in the research by UNICF, (2012) which says that, " in Africa, half of all children said they had been bullied, harassed and abused on their way to and at school every year with girls particularly vulnerable. An abused child may lack the language to explain that she is being abused, which leaves her in trauma, but the abuser is safe

and sound, hence leading to drop out. It emerged from the findings that conditions in schools should be favorable to a girl's education so as to attract more girls to access school and stay there.

4.3.2 The Existing Policies and Conventions in Zimbabwe Which Aim at Controlling Marginalisation of Girls from Accessing and Completing Secondary Education

Introduction

The policies and interventions that were put in place by the Zimbabwe government 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, marginalising girls in the education system. Thus the objective aimed at identifying the various variables in policies and conventions hindering the removing/reduction of marginalisation of girls in accessing and completing secondary education in Mudzi district in Zimbabwe. The analysis includes independent observations of primary data, examines qualitative and quantitative evidence, and reconciles these with the literature reviewed in this research.

Findings are organised under the following headings: Lack of policies; Penalties for not taking girls to school; equal access to a quality education that is free of charge for girls; the introduction of protection mechanisms for pregnant girls and re-entry policies for young mothers; train female teachers as role models for girls and supports the construction of separate sanitation facilities for boys and girls and improving the quality of the school environment, respondents from all groups had varying opinions.

It was found that many parents in the district are not knowledgeable of the government policy that should be helping the girl child.

Table 4.6: How the Existing Policies and conventions of Zimbabwean Government being put into Practice or have Failed to Achieve their Object of Removing/Reducing Marginalisation of Girls in Accessing and Completing Secondary Education in Mudzi District in Zimbabwe N=206

S/N	Policy factors	Number who mentioned it	Percent of 206 respondents
1.	Lack of policies	157	76%
2.	Penalties for not taking girls to school;	122	59%
3.	Equal access to a quality education that is free of charge for girls	163	79%
4.	The introduction of protection mechanisms for pregnant girls and re-entry policies for young mothers	138	67%
5.	Train female teachers as role models for girls and supports the construction of separate sanitation facilities for boys and girls	87	42%
6.	Improving the quality of the school environment by providing hostels for girls	80	39%
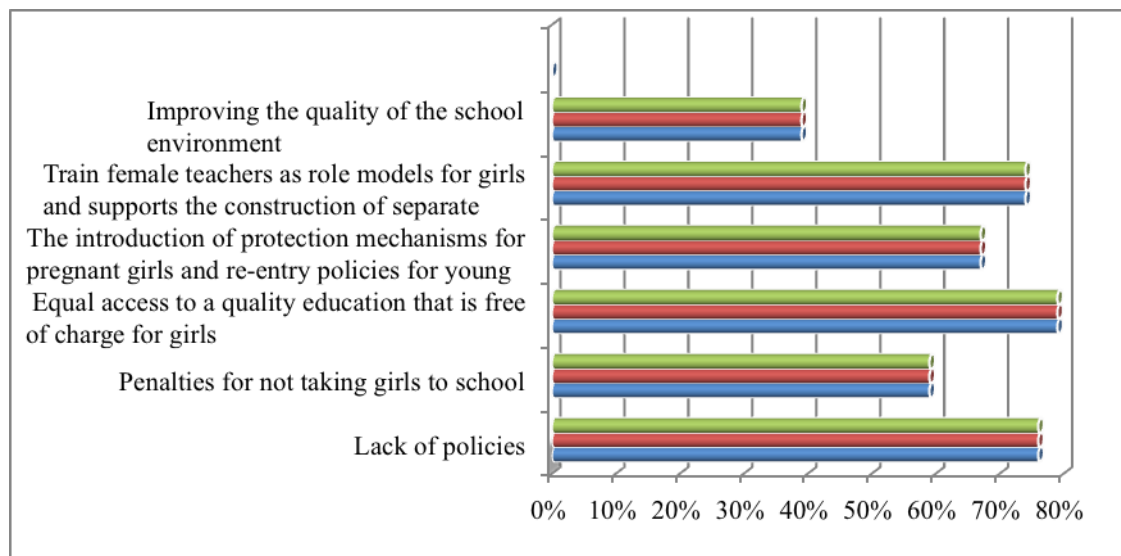
Figure 4.6: The Policy Factors and Related Percentages as Mentioned by Respondents. N=206

Respondents in the Table 4.6 and Figure 4.6 were asked in a questionnaire about factors contributing to the marginalisation of girl child in accessing and completing education from the ages of 11 years to 18 years regarding the existing policies and conventions of Zimbabwean government being put into practice or have failed to achieve their object of removing/reducing The result showed that, Lack of policies 76% with 157 respondents, which shows the strength of those variables to girls in the community schools. Penalties for not taking girls to school; 59% with 122 respondents, which shows that if measures are put in place by applying policies, girls will have a better opportunity to education; Equal access to a quality education that is free of charge for girls with 163 respondents which is 79%; The introduction of protection mechanisms for pregnant girls and re-entry policies for young mothers 67% with 163 respondents showed that girls and some adults need the measure for a free access to full schooling ; Train female teachers as role models for girls and supports the construction of separate sanitation facilities for boys and girls 74% with152 respondents depicting how strong the variable is; Improving the quality of the school environment 39% with 80 respondents showing that the environment was neither child friendly to the girl child.

Equal access to a quality education that is free of charge for girls

When asked about, facing the dilemma of failing to access and complete high school will require commitment and investment of educational policies and resources that will pull in girl to come, stay and complete secondary school successfully what do you say about policies on Equal access to a quality education that is free of charge for girls in secondary school?

On a one to one interview a secondary school girl said that:

> *Adolescent girls are facing many problems in which the Ministry of Education, Arts, Sport and Culture (MOESAC) must improve if the school system is to pull girl child from the community to the school.*

One respondent from FDG discussion said that:

> *Give female teachers deployed decent accommodation for them to schools stay longer and monitor girls' schooling rather than short-term stay they do in this district.*

Another teacher during an interview commented:

> *That rural schools are the worst resourced that because of masculinity boys end up benefiting over girls. All this prevents the gender equity the policies say.*

In a one-on-one interview, another respondent said:

> *MOWAGCD is the actual ministry to deal with gender equality and women empowerment issues. They should take charge and not rely solely on civil society organisations. It emerged that MOWAGCD, when they get the opportunity to be in the community, makes promises that they never fulfils.*

Lack of policies and programmes

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). When asked about policies that mandate girls' equal opportunities in, most participants' responses suggest that policies were not known. Participants were not familiar with other conventions and policies such as Affirmative Action Policy and gender Policy that help to spearhead the girl education. Most girls who have left school could not even comprehend what the policy functions. Another girl said:

> *If there are policies is there any girl who has benefited from it that the interviewer is aware of to prove that policies apply? Further went on saying schools are run using the school inspectors and the head teachers' guide lines.*

It was observed that some school teachers as well had no knowledge of polices on gender issues. One of the community leaders in the FGD said,

> *In these homes, the girl-child has to conform to the parents' wishes and join the husband before completing school. As long as such beliefs go unchallenged, women will remain enslaved in the shackles of subservience and on the periphery of society and development*

A few girls in school felt they were partially implemented because to them a lot of girls are still being discriminated against and as a result they are performing lowly in school. On the same vein, (UNESCO, 2003; Geisler, 2004) pointed out that, the few who knew the policies could not state the major objectives stipulated in most of them.

Train female teachers as role models for girls and supports the construction of separate sanitation facilities for boys and girls

When respondents were asked about the availability of female teachers as role models for girls who support the construction of separate sanitation facilities for boys and girls on respondents argued that, the situation deteriorated due to economical

hardships and political degradation. Most teachers have left the country and it is difficult to have teachers who stay in rural schools for long. One teacher said:

Most of polices were long forgotten about and at present it's just like a jungle walk no steady fast rules followed at all.

When the researcher asked that, according to United Nations, (2012), the toilet hole child (girl/boy) ratio in Zimbabwe 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. 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. What is your opinion about the statement as per government policies? Girls in school and out of school said:

The toilets are available but does not serve much purpose because when we are menstruating there are no wash rooms and we lack pads to use too.

On a one to one interview, a head teacher said:

It is now difficulty to have lady teachers who stay in a school for long with the economical and political situation of the country. Most teachers are leaving for greener pastures and those who stay are always busy moving up and down selling commodities they buy outside the country to sustain their income to nothing income. So nobody is any longer bothering about policies and no one makes a follow up.

The answers from respondents are in line with the results from a recent study on Mozambique's education by Rambe and Mawere (2011), which says impoverished students from deprived backgrounds need support to enhance their capacity to grasp the fundamental assumptions underpinning educational discourses. This is to say that

for girl children to realize the negative effects of dropping out of school they will require both material and intellectual empowerment from the government in form of enacted policies that are implemented and adhered to.

The introduction of protection mechanisms for pregnant girls and re-entry policies for young mothers

When asked about A 2010 MoESAC regulation that allows three months maternity and paternity leave for pregnant school girls and boys who are found to impregnate them respectively. Only school heads and education officer were aware or the regulation and the rest did not know about it. However 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. In the FGD when this was discussed, most men negatively accepted it.

Three male and one female respondent among parents said:

> *It is very wrong to have such regulations because it destroys the moral fabric of the society. Girls must behave and that will make them to valued prevent the social fabric from tearing apart.*

A number of girls and some adult females liked the policy to be applied so that they can benefit from school completion. During a one to one interview a girl said:

> *I wish if that has been done, it would have allowed my two sisters to complete their education and may be would be in a better position today than the way they are, surviving by working as domestic workers and at times they are not even paid anything worth.*

All sentiments given by respondents shows that school authorities are not yet ready to practice the latest reforms on gender especially on equality on education to girl child.

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

Penalties for not taking girls to school

On whether immediate measures should be taken to prevent girl child dropout, an overwhelming majority (90%) of respondents agreed. Most adolescent girls were over whelmed with the idea but, their question was that who would enforce that to happen?

One girl who had dropped out of school said:

> *I wish there was a low like that, I might not have dropped out of school because of failure to pay school fees and other costs because of my step mother who refused dad to pay yet he had the resources to do so. Instead, she insisted that it was better to keep the cow which was to be sold than paying my educational costs. If the law was applied they would both been afraid to deny me access to school.*

NGOs and the government ministries should bring an awareness to the society for the vulnerable to know the multiple forms or fear of violence and harassment that are silent and unspoken of which are barriers that prevent adolescent girls from attending schools.

Improving the quality of the school environment by providing hostels for girls

When the respondents were asked on what they think about the school environment, the FGDs agreed that, the physical environment of schools has been identified as a source of low performance or absenteeism among girls. For example lack of privacy

due to shared toilet facilities between boys and girls may cause menstruating girls unbearable embarrassment.

One of the community leaders suggested that:

> *If the NGOs and the school community could work together, that could provide our area with the ability to change our own environment on behavioral factors like skills, practice, self efficacy and awareness of gender values needed to change human behavior towards girls' education in the district.*

When asked about, what measurers have been taken by the government to alleviate the problem of distance to girls in secondary school? One respondent said:

> *Nothing can be done people live far from schools; we don't have accommodation to make them stay near the schools. Only those who are rich can put their girls in boarding hostels which are not even in this area. In our area there is not even one. Nobody knows if the government will ever build boarding hostels here.*

4.5   Summary of Findings

Most conventions and policies that have been promulgated to protect the rights of women and promote their participation in development activities, particularly in education are not familiar. Lack of policies 76% the number is so alarming that shows that all policies such as Affirmative Action Policy and gender Policy that help to spearhead the girl education are not known by many. Penalties for not taking girls to school 59% and most participants were the affected adolescent girls showing how lonely they are in the fight of access and completing school.

Most parents did not did not indicate whether such a police could be useful if applied. Equal access to a quality education that is free of charge for girls 79%, this was an indicator liking the means that enables girl child education. The introduction of

protection mechanisms for pregnant girls and re-entry policies for young mother 67%, most men and some few parent mothers did not like the police showing patriarchal roots even in police implementation. For policies such as; Train female teachers as role models for girls and supports the construction of separate sanitation facilities for boys and girls 42% and improving the quality of the school environment by providing hostels for girls 39%, the numbers show that most participants did not really understand the benefits policies because of no knowledge.

These findings concur with UNESCO, (2003) and Greene, (2014) when they said, most participants did not know that a number of these conventions and policies have been promulgated to protect the rights of and promote their participation in school, particularly enrolment and completion of secondary school. Also with UNESCO, (2010), when they stressed the need for implementation of polices and allows public policies to integrate school and community in a network of formal and non-formal education processes for sustainable development. This therefore suggests that policies enacted are not being implemented are only on paper and not being availed and explained to people thereby, living a big gap vis a vie the research objective?

4.3.3 Roles taken by different Stakeholders in Reducing the Marginalisation being faced by Girls in Accessing Education in Zimbabwe

Introduction

To girls, education for sustainable development in the sense of it being a process enabling them to develop the knowledge, skills, attitudes and values required in becoming active citizens and in decision-making processes that will improve the quality of life they need to access and complete secondary school. There is the

importance of transforming the environmental education in a true cross-cutting tool by an inclusive participation. Hence this objective is aimed at identifying the measures taken or is supposed to be taken by different stakeholders to stop the marginalisation of girls in accessing secondary education in Mudzi district of Zimbabwe?

The analysis includes independent observations of primary data, examines qualitative and quantitative evidence, and reconciles these with the literature reviewed in this research. Findings are organised under the following headings: Equity with a focus on girls' education and inclusive education; Learning and child friendly schools; Organizing workshops for parents, female child and community.

Table 4.7: Measures Taken or is Supposed to be taken by Different Stakeholders to Stop the Marginalisation of Girls in Accessing Secondary Education in Mudzi District of Zimbabwe?   N=206

S/N	NGOs and Stakeholders' Factors	Number who Mentioned it	Percent of 206 Respondents
1.	Equity with a focus on girls' education and inclusive education	161	78%
2.	Learning and child friendly schools with latrines, washroom, libraries and water.	194	94%
3.	Education in humanitarian situations: Organizing workshops for parents female child and community	167	81%

Respondents in the Table 4.7 and Figure 4.7 and respondents were asked in a questionnaire about factors contributing to the marginalisation of girl child in accessing and completing education from the ages of 11 years to 18 years regarding measures taken or is supposed to be taken by different stake holders to stop the marginalisation of girls in accessing secondary education in Mudzi district of Zimbabwe.
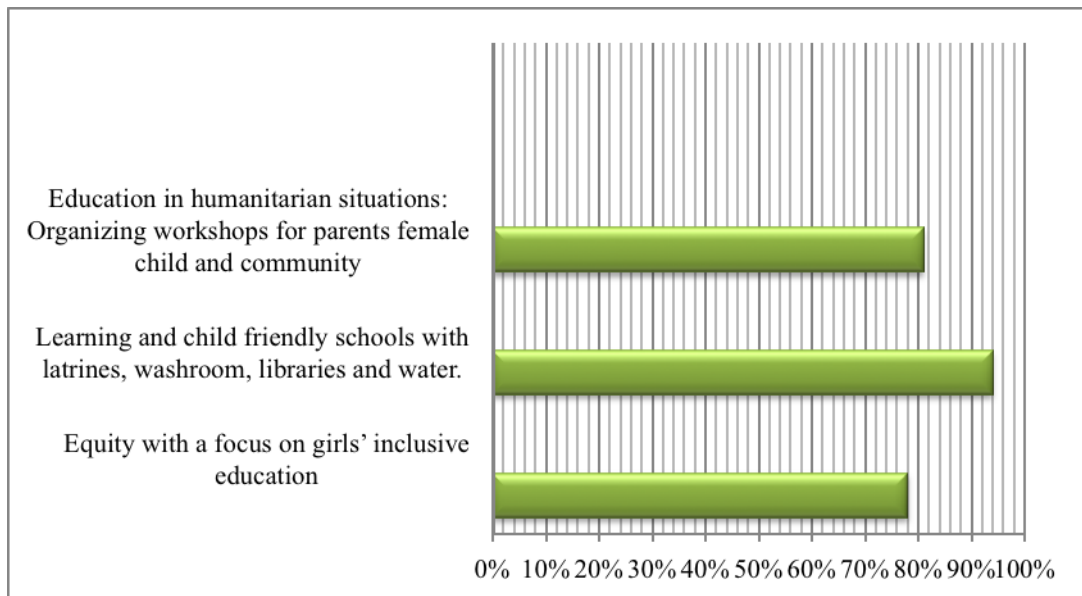
Figure 4.7: The Variables and Related Percentages as Mentioned by Respondents N=206

The result showed that the need for; Equity with a focus on girls' education and inclusive education were mentioned by 161 respondents ranging in 74% of the sample. This shows how much needed the participation of stakeholders is. Learning and child friendly schools was mentioned by 194 respondents which made it to be in 94% this showed that that aspect was even far from being realized in the district of Mudzi's secondary schools. Education in humanitarian situations was cited by 167 respondents and its percentage was 81%. Stakeholders need to do something in order to rescue the girl child's education.

Equity with a focus on girls' education and inclusive education

When asked to rate the participation of Stakeholders in reducing the girls' marginalisation in accessing secondary education (strongly agree, agree, undecided, disagree and strongly disagree) most of the participants attributed that, Stakeholders' participation in reducing the girls' marginalisation in accessing secondary education

in Mudzi district. The general agreed answers were, *disagree* and *strongly disagree* at the present moment while a few *agreed. Eighty*-three per cent of girls in school dis*agreed* and seventeen per cent were *undecided.* On girls out of school, ninety per cent marked on *strongly disagree* and *ten per cent* marked on *undecided*

Participant in the research were asked on what has been done or should be done by stakeholders to have Equity with a focus on girls' education and inclusive education respondents said, *there is need for adequately resourced schools*:

One teacher during an interview commented that:

> *Rural schools are the worst resourced. However, recent books that UNICEF had provided, helps but it is still not enough.*

The FGD for heads teachers and teachers   acknowledged the UNICEFs work in supplying some learning materials such as books in schools although they said more is still needed.

Key Informants' answers about the extent BEAM programmes were viewed as necessary and important by the Communities at large including adolescent girls?

The answer given was "*A little*" While the gender officer acknowledged that:

> *NGOs had very little impact on girl child's access to education in secondary schools in the district of Mudzi.*

One of the head teachers said:

> *I would want BEAM fund to be increased for it to help more vulnerable children in communities.*

Another respondent said:

> *The money BEAM gives to schools is too little and hence difficult to use in the situation of their schools where almost everyone need help.*

Commenting on BEAM's participation head teachers said:

> *the budget it gives out is very small to make an impact regardless of its objectives to education. BEAM claims to address the issues 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".*

When respondents in FGDs were asked about visibility of the stakeholders, stated that:

> *The Ministry of Women Affairs, Gender and Community Development (MOWAGCD) and others stakeholders must work with the women on the ground and not at national level only.*

One respondent said:

> *'Yes I have heard about MOWAGCD on radio. I haven't seen them here.'*

This respondent could have not participated in activities organised by MOWAGCD this tells of the ministry's need to increase its activity base, visibility and reach need to take charge of activities in the district community; Respondents referred to MOWAGCD's tendency to abrogate responsibility to civil society organisations.

In a one-on-one interview, one respondent said:

> *'MOWAGCD is the actual ministry to deal with gender equality and women empowerment issues. They should take charge and not rely solely on civil society organisations.' It emerged that MOWAGCD, when they get the opportunity to be in the community, makes promises that they never fulfill.*

Learning and child friendly schools with latrines, washrooms, libraries and water

Respondents were asked to rate the contribution of stakeholders to the infrastructure that enhances girl child's quality education in Mudzi District and 94% of the respondents said there was a strong need for stakeholder to have an input on washrooms, libraries and water supply in schools. Another head teacher said:

> *I have read that as part of its Child Friendly School approach UNICEF promotes gender sensitive education, helps train female teachers as role models for girls, and supports the construction of separate sanitation facilities for boys and girls, however it has tried much on toilets with the help of parents but schools in this district are lacking washrooms, libraries and boreholes for water supply.*

Most of the adolescent girls complained of not being involved in what benefits them from the stakeholder thereby, they end up being forgotten out in school structures. Another girl in school said

> *When we were having building lessons, we were told that every structure must have a frame work or a plan before it built but I wonder why the people who make the plan of toilets don't add wash rooms to girls' toilets, In homes we all have washrooms so, it a matter of not caring about girls.*

Education in humanitarian situations: Organizing workshops for parents female child and community

NGO activities include, but are not limited to, environmental, social, advocacy and human rights work including education in humanitarian situations. They can work to promote social or political change on a broad scale or very locally. NGOs play a critical part in developing society, improving communities, and promoting all citizen participation by virtue of their ability to act more quickly than the government bureaucracy. How frequent is this happening? When respondents were asked, adolescent girls said: *a little* and *not at all*.

One girl out of school said:

> *When World Vision addresses the community it does it when students are in school. Only adults attend and I have never had my mother talking about girls' rights except how they can start small income projects of farming vegetables and sewing clothes.*

On one to one interview, a girl who has dropped out of school said:

> *When I was still going to school, I had never had people talking about how you can prevent pregnancy or sexual related dieses until I was pregnant at the clinic. I still wish, if only I had known before I could have prevented being impregnated by sister's husband who later died from AIDS. I don't even know if I will survive, maybe I'm affected too like my sister who is always getting sick most of the time.*

When respondents were asked that, to bring awareness to the whole community for the benefit of the girl child**,** government and key line ministries, and civil society should prioritize the importance of transforming the environmental education in a true cross-cutting tool. How has catalyzing and supporting strategic partnerships and social movements for the realisation of the child rights integrating into other agendas and building capacity through partnerships with national and local governments, civil society, academic institutions and the private sector have been done? In answering the question, The Key informants' responses were mostly *very little,* while most adolescent girls said *not at all.*

A social study teacher in the FGD explained to others that:

> *NGOs play roles from advocates for the poor to implementers of government programmes. Some of the key components of NGOs like UNICEF's support of a stronger gender focus in life skills education for HIV prevention, which say, UNICEF will promote comprehensive sexuality education for adolescents and protection of the rights of the most disadvantaged children. UNICEF will strive for improved results for children and families through synergies among HIV&AIDS and maternal and child health, including in humanitarian situations.*

A few participants said they know about UNICEF's involvement in HIV in radio and TV. One female teacher said:

> *Yes they do, with mothers in clinics and have never seen them educating other groups especially school girls and adolescents who are out of school. It's a taboo for girls to do that maybe that's why they don't talk about it to adolescent girls.*

In the FGDs parents and teachers discussed their power as players in the girl child's education game and ended up in agreement that they all had to join in the participation of changing the present perception on cognitive factors, environmental factors and behavioral factors that determines human behavior and marginalise girl child. In some cases, for the government to advocacy for and with the poor would incur a financial burden which could not be borne by already overstretched education budgets This concurs with Djangmah, (2006), when he said, until African economies can support such a responsibility in child rights, they will still need the support of NGOs and private providers to augment government's effort.

Summary of findings

On facilitating communication, NGOs use interpersonal methods of communication, and study the right entry points whereby they gain the trust of the community they seek to benefit. They would also have a good idea of the feasibility of the projects they take up. The significance of this role to the government is that NGOs can communicate to the policy-making levels of government, information about the lives, capabilities, attitudes and cultural characteristics of people at the local level. However, through the respondents' answers it shows that, Equity with a focus on girls' education and inclusive education had 78% of the population sample that said equity

was not yet visible at all. Part of it concurs with Gordon et al, (2004), in the statement made that:

> *It should be noted that BEAM also recommends that 50 percent of the Community Selection Committee (CSC) members should be female. It should be noted, however, that a 2007 Government circular providing procedural guidance on the implementation of BEAM is gender blind. (BEAM beneficiaries; boys 1,000,000 / girls 500,000) 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.*

Learning and child friendly schools had 94% respondents said the NGOs have to help improve female participation in education in Mudzi district by adding material and infrastructure which enables girls to learn properly. For example, lack of privacy, the physical environment of schools has been identified as a source of low performance or absenteeism among girls.

Education in humanitarian situations: Organizing workshops for parents, female child and community had 81%respondents who showed that it is needed. From the interviews and discussions held, it clearly showed that, the girl child is being left out in empowerment. Regardless that, NGOs can facilitates communication upward from people to the government and downward from the government to the people. Communication upward involves informing government about what local people are thinking, doing and feeling while communication downward involves informing local people about what the government is planning and doing. NGOs are also in a unique position to share information horizontally, networking between other organizations doing similar work.

CHAPTER FIVE

PRESENTATION OF SUMMARY OF FINDINGS AND DISCUSSIONS

5.1   Introduction

The importance of girls to social-cultural compliance within rural Zimbabwe is difficult to quantify as they take over many roles which include cooking, cleaning, caring for children, sick and elderly, fetching water, digging, weeding and harvesting, marriage, conformity to various rules and rituals, the list is endless putting a strong marginalisation on their accessing secondary education and completing it. Access to or completing secondary education provides the basic skills for survival.

This is supported by Warner, (2015) and Joe McCarthy, (2015) when they said, if girls and women around the world were given an education, (a full education!) then poverty would not be so persistent. With education, girls' chances of standing as independent equal beings are enhanced, thereby enlarging opportunities for their own empowerment.

Chapter 5 gives a summary of the whole study, including major findings from the survey, the literature review based on the socio-cultural factors that lead to the marginalisation of girls in accessing secondary education in Mudzi district, and a discussion of these findings from the three objectives and theoretical implications of the study, recommendations for future action and practice in rural communities' inclusive education that allow adolescent girls to access and complete secondary education. Recommendations for further study will be given.

5.2   Major Findings

5.2.1   Identification of Various Socio-Cultural Factors that Lead to the Marginalization of Girls in Accessing and Completing Secondary Education in Mudzi District

Major socio-cultural factors affecting girls' secondary education access, retention and completion rates in Mudzi district that were elicited include the following:

Child Labour, house chores and caring factors: This is explained in detail in section 4 on Child labour done by the adolescent girl child in the rural community area is one of the highest main facets with 79% that affect their education in rural area. Poverty in most families accompanied by societal value attached to girls, for example the fact that female do not own any property; so, working as domestic or farm workers helps the other male siblings to continue and complete secondary school as well as provide income for the parents or guardians.

Lack of sanitary wear and changing rooms at school: It emerged from the findings that conditions in schools should be favorable to a girl's education so as to attract more girls to access school and stay there. Getting menstruation material or medication for the pains girls sometimes have is not easy because socially, it is a taboo saying it so that, they end up staying home and each month, girls miss school when they can't afford period protection. Also, bathrooms or washrooms at school poses a problem for girls, especially during menstruations, and may mean girls are more inclined to stay home to avoid this problem.

Religious and traditional beliefs; early pregnancy and forced marriages: Section 4 is explains how some rural parents still believe that educating a girl child is a waste of

resources as she will ultimately leave home for marriage. Similar views were said to be shared with the Johane Marange and Masowe e Chishanu Apostolic religious sects in the area. Also reveals how some other girls out of school got indefinite suspention from school after getting pregnant.

Parents/guardians deceased and lack of educational costs 'son' preference; Section 4 explains how costs are associated with schooling and a families' disengagement with education were also identified as being prevalent barriers to enrolment. Findings show that following a household shock like death, parents/ guardians may withdraw daughters in order to focus on paying for a son to complete school. Child abuse, long distances, peer pressure are seen affecting adolescent girls. Teachers' abusive girl child by insensitive ridicules harassment punishment and at times beatings. Boys were found leading in teasing and bulling girls leading to quitting school.

5.3   Discussion

Findings of the study suggest that girls are much affected by their socio-cultural background resulting in frailer to access and complete secondary education in Mudzi district of Zimbabwe as per the results from findings in chapter 4. It is difficult to quantify as girls take over many roles which include cooking, cleaning, caring for children, sick and elderly, fetching water, digging, weeding and harvesting, marriage, conformity to various rules and rituals, the list is endless putting a strong marginalisation on their accessing secondary education and completing it.

It further suggests that, the stereotypes embedded in the way women are socialized in the home; school and community hinder their performance in school. Similar

observations were made by Coleman (2001) and (Colley, 1998), on their comments that in a society where men are more likely to be leaders and where women have been stereotyped into playing a subordinate and supportive role, it is not entirely surprising that women and girls are less likely to plan a career but playing a subordinate and supportive role to men.

Study findings reveal that most of the participants attributed the causes of low access and completion of secondary school by girls to child labour, house chores and caring, lack of sanitary wear and changing rooms at school, early pregnancy and forced marriages, Religious and traditional beliefs, parents/guardians deceased and lack of educational costs 'son' preference, Child abuse and Long distances, peer pressure, low self-esteem and lack of confidence. The impact of child labour, house chores and caring was the highest.

It was pointed out by Chabaya et al, (2009) that girls are reluctant to take up education seriously because they are occupied with family roles and they had nothing in mind except those roles affecting their performance. Mutekwe et al, (2012); Chikuvadze and Matsvetu, (2013), peports that, parents were not advising the girls to learn so as to be economically and socially empowered. This was supported by Feminists' arguments that, the gender differences in enrolment, having fewer girls especially in secondary schools are evidence of a patriarchal society (Holloway and Wheeler, 2013; Uteng and Cresswell, 2008 in Payne, 2014).

It also emerged from the study that girls did not have adequate time to work on their academic tasks at home. This finding corroborates Mosley (2004) and Mwaba (1992)

who contend that at home parents tend to afford boys more time and space for extra studies compared to girls who have to endure the dual burden of household chores and extra homework studies.

This therefore suggests that, social background has heavy influence on the performance of girls in school in the district. Women have multiple roles for example, wife, mother, worker, carer; the list is endless to girls, even being used as resources by male figures. According to Harper, (2013) adolescent girls are not a homogenous group and subsets will have complex and varying needs which attention. He argues that, girls are often faced with intersecting issues that are interconnected which may come from different drivers.

Parents and teachers are powerful players in the gender game, so their participation plays a pivotal role in girls' education. Parents also need to give ample time to their girl child at home to cope with school work and avoid overburdening them with household chores at the expense of study time. Girls need to be supported and encouraged to realize their full potential along with their boy counterparts. It was observed that some girls indicated that their parents did not worry if they failed in school but would get worried if the boys failed.

The European Commission (EC) (2009:38) argues that parents and teachers reinforce gender stereotypical expectations. However, Boundless, (2016); Care International, (2012) argue that, girls and women are disproportionately affected by these challenges and are key to building resilient communities to withstand them. Therefore awareness is needed much to women and girls in the district.

Lack of sanitary wear and changing rooms with water at school was depicted from the research as another cause marginalising girls to their access to and remain in school as they seldomly return home or stay home when having periods. These observations confirm the findings of Burrows and Maunder (2004: 14) who posit that the lack of adequate water and sanitation, both at home and at school, prevented menstruating girls from attending school when menstruating.

There should be access of these resources in schools to enable girls' good hygiene and a right to their dignity by changing, and washing if they have menstrual accidents. Over 50 percent of young girls meant to go to secondary education were being forced to drop out and do not proceed because of various reasons; chief among these being the unaviability of funds for adolescent girls and societal preference to educate the boy child. In secondary schools, hygiene issues affected girls more than in primary school. This point concurs with the observation by MOESAC (2005:3) that puberty increases the cost of education for girls in secondary school because of the need for sanitary wear.

With issues of pregnancy, girls are vulnerable. A girl who becomes pregnant drops out of school, unlike the boy who impregnates her. 90% of the respondents did not know about the government education re-entry policy. This policy allows a girl who becomes pregnant while in school to go on maternity leave and return to school soon after giving birth. Of the 10% who knew of the policy, eight per cent thought that it encourages schoolchildren to be sexually active and be promiscuity. It was established in FGDs that nearly one quarter of the girls who drop out of secondary school stated early pregnancy because sex education is not well taught if at all it is given due to

social-cultural values. This was supported by Chinyoka and Naidu, (2013) when they said, pregnant girls may feel embarrassed about going back to school, struggle with morning sickness or fatigue, and has difficulty keeping up with their class work. The World Economic Forum, (2015), said millions of girls and young women miss out on school, even though educating girls has huge benefits for health, prosperity and security.

There has been progress but much work is still needed to break down barriers that prevent girls from going to school such as child marriage and cultural discrimination. In many parts of the country, girls who are pregnant, regardless of their circumstances, will be excluded from school. Many do not return after giving birth due to those rules, stigma, fees, lack of childcare and the unavailability of flexible school programmes. This collaborates with Makoni (2000), when she said, vulnerable girls to continue being marginalised.

Quite a number of interviewees pointed out that marginalisation of girls in relation to their ability to access and complete secondary education were caused by the fact that girls are not getting the necessary social support from their families, community and from the education system as a whole. That is why some of the girls are not in school and those in, hardly complete it successfully. Some participants claimed that girls were discriminated against by the education system, just because they were girls. They felt that discrimination was implicit in the organisational structure or in the attitudes of those in authority when they assign cognitive challenging work to boys while traditional cleaning work to girls, hence affecting their performance.

5.3.1   The Existing Policies and Conventions in Zimbabwe which Aim at Controlling Marginalisation of Girls from Accessing and Completing Secondary Eduction

Major factors on existing policies and conventions in Zimbabwe affecting girls' secondary education access, retention and completion of secondary eduction rates in Mudzi district that were elicited include the following:

To an equal access to a quality education that is free of charge for girls: People in the district do not even know if there are programmes and policies which can help girls access and complete secondary education. What was known was that adolescent girls were facing many problems in which the Ministry of Education, Arts, Sport and Culture (MOESAC) must improve if the school system was to pull girl child from the community to the school without root causes.

On lack of policies and programmes; responses were that, policies were not known. Participants were not familiar with other conventions and policies such as Affirmative Action Policy. The National Gender Policy of 2004 that help to spearhead the girl education which proposes fourteen strategies for the achievement of gender equality in education and 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) was not known too. The few who knew the policies could not state the major objectives stipulated in most of them.

Train female teachers as role models for girls and supports the construction of separate sanitation facilities for boys and girls: The situation deteriorated due to economical hardships and political degradation. From section 4, it shows that, most teachers have left the country and it is difficult to have teachers who stay in rural schools for long.

The introduction of protection mechanisms for pregnant girls and re-entry policies for young mothers: About a (2010 MoESAC) regulation that allows three months maternity and paternity leave for pregnant school girls and boys who are found to impregnate them respectively. Only school heads and education officer were aware or the regulation and the rest did not know about it. However 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. To those who knew the regulations suggested that the regulations were not good because they would promote bad morals and bad behaviuor in girls and tear up the moral social fabric in their society.

Penalties for not taking girls to school: On whether immediate measures should be taken to prevent girl child dropout, an overwhelming majority (90%) of respondents agreed. Most adolescent girls were over whelmed with the idea but their question was that who would enforce that to happen.

Improving the quality of the school environment by providing hostels for girls: During group discussions, it was suggested that, if the NGOs and the school community could work together, that could provide our area with the ability to change our own environment on behavioral factors like skills, practice, self efficacy and awareness of gender values needed to change human behavior towards girls' education in the district. The study also concluded that many school textbooks need to be reviewed along with the periodic curricular reviews in order to deconstruct the gender roles, ideologies and stereotypes embedded in them. Ideally the environment in which the girls under this study live fell far short of what Cameron, (2012); Donald, Lazarus and Lolwana, (2010); Chinyoka and Naidu, (2013); Bronfenbrenner, (2008) prescribed for as a conducive learning environment.

On the problem of the distance girls' walk to secondary school, participants found it very difficult to get a solution. In section 4 again, some of the respondents said nothing could be done, for people live far from schools. There is not even one boarding school with hostels. This indicates that the government policy of Child Friendly Schools is not being applied nationwide but only in urban area.

5.4   Discussion

Through this study, the researchers identified several images of men and women as portrayed in textbooks that engender patriarchy in Zimbabwean society and limit students' educational and career aspirations. For example, it was evident from the participants' responses as well as from the content and discourse analyses made that textbooks do propagate patriarchal ideologies, while teacher attitudes and expectations compound these texts' influence. These findings are consistent with those of Meyer

(2008), who found that patriarchal values embodied in the school curriculum disadvantage girls as a whole compared to boys as a whole. Their analysis of textbooks also revealed that boys generally have access to an array of educational goodies or relevant cultural capital (Bourdieu 1992)—that is systematically denied to girls.

This cultural capital is conferred to boys through the patriarchal ideology embedded in the curriculum and in propagated through the educational literature used in the classroom, especially textbooks, pictures, and wall charts as well as through the sexist discourses or language and actions peddled by teachers and students (Nhundu 2007; Gordon 1995). Teacher attitudes and expectations about 'appropriate gender roles' for boys andgirls further compound the effects of text books as they often portray males and females in gender differentiated situations. Like the texts the researchers examined, teachers tended to categorize subjects as either 'feminine' or 'masculine' and this tends to entrench patriarchal tendencies in the school curriculum.

Teachers need to bring it to the attention of their pupils that despite biases embodied in the curriculum and expressed through school text books, the social behavior, roles and characteristics associated with boys, men, girls and women are nothing but products of gender socialization and therefore as agents of change, they need to ascertain that their own thinking, attitudes, behaviors and mindsets are gender sensitive if they are to sensitize their pupils that there is nothing to stop them from venturing into any career field provided they have the interest, ability and opportunity. Teachers need to play an important role in closing the ranks and gaps created by the

gender role stereotyping experienced by pupils in the home and those incorporated in textbooks and reinforced by the hidden curriculum of the school (Mutekwe 2007).

5.4.1   Roles taken by different Stakeholders in Reducing the Marginalisation being faced by Girls in Accessing Education in Zimbabwe

Equity with a focus on girls' education and inclusive education: District education and gender officers, school heads, parents, community representatives and children were all asked the same question regarding the extent to which Stakeholders support had impacted positively in reducing the girls' marginalisation in accessing secondary education (strongly agree, agree, undecided, disagree and strongly disagree) most of the participants attributed that, Stakeholders' participation in reducing the girls' marginalisation in accessing secondary education in Mudzi district. The general agreed answers were, disagree and strongly disagree at the present moment while a few agreed. These differences are not statistically significant. Nevertheless, it is reasonable to conclude that the majority of respondents were not aware of the general impact of Stakeholders support towards girl child in their schools.

Learning and child friendly schools with latrines, washrooms, libraries and water: When respondents were asked to rate the contribution of stakeholders to the infrastructure that enhances girl child's quality education in Mudzi District and ninety-four per cent of the respondents said there was a strong need for stakeholder to have an input on washrooms, libraries and water supply in schools. Most of the adolescent girls complained of not being involved in what benefits them from the stakeholder thereby, they end up being forgotten out in school structures.

Education in humanitarian situations: Organizing workshops for parents' female child and community: When respondents were asked, about NGO activities which include, but are not limited to, environmental, social, advocacy and human rights work including education in humanitarian situations, work to promote social or political change on a broad scale or very locally. Also play a critical part in developing society, improving communities, and promoting all citizen participation by virtue of their ability to act more quickly than the government bureaucracy.

How frequent is this happening? Most adolescent girls said *not at all* because stakeholders rarely consult them on issues to do with them. Educators, parents and community as well said very little was being done. One educator stated that NGOs play roles from advocates for the poor to implementers of government programmes. Some of the key components of NGOs like UNICEF's support of a stronger gender focus in life skills education for HIV prevention, which say, UNICEF will promote comprehensive sexuality education for adolescents and protection of the rights of the most disadvantaged children. UNICEF will strive for improved results for children and families through synergies among HIV&AIDS and maternal and child health, including in humanitarian situations, therefore if this was done girls could be informed and able to make decisions for their future life.

5.5   Discussion

In the light of the findings of this study, the majorities of respondents were not aware of the general impact of Stakeholders' support towards girl child in their schools which lives most of the teenage girls, especially in rural communities of Mudzi district, are now compelled to work as domestic workers and do other informal jobs.

The significance of stakeholders' role to the government is that NGOs can communicate to the policy-making levels of government, information about the lives, capabilities, attitudes and cultural characteristics of people at the local level. However, it shows that, equity was not yet visible at all. Part of it concurs with Gordon et al, (2004), in the statement made that, 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.

However, UNICEF had provided, helps in form of books but it is still not enough. In the focus group discussions respondent   said that, when NGOs learn from the stakeholders that things are not working, they should follow up, not just keep quiet. This entails that, need for a strong intervention from all Stakeholders on the girl child's education is vital. To enhance access and participation of marginalized girls the development of proactive policies and actions from all stakeholders is needed to expand education and reach the marginalised girls ensuring their participation and completion in schooling (UNGEI 2009: 34).

Responding to the question on learning and child friendly schools with latrines, washrooms, libraries and water most respondents including all girls said, there was a strong need for stakeholder to have an input on washrooms, libraries and water supply in schools. Most of the adolescent girls complained of not being involved in what benefits them from the stakeholder thereby, they end up being forgotten out in school structures causing them their marginalisation. Thereby, girls have become victims of discrimination due to their gender. This finding complements Mandina (2012:770)

who states that, most rural schools are remote and poorly developed and, consequently, are poor and disadvantaged, lacking basic infrastructure for learning and teaching. The writer extends school factors to the teachers themselves, who in the focus group discussions noted that, the teachers are seriously demotivated and this boredom transfers to the students, who then drop out of school.

NGOs play roles from advocates for the poor to implementers of government programmes. As per lack of privacy, the physical environment of schools has been identified as a source of low performance or absenteeism among girls has been identified during interviews and discussions. NGOs in Education in humanitarian situations should organise workshops for parents, female child and community as 81% respondents showed that it was needed. This is an indicator that, the girl child is being left out in empowerment. Regardless that, NGOs can facilitates communication upward from people to the government and downward from the government to the people. Due to this bigotry, the girls end up migrating to towns where most of them are employed as house maids or vendors, or prostitution.

Some of the key components of NGOs like UNICEF's support of a stronger gender focus in life skills education for HIV prevention, which say, UNICEF will promote comprehensive sexuality education for adolescents and protection of the rights of the most disadvantaged children. However, from the research it has been noted that, UNICEF's support of a stronger gender focus in life skills education for HIV prevention is excluding the adolescent girls by not giving the education and awareness campaigns in schools but to adults via health centers only and life sex education was not being taught to secondary schools by NGOs.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1   Introduction

This study was set out to assess the socio-cultural factors that lead to the marginalisation of girls in accessing secondary education in Zimbabwe. The study sought to ascertain factors affecting girls' secondary education's access, retention and completion in Mudzi district. Chapter 6 gives the conclusion and recommendations of the reaearch findings. It identifies the implications in the study.

6.2   Conclusion

This study focused on the socio-cultural factors that lead to the marginalisation of girls in accessing and completing secondary education in Mudzi district in Zimbabwe. In view of the above findings the study concluded that major socio-cultural factors affecting girls' secondary education access, retention and completion rates elicited include, child labour, house chores and caring done by the adolescent girl child is one of the highest main facets. Poverty in most families accompanied by societal value attached to girls, for example the fact that female do not own any property; so, working as domestic or farm workers helps the other male siblings to continue and complete secondary school as well as provide income for the parents or guardians.

These various forms of oppression do not act independently but are interrelated in discriminating and marginalising girls and women. Educators, parents, community leaders, NGOs, government and the girl child need to play an important role in closing the ranks and gaps created by socio-cultural factors, patriarchal roles stereotyped

experienced by pupils in the home, community and those incorporated in textbooks and reinforced by the hidden curriculum of the school (Mutekwe 2007).

This study has also concluded that there is need to re-socialise families and communities into a new order where gender equality is the norm. Findings indicate that conditions in schools should be favourable to a girl education so as to attract more girls to be enrolled, work hard academically and complete secondary education. There should be access of schools to wash/change rooms, water and sanitary facilities in school infrastructures. The government should intensify elevation of girls so as to lure them into the schools for example, through bursaries, girls' clubs, and provision of uniforms or other monetary incentives by different audiences like, NGOs, Parents, and Schools. Ministries of Education should have more educational workshops for girls to boost their confidence and self esteem. Schools are also encouraged to include women in school leadership positions in schools so as to encourage the girls to emulate them and work hard academically. This calls for improved gender training workshops and in-service programmes for teachers. These sentiments corroborate with several studies that recommended the need to have a change in the school curricula so as to remove gender imbalances and encourage all students to participate and achieve high grades in school (Mutekwe et al, 2012; Chikuvadze and Matsvetu, 2013).

All stakeholders in education are encouraged to deal with the root problems that result in girls not attending school. Trying to address girls' need to remain in school may not be fruitful when the issues that make them drop out are not dealt with, such as early marriage; being blocked in by numerous household chores; long distances to school;

potential abuse on the way to school, at school and at home; lack of adequate financial assistance; and insensitivity from the teachers who are supposed to protect them. Traditional leaders need to make sure that harmful cultural and traditional norms are shunned and punitive measures are put in place to protect girls and women from falling prey to disempowerment and inequalities whose roots emanate from the beliefs people have been socialised to accept and have internalised. Mudzi district must value girls' and women's education, encouraging community-grown ideas on how best to deal with factors affecting girls' education. External assistance from government and/or civil society should then target those areas that communities cannot deal with within their own means.

The community should unite and work closely with local leaders to channel grievances to civil society and government structures in a timely manner. The community members should be bold enough to challenge some of the traditionally accepted customs so they can modernise in line with upholding women and girls' rights. There is need for the community to hold open dialogue, where possible, so that men and women can have platforms to share their views and concerns on gender equality, empowerment of women and other pertinent issues that may be affecting girl child's development. Blind surveys by civil society organisations should be done before interventions, so that they can be as relevant as possible to the target community. During the implementation of interventions, assisting agencies should keep on consulting the people within the community and their leadership to obtain feedback and advice in time to change implementation strategies as needed. Civil society and government should do awareness-raising campaigns before, during and

after interventions so that the people fully understand the objectives of an intervention understand its progress and obtain feedback on its success. Non-governmental organisations should give people adequate assistance they have promised and on time. The assistance should be followed up with appropriate training and information so that communities do not develop a dependency syndrome on the assisting agencies, but can sustainably grow their capacities to continue to empower themselves.

These factors inhibit girl child's emancipation in educational institutions and can actually exacerbate discriminatory tendencies. The result is a sustained institutional pattern of educational disadvantage for girls, a pattern so complex that it seems intractable to those who might initiate changes in the system.

6.3   Recommendations

In the light of the findings of this study, the following recommendations are made:

6.3.1   The Government

Governments should plan some special polices to improve female education like introducing special stipends for female students and also making education free for them. Policies designed to spearhead the education system and promotion of women such as Affirmative Action Policy and Gender Policy must be fully implemented, closely monitored and evaluated. It should implement various policies and interventions to help attenuate poverty's negative influence especially on the girl child development. It is also necessary for governments to invest more money in making the environment favourable and sensitive for girls. Every effort must be made to ensure that the affected children have stable, preferably, home/family based care and

adequate social support. Governments should also provide school supplies adequately according to the demands of the students. In both primary and secondary schools, trained and qualified female teachers especially during the developmental stage of girls should be made available which can also prevent pregnancy problem among girls leading to early dropout. Finally, the government should sensitize parents on the need and importance of supporting girl education for better performance.

6.3.2   The NGOs

NGOs should Take into consideration all cultural factors and sensitivity that impede girls' educational goals. The issue of girl child's education needs to be widely advocated in education and training of policy makers, educationists, government officials and translating into concrete action. Civil society and government must work together in making the policies and government conventions known by the society, which they are meant to serve.   Civil society standing for the egalitarian for marginalized women and girls, should take a leading role in closing the ranks and gaps created by the girls social background, which have a heavy influence on the performance of their schooling. NGOs should carry out regular and systematic gender analysis under every major programme area in education. Non-governmental organisations should give people adequate assistance they have promised and on time.

The assistance should be followed up with appropriate training and information so that communities do not develop a dependency syndrome on the assisting agencies, but can sustainably grow their capacities to continue to empower themselves. Workshops on girl child education issues need to be planned and implemented for teachers and school textbook writers to infuse gender issues into the curriculum from

an informed point of view by the NGOs. IF sex education is well taught in schools, especially to adolescent girls, the number of early pregnancy will be reduced. Also if pregnant girls are allowed to return to school, that will reduce a big number from disappearing from schools.

6.3.3   The Education System

Curricular material for schools should be carefully selected so that gender sensitive materials are used in order to promote both gender equality and learning equity. Textbooks may need to be re-written as continued use of textbooks that are not gender sensitive is harmful to the future of children particularly girls who end up internalizing generalized beliefs about their ability which may not be true Teachers also need to bring it to the attention of their pupils that despite biases embodied in the curriculum and expressed through school text books, the social behavior, roles and characteristics associated with boys, men, girls and women are nothing but products of gender socialization. Therefore, as agents of change, they need to ascertain that their own thinking, attitudes, behaviors and mindsets are gender sensitive if they are to sensitize their pupils that there is nothing to stop them from venturing into any career field provided they have the interest, ability and opportunity to access school and complete it successfully. Ministry of Education should closely monitor the girl child's education at all levels observing conditions in schools in favour of girls so as to attract more girls to be enrolled, work hard academically and complete secondary education.

6.3.4   The Parents/Community

Adolescent girls require a good environment, which is conducive to learning. Parents should support the girls by providing good lighting systems, enough reading space,

and minimal interference from family members or friends when doing their homework. Families should try hard to provide basic items such as food, sanitary pads, textbooks, exercise books, pens, pencils and school fees. The academic achievement of girl students' is also affected to a greater extent by the family mobility, household chores and family/household size. With rural areas being under the governance of traditional leaders, it is important in future to examine existing feminine and masculine roles that promote girls in education in order to uphold equality in Mudzi district. The community members should be bold enough to challenge some of the traditionally accepted customs so they can modernise in line with upholding women and girls' rights to education.

6.3.5   Adolescent Girls

Girls have a responsibility to deconstruct the patriarchal roles, gender-based stereotypes engendered by their text books, families and peddled through their teachers' attitudes and expectations of their aptitudes and abilities as well as through the gender typing of occupations in society and reinforced by the hidden curriculum of the school (Mutekwe 2007). They can do so by defying the odds and pursuing school subjects and taking up careers or occupations traditionally stereotyped as masculine to prove that sometimes what men or boys can do, women and girls can do it equally well or even better. Girl child should participate in the Child-Friendly Budgeting programme organised through NGO coordination and resource mobilization with other partners, resulting in children presenting key priority issues, such as the need for more education assistance to OVCs and more attention to children living with vulnerabilities, to government ministers, including the Minister of Finance, for

consideration in the national budget. All this can be achieved only if the parents, family, community, teachers, civil society and the government help in removing various biological, social, and cultural categories that interact and contribute towards systematic social inequality and marginalisation (Crenshaw, 2005; Meyer, 2012).

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APPENDICES

Research tools

Appendix I: Questionnaire for the research (Samples Tools for Data Collection)

Questionnaire for Secondary School Girls of Chikwizo and Gozi Schools in Chikwizo Area of Mudzi District Mashonaland Province in Zimbabwe

Good morning, I am Tracy Chikwizo a student of Open University of Tanzania studying Master of Arts Degree in Social Work. I am carrying out a study to find out the socio-cultural factors that lead to the marginalisation of girls in accessing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe. You have been randomly selected to participate in this study and participation is voluntary, **do not write your name anywhere** on this questionnaire for confidentially. Thank you in advance for your cooperation.

FOR OFFICE USE ONLY			
Date of completion of questionnaire	DAY	MM	YY
Name of Fieldworker			
Date Captured	DAY	MM	YY
Signature of Fieldworker			

Instructions

This questionnaire is intended to gather your views about socio-cultural factors that lead to the marginalisation of girls in accessing and completing secondary education in Mudzi district in Zimbabwe. Some of the questions require you to select an answer from the given options. Please answer ALL questions.

Assessing the socio-cultural factors that leading to the marginalisation of girls in accessing secondary education QUESTIONNAIRE **in Mudzi district of Zimbabwe. THEME**

Section A:

Demographic Data

ABOUT YOUR SCHOOL					
1. Name of School					
2. Name of District					
3. Level of School	1	Primary	2	Secondary	
4. In which Province is your school	1	Mash East	2	Masvingo	
5. In which District is your school	1	Mutoko	2	Mudzi	
ABOUT YOURSELF					
6. Your gender	1	Male	2	Female	
7. How old are you?	_____years old				
8. What grade (or form) are you in?	Grade	___		Form	___
9. What is the population of your home community	Urban area _____			Rural area _____	
10. What is the main occupation of you guardian?	Teacher	Nurse	Farmer	House wife	business dealer	Head Man

Section B.

Socio-cultural factors that lead to the marginalisation of girls in accessing and completing secondary education in Mupaso/Chikwizo and Gozi village in Mudzi district of Mashonaland Province in Zimbabwe.

Related questions

11. At home, boy and girl do the same chores

☐ a. There are men's chores and women's chores.

☐ b. They do the same chores.

☐ c. Boys work outside the home and girls work outside and inside the home.

12. Do you chart and play with your friends or siblings regularly?

☐ a. there no time for that

☐ b. Playing with boy is not allowed

☐ c. once in a while

☐ d. once in a while, but not with boys

13. Do these rules at home apply in school?

☐ a. almost similar

☐ b. if its playing, you will be called names

☐ c. For duties, boys do the hard work and girls lighter duties

14. Does this make you feel different from man and boys in which way?

☐ a. I am limited from doing most things I enjoy due to gender.

☐ b. My living situation is very stressful.

☐ c. I no longer have confidence to participate in class.

☐ d. I don't fill any different at all.

15. How do you feel about school?

☐ **a.** I enjoy going to school.

☐ **b.** I feel hopelessness in class.

☐ **c.** I feel excessive guilt most of the time.

16. At home do you have time to study and do your home work?

☐ a. Sometimes if not tired.

☐ b. Not at all

☐ c. If there is no much work during day light because at night I don't have lighting.

☐ d. Yes very well.

17. What makes you feel the way you said about school?

☐ a. I often experience tired, lack of energy in class because of morning chores.

☐ b. I am good in class, always do and finish home work and teachers like me.

☐ c. Most of the time I am having unfinished home work and school is difficult.

☐ d. There is no changing room to help myself when I am having monthly periods.

18. Do you see yourself finishing secondary school?

☐ a. My living situation is very stressful balancing work in the farm, chores at home and going to school especially during menstruation.

☐ b. Yes I am in school but staying here and finish it is a gamble.

c. We are four in school and its costly for my parents that I may drop out and await marriage dad said so.

☐ d. Certainly I will finish because my mother and will support me through.

Policies and conventions of Zimbabwean government being put into practice or have failed to achieve their object of removing/reducing marginalisation of girls in accessing and completing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe.

Related questions

19 What do you know about existing policies and conventions of Zimbabwean government being put into practice to remove /reduce marginalisation of girls in accessing and completing secondary education in Mudzi district in Zimbabwe? Which variables should be looked into much to reduce girls' marginalisation in making a difference to girl child's access to secondary education in this area?

Variable	Yes	No
Lack of policies		
Penalties for not taking girls to school		
equal access to a quality education that is free of charge for girls		
the introduction of protection mechanisms for pregnant girls and re-entry policies for young mothers		
train female teachers as role models for girls and supports the construction of separate sanitation facilities for boys and girls		
improving the quality of the school environment		

20 Please indicate the extent to which existing policies and conventions have contributed to improved access to learning for girls?

☐ a. Not at all.

☐ b. Quite a lot.

☐ c. A lot.

21 In your opinion, do you think that the government policies and programmes have contributed positively to girl child's education in this area?

☐ a. Not at all

☐ b. Only a little

☐ c. Quite a lot

☐ d. A great deal

22   Were the voices of the youths and children heard in the targeting process of the programmes

☐ a. Not at all

☐ b. Only a little

☐ c. Quite a lot

☐ d. A great deal

Stakeholders' participation in reducing the girls' marginalisation in accessing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe.

Related questions

23 Are you aware of any NGO that is helping children's learning in reducing the marginalization being faced by girls in accessing education in this area?

NGOs" role to improve female participation in education Mudzi district	YES	NO
Motivating them psychologically		
Payment of school fees		
Provision of learning materials		
Organizing workshops for parents female child and community		

24 Are you receiving assistance from anyone other than from NGOs?

☐ a. I am not receiving

☐ b. I am receiving

25 Whether you have benefited from NGOs or not: Do you think the assistance from NGOs have been necessary in your school?

☐ a. Yes, sometimes

☐ b. No, not much

☐ c. Very much

26 Are the children receiving assistance from NGOs at this school the ones who deserve it?

☐ a. I don't know.

☐ b. Yes, definitely

☐ c. Yes some of them

☐ d. No, not many of them

27 What is the contribution of stakeholders in secondary education to infrastructure development in enhancing girl child's academic achievement in Mudzi District?

☐ a. a lot

☐ b. No, not at all

☐ c. Very little

28 NGO activities include, but are not limited to, environmental, social, advocacy and human rights work including education in humanitarian situations. They can work to promote social or political change on a broad scale or very locally. NGOs play a critical part in developing society, improving communities, and promoting all citizen participation by virtue of their ability to act more quickly than the government bureaucracy. How frequent is this happening?

a lot ☐   No not at all ☐   Very little ☐

29 **{CLOSURE}** Is there anything else you would like to share on what we discussed?

Thank you for your cooperation

Questionnaire for Young Girls Between 11 and 18 Years not Attending School From Chikwizo and Gozi Community Area of Mudzi District Mashonaland Province in Zimbabwe

Good morning, I am Tracy Chikwizo a student of Open University of Tanzania studying Master of Arts Degree in Social Work. I am carrying out a study to find out the socio-cultural factors that lead to the marginalisation of girls in accessing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe. You have been randomly selected to participate in this study and participation is voluntary, **do NOT write your name anywhere** on this questionnaire for confidentially. Thank you in advance for your cooperation.

FOR OFFICE USE ONLY			
Date of completion of questionnaire	DAY	MM	YY
Name of Fieldworker			
Date Captured	DAY	MM	YY
Signature of Fieldworker			

Instructions

This questionnaire is intended to gather your views about socio-cultural factors that lead to the marginalisation of girls in accessing and completing secondary education in Mudzi district in Zimbabwe. Some of the questions require you to select an answer from the given options.   Please answer ALL questions.

Assessing the socio-cultural factors that lead to the marginalisation of girls in accessing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe

Section A:

Demographic Data

ABOUT YOUR SCHOOL				
1. Name of School				
2. Name of District				
3. Level of School	1	Primary	2	Secondary
4. In which Province is your school	1	Mash East	2	Masvingo
5. In which District is your school	1	Mutoko	2	Mudzi
ABOUT YOURSELF				
6. Your gender	1	Male	2	Female
7. How old are you?	_____years old			
8. What grade (or form) were you in if you have been in school?	Grade ___	Form _	Never been to school __	
9. what is the population of your home community	Urban area _____		Rural area _____	

10. What is the main occupation of your guardian?	Teacher	Nurse	Farmer	house wife	business dealer	Head Man

Section B.

Socio-cultural factors that lead to the marginalisation of girls in accessing and completing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe

Related questions

11. At home, a boy and a girl do the same chores?

☐ a. There are men's chores and women's chores.

☐ b. They do the same chores.

☐ c. Boys work outside the home and girls work outside and inside the home.

12. Do you chart and play with your friends or siblings regularly?

☐ a. there no time for that

☐ b. Playing with boy is not allowed

☐ c. only when child minding and babysitting siblings

☐ d. once in a while, but not with boys

13. Do these rules and customs at home the same for girl and boys**?**

☐ a. Regularly

☐ b. Sometimes

☐ c. Never

14. In your opinion, what do you think about the social-cultural values in your homes?

☐ a. Rarely fair for men/boys and women/girls

☐ b. After farm's hard work together, men and boys sit and relax while girls and women do domestic work alone.

☐ c. Very stict for girls and soft to boys.

☐ d. Almost similar.

15. Does this make you feel different from man and boys in which way?

☐ a. I am limited from doing most things I enjoy due to gender.

☐ b. My living situation is very stressful.

☐ c. I no longer have confidence because most of the decisions are done for me.

☐ d. I don't fill any different at all.

16. How do you feel about school in your life?

☐ a. I feel school is for deserving boys in my family.

☐ b. I feel hopelessness because there is no enough money for my education.

☐ c. I feel excessive guilt most of the times because I failed to come up with good pass

d. mark to precede to secondary said my dad.

17. At home do you discuss about school?

☐ a. Sometimes

☐ b. Not at all it's a dismissed subject.

☐ c. All the time with my brothers who are still in school.

18. What makes you feel the way you said about school?

☐ a. I used to think that when I grow up I would have a carrier because of education.

☐ b. I was good in class, and teachers liked me.

☐ c. Most of the time I was having unfinished home work with no study time at home and school w as difficult.

☐ d. There is no changing room to help myself when I am having monthly periods.

19. Do you see yourself going back to secondary school?

☐ a. I don't know; my life situation is very stressful balancing work in the farm, chores at home and going to school especially during menstruation times.

☐ b. Yes, my parents promised to send me back to school if they get money.

☐ c. No more because they are arranging for my marriage

☐ d. I am going to do domestic work in the town for my family to have money.

Policies and conventions of Zimbabwean government being put into practice or have failed to achieve their object of removing/reducing marginalisation of girls in accessing and completing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe

Related questions

19 What do you know about existing policies and conventions of Zimbabwean government being put into practice to remove/reduce marginalisation of girls in accessing and completing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe? Which variables should be looked into much to reduce girls' marginalisation in making a difference to girl child's access to secondary education in this area?

Variable	Yes	No
Lack of policies		
Penalties for not taking girls to school		
equal access to a quality education that is free of charge for girls		
the introduction of protection mechanisms for pregnant girls and re-entry policies for young mothers		
train female teachers as role models for girls and supports the construction of separate sanitation facilities for boys and girls		
improving the quality of the school environment		

20. Please indicate the extent to which existing policies and conventions have contributed to improved access to learning for girls?

☐ a. Not at all.

☐ b. A lot.

☐ c. Not sure.

21. In your opinion, do you think that the government policies and programmes have contributed positively to girl child's education in this area?

☐ a. Not at all

☐ b. Quite a lot

☐ c. A great deal

22. Were the voices of the youths and children heard in the targeting process of the programmes?

☐ a. Not at all

☐ b. A little

☐ c. A lot

☐ d. Not sure

Related questions

Stakeholders' participation in reducing the girls' marginalisation in accessing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe

23. Are you aware of any NGO that is helping children's learning in reducing the marginalization being faced by girls in accessing education in this area?

NGOs" role to improve female participation in education Mudzi district	YES	NO
Motivating them psychologically		
Payment of school fees		
Provision of learning materials		
Organizing workshops for parents female child and community		

24. Did you receive assistance from any NGOs at one point when you were in school?

☐ a. A little

☐ b. Not at all

☐ c. A lot

25. What is the contribution of stakeholders in secondary education to infrastructure development in enhancing girl child's academic achievement in Mudzi District?

☐ d. a lot

☐ e. No, not at all

☐ f. Very little

26. Are the children receiving assistance from NGOs in the schools in this area the ones who deserve it?

☐ a. I don't know.

☐ b. No, not at all

☐ c. Yes some of them

☐ d. No, not many of them

27. Have NGOs helped girls at this school who didn't previously attend school to get an education?

☐ a. Not that I know

☐ b. No, not at all

☐ c. Yes, sometimes

☐ d. So I had.

28. Are excluded /marginalised girls treated differently as far as access to quality education is NGO activities include, but are not limited to, environmental, social, advocacy and human rights work including education in humanitarian situations. They can work to promote social or political change on a broad scale or very locally. NGOs play a critical part in developing society, improving communities, and promoting all citizen participation by virtue of their ability to act more quickly than the government bureaucracy. How frequent is this happening?

☐   a lot

☐   No, not at all

☐   Very little

29.   **{CLOSURE}.**Is there anything else you would like to share on what we discussed?

....

....

....

....

Thank you for your cooperation.

Quantitative Data Interview Guide

Questionnaire for Likert item of Self-Administered Key Informants at Kotwa, Mudzi District Education and Gender Officers of Mashonaland Province in Zimbabwe

Good morning/afternoon, I am Tracy Chikwizo a student of Open University of Tanzania studying Master of Arts Degree in Social Work. I am assessing the socio-cultural factors that lead to the marginalisation of girls in accessing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe. Thank you for agreeing to take part in the interview. We appreciate your willingness to participate and participation is voluntary, **do NOT write your name anywhere** on this questionnaire for confidentially and wemay begin and circle only one answer per question.

FOR OFFICE USE ONLY			
Date of completion of questionnaire	DAY	MM	YY
Name of Fieldworker			
Date Captured	DAY	MM	YY
Signature of Fieldworker			

Instructions

This questionnaire consists of two types of questions. Most of the questions require you to select an option that best represents your view and the last question require you to respond by writing if you would like to share anything on socio-cultural factors marginalising girls

Section A:

Demographic Data

1. Name of District					
2. Province					
3. Your Gender	**A**	Male	**B**	Female	
4. Highest Educational Qualification	**A**	Teaching Cert	**D**	Grad CE	
	B	Diploma	**E**	Masters	
	C	BA/BSc/BED	**F**	PhD	
5. For how many years have you been involved in education/gender issues in the Ministry?	Years	_____	Months	_____	
6. What position in office do you hold	_____				
7. Marital status	Married___	Widowed__	Single__	Divorced_	separated __

Section B.

Socio-cultural factors that lead to the marginalisation of girls in accessing and completing secondary education Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe

Related questions

Following are statements that describe your experience as a senior officer in the ministry of   Education? For these questions please respond by putting a circle to a number that best represents your views.

8 In your opinion, are social-cultural values in the district the same for boys and girls?	1 Quite different	2 different	3 Not sure	4 A little	5 Not at All
9 In your opinion to what extent would you say that socio-cultural factors have had an impact on girl child's wellbeing?	1 Quite a lot	2 A lot	3 Don't know	4 A little	5 Not at All
10 In your opinion to what extent would you say that the criteria used to identify district girl adolescents in and out of school are appropriate?	1 Very appropriate	2 Appropriate	3 Don't know	4 Not very appropriate	5 Not appropriate at all
11 In 2016, to what extent were the Numbers of adolescent girls in district were in school and out of school?	1 Very accurate	2 Nearly accurate	3 Don't know	4 Not very accurate	5 Very inaccurate
12 In your opinion to what extent would you say that the criteria used to make a safe environment for girls in secondary schools have developed?	1 Quite A lot	2 A lot	3 Don't know	4 A little	5 Not at All
13 In your opinion in 201 6, to what extent were efforts made to help in enabling girl child enroll and stay school?	1 Very quickly	2 Quickly	3 Don't know	4 Not very Quickly	5 Not quickly

Policies and conventions of Zimbabwean government being put into practice or have failed to achieve their object of removing/reducing marginalisation of girls in accessing and completing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe

Related questions

14 Which variables should be looked into much to reduce girls' marginalisation in
making a difference to girl child's access to secondary education in this area?

Variable	Yes	No
Lack of policies		
Penalties for not taking girls to school		
equal access to a quality education that is free of charge for girls		
the introduction of protection mechanisms for pregnant girls and re-entry policies for young mothers		
train female teachers as role models for girls and supports the construction of separate sanitation facilities for boys and girls		
improving the quality of the school environment		

		1	2	3	4	5
15	In your opinion to what extent is the education system, including teaching materials, curriculum design, teacher training and class rules perpetuate harmful gender norms and relationships?	Quite A lot	A lot	Don't know	A little	Not at All
16	In your opinion to what extent is the education system, including teaching materials, curriculum design, teacher training and class rules were discussed involving girl students?	Quite A lot	A lot	Don't know	A little	Not at All
17	To what extent are pregnant teenagers treated in the school system and policy? In general, are they ostracized and/or expelled from school?	Quite A lot	A lot	Don't know	A little	Not at All
18	To what extent are the mechanisms to take care of pregnant schoolgirls to secure their continued access to education?	Very actively	Actively	Don't know	Not very Actively	Not actively at all
19	To what extent are the underlying policy assumptions still relevant in the current development context?	Very relevant	relevant	Don't know	Not very relevant	Not relevant at all

Stakeholders' participation in reducing the girls' marginalisation in accessing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe.

Related questions

		1	2	3	4	5
20	To what extent were the GoZ/UNICEF planned BEAM interventions consistent with the overall GoZ/UNICEF's country office programme goals of MDGs 2 and 3 education for all, elimination of gender disparity, priorities of government and sustainable development?	1 Very relevant	2 relevant	3 Don't know	4 Not very relevant	Not relevant at all
21	In your opinion to what extent was the BEAM programme viewed as necessary and important by the Communities at large including adolescent girls?	1 Quite A lot	2 A lot	3 Don't know	4 A little	5 Not at all
22	In your opinion to what extent are NGOs supporting the rights of adolescent girls to access and benefit from education?	1 Very actively	2 Actively	3 Don't know	4 Not very actively	5 Not actively at all
23	Are excluded /marginalised girls treated differently as far as access to quality education is NGO activities include, but are not limited to, environmental, social, advocacy and human rights work including education in humanitarian situations. They can work to promote social or political change on a broad scale or very locally. NGOs play a critical part in developing society, improving communities, and promoting all citizen participation by virtue of their ability to act more quickly than the government bureaucracy. How frequent is this happening?	1 Quite A lot	2 A lot	3 Don't know	4 A little	5 Not at all

24 **{CLOSURE}** Is there anything else you would like to share on socio-cultural factors marginalising adolescent girls' in accessing education in Mudzi district?

_____
_____
_____
_____

Thank you very much for your time and answering the meeting and sharing your views with me.

Questionnaire for Likert Item of Self-Administered for Key Informant in Gender Office at Kotwa, Mudzi District of Mashonaland Province in Zimbabwe

Good morning/afternoon, I am Tracy Chikwizo a student of Open University of Tanzania studying Master of Arts Degree in Social Work. I am assessing the socio-cultural factors that lead to the marginalisation of girls in accessing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe. Thank you for agreeing to take part in the interview and participation is voluntary and you can quit at any time, **do NOT write your name anywhere** on this questionnaire for confidentially and circle only one answer per question.

FOR OFFICE USE ONLY			
Date of completion of questionnaire	DAY	MM	YY
Name of Fieldworker			
Date Captured	DAY	MM	YY
Signature of Fieldworker			

Instructions

This questionnaire consists of two types of questions. Most of the questions require you to select an option that best represents your view and the last question require you to respond by writing if you would like to share anything on socio-cultural factors marginalising girls in accessing and completing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe.

Section A:

Demographic Data

1. Name of District					
2. Province					
3. Your Gender	**A**	Male	**B**	Female	
4. Highest Educational Qualification	**A**	Teaching Cert	**D**	Grad CE	
	B	Diploma	**E**	Masters	
	C	BA/BSc/BED	**F**	PhD	
5. For how many years have you been involved in education/gender issues in the Ministry?	Years	_____	Months	_____	
6. What position in office do you hold?	_____ .				
7. Marital status	Married ___	Widowed ___	Single __	divorced __	separated __

Section B.

Socio-cultural factors that lead to the marginalisation of girls in accessing and completing secondary education in accessing and completing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe.

Related questions

Which of the following statements describe your experience as a senior officer in the ministry of Gender? Please circle one of the given options where:

1= Strongly Agree, 2= Agree 3= Undecided, 4= Disagree, 5= Strongly Disagree

	1	2	3	4	5
8. In your opinion, are social-cultural values in the district the same for boys and girls?	1	2	3	4	5
9. In your opinion to what extent would you say that socio-cultural factors have had an impact on girl child's wellbeing?	1	2	3	4	5
10. In your opinion to what extent would you say that the criteria used to identify district girl adolescents in and out of school are appropriate?	1	2	3	4	5
11. In 2016, to what extent were the Numbers of adolescent girls in district were in school and out of school?	1	2	3	4	5
12. In your opinion to what extent would you say that the criteria used to make a safe environment for girls in secondary schools have developed?	1	2	3	4	5
13. In your opinion in 201 6, to what extent were efforts made to help in enabling girl child enroll and stay school?	1	2	3	4	5

Policies and conventions of Zimbabwean government being put into practice or have failed to achieve their object of removing/reducing marginalisation of girls in accessing and completing secondary education in accessing and completing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe.

Related questions

14. Which variables should be looked into much to reduce girls' marginalisation in making a difference to girl child's access to secondary education in this area?

Variable	Yes	No
Lack of policies		
Penalties for not taking girls to school		
equal access to a quality education that is free of charge for girls		
the introduction of protection mechanisms for pregnant girls and re-entry policies for young mothers		
train female teachers as role models for girls and supports the construction of separate sanitation facilities for boys and girls		
improving the quality of the school environment		

	1	2	3	4	5
15. In your opinion to what extent is the education system, including teaching materials, curriculum design, teacher training and class rules perpetuate harmful gender norms and relationships?	1	2	3	4	5
16. In your opinion to what extent is the education system, including teaching materials, curriculum design, teacher training and class rules were discussed involving girl students?	1	2	3	4	5
17. To what extent are pregnant teenagers treated in the school system and policy? In general, are they ostracized and/or expelled from school?	1	2	3	4	5
18. To what extent are the mechanisms to take care of pregnant schoolgirls to secure their continued access to education?	1	2	3	4	5

Stakeholders' participation in reducing the girls' marginalisation in accessing secondary education in accessing and completing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe.

Related questions

	1	2	3	4	5
19. To what extent were the GoZ/UNICEF planned BEAM interventions consistent with the overall GoZ/UNICEF's country office programme goals of MDGs 2 and 3, education for all, elimination of gender disparity, priorities of government and sustainable development?	1	2	3	4	5
20. In your opinion to what extent was the BEAM programme viewed as necessary and important by the communities at large including adolescent girls?	1	2	3	4	5
21. In your opinion to what extent are NGOs supporting the rights of adolescent girls to access and benefit from education?	1	2	3	4	5
22. Are excluded /marginalised girls treated differently as far as access to quality education	1	2	3	4	5

is NGO activities include, but are not limited to, environmental, social, advocacy and human rights work including education in humanitarian situations. They can work to promote social or political change on a broad scale or very locally. NGOs play a critical part in developing society, improving communities, and promoting all citizen participation by virtue of their ability to act more quickly than the government bureaucracy. How frequent is this happening?					

23. **{CLOSURE}** Is there anything else you would like to share on socio-cultural factors marginalising adolescent girls' in accessing education in Mudzi district?

Thank you very much for your time and answering the meeting and sharing your views with me.

Focus Group Discussion (FGD) Guide for School Heads and Teachers in Chikwizo Area of Mudzi District Mashonaland Province in Zimbabwe

Assessing the socio-cultural factors that lead to the marginalisation of girls in accessing secondary education in accessing and completing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe.

Introduction

Good morning, my name is Tracy Chikwizo a student of Open University of Tanzania studying Master of Arts Degree in Social Work. Thank you for agreeing to be part of the focus group, while participating is voluntary. We are focusing on find out the various socio-cultural factors that lead to the marginalisation of girls in accessing and completing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe. The discussion is likely to take at least 2 hr 30 minutes and conversation will be record with confidentiality.

FOR OFFICE USE ONLY			
Date of completion of questionnaire	DAY _____	MM _____	YY _____
Name of Fieldworker			
Date Captured	DAY _____	MM _____	YY ____
Time Taken	HOURS_____	MINUTES _____	
Signature of Fieldworker			

Section A:

FOR COMPLETION BY FG OBSERVER	FGD Filename			
Date:	Day	MM		YY
1 Name of School	1	2	3	4
2 Name of District				
3 Name of Province				
4 Group Composition: _____and _____	Male	Female		
5 Age Ranges from	_____ years	to	_____ years	
6 Highest educational qualification	a. Primary	__	a. Degree	
b. No formal education	c. Secondary		b. Masters	
	d. Diploma		c. PhD	

7 Marital status	Married ___	Widowed ___	Single _____	Divorced __	separated __

What position, if any, do they hold in the school?	Head teachers	__	Teachers ____

Section B:

Socio-cultural factors that lead to the marginalisation of girls in accessing and completing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe

 Related questions

8   **{OPENER-ICEBREAKER}.**

There are many things that people say about the girls in accessing and completing secondary education in this area. From what you have heard, what do people say when they talk about it?

☐	a. The community around has an interest in girls" education
☐	b. The community around has no interest in girls" education
☐	c. There are no girls' changing rooms in schools to make it easy for menstruating girls

9   What is the current enrolment by gender in your school/class? Please give comment on the situation

☐ Boys   ☐ Girls

Use the 5 point scale given below to answer the following questions.

Highest (5 points) Higher (4 points) High (3 points) Low (2 points) Lowest (1 point)

Now, let us talk specifically about your views regarding the various socio-cultural factors that lead to the marginalisation of girls in accessing and completing secondary education here in Mudzi district.

10 How do you rate the following factors to have negative effects on girls" primary education?

PROBES

Factors	Rating
Marriage	☐
House hold chores	☐
High poverty level	☐
Teenage pregnancy	☐
Cost of education	☐

11 Are opportunities for play and exploration the same for both girls and boys?

☐ a. Yes

☐ b. No

☐ c. They can't be its not proper

12 Is praise and discipline the same for girls and boys?

☐   a. I m not sure.

☐   b. They are not the same.

☐   c. Girls do their things at home while boy go out.

13 What are community attitudes about girls being in school and why?

☐   a.   It's a place to keep them whilst they await marriage

☐   b.   Few girls do well in school up to the end the rest are failures

☐   c.   No one think and talk about the subject

14 How do you view the socio-cultural factors that influence girls' access to and participation in secondary education in Mudzi district?

☐ a. Very strong and attach low value to girls

☐ b. Culture is good for the girl child for her to be a good wife.

☐ c. Most families value socio-culture than education on their daughters.

15 On child care and domestic responsibilities *girls* are tied down and *prevented from accessing education?*

☐ a. *Yes I agree*

☐ b. *No*

☐ c. I don't know.

16 How are girls affected in terms of schooling by HIV in their homes and/or communities? Explain

☐a. caring burden rest on the girls' shoulders that it is very difficult to learn

☐b. They do not care at all

☐c. Not quite sure

17   What help do affected girls offer?

   ☐a.   nursing the sick

   ☐b.   heading the family

   ☐c.   all the above

18   Do you think girls 'education   is necessary?

   ☐   a.   Yes

   ☐   b.   No

   ☐   c.   I do not know

19   If the marginalisation on adolescent girls' education is to end, what could be done differently to improve the effectiveness and impact on their accessing and completing secondary education?

☐a.   Involve the girls in finding solutions and awareness complain of pros of girl child education

☐b.   Force girls to do what they are expected to do at school

☐c.   Girls should learn to do their chores and school work well

Policies and conventions of Zimbabwean government being put into practice or have failed to achieve their object of removing/reducing marginalisation of girls

in accessing and completing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe.

Related questions

20 In your opinion, do you think that the government policies and programmes have contributed positively or negatively to girl child's education in this area?

☐ a. Not at all

☐ b. b. A little

☐ c. A lot

21 Which variables should be looked into much to reduce girls' marginalisation in making a difference to girl child's access to secondary education in this area?

Variable	Yes	No
Lack of policies		
Penalties for not taking girls to school		
equal access to a quality education that is free of charge for girls		
the introduction of protection mechanisms for pregnant girls and re-entry policies for young mothers		
train female teachers as role models for girls and supports the construction of separate sanitation facilities for boys and girls		
improving the quality of the school environment		

22 Are government policies and programmes making a difference to girl child's access to secondary education in this area?

☐ a. It is not making any difference at all

☐ b. Government is quiet about policies so we don't know

c. I don't know

23 How does the education system, including teaching materials, curriculum design, teacher training and class rules perpetuate harmful gender norms and relationships?

   ☐ a. Girls are valued as weaker sex than boys and assigned to activities that weaken and disadvantage them

   ☐ b. Boys were created for the best things

   ☐ c. There is no harm caused

24 In your opinion, are the existing policies being implemented, if yes, are they useful to help the girl child's educational rights.

   ☐ a. No, not often

   ☐ b. No not at all

   ☐ c. Yes, sometimes

25 To what extent did the community members participate in decisions during implementation of the existing policies?

   ☐ a. A lot

   ☐ b. Not at all

   ☐ c. A little

26 Were the voices of the youths and children heard in the targeting process?

   ☐ a. No, not often

   ☐ b. No not at all

☐ c. Yes, sometimes

27 How are pregnant teenagers treated in the school system and policy?

☐ a. Not tolerated

☐ b. Ostracized and/or expelled from school

☐ c. Just withdraw because of stigmatisation

28 What mechanisms are there to take care of pregnant schoolgirls to secure their continued access to education?

☐ a. They should not get pregnant

☐ b. Anyone pregnant must not continue to be in school

☐ c. It will be good if girls are allowed back in school after childbirth

29 In what ways do families support girls in their learning under this situation?

☐ a. very little

☐ b. social-cultural it is not allowed to support such a child

☐ c. they don't support at

30 Taking girls to school spoil their morals values and cultural ethics. Do you agree with the following statements?

☐ a. Yes I agree

☐ b. No I disagree

☐ c. I don't know

Stakeholders' participation in reducing the girls' marginalisation in accessing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe

Related questions

31 How are NGOs supporting the adolescent girls' access and benefit from education

in Mupaso/Chikwizo and Gozi villages in Mudzi district?

☐ a. A little

☐ b. Not at all

☐ c. I am not sure

32 Are NGOs making a difference to children's access to education in this area? If

so, please give me   examples and in what way? If not, why not?

☐ a. Not announced

☐ b. Little

☐ c. Yes but small

33 If there have been any changes in your district schools as a result of any of the

NGOs   interventions, to what extent, would you say that   NGOs have had

impact on girl child's access to education

☐ a. Yes indeed

☐ b. Very little

☐ c. not yet noticeable

34 Are excluded /marginalised girls treated differently as far as access to quality

education is NGO activities include, but are not limited to, environmental,

social, advocacy and human rights work including education in humanitarian

situations. They can work to promote social or political change on a broad scale

or very locally. NGOs play a critical part in developing society, improving communities, and promoting all citizen participation by virtue of their ability to act more quickly than the government bureaucracy. How frequent is this happening?

☐ a. a lot

☐ b. No, not at all

☐ c. Very little

35   If the marginalisation of girls in accessing and completing secondary education in this area is to end, what do you think must be done by NGOs differently to improve their effectiveness and impact?

☐ a.   Do awareness campaign to the society first

☐ b.   Nothing

☐ c.   I do not know

36   Mostly, government and NGOs' assistance is purely financial, and human resources is there anything that could be added to make this an ideal package?

☐ a. Head teachers allow donors

☐ b. awareness campaign to schools, families and communities

☐ c. It is difficult to help girls

37   **{CLOSURE}**

Is there anything else you would like us to know about the various socio-cultural factors that lead to the marginalisation of girls in accessing and completing secondary

education in this area, Mupaso/Chikwizo and Gozi villages Mudzi district in Zimbabwe?

a   ……………………………………………………………………………

b   ……………………………………………………………………………

Thank you very much for coming to this meeting and sharing your views with us.

FOCUS GROUP DISCUSSION (FGD) GUIDE FOR PARENTS, COMMUNITY REPRESENTATIVES OF MUPASO AND GOZI VILLAGES IN CHIKWIZO AREA OF MUDZI DISTRICT MASHONALAND PROVINCE IN ZIMBABWE

Assessing the socio-cultural factors that lead to the marginalisation of girls in accessing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe.

Introduction

Good morning, my name is Tracy Chikwizo a student of Open University of Tanzania studying Master of Arts Degree in Social Work. Thank you for agreeing to be part of the focus group, while participating is voluntary. We are focusing on find out the various socio-cultural factors that lead to the marginalisation of girls in accessing and completing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe. The discussion is likely to take at least 2 hr 30 minutes and conversation will be record with confidentiality.

FOR OFFICE USE ONLY			
Date of completion of questionnaire	DAY _____	MM _____	YY_____
Name of Fieldworker			
Date Captured	DAY _____	MM _____	YY ____
Time Taken	HOURS_____	MINUTES _____	
Signature of Fieldworker			

Section A:

FOR COMPLETION BY FG OBSERVER Date:	FGD Filename						
	Day	**MM**		**YY**			
1. Name of School	**1**	**2**	**3**	**4**			
2. Name of District							
3. Name of Province							
4. Group Composition:__and ___	Male _____			Female _____			
5. Age Ranges from	_____years		to	_____ years			
6. Highest educational qualification	e. Primary			a. Degree			
f. No formal education	g. Secondary			b. Masters			
	h. Diploma			c. PhD			
7. Marital status	Married ___		Widowed ___	Single _____	divorced __	separated __	
8. Economic activities involved in (put numbers)	Nurses ___	Farmers ___	business dealers ___	Head Men ___	Other (explain _____	House wife ____	None_ __

Section B:

Socio-cultural factors that lead to the marginalisation of girls in accessing and completing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe

Related questions

9. **{OPENER-ICEBREAKER}.5mins**

There are many things that people say about the girls in accessing and completing secondary education in this area. From what you have heard, what do people say when they talk about it?

▢ a. The community around has an interest in girls" education

▢ b. The community around has no interest in girls" education

▢ c. No one says anything

Use the 5 point scale given below to answer the following questions.

Highest (5 points) Higher (4 points) High (3 points) Low (2 points) Lowest (1 point)

Now, let us talk specifically about your views regarding the various socio-cultural factors that lead to the marginalisation of girls in accessing and completing secondary education here in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe.

10. How do you rate the following factors to have negative effects on girls" primary education?

Factors	Rating
Marriage	▢
House hold chores	▢
High poverty level	▢
Teenage pregnancy	▢
Cost of education	▢

11. Are opportunities for play and exploration the same for both girls and boys?

☐ a. yes

☐ b. no

☐ c. they can't be its not proper

12. Is praise and discipline the same for girls and boys?

☐ a. I m not sure.

☐ b. They are not the same.

☐ c. Girls do their things at home while boy go out.

13. What are community attitudes about girls being in school and why?

☐ a. It's a place to keep them whilst they await marriage

☐ b. Few girls do well in school up to the end the rest are failures

☐ c. No one think and talk about the subject

14. How do you view the socio-cultural factors that influence girls' access to and participation in secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe?

☐ a. Very strong and attach low value to girls

☐ b. Culture is good for the girl child for her to be a good wife.

☐ c. Most families value socio-culture than education on their daughters.

15. On child care and domestic responsibilities *girls* are tied down and *prevented from accessing education?*

☐ a. *Yes I agree.*

☐ b. *No.*

☐ c. I don't know.

16. How are girls affected in terms of schooling by HIV in their homes and/or communities?

☐ a. caring burden rest on the girls' shoulders that it is very difficult to learn

☐ b. They do not care at all

☐ c. Not quite sure

17. What help do affected girls offer?

☐ a. nursing the sick

☐ b. heading the family

☐ c. all the above

18. Do you think girls 'education   is necessary?

☐ a. Yes

☐ b. No

☐ c. I do not know

19. If the marginalisation on adolescent girls' education is to end, what could be done differently to improve the effectiveness and impact on their accessing and completing secondary education?

☐ a. Involve the girls in finding solutions and awareness complain of pros of girl child education

☐ b. Force girls to do what they are expected to do at school

☐ c. Girls should learn to do their chores and school work well

Policies and conventions of Zimbabwean government being put into practice or have failed to achieve their object of removing/reducing marginalisation of girls in accessing and completing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe.

Related questions

20. In your opinion, do you think that the government policies and programmes have contributed positively or negatively to girl child's education in this area?

☐ a. Not at all

☐ b. A little

☐ c. A lot

21. Education policies and programme of Zimbabwean government in this area are well known?

☐ a. Not at all

☐ b. A little

☐ c. A lot

22. Which variables should be looked into much to reduce girls' marginalisation in making a difference to girl child's access to secondary education in this area?

Variable	Yes	No
Lack of policies		
Penalties for not taking girls to school		
equal access to a quality education that is free of charge for girls		
the introduction of protection mechanisms for pregnant girls and re-entry policies for young mothers		
train female teachers as role models for girls and supports the construction of separate sanitation facilities for boys and girls		
improving the quality of the school environment		

23. How does the education system, including teaching materials, curriculum design, and teacher training and class rules perpetuate harmful gender norms and relationships?

    ☐   a.   Girls are valued as weaker sex than boys and assigned to activities that weaken and disadvantage them

    ☐   b. Boys were created for the best things

    ☐   c.   There is no harm caused

24. In your opinion, are the existing policies being implemented, if yes, are they useful to help the girl child's educational rights.

    ☐   a.   No, not often

        ☐ b. No not at all

        ☐   c. Yes, sometimes

25. To what extent did the community members participate in decisions during implementation of the existing policies?

    ☐   a. A lot

    ☐   b. Not at all

    ☐   c.   A little

26. Were the voices of the youths and children heard in the targeting process?

    ☐ a. No, not often

    ☐ b. No not at all

    ☐ c. Yes, sometimes

27. How are pregnant teenagers treated in the school system and policy?

☐ a. Not tolerated

☐ b. Ostracized and/or expelled from school

☐ c. Just withdraw because of stigmatisation

28. What mechanisms are there to take care of pregnant schoolgirls to secure their continued access to education?

☐ a. They should not get pregnant

☐ b. Anyone pregnant must not continue to be in school

☐ c. It will be good if girls are allowed back in school after childbirth

29. In what ways do families support girls in their learning under this situation?

☐ a. very little

☐ b. social-cultural it is not allowed to support such a child

c. they don't support at all

30. Taking girls to school spoil their morals values and cultural ethics. Do you agree with the following statements?

☐ d. Yes I agree

☐ e. No I disagree

☐ f. I don't know

Stakeholders' participation in reducing the girls' marginalisation in accessing secondary education in Zimbabwe

Related questions

31. How are NGOs supporting the adolescent girls' access and benefit from education in Mudzi district?

NGOs" role to improve female participation in education Mudzi district	YES	NO
Motivating them psychologically		
Payment of school fees		
Provision of learning materials		
Organizing workshops for parents female child and community		

32. Are NGOs making a difference to children's access to education in this area? If so, please give me examples and in what way? If not, why not?

☐   a. Not announced

☐   b. Little

☐   c. Yes but small

33. If there have been any changes in your district schools as a result of any of the NGOs interventions, to what extent, would you say that NGOs have had impact on girl child's access to education

☐ a. Yes indeed

☐ b. Very little

☐ c. not yet noticeable

34. Are excluded /marginalised girls treated differently as far as access to quality education is NGO activities include, but are not limited to, environmental, social, advocacy and human rights work including education in humanitarian situations. They can work to promote social or political change on a broad scale or very locally. NGOs play a critical part in developing society, improving communities, and promoting all citizen participation by virtue of their ability to act more quickly than the government bureaucracy. How frequent is this happening?

☐ a. A lot

☐ b. No, not at all

☐ c. Very little

35. If the marginalisation of girls in accessing and completing secondary education in this area is to end, what do you think must be done by NGOs differently to improve their effectiveness and impact?

☐ a. Do awareness campaign to the society first

☐ b. Nothing

☐ c. I do not know

36. Are excluded /marginalised girls treated differently as far as access to quality education is NGO activities include, but are not limited to, environmental, social, advocacy and human rights work including education in humanitarian situations. They can work to promote social or political change on a broad scale or very locally. NGOs play a critical part in developing society, improving communities, and promoting all citizen participation by virtue of their ability to

act more quickly than the government bureaucracy. How frequent is this happening?

☐ a. A lot

☐ b. No, not at all

☐ c. Very little

37. Mostly, government and NGOs' assistance is purely financial, and human resources is there anything that could be added to make this an ideal package?

☐ a. Head teachers allow donors

☐ b. Awareness campaign to schools, families and communities

☐ c. It is difficult to help girls

{CLOSURE}

38. Is there anything else you would like us to know about the various socio-cultural factors that lead to the marginalisation of girls in accessing and completing secondary education in Mupaso/Chikwizo and Gozi villages in Mudzi district of Mashonaland Province in Zimbabwe?

Thank you very much for coming to this meeting and sharing your views with us.

3.13 Time frame

Activity To Be Done	Estimated Time	
Planning and suggesting topic	2016	January
Submission of topic for approval	2016	February
Presentation of Chapter one	2016	April
Presentation of chapter two	2016	May
Presentation of Chapter 3	2016	August
Data Collection	2016	September
Data Analysis	2016	October
Editing and	2016	October
Submission of final dissertation	2016	November

Proposed Budget

Description	Unit Price	Total amount
Printing Instruments	$3 x 100	$300.00
Allowances for R/Assist.	$60 x 2 x 2	$240.00
Transport	$100 x 3 days	$300.00
Phone calls and Internet charges	$100	$100.00
Meals	$20x 3 x2	$120.00
Accommodation	$20 x 3 x 2	$120.00
Stationary for dissertation for marking and final printing and binding of dissertation	$30 x 6	$180.00
TOTAL		**$1360.00**

Declaration of Confidentiality Letter

THE OPEN UNIVERSITY OF TANZANIA

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DECLARATION OF CONFIDENTIALITY

To: The Chief Executive Officer of MUDZI DISTRIC EDUCATION OFFICE (give the title of the Chief Executive Officer of the institution/firm/organization etc visiting)

I, TRACY CHIKWIZO PG201802124 (Name and Reg. no.), of the Department of SOCIOLOGY AND SOCIAL WORK Faculty of ART AND SOCIAL SCIENCES (FASS) Open University of Tanzania, declare that, I will maintain secrecy and confidentiality, and will not use any data and information obtained from your organization in the course of my research for any purpose other than for my academic endeavors.

Signature Phukwizo (student)

Date 30 – 05 – 2018

Countersigned by:

Name PROFESSOR MARY KITULA (Supervisor)

Signature (Supervisor)

Date

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