

APPROVAL FORM

This is to certify that this research project was supervised, read through and approved as having met the requirements for the award of the Degree in Social Work at Bindura University.

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PROJECT SUPERVISOR

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DATE

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PROJECT CO-ORDINATOR

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DATE

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EXTERNAL EXAMINER

.....

DATE

DECLARATION

I Ethel Katsande, do hereby declare that this project was done by me (Ethel Katsande) under the supervision of Dr . C Nyoni and Mr. F Maushe. It was submitted in part fulfilment of Degree in Social Work Bindura University. The project was never been submitted before to other university

Signature

Date

Ethel Katsande

Supervisor

Signature

Date.....

Dr C. and Mr . F Maushe

DEDICATION

This research project is dedicated to my sister and mother for their over whelming support during the research. This research project is also dedicated to girl child living in poverty.

ABSTRACT

This research looked at the experiences of teenage girls from low-income families on menstrual poverty in Murewa District, looking much on how poverty is affecting rural teenagers from rural areas and how it has impacted on their lives. The study aimed at exploring the lived experiences of teenage girls from low income families on menstrual poverty , to explore the impact of menstrual poverty on the rights of girls and women ,to assess the respond mechanism used by the government and other organisations to counter the problems.The research used a qualitative research method

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I am thankful for the special support that my family gave me.

Above all, “All the glory and honour go to God Almighty”, for protection throughout research.

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LIST OF ACRONYMS

UNICEF: UNITED NATIONS INTERNATIONAL CHILDREN EMERGENCY FUND

HIV: HUMAN IMMUNO DEFICIENCY VIRUS

AIDS: ACQUIRED IMMUNO DEFICIENCY SYNDROME

CHAPTER 1

1.1 Introduction

Menstrual poverty in Zimbabwe is mostly common to teenage girls from low-income families who live in poverty. (The World Bank in Zimbabwe 2021), most teenagers are experiencing period poverty. Menstrual poverty is lack of period products like sanitary wear because of lack of resources and also poverty. Menstrual poverty is mostly common to teenage girls from low income families. A lot of teenage girls that comes from the “low-income families” are likely to experience and report feelings of shame and embarrassment from other people. This research examines the lived experiences of teenage girls from low-income families. The above mentioned will be discussed through in this chapter on the subheading following.

1.2 Background of the study.

Zimbabwe's economy has been in comatose for long periods as more and more families are raged into extreme poverty resulting in the families failing to provide basic needs to their families. The expand in the rate of unemployment left a number of people dwelling in poverty and subsequently cannot come up with the money for to send their teens to faculty and are additionally finding it difficult to grant basic wishes for their children. Most of them had been left in the fingers of elderly, who have no earnings at all hence making it difficult to provide fundamental wants to their children. Whenever 1,000 women were asked, 39% of them reported having little or no access to menstrual supplies and experiencing anxiety or sadness. The stress caused by experiencing poverty can negatively affect a person's ability to function and participate in work, school and society. An Always Conveyance and Puberty survey (2021) found one in three people reported leaving school early or skipping lessons totally because they lack period products and also have the fear of being embarrassed if they spoil clothes in class. Experiences of menstrual poverty are hard for the girl child as it affects the day-to-day life of an individual. “The idea of shame being so closely linked to menstruation primes to a lack of open conversation about it which in turn prevents dialogues in regard to menstrual products” (Ashley Rapp, 2020).

“Menstrual poverty has to do with lack of access to menstrual products, hygiene facilities, waste management or a combination of these and effects are estimated number of 500million people worldwide”. The Zimbabwe Economic update, “Overcoming Economic Challenges, Natural disasters and the pandemic: Social and Economic Impacts, cites surveys conducted in

2020 which show nearly 500 000 Zimbabwean households have at least one member who lost his or her job causing many households to fall into poverty and worsening the plight of the existing poor. Aaccess to social services has declined, limiting access to education”. While donations from period products brand are great, they are not going to reach every person in need. The bottom line is donations are not enough for everyone and the most vulnerable group is teenage girls from low-income families as they face many challenges in life.

1.3 Statement of the problem

As Covid - 19 rages on, more and more families are sinking into poverty due to lack of disposable income to buy their family necessities, this has affected rural families more as any of these families are unable to provide basics for their children. Very little research has tackled menstrual poverty and the lived experiences of disadvantaged young children. This research attempts to address the above gap.

1.4 Aim of the study

The main aim of this study is to discover the experiences of teenage children from low-income families in Murewa district face during menstruation period.

1.5 Objectives of the study

- i) To explore the lived experiences of teenage girls from low-income families in Murewa District on menstrual poverty
- ii) To explore the impact of menstrual poverty on the rights of girls and women in Murewa District
- iii) To assess the response mechanism used by the government and other organisations to counter the experiences, in Murewa District

1.6 Research questions

- i) What are the lived experiences of teenage girls from low-income families in Murewa District on menstrual poverty
- ii) What are the challenges being faced by teenage children coming from low-income families in Murewa District
- iii) What are the main measures being taken by the society at large to reduce the plight of these children

1.7 Assumptions

The researcher assumes that there is a large number of children failing to get access to manage their periods.

- All the information that will be reached through data collection would be true if the teenage girls are supportive in give information
- The research will provide accurate information

1.8 Importance of the study

The research is important because the welfare of teens is very crucial factor of Social Work and other businesses in charge for helping inclined people ought to critically reflect on consideration on the dilemma of children from poor families and strive to help them. The study is also going to shed light on the plight of the girl child in having access to reproductive health. The other importance is to give recommendations on how to improve the plight of the girl child especially in rural areas

1.9 Limitations of the study

The possible limitations that can faced by the researcher is on how to gather many teenagers in Murewa district therefore the researcher will make contacts and lease with other organizations so that the researcher can accompany them anytime they are engaged in activities in their particular sectors, so increasing the effectiveness of study.

CHAPTER 2

2.1 Introduction

To have a clearer and deeper perception into the main concept, it is integral for the researcher to overview correlated literature. Literature review is an academic writing that demonstrates the expertise and grasp of the educational literature on the precise subject in placed. These sorts of literature encompass textbooks, published research papers, online sources and journals Fink 2014 posits that literature review is a way, express and reproducible approach of identifying, contrast and synthesizing the current physique of accomplished and recorded work produced by means of different pupils in the associated place of study. Thus, the literature review highlights the range of scholarly views on menstrual poverty with the intention of identifying, appraising and synthesizing the lookup proof and arguments applicable to multiagency exercise so as to discover unattended gaps by the past researches and appraisal of the work done.

2.2 Lived experiences of teenage girls from low-income families on menstrual poverty.

Poor academic performance and dropping out of school is most common amongst teenage girls from poor families. Teenage girls from poor families are likely to experience period poverty and these teenagers often report feelings of shame, embarrassment, feel troubled when they cannot manage their periods. Menstrual poverty limits social life and education for example some teenagers are not able to go to school during their periods because they don't have money to buy pads and at the same time they feel ashamed living in the fear that they will spoil their uniforms at school and other students might laugh at them hence they choose to skip school. An Always Confidence and Puberty Survey (2021) found 1 in 5 people said living college early or skipping class totally due to the fact they lack period products.

2.3 Child labor

Teenagers from low-income families usually ends up engaging in part time work. Teenage girls from low-income families end up looking for jobs so that they can helping feeding their families. Most of teenage girls from low-income families come from child headed family's ant they are living in extreme poverty and they cannot afford buying sanitary wear because in most

cases they have to choose between buying food for the family or buying sanitary wear at the end they choose to buy food because of lack of adequate resources.

Usually teenage girls are most vulnerable than boys and it becomes difficult for them to live in poverty resulting in them exposing themselves into harsh conditions and putting themselves at risk of using their bodies to attract rich men who later abuse them and also leaving them infected with sexually transmitted diseases.

2.4 The influence of menstrual poverty on the rights of women across the world

Menstrual poverty may nations a steady cycle of social stigma. History has revealed a long-standing trend where various tribes believed that there are menstruation women, could harm cattle, food and plants despite the fact that it is a natural biological function with no harmful effects. Even in the 1930s, Western experts proposed the theory that women's bodies secreted a kind of poison when they were menstruating (UNFPA, 2021). The fact that the public health epidemic has not yet received the attention it deserves is in large part owing to the stigma that connects menstruation with filth and ugliness. Being so intimately associated with menstruation, the notion of shame limits open discussion about it, which in turn prevents discussions about menstrual products (Ashley Rapp, 2020). In ten different languages, there is 5,000 slang words linked to menstruation, according to a survey by the International Women's Health Coalition (Littman, 2018). Menstruation has a lot of stigma, as evidenced by the need to come up with new terms to describe it. Littman, 2018 argued that "The taboos round menstruation are to blame for the main scarcity of health training substances that are available, and a lack of grasp about the menstrual cycle promotes myths and motives women and girls to be shunned and humiliated".

They are not permitted to get inside a house with a man or make food in rural Ghana (Littman, 2018). In order to prevent touching her, she is occasionally even given food with a stick (Nevash, 2017). Menstruation is a basis for discrimination in India, and is frequently given as the justification for excluding girls and women from participating in social and religious gatherings and keeping them away from kitchens (BBC, 2020). 71% of adolescent females in India don't know they menstruate until they get their first period, according to one research (BBC, 2020). Knowing something that is this basic lay the groundwork for empowerment, and not knowing it speaks volumes about how severe the problem of societal stigma is.

Even in nations where discussions about menstruation are generally more open, media advertising almost always romanticize the process and never accurately depict what menstruation looks like or feels like. In addition, blue liquid is used by a lot of them to depict monthly blood, suggesting a viewpoint that finds it repulsive to depict menstrual blood on television despite the fact that it frequently appears in medical dramas and horror films (Bell, 2017). “Because girls and old women are not adequately informed about sexual and reproductive health, a discourse that is mostly supported by ignorance, taboos, and stigmas also contributes to the cycle of early pregnancies and child marriage. They consequently lack the confidence to make enlightened, independent decisions and choices regarding their own bodies”.

2.5 Theoretical Framework

This section provides theoretical perspectives that guided the study. Misogi and Spokane (2018) defined theories as sets of interrelated ideas and paradigms. Theories are therefore important in social work research as they help to understand social problems faced by teenagers from low-income families. The study focused on two theories that is “Maslow's theory of hierarchy of needs” and Karl Max's theory of social class

2.5.1 Maslow's hierarchy of needs

Maslow's theory of motivation explains, how simple needs are vital in identifying one's social role in the future. Jones and George 2012 says that, “one ought to fulfil lower fundamental needs earlier than intending on to meet higher degree increase needs”.

The love belonging wishes which encompass secure family and friendship might now not be enjoyed with the aid of kids from low-income families due to the fact most of the families stay in poverty, some households are child headed and some are orphaned children.

2.5.2 Karl Max's Theories of social class

social scientists to listen chiefly on socioeconomic classification was Karl Max. His fundamental idea is that of capitalism. According to Charalambous and Hollyburn (2013), “his predominant centre of attention on social type was once that one's social classification dictates one's social life. Basically, he intended that, if one is in upper class, life was once one of leisure and abundance; even as these in the decrease type lived lives of hardship and poverty”. Giddens,2004 says that, “according to Marx, manager of the capability of production is one

social factor which determines the place one fits in the social category hierarchy”. This mean that children with limited access performs terrible academically.

2.5.3 The human needs theoryHuman by nature prefers more to less therefor this theory contributes a lot to human need. Giddens (2004) this concept “implies that, conflicts will continue to exist inside the society, if big variations between the prosperous and the bad continue to exist inside the society”, In Burtons view, “the needs more salient to an appreciation of destructive social conflicts have been those of identity, recognition, security and personal development”.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Research methodology is outlined in this chapter. This chapter includes the sample, population, sampling technique, lookup design, facts collection processes and data evaluation method and ethical considerations. Research methodology is the explanation of all activities and approaches undertaken at some point of the path of the research.

3.1 Research design

Research design is a complete strategy chosen to integrate a number of components the research in intelligible and logical way, so that the researcher can effectively deal with the research problem (Barbara, 2020). According to Smith (2021), a “research design refers to the strategy and structure of the research used to attain evidence to response research questions”. The researcher chose it because it allows the researcher to have more freedom in the amount of data to be collected, as well as the sources from which the data can be obtained.

3.1 Methodology

Creswell 2020 defined methodology is “an organized way of coming up with a solution to solve a problem, it is a science of studying how research is to be carried out” .in this research the researchers will use qualitative research as a methodology to produce quantified, in-depth information and quality data. The researcher used qualitative research.

3.2 Population

Adobo and Kombo, 2022 defined population as a group of objects or people in which samples were taken for measurement, observation and analysis. It is also defined as a group of people, objects or subjects with similar characteristics in which a sample is selected for measurement, or in which the researcher conducts a study for generalisation (Mugenda, 2021). Murewa is the targeted population aiming to sample 4 villages, and 11 villagers with the most interest on teenagers since they are the ones who have lived experiences on menstrual poverty.

3.3 Sampling

A sample is a small fraction of the population where information can be obtained and is usually a small group of people who are easily accessible (Kamara, 2020). Alvin (2020) defines sample as “a group of relatively smaller number of people selected from a population for investigation purposes”. This research used sample of 17 teenagers only.

3.4 Sampling Technique

(Tongo 2020) shared a view that purposive sampling, “is effective when one needs to study a certain cultural domain with knowledge experts in it”. Creswell (2019) viewed that “purposeful sampling in qualitative research selects respondents and sites for the study because they are well informed and clearly understand the research problem in the study”.

3.5 Data collection methods

Data collection can also be well-defined as the methodological process to gather information about a specific subject. (Kamar, 2019). States that “there are two methods of collecting data that are qualitative and quantitative data collection methods”. This research we are going to use both.

3.6 Research instruments

Research instrument is used to ruck, quantify, and analyse information relevant to the study objectives of the user. The research instruments include interviews, observations and survey. The research will use interviews and survey as the research instruments. The study used semi-structured interviews, which employ an interview technique to lead the researcher through the interview process while still allowing the researcher to probe the participant for extra information (Stuckey, 2013) states that, “Despite the existence of a set of leading questions, the subject's response allows the researcher to submit more enhanced queries than those originally created” (Jackleg et al, 2006). The interviews will be conducted face to face with clients.

3.7 Interviews

Bryman (2022), views interview as, “a collection of questions designed to be asked by an interviewer”. He further observed that, “One can note that an interview is the matter of prompting a dialogue between respondents and interviewer whereby the researcher will be asking questions to the research respondents”. Interviews are more advantageous as they allow great flexibility.

3.8 Chapter summary

This chapter focused on several ways, collection methods, sample, methodologies used and sampling techniques used. With the above mentioned this chapter showed how mixed methodology has shaped the study, ethical considerations with regards to sensitive information were taken into consideration.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 INTRODUCTION

The chapter presents, as well as the analyses of research findings of data obtained from the participants. Data presented was guided by research questions. The study used a qualitative research methodology. This chapter provides a socio demographic characteristics of research participants by processing data collected. The data collected is the views of 11 research participants with 5 respondents being parents or caregivers of teenage girls from low- income families who are experiencing period poverty 7 were the teenagers and 2 were the key informants who provide various support either to the teenagers directly or to the parents and care givers.

The response rate of the respondents in Murewa District

Category of respondents	Target number of respondents	Frequency of the respondents	Respondent's rate
Teenagers	9	9	100%
Care givers	5	5	100%
Key informants	2	2	100%
Village community workers	1	1	100%

The participants of the research were interviewed through open ended interviews, the respondents gave a total of 17, The key informants were 1 Governmental and 1 Non-Governmental Organization. Questioners were used for collect data. Questioners were distributed to 15 villagers. Targeted groups were reached, meeting was given at a Dandaro meeting with teenagers in Makwengura village as well as meeting with the village community worker.

4.1 Socio Demography of research participants

4.1.1 Socio -Demography of caregivers or parents from low - income families on menstrual poverty

Participants	Sex	Source of income	Size of household	Age of the teenager
Caregiver 1	Female	Unemployed	6	15
Caregiver 2	Female	Unemployed	4	12
Caregiver 3	Male	Farmer	7	14
Caregiver4	Female	Community worker	10	16
Caregiver 5	Male	Carpenter	9	13

The table above shows that the researcher interviewed 5 participants and out of the 5 participants, 3 were females and 2 were males. Out of the 5 participants 3 are employed and 2 are unemployed.

Table 4.1.2 Distribution of participants by age and highest level of education attained.

Number of participants	Age	Level of education attained
One	14	ZJC
One	19	Ordinary Level
One	13	Grade 4
One	15	Grade 7
One	16	Ordinary level
One	15	ZJC
One	18	Advanced Level

A total of 7 participants were drawn from Makwengura village. The information shows that the participants were between the ages of 13 and 18. In terms of education, the table shows that most of the teenagers have Ordinary Level as the highest level of education.

Table 4.2 Distribution of key informants by sex, working experience and Responsibilities

Number of participants	Sex	Working Experience	Responsibilities
One	Female	5 years	1 Child Protection 2 Advocacy and Influence 3 Sexual Reproductive Health Rights 4 Sustainable Livelihoods
Two	Female	11 years	Social services

The table above shows the key informants contracted during the research findings. The key informants had a support service they offer to the target group that is teenage girls from low-income families. A social worker under the department of social development in Social Welfare was contracted and indicated that they offer social services to teenage girls from low-income families.

4.3 PRESENTATION OF FINDINGS

Experiences of teenage girls from low- income families on menstrual poverty

Care givers or parents with children from low-income families with teenage girls showed a lot of challenges that they face in their daily lives especially in providing necessities to their children when they are in their periods.

Lack of income

'My first born is not my husband's daughter, she is from my previous marriage and my husband does not like her and he does not provide for her so I have to make sure so that I can provide for her. I am not employed and my husband does not give me money. For me to get money I do part time jobs and I earn a very little income which is not even enough for me to look after all my 3 children worse now the girl started her periods last year and what pains me is that I cannot afford to buy sanitary wear for her and she uses rags during her periods'

Caregiver 1

Data collected from the research shows that parents of children from low- income families live in poverty because of unemployment

'It is difficult for me to look after my children ever since my husband died. I am the one taking care of my family and it is hard for me to provide for all my three daughters'.

Caregiver 2

The other findings show that the caregivers were able to provide sanitary wear to their children because they are employed.

'I am a farmer and I earn an income which is enough to provide basics to my children'

Caregiver 5

'Being a single mother and looking after me 2 daughters is very hard but I work so hard for my daughters.'

Caregiver 3

4.3.1 Teenage girls' access to sanitary wear

Data generated from the research shows that children from low - income families have little or no access to sanitary wear at all. The teenage children say that most of their parents do not provide them with sanitary wear because they give reasons that during their time there were no sanitary products and they would use clothes as sanitary pads which were reusable.

'We are 4 girls in our family and all of us have started our periods. The main challenge we face is during school days and then your periods come, in cases like that I normally choose to skip school and wait until I have finished because I fear that I might spoil at school and then my friends will laugh at me'

Thus, it is very difficult for teenage girls from low-income families to participate well in class as well as their confidence at school hence leading to poor academic performance because of poverty.

From the findings, it is revealed that teenage girls in the context of Covid 19 are faced with challenges of accessing sanitary wear as well as access to services on Sexual Reproductive Health Rights in their communities.

Being the deputy parent to my 3 siblings is so hard for me, I had to drop out of school when my father died so that I can work and look for a job so that I can look after my siblings. Buying sanitary products is the last thing to do because I choose to buy food first.

Challenges associated with menstrual poverty

The research findings outlined that menstrual poverty has an impact on health implications. Most teenagers often find themselves using sanitary products for a long time than the expected time. One of the teenagers cited that *(When my period comes during school days, I do not change my pads, I use one pad the whole day and only change it the next day because we share a packet of 10 pads with my 3 siblings)*. If one cannot afford menstrual products during their cycle, they can use products that can cause infections.

The other challenge associated with menstrual poverty is low standards of life and poorly mental health. One respondent outlined that:

(During my cycle in school, usually I lose focus because I use old cloth as sanitary products, my main worry is that maybe one day I might have a heavy bleeding and this will result in me spoiling my uniforms and that is the reason why I do not focus in school during my cycle and most of the times I choose to skip classes and only attend classes when my cycle is over).

Child labor is also another challenge that is experienced by teenage girls from low-income families. Most families in rural areas are child headed families and some of them are orphaned children hence in most cases, the deputy parent of that family has the burden of working and providing for the other siblings. It is usually during this time that most of the children face harassment as well as abuse from their employers at work place. They work for long hours and get low wages in return which is not even enough to take care of the family. Another participant alluded that:

During my spare time when I am not in school, I do part time jobs such as doing laundry, washing dishes and watering people's gardens. I then use the money to buy my sanitary products as well as food for the family.

4.4 Impact of menstrual poverty to teenage girls

Early marriages

The major impact of menstrual poverty to teenage girls from low-income families is that it leads to early childhood marriages. Most of families in rural areas are leaving in poverty because of unemployment of their parents. Most parents are finding it difficult to provide basic needs to their families. Due to extreme poverty in the families most teenagers find themselves in a situation where they have to leave their families and get married at an early stage in search of better lives. Most of these girls are school dropouts and they spend most time in the house and also facing difficulties when their cycle begins and at the same time, they cannot afford sanitary wear. One participant during an interview said that:

(The reason why got married at tender age was that my parents were poor and they could only afford one or two meals per day my friends used to laugh at me until I find a boyfriend who would give me money and then I decided to elope to him and because I needed money my husband would beat me until one day my parents took me from the abusive marriage and now am leaving with my parents).

Another participant said,

(inini kumba kwedu tinopinda positiori yekwamarange , rim we zuva baba vakangouya vachit urikuroorwa nemurume wekukereke kwedu aiva nemabhizinesi pedyo nezvitoro zvaive pedyo nepamba pedu vachit zvirinani ubvisirwe hako pfuma tiwane mari pane kuti tingokuchengeta hedu pano pamba .Ipapo ndaive ne makore gumi nemashanu .Translated to (In our family , Johane Marange is our religion and one day my father came home telling me that I was supposed to get married by a business man in our area who was rich because my father said that it was better for me to bring money to the family rather than to stay at home. By that time, I was only 15).

4.4.1 Effects of Limited Access to SRHR

Teenage girls from low- income families have little or no access to SRHR services and information because of their background. Most of the girls come from rural areas where health facilities are very distant from their homes. They walk very long distances in order to access SRHR services. Lack of this information and services can have an impact on the life of a person

because they can be abused and taken advantage of because they lack information about their rights as teenagers. In most cases, the teenagers found themselves in situations where they have to suffer abuse and do not know where to access information on Sexual Reproductive Health Rights. One participant cited that, *(Most of the information about reproductive health is taught at school and largely because most of us are no longer in school, we cannot access such information and services).*

4.5 Effectiveness of the support services offered to teenage girls from low- income families

Data generated from the interviews in Murewa District showed that some of the living conditions of teenage girls from low -income families have been improved by the various social services that have been provided to them from the government as well as from other non-Governmental organizations and well- wishers. The respondents showed that some of their requirements may not be available at their homes, families and at schools but the government has been helping them and, in most schools, sanitary wear is found in their toilets. Other Non-Governmental organizations have also joined the rest to fight menstrual poverty by donating sanitary wear to teenagers as well as teaching the teenagers on how to make reusable sanitary products. Another respondent said that,

(In our village, we are taught on how to make reusable sanitary products and in our schools, there are pads in our toilets hence making life a bit easier).

4.6 Summary

The chapter responded to three research questions and highlighted the lived experiences of teenage girls from low-income families on menstrual poverty and its effects. The chapter presented and analyses the data by stressing the need for rescuing the plight of the girl child. The presentation of findings was in a form of table of values.

CHAPTER 5

5.1 Introduction

Chapter 5 seeks to summaries the research projects. It will give the summary of the research from the introduction to analysis and data presentation and the conclusions and gives recommendations. The intention of the study used to be to discover the lived experiences of teenage girls from low-income families on menstrual poverty as on the following objectives:

- To discover the lived experiences of teenage girls from low-income families on menstrual poverty.
- “To explore on the impact of menstrual poverty on the rights of girls and women”
- To access the response mechanisms used by the government and other organizations to counter the experiences.

5.2 Summary

Chapter one was the projects introductory which consisted of the background of the study, were the effects of menstrual poverty on teenage girls that are social , economic , physical were outlined in the study background, literature review and research goals of the study , research questions , research assumptions , study significance and additionally obstacles of the study, were outlined in chapter one .The lived experiences of teenage girls from low income families was also outlined in this chapter.

Chapter two looked at researches from various scholars who researches in menstrual poverty, as well as various theories also used. work done by the government on menstrual poverty were also highlighted, the main objective was to edify gaps that might have been left by other researchers.

Chapter three was the methodology of the research. This chapter focused on the lookup methodology that was once used in this study and it also includes research design, research population with a sample of 17 participants, sources of data, data collection

instruments and the ethical considerations. Hence the chapter unpacked other research methodology and design in the study.

Chapter four gave a presentation on research findings on the lived experiences of teenage girls from low-income families on menstrual poverty. The research findings gave answers to the questions in the study.

5.3 Conclusions

The key objectives of this research were to explore the lived experiences of teenage girls from low income families on menstrual poverty. The study focused on the impacts of menstrual poverty. The challenges that affect teenage girls from low income families were also outlined in chapter two as viewed by scholars and then critically chapter 4 justified the effectiveness of the solutions to the experiences given by the research respondents can note that most teenagers from low income families cannot afford sanitary products. Most of them uses newspapers, cotton, old cloth cow dung. Thus, there are other alternatives that these young girls turn to for example use of reusable sanitary products which they are being taught to make by some organizations. However, most of these products are donated in schools and hospitals and most of these girls are not able to access them, some of them are school drop outs and others live far from the hospitals.

5.4 Recommendations

- The government should see to it that each and every girl child especially from low-income families in rural areas are given sanitary products in places where they can easily access them.
- The researcher recommends that there is a need to increased donor support for menstrual education and activities associated.
- More Psycho – Social awareness and Coping Skills workshops needs to be done in rural areas as a way to address the lived experiences of teenage girls from low-income families

5.5 Areas of further research

- The impact of menstrual poverty on marginalized communities.

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APENDIX 2 CAREGIVER INTERVIEW SCHEDULE

Lived experiences of teenage girls from low income families on menstrual poverty. A case of Murewa District.

I am Ethel Katsande a student from Bindura University of Science Education. I am doing a research on the lived experiences of teenage girls from low-income families on menstrual poverty. A case of Murewa District. You can terminate the interview at any point or skip any questions that you wish not to answer.

SECTION A: EXPERIENCES FACED BY LOW INCOME FAMILIES WHO HAVE TEENAGERS.

- 1) What is your gender?
- 2) How old are you?
- 3) Are you employed?
- 4) If Yes, which sector are you in informal or formal sector?
- 5) If employed, how is the livelihood of the family?
- 6) Type of family?
- 7) Who is the head of the household?
- 8) What are the challenges that you face as a family with teenage girl children who have no access to menstrual products.

SECTION B:

- 1) How many teenage girls are in the family?
- 2) How many are experiencing menstruation?
- 3) How accessible are sanitary products for your teenage girls?

4) What do you think is the effect of limited access to menstrual products?

APENDIX 3 INTERVIEW SCHEDULE FOR TEENAGE GIRLS

My name is Ethel Katsande a student from Bindura University of Science Education and I am doing a research on the topic on Lived experiences of teenage girls from low-income families on menstrual poverty. A case of Murewa District. You can terminate the interview at any point or skip any questions that you wish not to answer.

- 1) How many are you in your family?
- 2) Who do you stay with?
- 3) Do you have anyone takes care of you at home?
- 4) Do you go to school?
- 5) Comment on your access to sanitary wear?
- 6) Do you have access to services on SRHR in your area?
- 7) What is the effect of limited or lack of access to SRHR?

APENDIX 4 KEY INFORMANT INTERVIEW SCHEDULE

Lived experiences of teenage girls from low-income families on menstrual poverty. A case of Murewa District.

My name is Ethel Katsande. I'm a student from Bindura University of Science Education and I am doing a research on "Lived experiences of teenage girls from low-income families. A case of Murewa District. I will ask you about your access to services and welfare of children. You can terminate the interview at any point or skip any questions that you wish not to answer.

1)In which category does your organization fall? State or Private

2)What are your key services?

3)What do you think defines a family as low income earning?

4)Which support services offered to parents who have children who do not have access to menstrua

l products?

5)For how long have you been offering these services as an organization?

MINISTRY OF LOCAL GOVERNMENT AND PUBLIC WORKS

Correspondence should be addressed to

The District Dev Coordinator
Tel. +263 22283
+263 22579
Email murewada@gmail.com



ZIMBABWE

The District Development Coordinator

Private Bag 652

Murewa

6 February 2023

Ref: ADMN 16

ATTENTION: Ms. Ethel Katsande
MUREWA

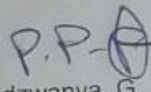
RE: PERMISSION TO CARRY OUT DISSERTATION RESEARCH IN MUREWA DISTRICT-
MASHONALAND EAST PROVINCE: ETHEL KATSANDE-REGISTRATION NUMBER:
B1852278-BINDURA UNIVERSITY OF SCIENCE EDUCATION

The above subject matter refers.

Reference is made to your letter wherein you requested for permission to conduct a Research Project entitled "*Lived experiences of teenage girls from low income families on menstrual poverty.*" as part of the dissertation in scope in partial fulfillment of the Bachelor of Honours Degree in Social Work at Bindura University of Science Education.

Please be advised that the District Development Coordinator has granted you authority to undertake the said Research Project. You will be working using the existing Government structures at district and sub district levels. In the same vein you are also required to furnish the District Development Coordinator, other Government Departments and the Local Authority with your dissertation findings.

Wish you the best as you further your academic.


Wadzwanya. G.

DISTRICT DEVELOPMENT COORDINATOR: MUREWA

DISTRICT DEVELOPMENT
COORDINATOR
MUREWA

0 / FEB 2023

P. BAG 652, MUREWA
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