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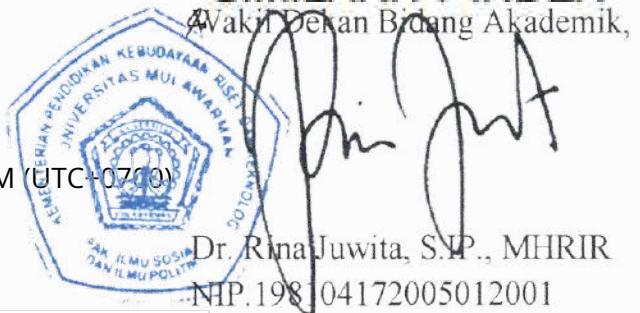
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PERAN CAMPAIGN FOR FEMALE EDUCATION(CAMPED) DALAM MENGATASI MASALAH PENDIDIKAN ANAK-ANAK PEREMPUAN DI ZIMBABWE

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Abstract: Viona Salsa Bylla, NIM 1902046619, with the thesis entitled "The Role of Campaign For Female Education (CAMPED) in Addressing the Problem of Girls in Zimbabwe," under the guidance of Mrs. Aisyah, S.P., M.A. in the International Relations Study Program, Faculty of Social and Political Sciences, Muhammadiyah University, Samarinda, in 2024. This research aims to explain the role of Campaign For Female Education (CAMPED) in providing support to enable girls in Zimbabwe to attend school and receive their right to education. This research uses the study is conducted using the theory of international organizations by Clive Archer. The research method used is descriptive qualitative research. The data sources come from both primary and secondary data. In data collection, the author gathered data through literature study. The results of this study indicate that CAMPED's role as an international organization can be viewed from three aspects according to the theory of international organizations. First, CAMPED as an instrument serves as a platform for CAMPED member countries to achieve their international goals through the Learner Guide and Parents Support Group programs. Second, CAMPED's role as an arena, where it provides a space for CAMPED members to discuss issues in their respective countries through the program. Lastly, CAMPED acts as an independent actor, making its own decisions or programs without external influence, in one such program being My Better World.

Keywords: The Role of International Organization, Campaign For Female Education, Girls Education, Zimbabwe, CAMPED Association

Pendahuluan

Pendidikan adalah salah satu investasi terpenting yang dapat dilakukan suatu negara untuk masa depan. Pendidikan yang tinggi berkorelasi terhadap aspek kesehatan, mata pengetahuan, stabilitas sosial, sehingga mendongkrak perumahan ekonomi jangka panjang suatu negara. Pendidikan merupakan hak sementara bagi anak-anak dalam pengembangan dirinya. Namun dibanding laki-laki, perempuan masih lagi perlu upaya selama ini condong dibatalkan. Padahal ketertutupnya pendidikan yang merata tanpa memandang gender masih menjadi permasalahan di sebagian negara berkembang, salah satunya Zimbabwe (UNESCO, 2020).

Angka terdahulu masyarakat Zimbabwe di pendidikan antara tahun 1984 hingga 1986 terbilang tinggi yaitu di atas 99%, namun mengalami penurunan hingga 80% pada tahun 1997, dan tetap di bawah 85% hingga saat ini tahun 2024. (World Bank, 2015). Pendidikan di Zimbabwe merupakan salah satu faktor utama dalam kesejahteraan dan Stabilitas¹. *Structural Adjustment Programs* (SAPs) oleh pemerintah Zimbabwe. *Structural Adjustment Programs* (SAPs) adalah rangkaian program yang diciptakan oleh *International Monetary Fund* (IMF), terdiri dari empat tahapan implementasinya yaitu

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