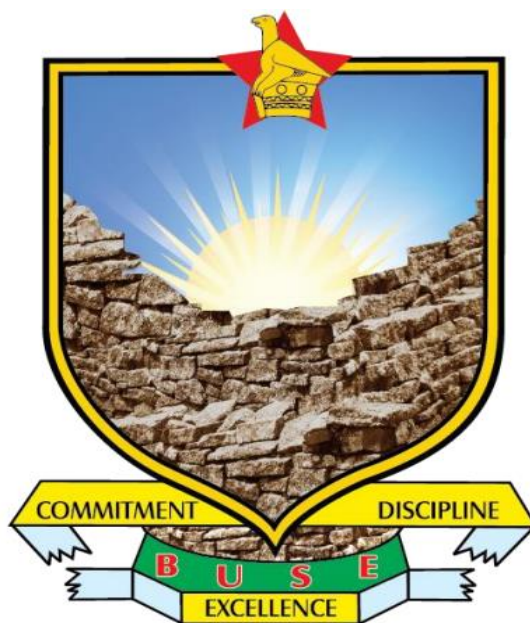**BINDURA UNIVERSITY OF SCIENCE EDUCATION**

FACULTY OF SOCIAL SCIENCES AND HUMANITIES

The Effectiveness of Educational Programmes by Non-Governmental Organisations in Addressing the Needs of a Girl Child: A Case Study of Plan International Kwekwe District

B210618B

A Dissertation Submitted to the Department of Peace and Governance in partial fulfilment for the requirements for the Bachelor of Science in Peace and Governance Degree

Bindura, Zimbabwe

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Abstract

The research sought to analyse the effectiveness of educational programmes by NGOs in addressing educational challenges faced by the girl child in Zimbabwe using a case study of Plan international in Kwekwe. Its specific objectives were to assess the impact of scholarship programmes on enrolment and retention rates of girls, evaluate the effectiveness of infrastructure development projects, particularly the construction of girl-friendly facilities in improving the learning environment for girls, analyse the impact of community awareness campaigns on changing attitudes towards girls' education in Kwekwe and to identify challenges and areas for improvement in the implementation of educational programmes by NGOs in Zimbabwe. The study adopted a qualitative approach, employing a descriptive case study design involving 39 participants. Data collection methods included beneficiary questionnaires, interviews with programme officers and 4 focus group discussions with teachers. The study employed thematic analysis in analysing the research data. The study found that NGO scholarship programmes have significantly increased girls' school enrolment and retention in Kwekwe by reducing financial barriers. In addition, infrastructure improvements have enhanced the learning environment, but sustainability remains a challenge. Awareness campaigns have had mixed success due to persistent cultural norms. On the other hand financial hardships, unsafe commutes, and gender stereotypes still hinder the success of educational interventions targeting gender inequality. The research recommended holistic interventions, community engagement and sustainability of interventions as some of the measures to enhance the effectiveness of such programmes.
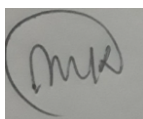
Declaration form

I, B210618B, hereby declare that this dissertation is the result of my own research and study, except to the extent indicated in the acknowledgments and references included in the body of the paper, and that it has not been submitted in part or in full for any other degree to any other university.

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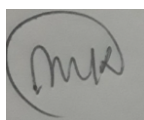
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Chairman's Signature   Date

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Dedication

To my loving family, whose unwavering support and encouragement have fuelled my academic pursuits your patience, love, and sacrifices have made this journey possible. I'm forever grateful for your presence in my life. Thank you for believing in me and helping me achieve my dreams.

List of Abbreviations and Acronyms

AU – African Union

CAMFED – Campaign for Female Education

COVID-19 – Coronavirus Disease 2019

FGD – Focus Group Discussion

GBV – Gender-Based Violence

GESS – Girls' Education South Sudan

GPE – Global Partnership for Education

MEL – Monitoring, evaluation, and learning

NGO – Non-Governmental Organisation

OECD – Organisation for Economic Co-operation and Development

SADC – Southern African Development Community

SDG – Sustainable Development Goals

SEED – Secondary Education Expansion for Development

SSSP – Secondary School Stipend Program

ToC – Theory of Change

UNESCO – United Nations Educational, Scientific and Cultural Organisation

UNHCR – United Nations High Commissioner for Refugees

UNICEF – United Nations International Children's Emergency Fund

WHO – World Health Organization

ZimStats – Zimbabwe National Statistics Agency

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<div align="center">**CHAPTER ONE**</div>

<div align="center">**1.0 INTRODUCTION**</div>

1.1 Background of the Study

Education is crucial to the empowerment and development of girls, serving as a foundation for broader socio-economic and gender equality. Educated girls are more likely to delay marriage, have fewer and healthier children, and contribute to their communities' economic growth (United Nations Educational, Scientific and Cultural Organisation (UNESCO), 2022). According to the World Bank (2020), for every additional year a girl stays in school, her future earnings can increase by up to 20%. Educating girls also reduces poverty, improves public health, and strengthens societal resilience (United Nations, 2021). Moreover, girls' education has been linked to better governance and peace-building outcomes, as educated women are more likely to participate in political processes and community decision-making (Organisation for Economic Co-operation and Development (OECD), 2019). This study focused on the effectiveness of educational programmes by Non-Governmental Organisations (NGOs) in addressing educational challenges faced by the girl child in Zimbabwe using a case study of Plan international in Kwekwe.

Globally, girls continue to face significant educational challenges despite ongoing efforts to promote gender equality in education. The United Nations Educational, Scientific and Cultural Organisation reports that over 130 million girls are out of school worldwide, with many dropping out due to socio-economic factors, early marriages, and cultural norms that devalue girls' education (UNESCO, 2022). In Afghanistan, girls have faced severe restrictions on their right to education following political changes, with many schools for girls being shut down (Human Rights Watch, 2023). Similarly, the United Nations Educational, Scientific and Cultural Organisation (UNICEF) (2022) mentions the example of Pakistan, where regions such

as Khyber Pakhtunkhwa report low school enrolment and retention rates for girls due to social and economic barriers. NGOs have been pivotal in addressing these challenges, implementing educational programmes aimed at promoting gender parity (World Bank, 2023). However, the effectiveness of these programmes varies across contexts, with cultural and economic factors influencing their success.

In Africa, educational challenges faced by the girl child are exacerbated by a complex interplay of poverty, gender discrimination, and conflict. For example, in Nigeria, Boko Haram's insurgency has specifically targeted girls' education, with the 2014 kidnapping of schoolgirls in Chibok serving as a stark reminder of the dangers girls face (Amnesty International, 2022). In Ethiopia, drought and economic instability have forced many families to prioritise boys' education over girls', leading to higher dropout rates for girls (UNICEF, 2023). Cultural practices such as child marriage and teenage pregnancies further impede girls' access to education in many African countries (African Union (AU), 2023). NGOs have played an important role in attempting to bridge these gaps by providing scholarships, learning materials, and advocacy for girls' education (Plan International, 2021). However, there is growing debate regarding the scalability and sustainability of these interventions on the continent.

Regionally, within Southern Africa, the Southern African Development Community (SADC) continues to face educational challenges that disproportionately affect girls. A report by the SADC Secretariat (2022) indicates that gender disparities in education remain high, particularly in rural and impoverished areas. In Zimbabwe, South Africa, and Malawi, cultural norms and economic hardships are often cited as key barriers to girls' education (Save the Children, 2023). NGOs, such as Plan International and World Vision, have implemented programmes aimed at reducing school dropouts among girls by addressing issues like

menstruation-related absenteeism and early marriages (SADC, 2023). Despite these efforts, the region continues to struggle with ensuring consistent access to quality education for all girls.

In Zimbabwe gender inequality continues to significantly impact the educational opportunities and outcomes for girls, perpetuating a cycle of disadvantage that affects their personal development and the nation's progress. According to ZimStats (2021), while primary school enrolment rates are relatively high for both genders, a noticeable gap emerges at the secondary level, with girls more likely to drop out. Furthermore, Chigwanda (2020) reports that early marriages and teenage pregnancies remain significant barriers to girls' education in Zimbabwe, with approximately 34% of girls married before the age of 18. These practices not only interrupt girls' schooling but also limit their future opportunities. The impact of gender inequality extends beyond access to education. According to Moyo & Chikoko (2022), even when girls attend school, they often face discrimination and gender-based violence, which negatively affects their learning experiences and academic performance. Examining the effectiveness of NGO educational programmes for girls is therefore instrumental in improving gender equality in schools in Zimbabwe.

1.2 Purpose of the study

The primary purpose of this study was to evaluate the effectiveness of Plan International's educational programmes in addressing the challenges faced by the girl child in Kwekwe, Zimbabwe.

1.3 Statement of the problem

Despite efforts by NGOs like Plan International, gender inequality remains a significant barrier to educational attainment for girls in Zimbabwe. According to ZimStats (2021), there is a noticeable gap in the enrolment of girls in secondary school as the majority of them fail to proceed from primary school. This is supported by Chigwanda (2020), revealing that early

marriages and teenage pregnancies remain significant barriers to girls' education in Zimbabwe, with approximately 34% of girls married before the age of 18. As a results of this scenario, there is a perpetuation of a cycle of disadvantage that affects girls' personal development and the nation's progress. While Plan International's programmes aim to address these challenges, there is limited research on their effectiveness in improving access, quality, and outcomes of education for girls in Zimbabwe. This study sought to evaluate the effectiveness of Plan International's intervention programmes in addressing gender inequality in education in Zimbabwe, focusing on access, quality, and outcomes, to inform sustainable and comprehensive approaches to promoting girls' education.

1.4 Objectives of the study

1) To assess the impact of scholarship programmes on enrolment and retention rates of girls in Kwekwe schools.

2) To evaluate the effectiveness of infrastructure development projects, particularly the construction of girl-friendly facilities, in improving the learning environment for girls in Kwekwe schools.

3) To analyse the impact of community awareness campaigns on changing attitudes towards girls' education in Kwekwe.

4) To identify challenges and areas for improvement in the implementation of educational programmes by NGOs in Zimbabwe.

1.5 Research Questions

1) What is the impact of scholarship programmes on enrolment and retention rates of girls in Kwekwe schools?

2)   How effective is infrastructure development projects, particularly the construction of girl-friendly facilities, in improving the learning environment for girls in Kwekwe schools?

3)   What is the impact of community awareness campaigns on changing attitudes towards girls' education in Kwekwe?

4)   What are the challenges and areas for improvement in the implementation of educational programmes by NGOs in Zimbabwe?

1.6 Assumptions of the study

The research was based on the following assumptions:

1)   It is assumed that participants will provide truthful and accurate responses to surveys and interviews.

2)   The study assumes that Plan International's programmes have been implemented as intended in the Kwekwe district.

1.7 Significance of the study

This research holds significant importance for various stakeholders in the education sector. These include policymakers responsible for gender and education issues. Evidence-based insights into the effectiveness of NGO programmes could inform policy decisions and resource allocation which would enable the government to foster more cohesive and successful collaborations with NGOs and other developmental partners in addressing gender disparity in education in Zimbabwe. In addition, the study has a huge potential in shaping more effective interventions by Plan International and other NGOs. For Plan International and other NGOs, the findings could guide programme refinement and strategic planning. This would allow continuous improvement based on rigorous evaluation which is crucial for maximising impact.

Moreover, the study contributes to the broader discourse on addressing educational disparities in developing countries. Understanding successful interventions in specific contexts can inform global strategies for promoting girls' education. This is in recognising the value of context-specific research in development work.

1.8 Delimitations of the study

The study was theoretically delimited to evaluating the effectiveness of NGO interventions, specifically focusing on educational programmes for girls as implemented by Plan International. Geographically, the research was confined to the town of Kwekwe in Zimbabwe, thus excluding other regions where similar interventions may have occurred. The study's timeframe was limited to the period between 2021 and 2023, analysing programmes initiated or active during this period. The scope was further restricted to assessing educational outcomes, excluding broader social or economic impacts of these programmes. The study did not examine other NGOs or educational initiatives outside Plan International's activities in Kwekwe.

01.9 Limitations of the study

The study faced several limitations, which could have impacted its findings. First, the research was geographically limited to Kwekwe, which could not fully represent the broader context of Zimbabwe. To mitigate this, the study relied on multiple data sources, including national reports, to complement the Kwekwe-specific data. Second, the timeframe of 2021 to 2023 excluded long-term programme impacts. To address this, interviews were conducted with programme beneficiaries and stakeholders to gather insights into perceived long-term effects. Third, data collection was constrained by limited access to certain school records. This limitation was mitigated by using interviews and questionnaires to gather qualitative data on educational outcomes. Finally, the focus on Plan International alone may have limited

comparative analysis. To counter this, secondary data from other NGOs operating in similar contexts was reviewed to provide a broader understanding.

1.10 Definition of key terms

Girl Child: For the purposes of this study, a "girl child" refers to a female individual under the age of 18 who is eligible for or participating in primary or secondary education programmes in Kwekwe, Zimbabwe (UNESCO, 2022).

NGO Programmes: Structured interventions, initiatives, or projects designed and implemented by non-governmental organisations (in this case, Plan International) aimed at addressing specific social, economic, or developmental challenges (Marley et al., 2022).

Gender-related Challenges: Obstacles, barriers, or issues that disproportionately affect individuals based on their gender identity, often rooted in societal norms, cultural practices, or systemic inequalities (OECD, 2024).

Educational Outcomes: Measurable results or changes in knowledge, skills, attitudes, or behaviours related to a child's educational experience, including but not limited to academic performance, attendance rates, and completion of educational levels (OED, 2024).

Empowerment: The process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes, particularly in the context of girls' education and personal development (Kabeer, 2018).

Intersectionality: An analytical framework for understanding how aspects of a person's social and political identities (e.g., ender, race, class, sexuality, disability) combine to create unique modes of discrimination and privilege (Crenshaw and Nanda, 2019).

1.11 Dissertation outline

The dissertation is structured as follows. Chapter one is the introduction of the study, covering the background, problem statement, objectives, justification, scope, definitions of key terms, and the outline of the dissertation. Chapter two is the literature review and theoretical framework. Chapter three is the research methodology and design section, detailing and explaining the data collection and analysis methods. Chapter four then presents, analyses, interprets, and discusses the study's findings. Finally, chapter five provides the study's summary, conclusion, and recommendations.

CHAPTER TWO

2.0 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter focuses on reviewing literature pertaining to the study. The chapter begins with the theoretical framework upon which the study is based on. It then focuses on literature concerning the effectiveness of NGO programmes in addressing gender-related challenges faced by the girl child. The chapter then moves on to literature concerning the impact of scholarship programmes on enrolment and retention rates of girls. It continues to review literature on the impact of community awareness campaigns on changing attitudes towards girls' education. The last section of the chapter deals with literature pertaining to the challenges faced by NGOs in the implementation of educational programmes for girls.

2.2 Theoretical framework

The theoretical framework of this study is grounded in the Theory of Change (ToC), a comprehensive approach that articulates how and why a desired change is expected to happen in a particular context. This framework is particularly relevant for evaluating the effectiveness of NGO programmes addressing gender-related challenges faced by the girl child. According to Mayne (2017), the ToC provides a structured way to map out the logical sequence of an initiative from inputs to outcomes, making explicit the assumed causal linkages in the programme. This is concurred by Vogel (2012) and De Silva et al. (2014), who emphasise its utility in development contexts.

At its core, the Theory of Change posits that by clearly defining long-term goals and then working backwards to identify necessary preconditions, interventions can be designed more effectively to achieve desired outcomes. In the context of this study, the ToC helps to elucidate the pathways through which NGO programmes aim to impact girls' lives, from

immediate outputs to long-term societal changes. Taplin & Clark (2012) argue that this approach allows for a more nuanced understanding of the complex, multifaceted nature of gender inequality and the various entry points for intervention. This view is supported by Valters (2014) and Stein & Valters (2012), who highlight the ToC's capacity to capture complexity in social change processes.

The ToC framework was particularly relevant to this study as it facilitates a critical examination of the assumptions underlying NGO programmes and the contextual factors that may influence their effectiveness. According to Van Eerdewijk et al. (2017), it encourages a holistic view of change processes, recognising that improvements in girls' education, health, and empowerment are interconnected and often mutually reinforcing. Moreover, Douthwaite et al. (2017) assert that the ToC approach emphasises the importance of stakeholder engagement and participatory processes in programme design and evaluation. This is concurred by Woodhouse et al. (2018), who stress the alignment of with recent calls for more girl-led and context-specific interventions.

By applying the Theory of Change framework, this study aimed to contribute to a more rigorous and systematic evaluation of NGO programmes targeting gender-related challenges. Breuer et al. (2016) argue that it allows for the identification of key leverage points for change, potential barriers to success, and unintended consequences of interventions. This approach, according to Davies (2018), can ultimately inform more effective programme design and implementation. Prinsen & Nijhof (2015) concur, emphasising that this can lead to more sustainable and transformative outcomes for girls.

Building upon the foundational aspects of the Theory of Change, this study further incorporated elements of feminist theory and intersectionality to provide a more comprehensive and nuanced understanding of the challenges faced by the girl child. According to Crenshaw

(2017), intersectionality emphasises the interconnected nature of social categorisations such as race, class, and gender, which create overlapping and interdependent systems of discrimination or disadvantage. This perspective is crucial in analysing the effectiveness of NGO programmes, as it recognises that girls' experiences are shaped by multiple, intersecting factors.

The theoretical framework also draws on empowerment theory, which, as posited by Kabeer (2018), focuses on the processes by which those who have been denied the ability to make strategic life choices acquire such ability. This is particularly relevant when examining NGO interventions aimed at enhancing girls' agency and decision-making power. Cornwall (2016) concurs, emphasising that empowerment should be understood as both a process and an outcome in development initiatives targeting gender equality.

Furthermore, this study incorporated elements of social ecological theory, which, according to Bronfenbrenner and Morris (2006), posits that human development is influenced by the entire ecological system in which growth occurs. This multi-layered approach is echoed by Cislaghi and Heise (2020), who argue for the importance of considering the interplay between individual, interpersonal, community, and societal factors in addressing gender-related challenges. This perspective is particularly valuable in assessing the holistic impact of NGO programmes across different spheres of influence.

The theoretical framework also acknowledges the role of social norms theory in understanding the persistence of gender inequalities and the potential for change. According to Bicchieri et al. (2018), social norms are shared beliefs about what is typical and appropriate behaviour in a given context. This understanding is crucial for NGO programmes seeking to challenge harmful gender norms and promote more equitable practices. Cislaghi and Heise (2018) concur, highlighting the importance of norm change interventions in achieving sustainable improvements in girls' lives.

By integrating these theoretical perspectives with the overarching Theory of Change framework, this study aimed to provide a comprehensive lens through which to evaluate the effectiveness of NGO programmes addressing gender-related challenges faced by the girl child. As argued by Denny and Nwankwo (2015), such a multifaceted approach is essential for capturing the complexity of social change processes and identifying the most promising pathways for intervention. This integrated framework thus allowed for a more nuanced analysis of program impacts, considering not only immediate educational outcomes but also long-term, transformative changes in gender relations and power structures.

2.3 Effectiveness of NGO programmes in addressing gender-related challenges faced by the girl child

Non-governmental organisations play a crucial role in addressing gender-related challenges faced by girls worldwide. This review examines recent literature on the effectiveness of NGO programmes in various domains, including education, health, economic empowerment, and social norms change. It also explores key themes such as intersectionality, monitoring and evaluation, sustainability, and innovation.

2.3.1 Education interventions

Recent studies highlight the positive impact of NGO education programmes on girls' access to schooling and learning outcomes. Psaki et al. (2021) conducted a systematic review of 82 interventions across low- and middle-income countries, finding that programmes addressing economic and social constraints were most effective in improving girls' education outcomes. Similarly, a study by Evans et al. (2021) analysing 267 educational interventions globally found that initiatives targeting multiple barriers simultaneously had the largest effects on girls' enrolment and learning. However, challenges remain in ensuring the quality and relevance of education. Unterhalter et al. (2019) argue that while many NGO programmes have

successfully increased access to education, they often struggle to address deeper issues of gender bias in curricula and teaching practices. Additionally, Kwauk and Braga (2017) emphasise the need for NGO education programmes to go beyond basic literacy and numeracy to include life skills and empowerment components.

2.3.2 Health and well-being

NGO programmes addressing girls' health and well-being have shown promising results in recent years. A systematic review by Haberland et al. (2018) of 30 interventions focused on adolescent girls' empowerment found that programmes incorporating gender and power content were significantly more likely to be effective in improving health outcomes. Chandra-Mouli et al. (2020) analysed NGO interventions targeting adolescent sexual and reproductive health across 63 countries, noting that multi-component programmes addressing social norms and engaging communities were most successful. However, Salam et al. (2020) point out that many NGO health interventions still struggle to reach the most marginalized girls, particularly in rural and conflict-affected areas. They argue for more targeted and context-specific approaches to ensure equitable access to health services and information.

2.3.4 Economic empowerment

Recent literature highlights the growing focus on economic empowerment programmes for adolescent girls and young women. Chakravarty et al. (2019) evaluated a large-scale NGO programme in Liberia that combined life skills, job skills, and microenterprise development, finding significant positive impacts on girls' employment and earnings. Similarly, Bandiera et al. (2020) assessed a multifaceted livelihood programme for adolescent girls in Uganda, demonstrating substantial improvements in economic and social outcomes four years after the intervention. However, Fox and Romero (2017) caution that economic empowerment programmes must be carefully designed to avoid reinforcing gender stereotypes or increasing girls' workload without addressing underlying inequalities. They argue for more holistic

approaches that combine economic interventions with efforts to change social norms and power dynamics.

2.3.5 Addressing social norms and gender-based violence

NGO programmes targeting social norms and gender-based violence have shown mixed results. Cislaghi et al. (2019) reviewed 61 interventions addressing child marriage across 17 countries, finding that successful programmes combined community engagement, girls' empowerment, and incentives for families. However, they note that changing deeply entrenched norms remains a long-term challenge. In the area of GBV prevention, Ellsberg et al. (2020) analysed 22 randomised controlled trials of interventions in low- and middle-income countries. They found that multi-component programmes addressing gender norms, economic empowerment, and relationship skills showed the most promise in reducing violence against women and girls. However, the authors emphasised the need for longer-term follow-up to assess the sustainability of these changes.

2.3.6 Intersectionality and context-specific approaches

Recent literature emphasises the importance of intersectional and context-specific approaches in NGO programming. Crenshaw and Nanda (2019) argue that many NGO interventions fail to address the complex intersections of gender with other forms of discrimination, such as those based on race, class, or disability. They advocate for more nuanced approaches that recognise and address multiple, intersecting vulnerabilities. Building on this, Chowdhury et al. (2022) conducted a meta-analysis of 103 NGO programmes targeting adolescent girls across South Asia, finding that interventions tailored to specific cultural contexts and addressing multiple dimensions of marginalization were most effective. The researchers highlighted the need for NGOs to engage local communities in programme design and implementation to ensure cultural relevance and sustainability.

2.3.7 Monitoring, evaluation, and learning

Recent literature underscores the critical importance of robust monitoring, evaluation, and learning (MEL) systems in assessing and improving NGO programme effectiveness. Gugerty and Karlan (2018) argue that many NGOs still struggle with implementing rigorous impact evaluations, often relying on output metrics rather than meaningful outcome measures. They propose a framework for "right-fit" evidence systems that balance the need for rigorous evaluation with practical constraints. Lombardini et al. (2021) presented a case study of Oxfam's efforts to strengthen its MEL practices across multiple countries, highlighting the benefits of adopting a feminist evaluation approach. This approach emphasises participatory methods, power analysis, and a focus on transformative change. The authors noted that while such approaches can be more resource-intensive, they yield richer insights and promote greater accountability to beneficiaries.

2.3.8 Sustainability and scalability

The challenge of sustainability and scalability in NGO programmes remains a key concern in recent literature. Duflo (2020) examined the tension between the need for context-specific interventions and the desire for scalable solutions, arguing for an approach that combines rigorous evidence generation with flexible adaptation to local contexts. Patel et al. (2020) analysed the sustainability of 30 NGO programmes targeting adolescent girls across sub-Saharan Africa, finding that interventions that built local capacity and fostered community ownership were more likely to sustain their impacts after the end of external funding. They emphasised the importance of planning for sustainability from the outset of programme design.

2.3.9 Technology and innovation

The growing role of technology and innovation in NGO programmes is a prominent theme in recent literature. Raftree and Bachan (2023) reviewed the use of digital technologies in girl-focused interventions across 45 countries, highlighting both the potential benefits (e.g.,

increased reach, personalized learning) and risks (e.g., privacy concerns, exacerbating digital divides). They argued for a responsible innovation approach that prioritises girls' safety and agency. Nanda et al. (2019) examined the use of artificial intelligence and machine learning in NGO programmes addressing gender-based violence, noting promising applications in risk prediction and service delivery optimization. However, they cautioned against over-reliance on technological solutions and emphasise the continued importance of human-centered approaches.

2.3.10 Partnerships and collaboration

Recent literature highlights the importance of partnerships and collaboration in enhancing the effectiveness of NGO programmes. Coe et al. (2020) analysed 25 multi-stakeholder partnerships focused on girls' education. Their study found out that successful collaborations leveraged diverse expertise, fostered mutual accountability, and addressed power imbalances among partners. Similarly, Sperling et al. (2021) examined the role of NGO-government partnerships in scaling up interventions to promote gender equality for girls. Their study highlighted a growing recognition of the need for more participatory and girl-led approaches to programme design, implementation, and evaluation. Future research should therefore explore how to meaningfully engage girls as active agents in their own empowerment while navigating complex social and cultural contexts.

Additionally, the impact of global crises such as the COVID-19 pandemic and climate change on gender equality and girls' rights has emerged as a critical area for further study. NGOs must adapt their strategies to address these evolving challenges while maintaining a focus on long-term, systemic change. Finally, there is a need for more research on the unintended consequences of NGO interventions, both positive and negative. This includes examining how programmes may inadvertently reinforce existing power structures or create new forms of exclusion. By critically reflecting on these issues, NGOs can refine their

approaches and contribute more effectively to the broader goal of achieving gender equality and empowering all girls and young women.

In conclusion, while significant progress has been made in understanding and improving the effectiveness of NGO programmes addressing gender-related challenges faced by girls, much work remains to be done. Continued investment in rigorous research, innovative approaches, and collaborative efforts will be essential to overcome persistent barriers and create lasting, transformative change for girls around the world.

2.4 Impact of scholarship programmes on enrolment and retention rates of girls

Scholarship programmes have become pivotal in addressing the financial barriers that impede girls' access to education globally. For many families in low-income countries, costs associated with tuition, uniforms, books, and transportation often prevent girls from enrolling in school (UNESCO, 2021). Scholarships alleviate these burdens by covering or subsidising these expenses, making education more accessible. In Kenya, for example, studies have shown that targeted scholarships for girls led to a 15% increase in primary school enrolment and improved transition rates to secondary education (Oketch et al., 2020). Similarly, in Ghana, government-supported scholarships have improved access for girls in rural areas, helping to close the gender gap in enrolment rates (Asante, 2021). These findings highlight how financial assistance can transform the educational landscape for marginalised girls.

Beyond enrolment, scholarships significantly impact retention rates, enabling girls to remain in school and complete their education. Retention is a critical challenge, as economic pressures often lead families to prioritise boys' education or withdraw girls from school to perform household duties or contribute to family income (UNICEF, 2022). Scholarship programmes that cover both direct and indirect educational costs have been instrumental in reducing dropout rates. For instance, in Malawi, the Secondary Education Expansion for

Development (SEED) programme, which provides scholarships and mentorship for girls, has contributed to a 10% decline in dropout rates among secondary school girls (Chilunga, 2021). In Nigeria, scholarship schemes targeting girls from low-income families have enhanced retention by addressing cultural barriers, such as early marriage, that traditionally interrupt girls' education (Olawale & Adetola, 2023). These examples demonstrate the critical role scholarships play in sustaining girls' educational journeys.

Scholarships also promote academic performance by addressing challenges that hinder girls from fully engaging in school. Research shows that girls often miss school due to menstruation-related challenges, exacerbated by the lack of access to sanitary products (Plan International, 2021). Scholarship programmes that integrate additional support, such as providing sanitary supplies, ensure that girls can attend school consistently. In Uganda, a programme funded by NGOs providing scholarships alongside menstrual hygiene kits saw a 30% improvement in attendance among girls (Nakijoba et al., 2020). Additionally, scholarships can reduce the psychological stress associated with financial insecurity, enabling girls to focus on their studies and perform better academically (World Bank, 2022). By addressing both financial and non-financial barriers, scholarship programmes create a more supportive learning environment for girls.

Another significant impact of scholarships is their ability to increase transition rates between educational levels. Girls in low-income settings often fail to progress from primary to secondary school due to the increased costs and perceived lack of benefits of further education (UNESCO, 2022). Scholarships that incentivise higher education transitions have been successful in bridging this gap. For example, in Bangladesh, the Secondary School Stipend Programme (SSSP) has improved transition rates for girls from primary to secondary education by 25%, proving that targeted financial support can motivate families to continue investing in girls' education (Rahman & Khan, 2021). Similarly, in India, the Kishori Shakti Yojana

scholarship programme has enhanced the transition rates for adolescent girls in underserved communities by reducing early marriages (Singh et al., 2022). These programmes highlight how scholarships can be designed to address specific educational milestones for girls.

In regions with high incidences of conflict and displacement, scholarships have provided critical support for girls' education. Conflict-affected areas often experience disruptions in schooling, disproportionately affecting girls, who are more likely to be pulled out of school during crises (United Nations High Commissioner for Refugees (UNHCR), 2022). Scholarships in these contexts have been instrumental in restoring educational access for displaced girls. In South Sudan, for instance, the Girls' Education South Sudan (GESS) initiative has provided scholarships to girls in conflict-affected regions, leading to a 40% increase in secondary school enrolment (Ngor et al., 2022). Similarly, in Syria, scholarship programmes for refugee girls have enabled them to access education in host countries, fostering stability and continuity in their learning (Save the Children, 2021). These interventions underscore the importance of scholarships in mitigating the impact of crises on girls' education.

Moreover, scholarships have long-term socio-economic benefits, both for individual girls and their communities. Educated girls are more likely to earn higher incomes, delay marriage, and contribute to economic growth (World Bank, 2021). Research indicates that for every additional year of schooling, girls' future wages increase by up to 20%, and the likelihood of early marriage decreases significantly (UNICEF, 2022). In Zimbabwe, scholarship programmes implemented by NGOs have empowered girls to pursue higher education and secure employment, contributing to their families' economic well-being (Moyo & Sithole, 2023). Additionally, the societal benefits of educating girls extend to improved public health, as educated women are more likely to seek healthcare for themselves and their children (Chikunda et al., 2022). Thus, scholarships are an investment not only in individual girls but also in community development.

Despite these successes, challenges remain in ensuring the sustainability of scholarship programmes. Many initiatives rely on donor funding, which can be unpredictable, leading to interruptions in support (Plan International, 2021). Furthermore, scholarships alone may not address deeper socio-cultural issues that hinder girls' education, such as gender-based violence or entrenched patriarchal norms (UNESCO, 2022). To address these challenges, many programmes now incorporate mentorship, community engagement, and advocacy alongside financial support. For example, in Zambia, the Campaign for Female Education (CAMFED) combines scholarships with leadership training and community advocacy, creating a holistic approach that has improved both enrolment and retention rates (CAMFED, 2023). Such integrated models provide a roadmap for enhancing the impact of scholarship programmes on girls' education.

To conclude, scholarship programmes have proven in literature to be an effective tool in increasing enrolment and retention rates for girls, particularly in low-income and conflict-affected regions. By addressing financial and non-financial barriers, these programmes enable girls to access, persist in, and benefit from education. They also have far-reaching impacts on girls' academic performance, transition rates, and socio-economic outcomes. However, to maximise their effectiveness and sustainability, scholarship initiatives must adopt holistic approaches that tackle cultural and systemic challenges alongside providing financial support. As the global community continues to prioritise gender equality in education, scholarship programmes will remain a cornerstone of efforts to ensure that every girl has the opportunity to learn and thrive.

2.5 Impact of community awareness campaigns on changing attitudes towards girls' education

Community awareness campaigns have proven to be vital in challenging and changing deep-rooted cultural norms and societal attitudes that hinder girls' education. In many parts of the world, cultural beliefs prioritise boys' education over girls', often leading to high dropout rates, early marriages, and limited access to schooling for girls (UNESCO, 2022). Campaigns focusing on gender equality and the importance of girls' education have demonstrated significant success in altering such perspectives. For example, in Pakistan, the "Let Girls Learn" initiative used local leaders and multimedia platforms to address gender disparities, resulting in a 15% increase in girls' school enrolment over three years (UNICEF, 2023). Similarly, campaigns in Ethiopia targeting rural communities have successfully reduced early marriages by highlighting the economic and social benefits of educating girls (World Bank, 2021). These examples underscore the power of targeted campaigns in fostering progressive attitudes towards girls' education.

The effectiveness of community awareness campaigns lies in their ability to engage diverse stakeholders, including parents, religious leaders, and community elders, in promoting girls' education. In Kenya, for instance, the "Wasichana Wote Wasome" (Let All Girls Learn) campaign collaborated with local leaders to address cultural norms that discouraged girls' schooling. This multi-stakeholder approach not only increased enrolment rates but also led to a significant shift in community attitudes, with 70% of parents reporting a willingness to educate their daughters alongside their sons (Plan International, 2021). In Malawi, the "Keep Girls in School" campaign used community theatre and radio programmes to advocate for girls' education, successfully reducing dropout rates by addressing issues such as early pregnancies and gender-based violence (UNESCO, 2023). These initiatives highlight the importance of tailoring campaign strategies to specific cultural contexts for maximum impact.

Media and technology also play crucial roles in amplifying the reach and effectiveness of community awareness campaigns. Digital platforms, including social media, have been instrumental in spreading messages advocating for girls' education. For example, in India, the "Beti Bachao, Beti Padhao" (Save the Girl Child, Educate the Girl Child) campaign used television, social media, and village-level workshops to challenge gender biases. The campaign reached millions of people and resulted in a notable improvement in the child sex ratio and increased school enrolment for girls (Singh et al., 2022). Similarly, in Tanzania, radio programmes focused on promoting girls' education have successfully shifted public opinion by sharing real-life success stories of educated women contributing to their communities (UNICEF, 2022). By leveraging media, campaigns can break barriers and reach populations in remote or marginalised areas.

Community awareness campaigns also impact long-standing misconceptions about the value of educating girls, particularly in regions where economic factors influence educational decisions. Many families view educating girls as a financial burden or believe that the returns on investment are limited compared to boys (World Bank, 2021). In Nigeria, campaigns such as "Educate a Girl, Empower a Nation" have directly addressed these misconceptions by providing evidence of the economic benefits of educating girls, such as higher future earnings and improved family health outcomes (Olawale & Adetola, 2023). In Uganda, community meetings facilitated by NGOs have incorporated financial literacy sessions to educate parents on how keeping girls in school can uplift entire families economically (Nakijoba et al., 2021). These approaches have helped dispel myths, creating a more positive perception of girls' education within communities.

Moreover, awareness campaigns have been instrumental in addressing specific barriers to girls' education, such as early marriages, gender-based violence, and menstrual hygiene stigma. In Zambia, the "Stop Early Marriage" campaign combined advocacy with practical

interventions, such as providing menstrual hygiene products and creating safe spaces for girls, which led to a 20% reduction in early marriage rates (CAMFED, 2023). In Zimbabwe, awareness campaigns by organisations like Plan International have focused on educating parents and community leaders about the negative impacts of early marriages on girls' futures, leading to increased support for girls' education (Chikunda et al., 2022). These targeted interventions demonstrate how community awareness campaigns can address both attitudinal and practical barriers, ensuring that girls are not only enrolled in school but also retained.

While community awareness campaigns are impactful, their success often depends on sustained efforts and integration with broader educational policies. Short-term campaigns may raise awareness but fail to achieve long-lasting behavioural change without continuous engagement. For instance, in South Africa, a three-year campaign promoting gender equality in education saw initial success but faced challenges in sustaining community interest after the campaign ended (Moyo & Sithole, 2023). To address this limitation, many organisations now integrate awareness campaigns into larger educational initiatives, combining them with scholarships, mentorship programmes, and infrastructure improvements. In Rwanda, for example, community campaigns have been linked to national education policies, ensuring that awareness efforts are supported by tangible educational opportunities for girls (UNESCO, 2022).

In conclusion, community awareness campaigns have had a transformative impact on changing attitudes towards girls' education. By addressing cultural norms, engaging stakeholders, leveraging media, and tackling specific barriers, these campaigns have helped to create supportive environments for girls to access and complete their education. However, for sustained impact, awareness campaigns must be part of a holistic strategy that combines advocacy with practical support and policy alignment. As the global community continues to

work towards gender parity in education, community awareness campaigns will remain a cornerstone of efforts to eliminate barriers and empower girls through education.

2.6 Challenges faced by NGOs in the implementation of educational programmes for girls

Non-governmental organisations are instrumental in promoting access to education for girls, especially in contexts where socio-cultural and economic barriers hinder progress. However, implementing educational programmes for girls presents numerous challenges. A significant hurdle is the persistence of socio-cultural norms that deprioritise girls' education. According to UNESCO (2022), many communities in sub-Saharan Africa and South Asia continue to view education for girls as unnecessary, instead emphasising domestic roles or early marriages. This is concurred by Plan International (2021), which highlights that cultural stereotypes often discourage families from investing in girls' education. Moreover, World Bank (2021) findings indicate that addressing these cultural barriers requires sustained and culturally sensitive interventions, which NGOs may struggle to implement effectively due to resource limitations.

Another challenge is the economic instability within the communities where NGOs operate. Many families face financial hardships that force them to prioritise immediate needs over education, particularly for girls. According to UNICEF (2023), the economic impact of the COVID-19 pandemic exacerbated this issue, with increased dropout rates among girls in low-income regions. This is corroborated by a study by CAMFED (2021), which found that economic pressures often lead families to withdraw girls from school to contribute to household income or labour. Additionally, Olawale and Adetola (2023) argue that while some NGOs provide scholarships or financial support, the scale of need often exceeds available resources, limiting the reach of such interventions.

Logistical and infrastructural challenges also hinder NGOs' efforts to implement educational programmes for girls. In remote and rural areas, the lack of adequate school facilities, transportation, and safe learning environments significantly impacts girls' enrolment and retention. According to Moyo and Sithole (2023), many girls in rural Zimbabwe face long, unsafe commutes to school, deterring families from supporting their education. This is concurred by UNESCO (2022), which notes that the absence of gender-sensitive infrastructure, such as separate toilets, disproportionately affects girls. Nakijoba et al. (2021) further emphasise that addressing these infrastructural gaps requires extensive funding and government collaboration, which is not always forthcoming, adding to the challenges NGOs face.

Additionally, NGOs often contend with insufficient funding and donor dependency, which affect the sustainability of educational programmes. As Olawale and Adetola (2023) observe, many NGO initiatives rely on short-term donor funding, making it difficult to plan and execute long-term strategies for girls' education. This is supported by World Bank (2021), which highlights that fluctuating funding streams can disrupt programmes, leaving beneficiaries without consistent support. According to CAMFED (2023), while partnerships with governments and private entities can help bridge funding gaps, these collaborations often come with bureaucratic challenges that can delay programme implementation or dilute their focus on girls' education.

In conclusion, NGOs face a multitude of challenges in implementing educational programmes for girls, including socio-cultural barriers, economic instability, logistical issues, and funding constraints. These challenges highlight the need for sustained, collaborative, and context-sensitive approaches to effectively address the educational needs of girls. Through partnerships with governments, communities, and donors, NGOs can overcome these obstacles and ensure that their programmes make a lasting impact on girls' education globally.

2.7 Summary

This chapter focused on reviewing literature pertaining to the study. The chapter began with the theoretical framework upon which the study is based on. It then focused on literature concerning the effectiveness of NGO programmes in addressing gender-related challenges faced by the girl child. The chapter moved on to literature concerning the impact of scholarship programmes on enrolment and retention rates of girls. It continued to review literature on the impact of community awareness campaigns on changing attitudes towards girls' education. The last section of the chapter dealt with literature pertaining to the challenges faced by NGOs in the implementation of educational programmes for girls.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY AND DESIGNS

3.1 Introduction

The previous chapter presented the theoretical framework and literature that informed this study. This chapter presents the research methodology of the study to evaluate the effectiveness of Plan International's educational programmes in addressing the challenges faced by the girl child in Kwekwe, Zimbabwe. Deciding on the appropriate research methodology is an essential part in defining the steps to be taken toward the completion of a research (Bryman, 2019). It describes the research design, the population, the sample used, and instruments employed. In addition, this section provides data collection procedures, ethical considerations, and the data presentation and analysis procedures.

3.2 Research philosophy

A research philosophy refers to the underlying assumptions and beliefs about the nature of knowledge and how it can be gathered, interpreted, and understood in the context of a study (Saunders et al., 2018). It guides the approach a researcher takes when formulating research questions, choosing methodologies, and analysing data. In social science, research philosophies help to determine the lens through which data is viewed and the methodology used. Bryman (2019) mentions that there are several major research philosophies employed in social science research, including positivism, interpretivism, pragmatism, and realism. The study adopted an interpretivist research philosophy. This philosophy contrasts positivism by emphasising that reality is socially constructed and subjective. Interpretivists argue that to understand human behaviour, one must consider the meanings people attach to their experiences. The philosophy is often qualitative, employing methods like interviews, focus groups, and case studies to explore individual or group experiences and perspectives (Saunders et al., 2018).

Interpretivism was chosen because the study aimed to explore the subjective experiences of the beneficiaries, program officers, and teachers involved in the program. It enabled a deep understanding of the personal meanings participants attach to the educational interventions, such as scholarships, infrastructure development, and community awareness campaigns. In addition, interpretivism aligned well with the study's aim to assess not only the measurable outcomes but also the lived experiences of girls and their communities, which could not be fully understood through objective measures alone. Through this philosophy, the research recognised the complexity of human behaviour, acknowledging that each individual's perception of their educational journey is shaped by socio-cultural factors, personal experiences, and community norms. This understanding was crucial for evaluating the effectiveness of educational programmes in a context like Kwekwe, where cultural and socio-economic factors play a significant role in girls' education. Moreover, the interpretivist approach allowed for flexibility in data collection, enabling the use of qualitative methods such as open-ended questionnaires, interviews and focus group discussions to uncover the nuanced perspectives of participants. By focusing on subjective meanings, this philosophy contributed to a richer, more contextualised evaluation of Plan International's programmes in Zimbabwe.

3.3 Research designs

The research was based on the qualitative research methodology. A research encompasses the procedures involved in the research process, data collection, data analysis and report writing (Creswell, 2014). As supported by (Boru, 2018), the research methodology can be quantitative, qualitative or mixed. Researches that are based on numerical data are regarded as quantitative, contrary to researches that use data in the form of words. The is supported by Bryman (2019), further defining mixed researches as those research that combine quantitative and qualitative research methodologies. This study used the qualitative research methodology to evaluate the effectiveness of Plan International's educational programmes in addressing the

challenges faced by the girl child in Kwekwe, Zimbabwe. The qualitative methodology allowed the research to make use of a variety of methods in order to discover new issues that are not documented in literature. In addition, the qualitative research methodology suited the research in that it allowed it to ask questions that could be answered in an open-ended manner by the research participants, thus providing detailed insights into how they have experienced Plan International's educational programmes. This helped provide context-specific research findings that could be used to recommend solutions tailored to that context.

3.3 Research design- Case study research design

The research design provides the overall direction of the research including the process by which the research is conducted (Creswell, 2014). Qualitative research methodologies include narrative research, phenomenology, grounded theory, ethnography, and case study. This study was carried out using the case study research design with the unit of analysis being the study schools in Kwekwe. (Creswell, 2014) states that a case study research design is whereby the researcher focuses on a place, program, event, activity or process. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time. A case study allowed for a detailed exploration on effectiveness of Plan International's educational programmes in addressing the challenges faced by the girl child in Kwekwe. By focusing on the town of Kwekwe and specifically on Plan International's programmes, the research was able to gather detailed knowledge and information about the efficacy of the intervention in combating gender inequality in education within the locality of Kwekwe. This enabled the research to reduce costs and time needed to undertake the study while obtaining knowledge from a real world setting. This aligns with comments by Saunders et al. (2018), underscoring the efficiency of case studies to obtaining knowledge in a relatively less known study area. Additionally the case study research design facilitated the answering of questions like 'why' and 'how' things were

occurring in relation to Plan International's education programme implementation and effectiveness. This is contrary to research designs such as surveys which focus mainly on measurements without providing insights into explanations of perceptions of those involved in the research scenario. In this regard, Creswell and Creswell (2018) further credits the case study research design for its ability to study any aspect of the research subject, due to it being focused on a particular case.

3.5 Population and sample

It is essential to select and demarcate boundaries for the population representative of the area under study in order to reduce the likelihood of collecting misleading and unnecessary data. The total membership of a defined class of people, objects, or events is referred to as the population of a study (Murphy, 2016). The study population included all girls participating in Plan International's educational programmes in Kwekwe, as well as program staff and teachers, involved in these initiatives. The respondents were selected because they had some knowledge on the topic under study.

Sample size under qualitative study is usually determined based on the type of research design used, nature of participants, research settings and the need to reach saturation in the study findings (Dey, 2018). Thus the research determined the sample size for the girls who took part in the study to be 30 and the teachers to be 24. The sample sizes were large since these groups of people were directly impacted by the programme and could offer valuable insights into the real impacts of the programme. Additionally such large sample sizes are recommended by Dey (2018) as being suitable for case study research designs. On the other hand the sample size for Plan International programme officers, who acted as key informants was 10, as such a sample size was deemed sufficient to reach saturation in the data gathered.

3.1 The following table represents the sample sizes used in the study.

Table 3.1 Sample size

Respondents	Sample size
Girl beneficiaries	30
Teachers	24
Programme officers	10
Total	64

3.6 Sampling methods

According to Creswell (2018), sampling entails using a small number of items or a subset of the target population to draw inferences about the entire population. The sample is selected with regard to the sampling techniques and the sample size. There are two types of sampling namely probability and nonprobability (Dey, 2018). Probability sampling, according to Coghlan and Brannick (2015), is based on chance selection, which means that every element in the population has a known nonzero chance of being chosen. On the other hand nonprobability sampling is when the sampling error is not known (Creswell and Creswell, 2018). Purposive sampling, a nonprobability sampling technique was used in this research.

3.6.1 Purposive sampling

Bryman (2019) states that purposive sampling is the process of selecting a sample based on the knowledge of a population, elements and purpose of study. Purposive sampling was used to select the girl beneficiaries, teachers and programme officers who participated in the study. Purposive sampling allowed the researcher to collect data which was relevant to the study of the effectiveness of Plan International's educational programmes in Kwekwe. In addition, the purposive sampling technique is known for being efficient as it saves time in

selecting participants. The sample solely depended on the judgment and discretion of the researcher. Above that, the researcher used purposive sampling as it was more convenient for the researcher to find people with the relevant information for the phenomenon under study.

Sample size under qualitative study is usually determined based on the type of research design used, nature of participants, research settings and the need to reach saturation in the study findings (Dey, 2018). Thus the research determined the sample size for the girls who took part in the study to be 30 and the teachers to be 24. The sample sizes were large since these groups of people were directly impacted by the programme and could offer valuable insights into the real impacts of the programme. Additionally such large sample sizes are recommended by Dey (2018) as being suitable for case study research designs. On the other hand the sample size for Plan programme officers, who acted as key informants was 10, as such a sample size was deemed sufficient to reach saturation in the data gathered.

3.7 Data collection methods

The research encompassed the use of primary and secondary data collection methods. Primary data is data that the researcher gathers specifically for a study, while secondary data is data already in existence from other studies or institutions (Saunders et al., 2018).

3.7.1   Primary methods

The research used three primary data collection methods which included a self-administered questionnaire, interviews and focus group discussions (FGDs). The research used a questionnaire to gather data from the girls that took part in the study. It was administered to a sample of girls participating in the programmes to gather information on their demographic characteristics, educational background, and perceptions of the program's impact. The choice of using of the questionnaire was advantageous to the study in a number of ways. It questionnaire allowed for the standardisation of data collection, ensuring that responses were

consistent across different respondents. As a result, it was easier to analyse and make comparisons across the responses. Additionally, the questionnaires could be administered to numerous respondents simultaneously, which made it cost-effective and time-efficient in collecting data for the research. Furthermore, the questionnaire design was such that respondents could not provide their names, hence ensuring anonymity of responses. This was instrumental in encouraging honest and candid responses.

3.7.2 In-depth interviews

In addition, in-depth interviews were employed in collecting data from the programme officers involved in educational programmes in Kwekwe. According to Aspers and Corte (2019), an interview is a two-way conversation between the interviewer and the interviewee that is used to obtain data. The interviews were semi-structured in nature as, apart from using an interview guide allowed for follow-up questions to be asked. The in-depth interviews involved asking respondents about the effectiveness of scholarship programmes in enhancing girls' enrolment and retention in schools, usefulness of infrastructure development programmes in enhancing girls' educational experiences and their perceptions about awareness campaigns combating harmful beliefs and practices that discourage the education of the girl child. The interviews further asked the programme officers about their perspectives on the implementation challenges faced by the programme and what should be done about them.

3.7.3 Telephone interviews

The researcher used telephone interviews due to the usual frequent mobility of programme officers. Appointments for the interviews were arranged in advance through mobile phones. The interviews were recorded and comments were made. Despite the fact that interviews are time demanding, the interviews enabled the researcher to maintain control over the data gathering and also provided ample the opportunity for intense attention to capture all

the details of the interviews. In addition, the interview enabled the researcher to inquire into the social views and experience of these actors there by giving the researcher a valid picture the education programme. The interview protocol also allowed the researcher to probe further into the responses of the participants, immediately verify the responses with those of other informants.

3.7.4 Focus group discussions (FDGs)

Two focus group discussions were employed for data collection from teachers in schools in Kwekwe. Powell and Single (2012) define focus group as a group of individuals selected and assembled by researchers to discuss and comment on, from personal experience, the topic that is the subject of the research. The focus group discussions asked questions related to effectiveness of various aspects of the programme, its uptake by parents/guardians and children, and related challenges pertaining to how the programme was working out in their respective schools. The teachers were also asked to air out their views as to how such programmes could be made more effective in tackling gender inequality in education. The participants for the focus group discussions had different backgrounds therefore the researcher opted for this technique as it do not discriminate participants based on age, literacy or gender. Also, the focus group discussions were vital in this research as participants felt comfortable to share their views as a group unlike they would have done individually. This aligns with Aspers and Corte (2019), highlighting the notion that focus group discussions encourage participation from people reluctant to be interviewed on their own or who feel they had nothing to say. Along the same line of reasoning, the FDGs were efficient in in terms of time since people were interviewed as a group instead of individually.

3.7.5 Secondary data collection

The specific secondary data sources used in the study encompassed school records, including enrolment registers, attendance records, and exam results which were used to collect data on girls' educational outcomes. Additionally base level data, programme plans and quarterly as well as annual progress reports from Plan International were among the specific secondary sources used in the outcomes evaluation exercise. One of the advantages obtained from using secondary data was that it was readily available and could be accessed at minimal or no cost. This made it a cost-effective option for the researcher, given the limited budgets. Collecting primary data was time-consuming, involving data collection, cleaning, and analysis. Secondary data, on the other hand, was already cleaned and organised, saving valuable time and resources. Furthermore the secondary data covered large populations and geographical areas. This allowed the researcher to conduct large-scale analyses and identify trends that were not apparent from smaller-scale primary data collection.

3.8 Validity and reliability

To ensure the validity of the data collected in the study on the effectiveness of Plan International's education programmes, several strategies were employed. Triangulation was used by integrating multiple data collection methods, including beneficiary questionnaires, interviews with program officers, focus group discussions with teachers, and document analysis. This approach helped cross-check findings and provided a comprehensive view of the programmes' impact. Piloting was conducted before full data collection to test the clarity, reliability, and cultural relevance of the research instruments, allowing for the refinement of questions and elimination of any ambiguities. The researcher also clearly defined key concepts, such as "educational outcomes" and "program effectiveness," in measurable terms, which reduced subjectivity and ensured consistency in interpreting the data. To ensure data reliability,

triangulation of data sources was further supported by pilot testing instruments with a small group of participants. This process identified and addressed any potential issues, ensuring the instruments were effective. Additionally, a systematic approach to data analysis was used, employing software like NVivo for qualitative data, which ensured consistent and accurate processing, further enhancing the reliability of the findings.

3.9 Data presentation and analysis

3.9.1 Data presentation

The qualitative data was presented in the form of tables, charts and direct quotes. The tables enabled a clear illustration of the frequencies concerning the demographic characteristics of the girl participants and the major points that were expressed by the research participants. Charts were also instrumental in summarising the themes discussed by the respondents, while the direct quotes facilitated an illustration of the responses obtained from the research participants.

3.9.2 Data analysis

The research used thematic analysis in analysing the research data. The qualitative data collected from beneficiary questionnaires, interviews with program officers, and focus group discussions with teachers on the effectiveness of Plan International's education programmes was first transcribed and reviewed to identify recurring patterns and key themes. Researchers employed an inductive approach, allowing themes to emerge naturally from the data rather than being pre-defined. Codes were applied to segments of data that reflected specific concepts or ideas, which were then grouped into broader categories. These categories were refined and categorised further to develop a clear understanding of the key factors influencing program effectiveness. Thematic analysis allowed for an in-depth exploration of participants' experiences, perceptions, and insights, providing a comprehensive assessment of the programmes' impact and areas for improvement.

3.10 Ethical considerations

In the day-to-day operations of research, research ethics is critical since it demands researchers to protect their subjects' self-esteem and correctly publish the data gathered. In research, ethics refers to standards of conduct that define what is acceptable and what is not (David & Resnik, 2017). Research ethics are the principles or right and wrong that guides the selection of research topic, research participants, collecting of information from participants and interpreting findings. Ethical standards were observed in the planning and conducting the study. The researcher started by obtaining authorisation from the Kwekwe Town Council and Plan International allowing her to conduct the study in Kwekwe and using officials and records of Plan International. She also sought for the permission of schools to involve their students and teachers in the study. In addition, the study was conducted with the consent of the subjects after they had been informed about the purpose of the study and what roles they would play in it. Parents/guardians were asked to provide written consent on behalf of students below the age of 18 (minors). The researcher went to great length to explain to participants that it was their choice to participate and that they could withdraw from the study at any particular point in time without facing any harmful consequences. The researcher also observed the right to privacy of the subjects and the confidentiality of the information identifying individuals' identity. Also the researcher ensured the security of stored information by controlling access to it by un-authorized individuals. The researcher further assured respondents that they could get access to a summary of the research findings once the research report had been finalised and approved by the researcher's academic institution.

3.11 Summary

This chapter outlined the methodology that was employed in conducting this research. This study was qualitative. The chapter also captured the key elements of the methodology

such as the research design, target population and the sampling strategies, as well as the data collection methods and data presentation and analysis strategies, and the ethical considerations. The next chapter focuses on data presentation and analysis.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents, analyses and interprets the study. The first section focuses on the response rate obtained from the primary research. The next section is on the demographic information of the beneficiaries who took part in the study. After that the results on the impact of scholarships programmes on enrolment and retention rates of girls in Kwekwe are dealt with. The chapter also includes the results on the effectiveness of infrastructure development projects in improving the learning environment for girls in Kwekwe schools. Additionally it focuses on results pertaining to impact of community awareness campaigns on changing attitudes towards girls' education in Kwekwe. Also the chapter presents, analyses and interprets the results of the study concerning the challenges faced by NGOs in the implementation of educational programmes in Kwekwe. The chapter goes on to discuss the results with respect to related literature.

4.2 SECTION A: BIOGRAPHICAL DATA OF PARTICIPANTS

4.2.1 Response rate

The research data was collected using a questionnaire survey involving beneficiaries (girl children), focus group discussions with teachers and interviews with programme staff. The results in Table 4.1 below illustrate the response rate from the data collection exercise.

Table 4.1: Response rate

Respondents	Questionnaires administered/Interviews scheduled	Questionnaires filled-in/Interviews carried out	Response rate
Beneficiaries	30	27	90%
Teachers	24	16	66.7%
Programme staff	10	6	60.0%
Total	**64**	**49**	**76.6%**

The findings in Table 4.2.1 indicate that beneficiaries had a response rate of 90%, teachers had a response rate of 66.7% and programme staff response rate of 60.0%, with the overall response rate being 76.6%. Hence the findings showed the response rate of 76.6% was high enough to provide reliable findings as supported by Saunders et al. (2016) who indicating that a minimum of 30% response rate is needed to obtain reliable research findings.

4.2.2 Demographic information

The beneficiaries were first asked about their demographic information. Table 4.2 below shows the demographic information of beneficiaries.

1. **Age**

Table 4.2 Age

		Number of Participants	% of Participants
	Total Participants	27	100%
Age Group	12 years and below	2	7.4%
	13-15 years	7	25.9%
	15-17 years	9	33.3%
	17-19 years	5	18.5%
	Above 19	4	14.9%

Table 4.2.2 indicates that 7.4% of the beneficiaries were aged 12 years and below, 25.9% were 13-15 years old, 33.3% were 15-17 years old, 18.5% were 17-19 years old and 14.9% were above 19 years old. This indicates that most of the beneficiaries were at least 15 years old. The data was collected from a matured audience which had a better understanding of the matter at hand.

Table 4.2.3 shows the educational Level of questionnaire respondents.

Table 4.2.3: Educational Level of respondents

Educational Level	Frequency	Percentage
Primary education	8	29.6%
Form 1-2	7	25.9%

O level	10	37.0%
A level	2	7.5%
Total	27	100%

In terms of education, 29.6% were in primary education, 25.9% were in form 1-2, 37.0% were in O level and 7.5% were in A level. This indicates that the bulk of the beneficiaries who took part in the study were in primary education to Form 2.

4.2 SECTION B: Impact of scholarships programs on enrolment and retention rates of girls in Kwekwe

The questionnaire respondents were asked 5 questions concerning the impact of scholarships programmes on enrolment and retention rates of girls in Kwekwe. The results below indicates the question and what was said by the majority of the respondents.

4.3.1. Effects of receiving scholarships affected your ability to attend school regularly

Many respondents (22) expressed that scholarships have played a crucial role in enabling them to attend school regularly. The responses indicated that all the girls acknowledged that more children in their communities were now able to attend school because of the scholarships. One girl remarked,

The scholarship has lifted a huge burden off my family, and my siblings also have a better chance at education because my parents can now focus on them too.

4.3.2. Receiving a scholarship affected your ability to attend school regularly

All the girls shared how financial difficulties previously hindered their ability to attend school regularly. One girl stated,

Before the scholarship, my parents struggled to pay my school fees, and I missed a lot of lessons. Now, I can go to school without worrying about fees.

In addition, the majority of the respondents indicated that more girls in their communities could now attend school because of the

4.3.3. In what ways has the scholarship programme helped you to continue with your education, especially in terms of financial support

Also, several respondents (11) noted that scholarships have provided an opportunity for them to continue with their education beyond primary school. One participant shared,

I thought I would have to drop out of school after Grade 7, but now I am confident that I would be able to attend secondary school because of this support." Another one stated that, *I never thought I would make it to A level because my family could not afford it. The scholarship has given me hope for a better future.*

4.3.4. How do you feel about your future now that you are able to continue your education with the help of the scholarship

Most of the respondents (18) indicated that they felt confident about their educational future due to the scholarship programme. One of the respondents shared,

Knowing that my fees are paid makes me feel secure and motivated to complete my education.

4.3.5. Changes in your friends or peers who received scholarships

The findings further indicated that most of the questionnaire respondents have noticed the positive role the scholarship programme has played in enhancing the retention rates of many of their peers in school. 24 girls explained how financial support had prevented their peers from dropping out of school. One respondent noted,

Some girls in my area used to leave school to work or get married because they had no money for school fees, but now they can stay in school.

In addition, the research included focus group discussions with teachers about the impact of scholarship programmes on the enrolment and retention rates of girls in Kwekwe. The findings below indicates the FDG questions and the major themes that emerged from the discussions.

4.3.6. How have scholarship programmes affected the number of girls enrolling in your school

Majority of the teachers who participated in the FDGs indicated that scholarship programmes have significantly increased the number of girls enrolling in schools, particularly in areas where financial constraints have previously been a barrier. According to one of them,

Before the scholarship programme, many parents could not afford to send their daughters to school, but now we see more girls enrolling, especially in Grade 7 and Form 1. It has truly opened up opportunities for girls who would otherwise be kept at home.

4.3.7. Any improvement in the retention rates of girls due to the scholarship programmes, If so, can you share specific examples

In addition, the teachers indicated that, the scholarship programmes have contributed positively to the retention of girls in school, with many girls now staying in school longer due to financial support and the reduction of drop-out rates. One of the teachers mention that,

We have seen a marked improvement in retention rates since the introduction of the scholarship programme. Last year, we had three girls in Form 4 who were considering dropping out because their parents could no longer afford the school fees. With the

scholarship, they have continued their education, and one of them even passed her final exams with flying colours.

4.3.8. In your opinion, how do the financial aspects of scholarships impact girls' education, especially in terms of school attendance and academic performance

The FDGs further revealed that financial support through scholarships has had a direct positive effect on both school attendance and academic performance, with fewer girls missing school due to financial difficulties. In line with one of the respondents,

The scholarships have made a big difference in terms of attendance. Girls no longer have to stay at home when their parents can't afford to pay fees. As a result, we've noticed more consistent attendance, and this has reflected in their academic performance, with many girls now excelling in subjects like Mathematics and Science."

Interviews with programme officers also included questions about the impact of scholarship programmes on the enrolment and retention rates of girls in Kwekwe. Below are the questions and corresponding themes that emerged from the responses.

4.3.10. How would you describe the role of the scholarship programmes in encouraging girls to enroll in school in Kwekwe

Scholarship programmes were identified by most of the interviewees as a critical enabler in motivating girls to enroll in school, especially in economically disadvantaged communities like Kwekwe. The financial support provided by these scholarships alleviates the burden of school fees, which is a significant barrier for many families. Additionally, scholarship programmes are seen as a form of recognition, which encourages girls to pursue education with a sense of pride and support. In line with one of the programme officers,

The scholarship programmes have given many girls the opportunity to attend school who otherwise would have stayed home due to financial constraints. When families see the support for their daughters, it sends a powerful message that education is worth pursuing.

4.3.11. The extent have scholarships contributed to the retention rates of girls in Kwekwe schools, particularly at the secondary level

The interviewees also indicated that scholarships have had a significant impact on improving the retention rates of girls at the secondary level in Kwekwe. Many of them stated that parents and guardians are more willing to keep their daughters in school once the financial burden of school fees is lifted. The continued financial support throughout the girls' education journey encourages them to complete their secondary education, thereby reducing dropout rates. For instance, of them stated,

At the secondary school level, we have seen a marked decrease in dropout rates since the scholarship programmes were introduced. Many girls who would have left school due to lack of funds are now staying in school, finishing their education and aiming for further studies.

4.3.12. Other factors, aside from financial support, have contributed to the increased enrolment and retention rates for girls.

The interviewees revealed other factors which have played a crucial role in boosting the enrolment and retention of girls in schools. These include community awareness campaigns, changing attitudes towards girls' education, and the provision of mentoring programmes. The involvement of local leaders and the increasing focus on gender equality have also helped create an environment where girls feel more encouraged and supported to continue their education. In supporting these findings, one programme officer said,

While scholarships are a significant factor, we have also seen that increased community awareness and parental engagement have made a difference. When families and communities see the value of educating girls, it becomes less of a burden to keep them in school.

Thus qualitative responses reflected a strong appreciation for the impact of scholarships in improving access to education, increasing enrolment, supporting transitions to secondary school, enhancing retention rates, and addressing menstrual hygiene challenges.

4.4. Effectiveness of infrastructure development projects in improving the learning environment for girls in Kwekwe schools

The girl beneficiaries were asked a number of open-ended questions regarding the effectiveness of infrastructure development projects, particularly the construction of girl-friendly facilities, in improving the learning environment for girls in Kwekwe schools. The results in below indicate the questions and their responses.

4.4.1. From your knowledge has there been any new facilities (e.g., toilets, classrooms) constructed with the help of Plan International

The results showed that 15 of the girls had knowledge of new facilities having been built by Plan International at their schools. In line with one of the girls,

The infrastructure improvements, especially the construction of new classrooms and sanitation facilities, have had a tangible impact on the learning environment. Girls now have a better place to study, which contributes to better academic outcomes.

4.4.2. If your answer to the question above is yes, can you describe how the new school facilities have improved your experience at school

The results of the study indicated that infrastructure development projects have significantly improved the physical environment of schools, which has positively impacted the learning experience for girls. According to the girl beneficiaries, the upgraded infrastructure made their schools more conducive to learning. One girl participant shared:

Before the new classrooms and toilets were built, we had to sit in overcrowded rooms, and it was uncomfortable. Now, with more space and better facilities, I can concentrate better and feel more comfortable.

4.4.3. How comfortable do you feel attending school now that girl-friendly facilities are available?

Majority of the questionnaire respondents pointed out how they now felt comfortable attending school as a result of the new facilities, As noted by one of the girls,

The new classrooms have reduced overcrowding, and the clean, functional toilets are especially important for girls. These changes make the school more welcoming and allow for better learning conditions.

4.4.4. How have the improvements in school infrastructure, like separate toilets for girls, impacted your safety and well-being at school?

Many of the girls stated that the construction of separate girls' toilets and secure fencing have addressed safety concerns that had previously hindered girls' participation in school. One girl participant explained that,

Having separate toilets for girls makes me feel safer. Before, I was afraid to go to the toilet because it was not very clean, and it was not safe, especially during break times.

4.4.5. Challenges, if any, do you face regarding the use and maintenance of these newly built facilities

Not many challenges were mentioned regarding the use and maintenance of the newly built facilities. However 5 of the girls indicated that they faced challenges with cleanliness as some students were not responsible in using toilets appropriately. In line with one of the respondents,

Sometimes you see the toilet seat being all messed, and it doesn't make sense because there is running water in our toilets.

In addition, 14 respondents indicated that some facilities including libraries were not sufficient to accommodate the needs of all the students at the school, a scenario that reduced their effectiveness in enhancing academic performance. According to one of the girls,

We do appreciate the new library that was built at the school. It's just that it is too small for everyone who ones to use it, especially during study times when most students wouldn't be having lessons with teachers.

Teachers were asked questions about how effective infrastructure development projects are, particularly the construction of girl-friendly facilities, in improving the learning environment for girls in Kwekwe schools?

4.4.6. Describe how the construction of girl-friendly facilities (e.g., separate toilets, safe spaces) has impacted girls' participation in school activities

Teachers noted that the security of the school environment had greatly improved, especially for female students. One teacher mentioned:

The fenced perimeter and secure toilets have made the school a safer place for girls. In the past, girls would sometimes skip school because they were afraid of harassment, but now they feel more comfortable and protected.

4.4.7. The physical changes in school infrastructure contribute to a better learning environment for girls

According to the responses from FDGs with teachers, improved facilities such as better classrooms, libraries, and recreational spaces have allowed for more focused learning. One teacher shared:

The new library has made studying easier for students. They can now read in a quiet space, and this is helping in improving grades. The classrooms are also less noisy and more organised.

4.4.8. *Are there any ongoing challenges related to the maintenance or usage of these facilities that affect their effectiveness in supporting girls' education*

The teachers noted challenges related to the maintenance or usage of the new facilities, including the shortage of staff, such as librarians, janitors and grounds men to maintain the expanded school facilities. They also pointed out to the lack of toiletries, chemicals and other consumables that are necessary in order to maintain new toilets built.

The research further posed interview questions to programme officers about the effectiveness of infrastructure development projects are, particularly the construction of girl-friendly facilities, in improving the learning environment for girls in Kwekwe schools? These results indicate their responses.

4.4.9. The impact of the newly constructed girl-friendly facilities (e.g. separate toilets, changing rooms) on the attendance of girls in Kwekwe schools

Programme officers acknowledged the positive impact of the new infrastructure on the attendance of girls in schools. One programme officer explained:

We have seen a significant improvement in the attendance of girls since the completion of infrastructure projects. The new classrooms, study areas and toilets provide an environment where they can feel safe and focus on their studies without distractions.

4.4.10. Improvements influence girls' learning experiences, particularly in terms of safety and comfort

Programme officers also highlighted the importance of security features in infrastructure development. One programme officer remarked:

The fencing and the introduction of separate sanitation facilities for girls have been crucial in ensuring a safer environment. Girls are now more likely to attend school regularly, knowing that their safety is a priority.

4.4.11. Challenge have you encountered in ensuring the long-term maintenance and sustainability of these girl-friendly facilities in schools

While the infrastructure development projects were generally well-received, several challenges related to the implementation and maintenance of these projects were identified. Some of the programme officers expressed concern about the long-term sustainability of the infrastructure improvements. A teacher noted:

While the new infrastructure has improved the learning environment, we have concerns about maintenance. If the facilities are not properly maintained, they will deteriorate, and the benefits will be lost.

In addition, the programme officers acknowledged noted that sustainability is a challenge. One programme officer explained:

Sustainability is always a challenge. While the initial infrastructure projects have been successful, there needs to be a clear plan for maintaining these facilities, especially as the schools expand.

4.5.: Impact of community awareness campaigns on changing attitudes towards girls' education in Kwekwe

The questionnaire respondents were further asked to indicate their perceptions regarding the impact of community awareness campaigns on changing attitudes towards girls' education in Kwekwe. Below are the responses obtained from the questions.

4.5.1. Community awareness campaigns influenced your family's attitude toward your education

Majority of the respondents indicated that the campaigns have had moderate success in positively influencing their families to prioritise the education of girls, though they noted some disparities. One of the respondents stated,

it's different. Many families still expect girls to do house chores instead of focusing on school I am luck that in my family people consider the education of boys and girls to be equal. However I have had my friends stating that in their families

. These responses indicate that while awareness campaigns exist, their impact on shifting traditional beliefs remains limited.

4.5.2. The general attitude in your community towards girls' education, and has this changed over time

Many of the beneficiaries (19) expressed concerns that campaigns promoting gender equality and the importance of girls' education have not been entirely successful in changing deep-rooted gender stereotypes. Some girls shared that *in my community, people still believe that boys should be prioritised over girls when it comes to education.*

4.5.3. Community leaders or parents have been involved in these campaigns and their impact on you

Several girls (21) highlighted that community awareness campaigns have not effectively engaged key stakeholders such as parents, religious leaders, and community elders. One participant noted,

Most of the meetings are attended by teachers and students, but parents and village leaders rarely take part. Another mentioned, *Religious leaders still discourage girls from continuing with school, especially if they get pregnant.*

 These findings suggest that while campaigns exist, their reach and influence on decision-makers within communities remain weak.

4.5.4. Have you noticed a reduction in early marriages or other practices that hinder girls' education since the campaigns began, If so, how has this affected you personally.

In contrast, many girls acknowledged that campaigns have played a crucial role in reducing dropout rates by addressing issues such as early pregnancies and gender-based violence. One girl shared,

We now have safe spaces where we can report abuse, and this has helped many girls stay in school. Another remarked, *I have learned about my rights, and I now know where to go for help if I face problems like forced marriage.*

These responses highlight that awareness efforts have had a tangible impact on reducing barriers to education.

4.5.5. The role has social media (e.g. Whatsapp, Facebook, Twitter etc) played in increasing awareness about girls' education in your community

The role of digital platforms, including social media, in advocating for girls' education emerged as a strong theme in the responses. Many girls indicated that social media has provided them with information and inspiration. One respondent stated,

I follow pages that talk about girls' rights, and I have learned a lot about why education is important for my future. Another shared, *Through WhatsApp groups, we receive updates and motivation from other girls in different schools.*

These responses suggest that digital platforms are effective tools in spreading messages about girls' education, particularly among younger generations.

Additionally, FDGs involved discussions about the impact of community awareness campaigns on changing attitudes towards girls' education in Kwekwe. Below are the responses obtained from the discussions.

4.5.6. How have community awareness campaigns influenced the attitudes of parents and guardians towards educating girls in your community

The FDGs indicated that the campaigns have resulted in some families being more willing to send their female children to school. One teacher stated that, "We have seen a notable improvement among families regarding the education of the girl child, as indicated in the improvements in enrolment. However, the teachers indicated that the impact of these campaigns varies across communities. In some conservative areas, resistance persists due to deeply ingrained beliefs. A teacher observed:

There are still pockets of resistance where people cling to old traditions. We need to engage these communities more consistently and involve their leaders.

4.5.7. Have you observed any changes in the support from the community for girls' education, particularly after the implementation of these campaigns

Teachers noted that campaigns have led to increased enrolment and reduced cases of early marriage in some communities. One teacher shared:

Before these campaigns, parents saw education as unnecessary for girls. Now, they see it as a pathway to a better future, not just for the girl but for the entire family.

4.5.8. The role do you think teachers can play in enhancing the effectiveness of these awareness campaigns in local communities

Community awareness campaigns were widely praised by programme officers for their role in changing societal attitudes towards girls' education. These campaigns, often delivered

through workshops, radio programmes, and community gatherings, challenge cultural norms that prioritise boys' education over girls'. Below are the questions they were asked and the responses they provided.

4.5.9. The effectiveness have community awareness campaigns been in changing attitudes towards girls' education in Kwekwe

A programme officer emphasised:

We engage traditional leaders, parents, and religious groups to advocate for girls' education. Over time, we've seen a shift, with more families now prioritising education for their daughters.

4.5.10. The role have local community leaders and parents played in the success of these awareness campaigns

Programme officers highlighted that local community leaders and parents have been instrumental in reinforcing the messages of the campaigns. Traditional leaders have publicly advocated for girls' education, while parents have increasingly supported their daughters' schooling by prioritising their education over household responsibilities. One programme officer stated,

Chiefs and village heads have played a crucial role in ensuring community buy-in by openly discouraging early marriages and urging parents to send their daughters to school.

Additionally, women's groups and religious leaders have been active in spreading awareness through meetings and community gatherings, helping to shift societal norms in favour of girls' education.

4.5.11. Observed any noticeable shifts in the participation of girls in school due to the awareness campaigns, especially in terms of reducing barriers like early marriage

Programme officers reported a positive shift in school participation rates among girls, particularly in areas where awareness campaigns have been consistent. Many communities have seen a decline in early marriages as families now understand the long-term benefits of educating girls. A programme officer noted:

Since the start of the campaigns, we have observed fewer cases of girls dropping out due to early marriage, and more parents are actively ensuring their daughters complete secondary school.

Furthermore, the programme officers indicated that the campaigns have empowered girls to speak out about their right to education, with some seeking support from local organisations to stay in school despite financial difficulties.

4.5.12. Challenges faced by NGOs in the implementation of educational programmes in Kwekwe

The research participants were further asked to indicate their perceptions concerning notions about the challenges faced by NGOs in the implementation of educational programmes in Kwekwe. Below are the themes obtained from the aggregated data.
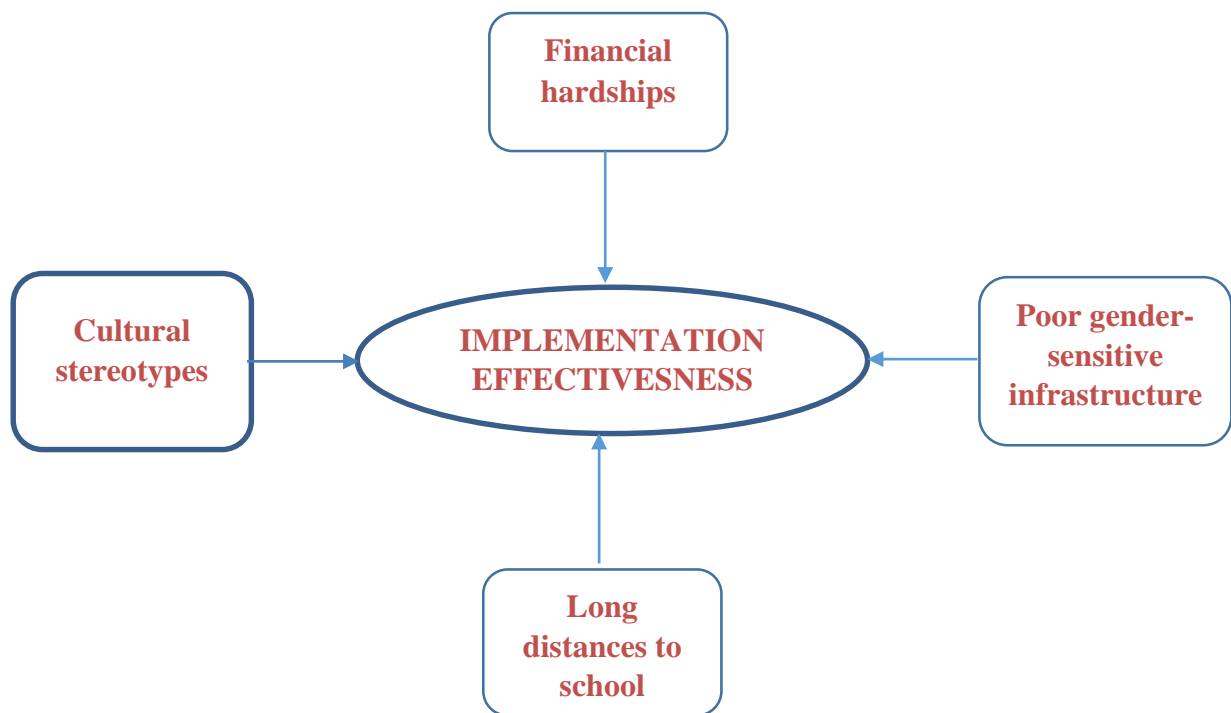
Fig 4.3.1: Challenges faced by NGOs in the implementation of educational programmes in Kwekwe

Source: Primary data

These themes were obtained from the aggregated data based on open-ended questionnaires administered to girl children benefiting from Plan International NGO. These results indicate the questions and key themes obtained.

4.5.13. The biggest challenges faced by the educational programmes provided by NGOs like Plan International

The three main barriers identified by the respondents were cultural stereotypes, financial hardships, and unsafe commutes to school.

One participant's comment,

In my village, people believe that a girl's place is in the home, helping with chores and preparing for marriage, not in school, reflects a longstanding societal norm that places girls in domestic roles rather than encouraging their academic development.

One respondent mentioned,

I have missed school several times because my family couldn't afford uniforms or books.

Another one stated,

I have to walk more than an hour to school, and sometimes men harass us on the way.

Another noted,

Some girls in my area dropped out because their parents feared for their safety on the road.

4.5.14. These programmes be improved to better support girls in accessing education

The respondents provided suggestions on how the programmes could be improved. The following responses illustrate their views.

The scholarship is really helpful, but sometimes we struggle with other school-related costs like uniforms, books, and transport. If the programme could also provide school supplies and transport assistance, it would make it easier for us to attend school regularly.

Many girls in my community still face pressure to drop out due to early marriages or family responsibilities. I think the programme should include more awareness

campaigns to educate parents and community leaders on the importance of keeping girls in school.

Some of us struggle with subjects like mathematics and science. If the programme could introduce extra tutoring or mentorship from female professionals, it would help us perform better and inspire us to pursue careers in these fields.

These responses highlight the need for complementary support, community engagement, and academic mentorship to enhance the effectiveness of educational programmes for girls.

4.5.15. **Have you faced any barriers or difficulties in participating in these programmes, If yes, how could they be addressed**

The respondents mentioned lack of financial support from family and gender stereotypes as the major barriers to access the educational programmes. One girl noted,

Some parents think educating girls is a waste of money because they will get married and belong to another family.

Another girl expressed the sentiment that, *My parents say they would rather buy food than pay school fees because we cannot eat books.*

4.5.16. **Additional support would make the programmes more effective in helping girls like you stay in school**

The qualitative findings thus underscored the ongoing challenges girls face in accessing education in Zimbabwe, with cultural stereotypes, financial hardships, and unsafe commutes emerging as the primary barriers. While infrastructure issues were less significant, concerns about the sustainability of NGO programmes and the need for improved coordination were noted. These findings are consistent with recent literature and highlight the need for a multi-

faceted approach to addressing the barriers to girls' education. Future educational interventions must address both immediate needs and long-term sustainability to ensure that girls in Zimbabwe can access and complete their education without barriers.

The findings from FDGs with teachers on the challenges and areas for improvement in the implementation of educational programmes by NGOs in Zimbabwe are provided using the following questions.

4.5.17. **The challenges have you observed in the implementation of educational programmes by Plan International in your school?**

Teachers highlighted several challenges, including inconsistent funding, limited community engagement, and inadequate learning materials. Some teachers noted that while the programme provides scholarships, it does not always cover additional costs such as transport and uniforms. Others mentioned that cultural resistance from some parents affects girls' participation.

We appreciate the scholarships provided, but the challenge is that they do not cover all school-related costs, which forces some girls to drop out despite being enrolled.

4.5.18. **The challenges to overcome to improve the effectiveness of educational programmes for girls**

Participants suggested that *a more holistic approach* is needed to address financial barriers, improve parental engagement, and enhance monitoring mechanisms. Teachers emphasised the need for continuous community awareness campaigns to tackle cultural norms that hinder girls' education. A teacher mentioned,

Plan International should work closely with parents and traditional leaders to educate communities on the importance of girls' education so that cultural barriers are reduced.

In your view, what additional support or resources would be necessary to enhance the success of these programmes in your school?

Teachers identified the need for improved infrastructure, digital learning resources, and psychosocial support for vulnerable girls. They suggested that NGOs should expand their support to include ICT facilities and mentorship programmes to equip girls with life skills. One of the participants stated that,

> *We need more than just financial support—providing mentorship and digital learning tools will empower these girls beyond the classroom.*

The programme officers were further interviewed on the challenges and areas for improvement in the implementation of educational programmes by NGOs in Zimbabwe are provided using the following questions.

4.5.18. **Challenges in implementing educational programmes for girls in Kwekwe**

Interviews with programme officers highlighted several key challenges, including financial constraints, cultural barriers, and inadequate infrastructure. The Programme officers stated that many communities still prioritise boys' education over girls', leading to high dropout rates among girls, especially at the secondary level. Additionally, limited funding affects the ability to provide necessary learning materials and sustain long-term interventions. One programme officer stated,

> *One of the biggest challenges we face is cultural resistance—many parents still believe that educating girls is not as important as educating boys, which leads to high dropout rates.*

4.5.19. **Necessary improvements in plan international's educational programmes**

To enhance sustainability and impact, programme officers suggested increasing community involvement, improving monitoring and evaluation mechanisms, and expanding vocational training options. They also emphasised the need for long-term funding commitments and policies that support the integration of NGO programmes into national education frameworks. One of them said,

For these programmes to be sustainable, we need more community ownership— parents, teachers, and local leaders should be actively involved in planning and decision-making.

4.5.20. Enhancing collaboration between local governments, schools, and NGOs

Respondents emphasised the need for stronger partnerships between NGOs, local governments, and schools. They suggested that local authorities could provide policy support and resources, while schools could integrate NGO-led interventions into their curricula. More regular coordination meetings and joint planning sessions were also recommended. An interview said,

Stronger collaboration is essential—local government should provide policy support, and schools should integrate our interventions into their everyday teaching to ensure continuity.

4.6.SECTION C: Discussion of Findings

The findings on the effectiveness of NGO programmes in addressing gender-related challenges faced by the girl child in Kwekwe indicated mixed outcomes. The results revealed that these programmes are impactful in certain areas, such as improving recruitment rates for girls in schools and providing adolescent sexual and reproductive health education. Additionally, efforts to reduce child marriages were viewed as moderately successful. These

initiatives align with the observations of Alexander and Mohanty (2021), who emphasise the role of targeted interventions in enhancing girls' educational opportunities. However, the study also highlights areas needing improvement. For instance, respondents disagreed that NGO programmes effectively address life skills empowerment and the relevance of education to the knowledge and skills needs of girls. Similarly, mentorship programmes were deemed inadequate. These gaps resonate with findings by UNESCO (2020), which underscore the need for holistic approaches that combine access to education with skills development and mentorship to ensure comprehensive empowerment of the girl child. Qualitative insights reveal that while scholarships effectively alleviate financial barriers, cultural and economic pressures persist, affecting retention rates. Programme officers and teachers emphasised the need for complementary interventions addressing these socio-economic challenges. Thus, while NGO programmes have made significant strides, they require a more integrated approach to sustainably empower the girl child in Kwekwe.

The findings demonstrated that scholarship programmes significantly enhance the enrolment and retention of girls in Kwekwe schools. The results from questionnaires indicated several positive benefits such as the impact of scholarships on addressing financial barriers and increasing school enrolment. Similarly, data from interviews and focus group discussions highlight scholarships' effectiveness in reducing financial challenges faced by families.

According to UNESCO (2020), financial constraints are among the most significant barriers to girls' education in developing countries, particularly in rural areas. Scholarships alleviate these constraints, ensuring that girls not only enrol but also remain in school. Additionally, this is concurred by Machingura (2022), who states that targeted financial aid for education substantially increases access to and continuity in education for marginalised groups. However, retention challenges persist, as cultural norms and economic pressures still compel

some girls to drop out, even after receiving scholarships. Moreover, as underlined by Alexander and Mohanty (2021), scholarships that include non-tuition benefits, such as uniforms and sanitary products, significantly contribute to improved attendance and transition rates to secondary education.

Infrastructure development projects, particularly the construction of girl-friendly facilities, have proven effective in improving the learning environment for girls. Questionnaire findings and responses from teachers and programme officers indicate a clear positive impact of these interventions. Facilities such as separate toilets and changing rooms have directly addressed hygiene-related absenteeism among girls.

According to the World Bank (2018), a lack of appropriate sanitation facilities in schools disproportionately affects girls, especially during menstruation. The availability of such facilities significantly increases school attendance and retention rates. This finding is further supported by Chisadza and Simango (2023), who highlight the role of infrastructure improvements in creating safer and more inclusive educational environments for girls. However, gaps in implementation remain. Respondents noted that some schools face challenges in maintaining these facilities or scaling up infrastructure to match enrolment increases. This observation aligns with Mutowo (2019), who stresses that sustainable infrastructure development requires ongoing investment and maintenance to ensure long-term benefits.

Community awareness campaigns have played a critical role in transforming societal attitudes towards girls' education in Kwekwe. Questionnaire findings, such as the success of campaigns in addressing issues like early pregnancies and gender-based violence, reflect their effectiveness. These findings are supported by Mwenda et al. (2020), who argue that community engagement is a cornerstone of sustainable education reforms. Changing attitudes

towards girls' education requires a holistic approach that involves families, community leaders, and policymakers. Furthermore, a study by Gender Links (2021) found that awareness campaigns addressing gender stereotypes are instrumental in increasing girls' enrolment and reducing dropout rates. However, the impact of these campaigns is uneven across communities. In more conservative areas, resistance persists due to deeply rooted cultural beliefs. Teachers noted the need for consistent engagement and the involvement of influential community figures. This is consistent with the findings of Chikafa-Chipiro (2020), who advocates for context-specific interventions tailored to the cultural dynamics of different regions.

While NGO programmes have made significant strides, several challenges hinder their full effectiveness. Respondents identified financial hardships, long distances going to school and cultural stereotypes as key barriers. These challenges align with findings by UNESCO (2021), which notes that financial constraints, gender norms, and inadequate coordination among stakeholders often limit the impact of education initiatives. Furthermore, the lack of sustainability in some projects, such as feeding programmes that end abruptly due to funding cuts, highlights the importance of long-term planning. According to Chindori and Zinhumwe (2022), capacity building for teachers and community stakeholders is crucial for ensuring the success of educational programmes. Moreover, robust monitoring and evaluation mechanisms are necessary to track the progress and adapt interventions as needed, as highlighted by respondents and supported by Mutowo (2019).

4.7.Summary

In summary this chapter presented, analysed and interpreted the study findings on effectiveness of educational programmes by NGOs in addressing educational challenges faced by the girl child in Zimbabwe using a case study of Plan international in Kwekwe. The findings underscored the transformative impact of NGO interventions in girls' education, particularly

through scholarships, infrastructure development, and awareness campaigns. However, persistent challenges such as cultural norms, resource constraints, and sustainability issues highlight the need for a more holistic, long-term approach. By addressing these gaps, NGOs can further enhance their contributions to promoting equitable access to education for the girl child.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND AREAS FOR FURTHER RESEARCH

5.1 Introduction

This chapter focuses on the summary, conclusions and recommendations of the study. It starts with a summary of the main findings of the study. After that the chapter focuses on the major conclusions of the research. The chapter also include a section of recommendations in which suggestions are put forward to the government, NGOs and residents that they should take into account in ensuring the effectiveness of NGOs in fighting against gender inequality in education. The chapter ends with recommendations that other researchers should observe in enriching the body of knowledge on the research phenomenon.

5.2 Summary

Chapter one introduced the study on the effectiveness of NGO educational programmes in addressing the challenges faced by the girl child in Zimbabwe, focusing on Plan International's initiatives in Kwekwe. It highlighted the global and regional context of girls' education, noting that despite efforts to promote gender equality, significant challenges persist due to socio-economic factors, cultural norms, and conflicts. In Zimbabwe, gender inequality continues to impact girls' educational opportunities, with issues like early marriages and teenage pregnancies remaining significant barriers. The chapter indicated that study aimed to evaluate the effectiveness of Plan International's programmes in addressing these challenges, focusing on access, quality, and outcomes. Its specific objectives were to assess the impact of scholarship programmes on enrolment and retention rates of girls in Kwekwe schools, evaluate the effectiveness of infrastructure development projects, particularly the construction of girl-

friendly facilities, in improving the learning environment for girls in Kwekwe schools, analyse the impact of community awareness campaigns on changing attitudes towards girls' education in Kwekwe and to identify challenges and areas for improvement in the implementation of educational programmes by NGOs in Zimbabwe. The research sought to provide evidence-based insights to inform policy decisions, program refinement, and global strategies for promoting girls' education. The study was delimited to Kwekwe, Zimbabwe, and focuses on Plan International's educational programmes between 2021 and 2023, assessing educational outcomes while acknowledging limitations such as geographical scope and data constraints.

Chapter two provided a literature review that established the theoretical framework for the study, grounded in the Theory of Change (ToC), and incorporated elements of feminist theory and intersectionality. The ToC framework was used to map out the logical sequence of NGO initiatives, from inputs to outcomes, and to critically examine the assumptions and contextual factors influencing their effectiveness in addressing gender-related challenges faced by the girl child. The review also examineed recent literature on the effectiveness of NGO programmes across various domains, including education, health, economic empowerment, and social norms change. It emphasised the importance of intersectional and context-specific approaches, robust monitoring and evaluation systems, and the challenges of sustainability and scalability in NGO programmes. The chapter went on to expose the literature gap that exists pertaining to the effectiveness of NGO programmes in addressing education related challenges in the Zimbabwean context.

Chapter three detailed the research methodology and design used to evaluate Plan International's programmes aimed at improving girls' education in Kwekwe, Zimbabwe. The study adopted an interpretivist research philosophy, employing qualitative research techniques to provide a holistic understanding of the program's effectiveness. A case study strategy is utilized, focusing on Plan International's educational programmes in Kwekwe, with a

descriptive design involving qualitative data collection to provide deeper insights. Data collection methods include questionnaires, interviews and focus group discussions. The study employed a quota sampling technique to draw a sample of girls who participated in the study, while purposive sampling was used to obtain samples of teachers and programme officers who took part in the research. The qualitative data was analysed through thematic analysis. The questionnaire was pretested to ensure clarity and effectiveness. Ethical considerations, including informed consent, confidentiality, and cultural sensitivity, were prioritised throughout the study.

Chapter four included the presentation, analysis and interpretation of research findings. The chapter reported that research collected data from beneficiaries of girl children education interventions using questionnaires and from teachers in schools in Kwekwe using FDGs. It also involved the use of interviews to obtain data from key informants from Plan International.

The study revealed several key findings regarding the impact of scholarship programmes on girls' education in Kwekwe. Respondents highlighted that scholarships played a crucial role in overcoming financial barriers, allowing girls to attend school regularly. Many participants shared that the scholarships ease the financial burden on their families, enabling more children in their communities to access education. Scholarships also help girls continue their education beyond primary school, preventing premature dropouts and improving retention rates. Furthermore, financial support has alleviated challenges such as missing school during menstruation by providing sanitary products. Additionally, improved school infrastructure, including girl-friendly facilities, is contributing to better attendance and comfort. However, issues such as inadequate maintenance and overcrowded classrooms were noted as challenges. Overall, scholarships were found to significantly enhance girls' access to education, though infrastructure improvements must continue for long-term sustainability.

In addition, the study found that infrastructure development projects have significantly improved the learning environment for girls in Kwekwe schools. Girls reported that new classrooms, better sanitation facilities, and enhanced recreational spaces are making schools more comfortable and conducive to learning. Teachers and programme officers noted that the improved physical facilities reduced overcrowding, have allowed for better focus, and increased attendance. The construction of separate girls' toilets and secure fencing was also noted as enhancing safety, addressing concerns about harassment and encouraging regular attendance. However, some challenges were identified, particularly regarding the maintenance and cleanliness of the new facilities. Both students and teachers expressed concerns about the sustainability of the infrastructure if proper maintenance plans were not put in place. Overall, the improvements have led to a more supportive and secure environment for girls' education.

On the other hand, the results of the study revealed that while gender equality campaigns have had some success, their impact on changing deep-rooted gender stereotypes remains limited. Many girls expressed that traditional beliefs still prioritise boys' education over girls'. Additionally, community awareness campaigns have not effectively engaged key stakeholders like parents and religious leaders. However, these campaigns have been instrumental in reducing dropout rates, particularly by addressing issues like early pregnancies and gender-based violence. Girls also highlighted the positive role of digital platforms in advocating for girls' education, with social media providing valuable information and peer support. Teachers and programme officers noted the campaigns' role in increasing enrolment and reducing early marriage. However, resistance to gender equality persists in some conservative communities, underscoring the need for sustained and culturally sensitive interventions.

The study went on to identify three main barriers to girls' education in Zimbabwe namely; cultural stereotypes, financial hardships, and unsafe commutes. Many girls reported that traditional beliefs about gender roles continue to limit educational opportunities for girls, with some families prioritising domestic duties over schooling. Financial constraints were also pointed out as a significant challenge, with families often unable to afford school fees, uniforms, or books. Unsafe commutes, with long distances and the risk of harassment, were identified as further deterring girls from attending school. Although infrastructure issues, such as inadequate toilets, were mentioned, they were not considered primary barriers. Concerns about the sustainability of NGO programmes and the need for better coordination between NGOs, schools, and communities were raised, highlighting the importance of long-term, well-coordinated interventions.

The findings thus illustrated the multifaceted contributions of NGO programmes to girls' education in Kwekwe. Scholarships were found to address financial barriers, infrastructure projects improve learning environments, and awareness campaigns shift societal attitudes. However, persistent challenges, such as cultural norms, resource limitations, and sustainability concerns were observed, highlighting the need for comprehensive and long-term strategies. The implications are that by addressing these gaps, NGOs can further enhance their efforts to promote equitable access to education for the girl child.

5.3 Conclusions

1. **To access the impacts of scholarship programs for enrolment and retention rates of girls in Kwekwe school.**

The findings underscored the positive impact of scholarship programmes on girls' education in Kwekwe, particularly in enhancing enrolment and retention rates. Scholarships

have alleviated financial barriers, enabling girls to attend school regularly and progress to secondary education, as supported by Kainuwa and Yusuf (2022) and Mwaura (2021). Additionally, scholarships have reduced dropout rates by providing financial security, aligning with studies by Kimani and Wambui (2022). Furthermore, the provision of sanitary products has addressed menstrual hygiene barriers, boosting school attendance, as noted by Alemayehu and Mengesha (2021). To sustain these gains, ongoing infrastructure improvements and continuous financial support are crucial.

2. **To evaluate the effectiveness of infrastructure development projects , particularly the construction of girl friendly facilities, in improving the learning environment for girls in Kwekwe schools.**

The findings shows that infrastructure improvements have significantly enhanced the learning environment for girls in Zimbabwe, with upgraded classrooms, sanitation facilities, and secure surroundings fostering better academic outcomes and increased attendance. These developments align with Ncube (2022) and Mudzonga and Mutasa (2021), who highlighted the positive impact of improved school infrastructure on girls' retention rates. However, challenges regarding the maintenance and long-term sustainability of these projects persist. As Dube and Sibanda (2021) note, without effective maintenance and community involvement, the benefits of infrastructure development can be compromised. Therefore, ensuring sustainable upkeep is essential for the continued success of these programmes.

In addition, the findings suggested that while gender equality campaigns and digital advocacy have had some success in addressing issues like early pregnancies and gender-based violence, their overall effectiveness in challenging deep-rooted gender stereotypes and engaging key community stakeholders remains limited. This is in line with Ncube and Dube (2021) and Moyo et al. (2023), who note that cultural norms often continue to restrict girls'

education despite awareness efforts. However, digital platforms such as WhatsApp have proven to be powerful tools for advocacy and peer support, as highlighted by Kambarami and Chikasha (2022). Moving forward, sustained community engagement, particularly involving traditional and religious leaders, is crucial for achieving long-term changes (Chigwanda & Mugari, 2022; Banda & Chisango, 2021).

3. **To analyze the impact of community awareness campaigns on changing attitudes towards girls education in Kwekwe**

The findings show that there are persistent barriers to girls' education in Zimbabwe, including cultural stereotypes, financial hardship, and unsafe commutes. Cultural norms often place girls in domestic roles, limiting educational opportunities. This is in line with the findings of Chipangura and Mutasa (2021), who also noted that gendered expectations hinder girls' education. Financial constraints force families to prioritise basic needs over education, a concern echoed by Moyo (2023), who emphasised the significant impact of financial hardship on girls' schooling. Long, unsafe commutes further hinder girls' access to school, often exposing them to harassment, which is in line with Dube and Nyoni's (2022) research on gender-based violence in educational settings. To address these issues, NGOs should focus on advocating for gender equality, providing financial support like scholarships, and ensuring safer school commutes. Strengthening coordination between NGOs, schools, and communities, along with building capacity for gender-sensitive teaching, is essential for the sustainability and effectiveness of educational programmes. This is contrary to concerns raised by Muzvidziwa and Banda (2023) about the lack of gender-sensitive infrastructure, which, while important, does not appear to be a primary barrier.

5.4 Recommendations

The study proffer recommendations in which suggestions were put forward to the government, NGOs and community members that they should take into account in ensuring the effectiveness of NGOs in fighting against gender inequality in education.

Plan International

Holistic programmes: Design interventions that combine scholarships with mentorship, life skills training, and counselling to address socio-economic and cultural challenges.

Community members

Collaboration with NGOs: Work closely with NGOs to identify barriers and propose locally relevant solutions to enhance programme outcomes.

Teachers

Integrate NGO Resources into Curriculum: Actively seek out and incorporate NGO-produced materials (e.g., reports, workshops, educational resources) into lesson plans. This ensures students are exposed to real-world data and perspectives on gender inequality in education.

Students

Participate in NGO-Led Initiatives: Volunteer for NGO programs, attend workshops, or join student clubs that focus on gender equality in education. This provides hands-on experience and contributes to real-world change.

5.5 Areas for further research

This research is based on the effectiveness of educational programs by NGOs in addressing educational challenges faced by the girl child in Zimbabwe. There is a need to investigate the long-term impacts of scholarship programs on girls' educational attainment and career outcomes.

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ANNEXURES

ANNEXURE : A

My name is Rammah Vivian Mutongoreya a student at Bindura university studying towards a degree in Peace and Governance. I am carrying out research on the effectiveness of educational programmes by NGOs in addressing educational challenges faced by the girl child in Zimbabwe. a case of plan international in Kwekwe urban. can you please allow me to record our conversations so that I will be able to capture everything but all data collected will be presented anonymously and it will be confidential therefore no personal information will be shared in the results. Thank you all for giving me this opportunity

QUESTIONNAIRE FIR GILRS

Please read the instructions below before responding to the questions in these questionnaire.

Instructions

1)   Please not write your name on the questionnaire. This is to protect the confidentiality of your responses.

2)   Be free to air out your true views and perspectives because this study is for academic purposes only.

3)   Indicate your responses by writing an X or writing on the spaces provided.

4)   Please try as much as possible to respond to all questions on the questionnaire.

Section A: Demographic information

1. Gender   [   ] Male   [   ] Female

2. Age   [   ] 20 years and below   [   ] 20-30 years   [   ] 30-40 years   [   ] 40-50 years

                          [   ] 50 years and Above

3. Level of education

                 [   ] O/A level   [   ] Certificate

                 [   ] Diploma   [   ] Undergraduate degree

                 [   ] Masters' degree   [   ] Other………………

4. Tenure of employment   [   ] 0-3 years   [   ] 3-5 years   [   ] 5-7 years   [   ] 7-10 years

                          [   ] 10-15 years   [   ] Above 15 years

Section B: Impact of scholarship programmes on enrolment and retention rates of girls in Kwekwe schools

1. How has receiving a scholarship affected your ability to attend school regularly?

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2.   What challenges did you face in enrolling or staying in school before the scholarship programme?

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3.   In what ways has the scholarship programme helped you to continue with your education, especially in terms of financial support?

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4.   How do you feel about your future now that you are able to continue your education with the help of the scholarship?

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5.   Have you noticed any changes in your friends or peers who received scholarships? How have these changes impacted their school attendance?

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Section C: Effectiveness of infrastructure development projects in improving the learning environment for girls in Kwekwe schools

1.	From your knowledge has there been any new facilities (e.g., toilets, classrooms) constructed with the help of Plan International?

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2.	If your answer to the question above is yes, can you describe how the new school facilities have improved your experience at school?

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3.	How comfortable do you feel attending school now that girl-friendly facilities are available?

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4.	How have the improvements in school infrastructure, like separate toilets for girls, impacted your safety and well-being at school?

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5.   What challenges, if any, do you face regarding the use and maintenance of these newly built facilities?

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Section D: Impact of community awareness campaigns on changing attitudes towards girls' education in Kwekwe

1.   How have community awareness campaigns influenced your family's attitude toward your education?

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2.   In your view, what is the general attitude in your community towards girls' education, and has this changed over time?

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3.   Can you give examples of how community leaders or parents have been involved in these campaigns and their impact on you?

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4.   Have you noticed a reduction in early marriages or other practices that hinder girls' education since the campaigns began? If so, how has this affected you personally?

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5.   What role has social media (e.g. Whatsapp, Facebook, Twitter etc) played in increasing awareness about girls' education in your community?

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Section E: Challenges and areas for improvement in the implementation of educational programmes by NGOs in Zimbabwe

1.   What do you think are the biggest challenges faced by the educational programmes provided by NGOs like Plan International?

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    2.   In your opinion, how can these programmes be improved to better support girls in accessing education?

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    3.   Have you faced any barriers or difficulties in participating in these programmes? If yes, how could they be addressed?

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    4.   What additional support would make the programmes more effective in helping girls like you stay in school?

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Thank you for your tie and cooperation

ANNEXURE: B

Interview Guide for Programme Officers

Interview Guide for Programme Officers

Research Objective 1: Impact of scholarship programmes on enrolment and retention rates

1.   How would you describe the role of the scholarship programmes in encouraging girls to enroll in school in Kwekwe?

2.   In your view, to what extent have scholarships contributed to the retention rates of girls in Kwekwe schools, particularly at the secondary level?

3.   What other factors, aside from financial support, have contributed to the increased enrolment and retention rates for girls?

Research Objective 2: Effectiveness of infrastructure development projects (girl-friendly facilities)

1.   How do you assess the impact of the newly constructed girl-friendly facilities (e.g. separate toilets, changing rooms) on the attendance of girls in Kwekwe schools?

2.   In your opinion, how do infrastructure improvements influence girls' learning experiences, particularly in terms of safety and comfort?

3.   What challenges have you encountered in ensuring the long-term maintenance and sustainability of these girl-friendly facilities in schools?

Research Objective 3: Impact of community awareness campaigns

1.   How effective have community awareness campaigns been in changing attitudes towards girls' education in Kwekwe?

2.   What role have local community leaders and parents played in the success of these awareness campaigns?

3.   Have you observed any noticeable shifts in the participation of girls in school due to the awareness campaigns, especially in terms of reducing barriers like early marriage?

Research Objective 4: Challenges and areas for improvement in programme implementation

1.   What are the most significant challenges you have encountered in implementing educational programmes for girls in Kwekwe?

2.   What improvements do you think are necessary in the implementation of Plan International's educational programmes to ensure their sustainability and broader impact?

3.   How do you think local governments and schools can better collaborate with NGOs like Plan International to enhance the effectiveness of these programmes?

ANNEXURE C:

Focus group discussion guide for school teachers

Research Objective 1: What is the impact of scholarship programmes on enrolment and retention rates of girls in Kwekwe schools?

1.   How have scholarship programmes affected the number of girls enrolling in your school?

2.   Have you noticed any improvement in the retention rates of girls due to the scholarship programmes? If so, can you share specific examples?

3.   In your opinion, how do the financial aspects of scholarships impact girls' education, especially in terms of school attendance and academic performance?

Research Objective 2: How effective is infrastructure development projects, particularly the construction of girl-friendly facilities, in improving the learning environment for girls in Kwekwe schools?

1.   Can you describe how the construction of girl-friendly facilities (e.g., separate toilets, safe spaces) has impacted girls' participation in school activities?

2.   How do the physical changes in school infrastructure contribute to a better learning environment for girls?

3.   Are there any ongoing challenges related to the maintenance or usage of these facilities that affect their effectiveness in supporting girls' education?

Research Objective 3: What is the impact of community awareness campaigns on changing attitudes towards girls' education in Kwekwe?

1.   How have community awareness campaigns influenced the attitudes of parents and guardians towards educating girls in your community?

2.   Have you observed any changes in the support from the community for girls' education, particularly after the implementation of these campaigns?

3.   What role do you think teachers can play in enhancing the effectiveness of these awareness campaigns in local communities?

Research Objective 4: What are the challenges and areas for improvement in the implementation of educational programmes by NGOs in Zimbabwe?

1.   What challenges have you observed in the implementation of educational programmes by Plan International in your school?

2.   How can these challenges be overcome to improve the effectiveness of educational programmes for girls?

3.   In your view, what additional support or resources would be necessary to enhance the success of these programmes in your school?

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DEPARTMENT OF PEACE AND GOVERNANCE

17 January 2025

TO WHOM IT MAY CONCERN

RE: REQUEST TO UNDERTAKE RESEARCH IN YOUR ORGANISATION

This serves to introduce the bearer, RAMMAH VIVIAN MUTONGOREYA, Student Registration Number B210618B, who is a HBSC PEACE AND GOVERNANCE student at Bindura University of Science Education and is carrying out a research project in your area/institution.

May you please assist the student to access data relevant to the study, and where possible, conduct interviews as part of a data collection process.

Yours respectfully

J.KUREBWA (DR)
Acting Chairperson

PLAN INTERNATIONAL ZIMBABWE
KWEKWE

28 JAN 2025

3RD FLOOR, FLM CENTRE, R.G MUGABE WAY, KWEKWE
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