

MIDLANDS STATE UNIVERSITY



FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS, MANAGEMENT AND

CURRICULUM STUDIES

**An investigation into the effectiveness of the Basic Education assistance Module (BEAM) in
reducing dropout rate in Mberengwa District Primary Schools**

By

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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APPROVAL FORM

The undersigned certify that they have read and recommended to the Midlands State University
for acceptance, a dissertation entitled:

**An investigation into the effectiveness of the Basic Education Assistance Module. (BEAM)
in reducing dropout rate in Mberengwa primary schools**

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In partial fulfilment of the requirements of the Bachelor of Education Degree in Educational
Foundations at the Midlands State University.

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RELEASE FORM

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RESEARCH TOPIC: An investigation into the effectiveness of the Basic Education Assistance Module (BEAM) in reducing dropout rate Mberengwa District Primary Schools.

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DEDICATION

This dissertation is dedicated to my family, my friend Abigail and my husband Mike Rice.

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I would like to express my profound gratitude to my supervisor Mr Mavhengere. His scrupulous, critical comments and positive suggestions coupled with the unfailing encouragement and support enabled me to complete the research.

Special thanks to the Ministry of Primary and Secondary Education for granting me Permission to carry out this study in various primary schools in their Ministry. I am also indebted to all the schools and household I visited in carrying out this research for their cooperation when I was administering the instrument

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Abstract

A study to investigate the effectiveness of BEAM in reducing dropout rate was carried out in Mberengwa North Cluster. The sample size had five school heads, ten school teachers, five School Development Committee Chairperson, ten Community Selection Committee (CSC) members and thirty OVCs at school, which were selected at five different schools. Thirty parents and thirty orphans and vulnerable children from the communities surrounding the school were also chosen for the study. Questionnaires were administered to the teachers and the school heads. Interviews were conducted on the rest of the research participants. The study found out that there is still a problem of drop out prevailing in Mberengwa district and the BEAM programme is failing to address the issue. The study established that BEAM is a school fees assistance programme only. It does not provide other necessities for the children to learn like food, transport and stationary. The selection criteria are also subjective in some instance because there are some pupils who are benefiting from the BEAM programme who are neither poor nor vulnerable. The study recommends that the BEAM programme should be an inclusive approach that should not only pay for school fees but also cater for the students needs especially the safety needs like food, good shelter, and clothing.

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LIST OF ABBREVIATIONS

BEAM Basic Education Assistance Module

HIV Human Immune Virus

AIDS Acquired Immuno- Deficiency Syndrome

ESAP Economic Structural Adjustment Programme

OVC Orphans and Vulnerable Children

ESPP Enhancement Social Protection Project

SDC School Development Committee

CSC Community Selection Committee

NGOs Non-Governmental Organisations

DEO District Education Officer

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CHAPTER ONE: THE RESEARCH PROBLEM

1.0 Introduction

This chapter presents the aims objective and the problem statement among other aspects that direct the flows of the research process. It presents a logical flow of ideas informing how the Basic Education Assistance Module came into existence and as such forms the bedrock of this research study. Information to the aims of Basic Education Assistance Module (BEAM) programme and its implementation will be provided.

1.1 Background to the study

There is an increasing problem of school dropouts amongst orphans and vulnerable children of primary school going age, due to the Human Immune Virus/Acquired Immuno- Deficiency Syndrome (HIV/AIDS) deaths that have affected the entire universe since the pandemic began (Mupedziswa, 2006). Poverty has also lead to the increase in dropout rates in Zimbabwe as many parents and guardians cannot afford to send their children to school. Many primary school children in rural areas have dropped out of school due to poverty and death of parents or guardians. The increase in dropout rate as explained by Gordon,(1996), resulted due to the introduction of the Economic Structural Adjustment Programme(ESAP) in 1991 which led to many parents losing their jobs In Zimbabwe. By year 2000 the country's economy had collapsed. Through frustration that the donors could not provide funds to purchase land, the government scrambled for commercial farms in Zimbabwe under the Fast Track land reform programme. The Operation Restore Order where by many structures were destructed in the urban area also contributed to impoverishing the masses of Zimbabwe. These structures included tuck shops and people's homes. This led to people losing their sources of income and places to live

and in turn increased poverty and dropout rates in Zimbabwe. Majority of Orphans and Vulnerable Children (OVC) live in extreme poverty with little or no disposable income. Some of these OVC are also heads of the households. The CONSTITUTION OF ZIMBABWE AMMENDMENT (NO.20) ACT 2013 says that the nation must foster legal measures that protect the children from child labour, mental and physical abuse among many other forms of abuse. The state has to ensure that all the rights of children are exercised. This includes the child's right to education. The social security system and the development of community social services provide great support for OVC in need but is not sustainable (UNICEF, 2010)

The expensive school levies and low employment rate resulted in the increase of OVC destitution, poverty and lack of providing social services which in turn has raised a lot of questions on the welfare system for children in Zimbabwe. Majority of OVC at homes and in institutional care are living in absolute poverty with little or no means to survive. This has increased their vulnerability and such problems as school dropout. The Government of Zimbabwe has carried out many programmes to ensure that vulnerable children have access to quality education. In 2001 the government introduced the Basic Education Assistance Module programme (BEAM) to assist OVC access education. Marongwe, (2007) states that BEAM was conceived as a part of the Enhancement Social Protection Project (ESPP) in the year 2000 in order to assist the OVC in accessing quality education as it is an international policy that no child must be left behind in receiving their right to education.

Education is seen as a right to every school going child internationally. This is seen within the United Nations Decade for Education for Sustainable development 2005 to 2014 where member states were called upon to ensure that all their citizens have access to quality education. Alexander, Entwisle & Kabbani (2001) suggest that dropout rates should be eliminated and

strategies put in place to ensure quality education to every school going child is brought at their door step.

BEAM is the largest form of the government programme offering educational assistance in Zimbabwe to date. Since 2008 due the economic collapse of Zimbabwe it is assisted by other organisations from the private sector, Non Governmental Organisations (NGOs) and the churches. There has been rapid growth in the education sector since Zimbabwe attained independence in 1980 April 18. However (Swainson, 2000) states that poor access and quality provision of education in Zimbabwe continue to persist. Access to education is still restricted amongst children from low social economic background, farming areas and most remote parts of the country, which include Mberengwa district. The BEAM programme was initiated by the Government of Zimbabwe to assist children coming from such background. There is need for thorough monitoring and supervision in the implementation of policies to facilitate effectiveness of BEAM programme in addressing the problem of dropout of school children. The BEAM programme's main focus is to improve efficiency, transparency and ensuring delivery in government education assistance to orphaned and vulnerable children. The removal of subsidies to basic education resulted in severe hard ships for the poor and the disadvantaged members of the society to keep their children in schools.

One of the fundamental factors to the development of a nation is education. Zvobgo (1994) education in the entire world has been regarded as a key to development. It is noticed that in the developing countries since the early sixties value was placed on expanding education very fast. Education provides the labour market which is the human capital. Human capital is defined by (Muther 1999,p. 205) as “accumulated stock of skills and talents and manifests itself in the educated and skilled workforce in the region.” Palmer (2008), states that education should be

regarded as an important contribution to decent work, employment, cultural and political participation, economic wellbeing and security. This therefore makes education an essential component to development of the nation's economy. The National Commission on Excellence in Education (1983) state that any country that fails to offer education runs a risk of wasting a crucial economic resource which has a role to play in economic development.

The major function of education is to transmit norms and values of the society, obey social rules. Learning to cooperate with different members of the society who are neither their relatives nor friends are also functions of education (Haralambos and Holborn, 2004). Schaefer (2012) proposes specific skills development, role allocation and socialization skills as being fixed through education. Schools act as a bridge between the family and the society as a whole in preparing children for adult's roles. Education therefore prepares children to be functional members of the society and also to fit well in the society. If children do not have access to education then they are likely to have a grim future because they will have difficulty competing in the labour marketing, lack skills that today's job require and low self-esteem (Powers & Wofkiewiez, 2003). For these reasons children who lack education become misfits in the society. OVC are a group of marginalized and neglected people in the society of which without any aid they have little or no opportunity to access education. The government of Zimbabwe conceived the BEAM programme to assist OVC in accessing education by paying their tuition fees and exam fees.

1.2 Statement of the problem

Education is a basic human right to every school going child internationally. Education prepares the child for the parental role and the work world. The roles played by education are very crucially hence every child must go through this system. In capitalist countries like Zimbabwe

education is not free and it is now a challenge for children living below the poverty datum line to gain access to education because they cannot afford to pay fees. There is an increase in orphans and vulnerable children due to the harsh economic and health conditions prevailing in the country. Some of these children are living as heads of the family or are being ill-treated by their relatives. Most children suffer discrimination, segregation and stigmatisation in their homes, communities and schools. Poor health growth, poor development, inability to achieve full potential and poor school attendance are the results witnessed among the orphan and vulnerable children in Mberengwa district as a result of their orphan hood and vulnerability.

The boy child drops out of school and moves to illegal gold panning and the girl child drops out of school and moves into prostitution or early marriage targeting the boy child doing illegal gold panning. To assist the orphans and vulnerable children the government of Zimbabwe has embarked on social welfare programmes that offer assistance to these children in order to have access in education. Some of these programmes have failed and ceased to exist, but Basic Education Assistance Module still exists today. This programme was created in 2000 and still stands today to assist the orphans and vulnerable children who cannot afford to access education. This programme seeks to assist the Orphans and Vulnerable Children by sending them through the eleven years of primary and secondary education as a measure to reduce dropout rates in schools. Lack of education is a major obstacle in children's welfare development which is now a problem in Mberengwa District. Most children in Mberengwa district live with guardians because their parents flee the district in search of greener pastures and never came back or even sent back any form of assistance for their families. Another major reason for the children to live with guardians is the increased death toll due to the HIV and AIDS pandemic. For these reasons orphaned children end up not going to school. Basic Education Assistance Module comes into

play as a mitigating strategy to solve the problem of dropouts amongst Orphans and Vulnerable Children. For the problems stated above a research on the effectiveness of the basic assistance module has been carried out.

1.3 Research questions

- 1) How adequate are the Basic Education Assistance Module resources to help all vulnerable children accessing education?
- 2) What are the challenges faced in the implementation of Basic Education Assistance Module in Mberengwa Primary Schools?
- 3) What should be done to ensure that BEAM caters for all needy students?
- 4) What is the criteria being used to identify deserving BEAM beneficiaries?
- 5) How does BEAM allocate funds to different schools since they charge different amounts?
- 6) What is the dropout rate of OVC for the past five years?

1.4 Significance of the study

The study on the effectiveness of the Basic Education Assistance Module in reducing dropout rate in Mberengwa district will assist the government in knowing if Basic Education Assistance Module is being implemented well. The government will also have a better background to base on when allocating funds in order to distribute them fairly and justly to deserving children. The government will also learn the challenges being faced by schools in implementing the Basic Education Assistance Module programme and the possible solutions to these challenges. The

government will get to know the needs of the learners, schools and societies concerning the Basic Education Assistance Module programme.

The schools will also know the best ways of selecting the most children in need of the Basic Education Assistance Module. It will know on how to deal with the problems they also encounter in the implementation of Basic Education Assistance Module .This research will provide the school with how to deal with problems faced by orphans and vulnerable children. The school also knows the rightful student to benefit from Basic Education Assistance Module since the research will also dwell on the criteria to follow when selecting Basic Education Assistance Module .The completion of the research project will assist the researcher in completing the course.

1.5 Delimitations of the study

The research will be carried out in primary schools in Wanezi resettlement area in Mberengwa district. Five schools primary will be targeted for the purposes of this research. These primary schools were chosen on the bases of their proximity to each other .The schools are namely Shauro, Mberengwa, Chomukonde, Vungwe and lastly Zvikombe.

1.6 Limitations

The researcher may face financial constraints in photocopying, typing, printing and traveling to the supervisor with distance between Gweru and Mberengwa. Travelling within the study area, and generating data among people who may not be willing to assist at that time may also be a limitation. The research ethics that are not supposed to be breached may also be a limitation. For example the researcher may be denied permission by the guidance or parents to interview their

children. If the timing is wrong the subjects may wish to withdraw. For example this research should not interfere with the teaching and learning process in schools so if something that requires the attention of the school heads comes up he or she will abandon me and attend to the issues concerning their schools. Balancing time between carrying out the research and carrying out duties at work is also another possible limitation.

1.7 Summary

This chapter concerned itself with the background of the study. Here it dealt on how the Basic Education Assistance module came about. It has been noted that the Basic Education Assistance Module programme targets at funding the Orphaned and Vulnerable Children through the eleven years of primary and secondary education. This chapter also identified that education is a basic right to every school going child but due to orphan hood and vulnerability this right is not accessible to many but to the privileged in Zimbabwe and hence the government's intervention through Basic Education Assistance Module. What the research intends to study has been outlined in form of research questions. Various reasons of why the research is important to the government, the community, the school and the researcher were given. The physical and conceptual boundaries were indicated in the delimitations of the study. Lastly the chapter looked at the barriers that the researcher may likely face in carrying out the study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

This part involves a review of the applicable framework and considerations of various literatures relevant to the research study. This review is fundamentally on a global and national level and it focuses on the studies which were carried out by other researchers on issues pertaining to the effectiveness of BEAM in reducing dropout rates in Primary schools. This chapter discusses the theoretical framework underpinning the study

2.1 Identification of relevant literature, critical interpretation and evaluation of scholarly studies in relation to the area of study

Dropout has been studied under the theories of social science discipline. From these theories two conceptual frame work focusing on different perspectives for understanding dropouts will be used. The first frame work is based on institutional perspectives and the other one on individual perspectives.

Institutional perspectives

Institutional settings where people live shape individuals attributions, these institutions include families' schools and communities .The family back ground is seen as a major contribution to the child's behavior and achievement in school. According to Pong & Ju (2000) the family's socioeconomic status and structure are predictors of achievement. It is the family that molds the attitude of the child as a primary source. Other institutions like the church schools and

communities come into play after the family. However, Coleman, Campbell, Hobson, Mcpartland, Mood, Weinfeld & York, (1966) suggests in his research that it is the school that mirrors the behavior of the child .They argue that the influence of the family was mediated through the school. Dropout is likely to affect children from single parents and step parents as compared to children with both biological parents. McNeal (1999) agrees with this perception. However one research study found out that a change in dissolution of two parent families did not increase the likelihood of dropouts but income loss is the cause of school dropout. There has been relatively little research that has attempted to identify the underlying process through which family structure influences dropout since long back. It is until recently that researches on family structures influencing dropout are being studied.

The levels of the parents' education and their economic status have great impact on dropout and are generally thought of as supporting the human capital theory. The parents make choices about how much time and other resources to invest to their children based on their objectives, resources and constraints which in turn affect their children's desire for education and cognitive skills. Haveman & Wolfe (1994) state that social capital and financial capital are manifested in the relationship parents have with their children. Other families and schools also influence school achievement. From the institutional perspectives students from poor families are at a high risk of being drop outs.

Individual perspectives

This framework is based on the students attributes such as their values, behaviours and attitudes. These attributions contribute to the students' decisions to drop out of school. According to Newman, Wehlage & Lamborn (1992) cumulative process of disengagement leads to students dropping out of school. Finn (1989) suggests that withdrawal from school leads to dropout.

Students should therefore be engaged academically and socially in order to reduce their chances of dropout. They should also be affiliated in the learning process so that they feel that they are wanted students in the school. The schools should therefore meet the needs of the learners and leave no child behind. Wehlage, Rutter, Smith, Lesko & Fernandez (1989) refers to this as school membership. Engagement may be seen by the students' attitude and behavior in formal and informal aspects of school children stay in schools

The Zimbabwean education system

Before Zimbabwe got its independence the British South African Company of 1890 and the Rhodesian Front of 1965 adopted an education system which was racially segregated. The mission of these colonial governments was to create a superiority inferiority complex which saw the Whites as the superior race and the Blacks being the inferior race. In order to achieve this they designed an education system which was skewed in favour of the whites. The aim of the whites was to create an environment where by the blacks will not compete with the whites in the job market. The Black students went through an education system known as bottleneck which limited the opportunity of the black child in advancing into the next level of education. The bottleneck system meant that only fifty percent of the children who attended primary education got the chance to proceed to secondary education. At secondary level the education system was divided into two as vocational and academic education. The vocational education system prepared the learner for blue collar jobs and the academic education prepared the learner for the white collar jobs. Those who went through the academic education had the opportunity to compete with the Whites in the job market. For the fifty percent selected for the secondary education thirty seven and a half percent had access to vocational education (F2) and the

remaining twelve and a half percent accessed the academic educational(F1) (Zhou &Zvoushe 2012 & Zindi 1996).

Riddell (1978) postulates that the benefits given to the Blacks where far less to those given to the Whites. The education system was very parallel and the blacks were poorly funded. For example Riddell (1978) gave statistics that in 1972 to 1973 \$ 28.80 was allocated to one Black child where as \$377.80 was allocated to the White child. In this case on rough estimate the White child benefited thirteen times more than the Black child. It was through such disparities that caused the government of Zimbabwe to take a scientific social approach. At independence in 1980 the Zimbabwean government introduced a wide range of reforms in the education sphere. These reforms were to redress the forms of injustices of the colonial party. Zvobgo (1994) &the Zimbabwe Government (1987) state that education was made a right for every school going child in Zimbabwe and there was an establishment of a free and compulsory children for all children regardless of race.

This was a noble ideology that the government of Zimbabwe took, but because the country was neither socialist nor communist making primary education free milked the country's economy such that education was no longer free. Neither did the government make a follow-up on children who dropped out of school of nor those who did not go to school. The issue of compulsory education was not achieved at all in practice. There was the introduction of the Economic Structural Adjustment Plan which was used as a measure to revamp the economy of Zimbabwe. Many lost their jobs and education at primary level was no longer free. What this meant is that there was an increase in poverty. Many people could not afford to live in the urban areas because they could no longer meet up with the bills as they were no longer working. Many families flocked to the rural areas to start a new live which would suit with their economic status. In the

education system this meant that there was an increase in school dropout because parent could not afford to pay for their children's tuition.

Basic education is essential for any country to develop because it opens ways for further access to education, training and decent work. In 2001 there was the birth of a programme called BEAM. It was designed to provide quality education for orphaned and vulnerable children. BEAM is a means by the government to provide the requirements of the country's constitution in which every child has the right to education. Basic Education Assistance Module is a demand side response to the cost barrier affecting the ability of orphaned and vulnerable children to access education due to increasing poverty levels in the country. Until the end of 2008 the BEAM programme was wholly funded by the government. Due to hyper inflation the Basic Education Assistance Module resources became limited and the objective of supporting access to education by OVC failed. The former education minister in the National Gazette press on 15 January 2015 David Coltart assess that children benefiting from BEAM will fail to pay fees in time because the businesses are continuing to fold and the unemployment rate had risen up to over 80% . This economic downturn has caused the government to face challenges when it comes to delivering social welfare services.

The BEAM programme is facing school fees arrears dating back to 2013 amounting to 22.1 million dollars. The government has been allocated 7 million dollars for the Basic Education Assistance Module to assist one million children looking up to the government for help. By analyzing the figures given above each child is expected to get seven dollars that is if the government is to ignore its arrears and decide to assist every OVC. In 2014 the fifteen million dollars allocated for the BEAM programme was not enough. The Britain's Department for International development gave seven million dollars as allocation for BEAM funding in 2015. If

15 million dollars was not enough, what about the seven million dollars now where the poverty is increasing both in quality and quantity?

Smith, Chiroro and Musker (2012) submitted a report to the Ministry of Public Service, Labour and Social Welfare which states that Zimbabwe has a policy and legal framework that is designed to provide quality education to children including specific policies supporting orphaned and vulnerable children. The government of Zimbabwe is fully committed to ensure that all children in Zimbabwe and their families have their rights fulfilled in line with national, regional and international requirements to which the country itself is a member. THE BEAM concept is based on a legal framework that every child has a right to education. BEAM is not concerned about the academic performance of the learner but their attendance. Its aim is to reduce dropout and ensure that every school going child has access to education. BEAM assists those children going to school but failing to pay fees due to economic hardships. Those who are not going to school due to lack of funding and those who have never been to school because they have nobody to pay their tuition fees . BEAM also caters for learners with special needs. It is a national programme implemented in 59 districts of Zimbabwe both urban and rural.

Factors that may cause dropout

Rumberger and Lim (2008) state that dropout is a process that takes a very long period of time. It is not an instant decision that every child could make but they are push and pull factors that causes dropout. Jordan, Lara and McParland (1994) argue that school children dropout because of various situations within the school environment. When this happen, these are push factors. Watt and Roessingh (1994) listed some of his push factors as test attendance, poor behaviour and discipline policies .Here the school acts as the agents of dropout. Push factors on the other hand occurs within the learner including financial worries, anxiety, child labour, illness, family need,

marriage and child behavior amounts many others fall under the push factors (Thomas 2000). The student is the agent of dropout in this case. Rosseingh (1996), postulates that falling out is a factor that causes students to dropout. Spandafore (2006) when a student is lagging behind on his academic performance, he or she tends to think that they cannot make it through the learning process. This leads to a self-fulfilling prophecy and such a longitudinal thought leads to dropout. Lack of motivation and support is usually a course of this factor, the learners disengage from learning. At this stage it is neither the school nor the learner that is the agent of dropout. Non-remediated circumstances prevail that diminish the students connection with the school (Doll, Eslami, Walters 2013). Drop out has become a major concern world over and it suppresses the nation's economic development rate. Dropout rates are major problem that vary among racial ethnic and gender groups. Secada, Chavez-Chavez, Garcia, Munoz, Oakes, Santiago-Santiago & Slavin (1998) states that in the United States, dropout rates are present in both racial and ethnic groups. Hispanics have the highest dropout rates and the Whites being the least. The afro American and none Hispanics being at the middle of the two. This is because of the discrimination and stigmatization that prevail in the United States. Hendrek Van Der Paul director of the UNESCO institution for statistics states that Africa has the highest rates of dropouts, Many children have access to schooling but later dropout of school, it is estimated that one in every six dropout before they proceed to grade three and forty percent dropout before the end of primary schooling. Dropout rates are highest in Chad with 72%, Uganda with 68% and Angola with 68% where more than half the learner dropout before they complete primary education. Mauritius has the least dropout rates and Botswana following with seven percent. Zimbabwe had 30% school dropout rate due to the economic down turn as a major cause. Statistics has shown that rural schools have a high dropout rate and many disabled children drop

out due to the long distance they will travel without any help to make their mobility and coordination easy ,

Prevention and intervention strategies of dropout

Dropout is a problem that needs attention as it constitutes to the poor economic development of a nation and the individual becoming unemployable. The uneducated group will become a dependent group and cost the nation money. The National Dropout Prevention Center at Clemson University argues that the high dropout rate has lifelong impact to the students which may cause him to live life as a deviant. This also affects the feel of the community and the school. If the dropout rate of the school is very high the school will be labelled as bad and so is the community. When a child drops out, it is usually the child who is blamed yet at times the school is not being responsive to the needs of the learner. The child then neglects attendance and schoolwork and later dropout. The blame could be on the parents and guardians who lack support and assistance for their children.

Tracking students is a preventative measure of dropouts. This involves studying the child's background, type of family where he or she comes from, his or her performance academically and practically and even his or her attitude behavior. Assumptions can be made about the child's chances of dropping out through tracking. Prevention activities may include guidance and counseling support, awards and reinforcement to increase attendance, consultation day's, meetings with parents or guidance, or social clubs that cater for various learners' abilities. Dropout retriever and reentry programmes are deduction strategies for dropout. When the learners dropout of school it does not mean the end of that students schooling. The school should reengage them in the learning process. Reengagement techniques differ with the nature of the dropout cause. If it is due to peer pressure they may need counseling. If it is due to lack of funds

government assistive module and donor funds may be used. In Zimbabwe for instance there is BEAM which assists OVC to access equal and quality education. Making education free and compulsory is also a way of reducing dropout rate.

Teachers and support staff can also help reduce the risk of drop outs by identifying areas of special needs by the learner and assisting them according to their needs without segregation (Lee and Burkam, 2003). In this literature it is clearly stated that there are many causes for students to dropout. However in Zimbabwe the BEAM programme to assist learners or children facing economic challenges who are either orphans or vulnerable.

2.2 Organisation of reviewed literature and linking it to the research questions

The Preliminary Report of Process and Impact Evaluation of (2012) states that the Government of Zimbabwe believes that the approximate figure of BEAM funding is USD\$30 000 000. This report outlines that the government had USD\$15 000 000 for the programme and the other USD\$15 000 000 was hoped to be accrued through donors .Donors are however not a reliable source as others may respond negatively or positively or agree but never show up with help . In 2012 the government failed to pay for all the OVC that had been targeted for assistance in order to access education. Statistics for the year 2015 has shown that has been an increase in the number of OVC but the funds still remain at USD\$30 000 000. Research has shown that disbursements of funds do not have fixed dates for example in 2003 and 2004 the funds were disbursed in November instead of early September. For 2015 no funds have been disbursed yet. This is the challenge the BEAM funders have to rectify in order to reduce dropout rates.

The BEAM manual outlines that the beneficiaries of BEAM should be those children who have dropped out of school but cannot pay for their education or those who have dropped out due to harsh economic factors or who have never been to school due economic difficulties. The record

of previous failure to pay school fees should be an evidence of the child's economic background so that they can be funded by BEAM .Employment status of the family or health status of the breadwinner, head of the household, opharnhood status, vulnerability status of the child and assets of the house hold should be used in selecting BEAM beneficiaries. BEAM is not a cost effective programme for the nation as it does not care about the child performance at school in order to benefit from the programme.

The selection process of beam beneficiaries

The Community Selection Committee (CSC) select the beneficiaries for the BEAM programme . They forward the beneficiaries to the district education officer who then sits together with the social welfare officers and school psychological services at provincial level. This process has been noted to be cumbersome and prone to manipulation at the various higher stages involved. Selection committees are selected on a bi annual basis. BEAM gives assistance to both primary and secondary level children who would have been selected as BEAM beneficiaries. However at the secondary level there is no selection of BEAM beneficiaries as all is done at Primary School level. The BEAM Form 1/1 of the ministry of Public Service, Labour , and Social Welfare stipulated to the following categories of children as suitable to benefit from BEAM.

- (i) Orphans either having one or both parents deceased.
- (ii) Children living with both biological parent and foster parents that are poor.
- (iii) Children who have never been to school due to lack of monetary funds but are of the school going age.
- (iv) Children who have dropped out of school because of economic hardships.
- (v) Children with disabilities and come from poor backgrounds.
- (vi) Children in school but have records of failure to pay fees and levies.

- (vii) Children who have been living in the streets because they are homeless and they have no one to look after them and are now living in foster homes.
- (viii) Children who are the heads of the households.
- (ix) Children from very poor backgrounds where there is no property owned.
- (x) Bread winners are not employed and have no source of income.
- (xi) Bread winners chronically ill (Ministry of public service labour and social welfare (2005))

Key stakeholders for the beam programme

At community level

Beneficiaries of BEAM are stake holders in the BEAM programme. They are aged between the ages of 6 and 17. They are the ones who receive assistance from the programme. At primary level they get assisted with school fees, levies and building funds and at secondary schools they get assisted with school fees, levies, building material and examination fees. Once a student has been selected to be a beneficiary they get assisted from primary to secondary level. However if the child has transferred they are removed from their previous school list as it is not easy to transfer these school funds. The school heads, principals, CSC and School Development Committee (SDC) are also stake holders who have the role to select the BEAM beneficiaries and to implement the programme. The implementation process is done at local level where by a bottom up approach is used. The District Education Officer (DEO) validates the selected BEAM beneficiaries and monitors the implementation process and validates it. The local government authority like the councillorship have the same role like the DEO. The National Commercial

Bank keep records of accounts, beneficiaries, withdrawals, payments and beneficiaries. Faith Based Organisations and Non-Governmental Organisations (NGOs) are there to donate funds for the betterment of the programme. These also monitor and evaluate budget support. The United Nation's children's funds offer budget support, monitors and evaluate the programme.

At district level

The DEO , Local Authority, National Commercial Banks , Non Governmental Organisation and United Nation's Children's funds are key stake stakeholders the district level . The roles they play are the same as at community level

At national level

Faith Based Organisation , NGO and United Nations Children's Funds are again key stakeholders at national level playing their same roles as at community level .The Parliament Portfolio committee works on budget support for the poor and the needy and it assists in the selection of orphans and vulnerable children . The Ministry of Public Service Labour and Social Welfare which administers the BEAM programme is there to provide funds to the schools which in turn provide funds to the needy students. They are also responsible for the management of the funds, monitoring and evaluation of the programme. The ministry of finance allocates the budget and expenditure and also does the auditing. The key stake holders have their terms of reference stipulated in BEAM operational manual (Kajawo and Mwakiwa 2006).

The selection of beneficiaries is guided by the following policies and legislation:

The education Act chapter 25.

National Heroes Dependents Assistance Act 1994.

Disabled persons Act Chapter 17.

Social Welfare Assistance Act 1998.

Children's protection and adoption amendment Act 2001.

Children's protection and adoption act chapter 5.

2.3 Summary

This chapter reviewed literature on the conceptual frame work of dropout .The frameworks were on the institutional and individual perspectives on causes of dropouts, the Zimbabwean education system was analysed . The BEAM programme was dealt with in this chapter. It looked at how BEAM came into existence and who it targets and how it selects its beneficiaries. The disbursement and adequacy of BEAM funds were also reviewed in literature. Dropout factors, intervention and prevention strategies were looked at.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter presents the methodological requirements of the research. Meyer (1991) view research methodology as the process that follows designed steps of generating and analyzing data. Quantitative and qualitative research designs were both used in this research and the reasons of choosing such a design were outlined. The chapter also looked at the research instruments that were employed in data collection, the sampling method, data collection procedures and also the research analysis plan.

3.1 Research design

In order to achieve the research objectives under study there is need for both qualitative and quantitative methods of data generating to be used. These two methods were used in such a way that they are intertwined. This also reduces limitation, biases and hence come up with data that is a true representative of the area and subject under study (Cresswell, 2007). This research design is called triangulation because it makes use of various methodologies (Denzin, 1978). Triangulation provides valid reliable results and also increases the credibility of the study.

To gather data which revealed the effectiveness of Basic Education Assistance Module in reducing dropout rate qualitative research design was also used. The use of qualitative research enables objectivity as the information is acquired from the subjects of the research under study. Ozmon (2012) state that phenomenologist are concerned with the way people perceive things. They argue that when one perceives thing he or she must perceive them as they appear. Using people as subjects to generate data helped the researcher to gather data that is from the people perception in the area under study. Parents, orpharns and vulnerable children, school heads,

teachers, the Community Selection Committee members and the School Development Committee members was used as subjects of this research.

Quantitative data is data in form of numerals. Numerical data enables the process of analysing data to be easy and providing statistics is possible. The total number of respondents, dropout rates, school enrollments, total number of BEAM beneficiaries in comparison with the OVC meant to benefit from the BEAM programme was attained through quantitative data.

3.2 Population and sample

Population

Chiromo (2009, p. 16) says population “Refers to all the individuals, units, objects or events that will be used in a research project.” Population is the total number of similar species in a marked area which have at least one common characteristic. The targeted populations in this study were primary school heads, teachers, Orphans and Vulnerable Children, Community Selection Committee members, School Development Committee members and the parents that are in Mberengwa district

Sample

Payne and Payne (2004) posit that sampling is the process of selecting participants to be used in the study from the whole area in which they live. The researcher used the simple random sampling to select subjects in schools to be used in the study. This sampling technique was chosen by the researcher because it gives each member of the population the same and independent chance of being selected (Chiromo 2009). Simple random sampling is a probability sampling technique free from biases and is a true representative of the population. Five schools

were selected, where each school head was a participant, two teachers, two Community Selection Committee(CSC) members one School Development Committee(SDC) member and six OVC benefiting from BEAM were also selected from each of the chosen school using the simple random sampling technique

.In order to select the households living in poverty to be used in the study the researcher used two non-probability sampling designs. These methods were the convenience sampling and the snowballing sampling. The researcher made use of these designs because the targeted population's socioeconomic status was not known to the researcher so she had to rely from the choices made by the community members. One family living in poverty that the researcher had identified assisted in the selection of thirty households where thirty parents or guardians and thirty orphans and vulnerable children were interviewed.

3.3 Instrumentation

Information pertaining to the people's view about the effectiveness of BEAM in reducing dropout rate was obtained through non structured interviews. Face to face interviews was used to obtain data from children at school and at their homes. The parents guardians or head of households selected in each community, the SDC members and the CSC members were also interviewed physically. According to Rubin and Babbie (1993) an interview schedule refers to a questionnaire that is administered with the interviewer asking questions. Interviews ensure a higher response rate than any other method of collecting information. The interview schedule consisted of both open and closed ended questions that allowed probing to take place. Nachimias and Nachimias (1992) state that open ended questions are flexible enable the interviewer to clear misunderstanding and they encourage rapport. The researcher also used questionnaires to generate data.

Teachers and school heads were given questionnaires to complete during their spare time since the study was not to interfere with the learning process. The researcher then collected the questionnaires the following day. These questionnaires consisted of both open and closed ended questions to enable the respondents to freely express their views. The teachers and school heads were given questionnaires to complete because the researcher was very much aware that these groups of people were literate. However the rest of the respondents were interviewed because the researcher was not sure if these people could read and write.

3.4 Data collection procedure

The researcher generated data in person by interviewing the respondents in person and using questionnaires which were completed by the obvious literate group. Sixty OVC, five School Development Committee members, ten Community Selection Committee members, thirty parents or guardians of OVC interviewed at their homes were interviewed face to face. Five school heads and ten teachers were given questionnaires to complete. The researcher left the questionnaires with the respondents to complete during their convenient time. Arrangements with the respondents to deposit the questionnaires at a specific area so that collecting them will be easy were made. Leaving the questionnaires to the teachers and school heads was a means to give respondents enough time to answer the questions without rush and provide answers which were accurate as some of these questions were time demanding.

3.5 Data analysis plan

Data analysis refers to the process of bringing order, structure or meaning to the mass of gathered data (Barbie, 2001). The data obtained was analysed manually. Qualitative data was analysed by means of deduction abstraction where by data was analysed from general to particular. The inductive data analysis plan was used in making quantitative analysis since

quantitative data can be statistically analysed. Analysis of data was done simultaneously with data generated to counter issues of time.

3.6 Summary

This chapter concerned itself with the methodological requirements of the research. The researcher used triangulation where by qualitative and quantitative methods were used for the research design. Simple random sampling, convenience sampling and snowballing were used to select subjects of the research. Face to face interview was used for OVC, CSC members, SDC members and parents because of the likelihood of them not being able to read and write. A self administered questionnaire comprising of both open and closed ended questions was used for capturing data from the school heads, and teachers.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter focuses on the presentation and analysis of findings on the data generated. Discussion will also be done in this chapter. The findings of research questions were presented through the use of tables, graphs, pie charts and narrations. An analysis of this data will be made according to each instrument of gathering it.

4.1 Presentation and Analysis of Findings

The result of the questionnaires administered is shown on Table 4.1

Table 4.1 Response rate on Questionnaires

Respondents	Questionnaires		Percentage	Questionnaires	Percentage
	Issued Out	Returned	Returned	Not returned	Not returned
School Heads	5	5	100%	0	0%
Teachers	10	10	100%	0	0%
Total	15	15	100%	0	0%

Table 4.1 shows that there were 15 respondents given questionnaires. In each school one respondent was the school head as the key informant and two respondents were teachers from each of the respondent schools. All the respondents were able to return the questionnaires attended to. This means there was a 100% respondent rate.

Table 4.2 Response rate on interviews

Respondents	Sample Size	Interviewed No of Respondents	Percentage	Not Interviewed	Percentage
SDC Chairperson	5	5	100%	0	0%
C.S.C	10	9	90%	1	10%
OVC at school	30	30	100%	0	0%
OVC at their homes	30	30	100%	0	0%
Parents	30	30	100%	0	0%
Total	105	104	99%	1	1%

Table 4.2 above shows that five categories of respondents were interviewed. The researcher targeted 10 C.S.C members, 5 SDC members, one from each school, 10 CSC members that is 2 from each school, 30 OVC at school, 30 parents and 30 OVC at their homes above 4 years and less than 17 years. However the researcher managed to interview 9 CSC members. In one of the schools the researcher interviewed 1 CSC member because there was only one member at school on the day the researcher had visited the school. The response rate from the CSC was therefore 90%. The response rate for the rest of the respondent interviewed was 100%. In total 105 respondents were targeted for the interview and 104 were interviewed, thus constituting to 99% response rate of the people interviewed. The 1% of the targeted sample was not interviewed because the respondent was not at the station they day the interview was scheduled. The researcher then faced financial constraints to go back to the station and meet with the subject

who had not been interviewed. The response rate of 99% is however more than enough representation of the whole population.

Fig 4.1 Dropout rate on respondent school

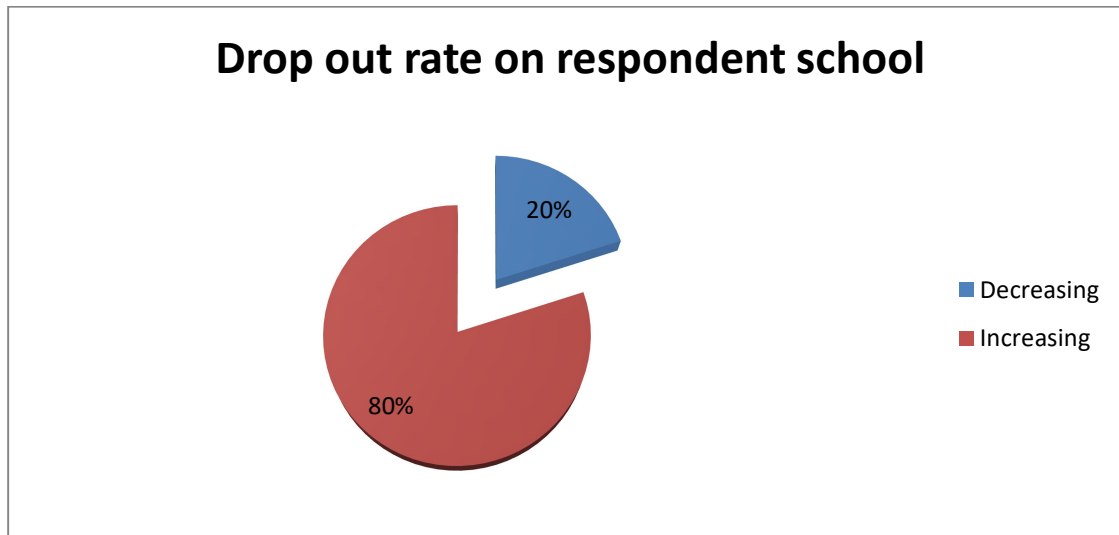


Table 4.3, Table 4.4 and Fig 4.1 show that our schools out of five selected schools revealed that there is an increase in dropout rate in their schools. In one school, data gathered showed that there was an decrease in dropout rate. From the presented data 80% of the sample schools have an increase in drop out. 20% of the schools have a decreasing dropout rate. The study revealed that dropout is therefore a challenge in Mberengwa district.

Table 4.3 Beam Beneficiaries as compared to the enrolled OVC from 2011 – 2015

School A

Years	BEAM Beneficiaries	Enrolled OVC	Dropout No. of BEAM Beneficiaries	% Beam Assists	Dropout rate in %
2011	96	311	6	30.9	2.1
2012	76	342	3	22.2	2.7
2013	70	376	5	18.6	2.8
2014	70	389	6	18.0	3.1
2015	70	392	7	17.9	7.3
TOTAL	382	1 810	27	21.1	

School B

Years	Beam Beneficiaries	Enrolled OVC	Drop out No of Beam Beneficiaries	% Beam Assists	% of drop out
2011	98	3243	1	36.6	3.4
2012	65	243	3	26.7	3.1
2013	63	249	2	25.3	4.3
2014	60	259	4	23.2	5.7
2015	60	267	5	22.5	5.9
TOTAL	337	1261	15	26.7	

School C

Years	Beam Beneficiaries	Enrolled OVC	Drop out No of Beam Beneficiaries	% Beam Assists	% of drop out
2011	85	214	3	39.7	6.2
2012	58	223	4	26.0	7.1
2013	58	246	2	23.5	7.3
2014	57	272	6	20.9	8.0
2015	57	201	5	28.3	8.1
TOTAL	315	1156	20		

School D

Years	Beam Beneficiaries	Enrolled OVC	Drop out No of Beam Beneficiaries	% Beam Assists	% of drop out
2011	108	417	4	25.9	8.6%
2012	102	429	3	23.8	8.15
2013	100	429	1	23.3	7.4%
2014	103	444	0	23.2	5.3%
2015	103	449	0	23.0	5.2%
TOTAL	516	2168	8	23.8	

School E

Years	Beam Beneficiaries	Enrolled OVC	Drop out No of Beam Beneficiaries	% Beam Assists	% of drop out
2011	95	312	3	30.4	5.3
2012	95	336	1	28.3	5.7
2013	94	314	6	29.9	6.2
2014	93	327	4	28.4	7.3
2015	93	341	7	27.3	9.4
TOTAL	470	1630	21	29.0	

The above tables show that in each year the schools A,B, C, E have school dropouts of the children benefiting from BEAM. The highest number of BEAM beneficiaries who have dropped out of school A. The highest proportion of BEAM beneficiaries was recorded in 2011 in all schools. In School D, however there was record which revealed that there were no BEAM beneficiaries who have dropped out of school since 2014 to 2015. The percentage of dropout in this school is also gradually decreased, whereas in some schools the dropout rate has been increasing each year. The enrolment of OVC in each school since 2011 is increasing. School D recording the highest number of OVCs enrolled in each year.

Since the year 2012 to 2014 the BEAM funds have not been able to meet at least 30% of the children looking up to the government for assistance. In 2015 the BEAM beneficiaries are the

same as the ones in the previous year in terms of quantity but the schools fees has not yet been paid for since third term 2014. The variance between the number of OVC benefitting from BEAM and the number of OVC at school show that BEAM does not have adequate funds to assist all the learners deserving its assistance

Table 4.4 BEAM Beneficiaries since 2011 – 2015 for all respondent school

Year	2011	2012	2013	2014	2015	Total
BEAM Beneficiaries	473	396	385	383	383	2 020
OVC enrolled	1 496	1 573	1 614	1 691	1 650	8 025
% of BEAM assistance	31.6%	25.2%	23.9%	22.6%	23.2%	25.2%
% of OVC unassisted	69.4%	74.8%	76.1%	77.4%	76.8%	74.8%

Fig 4.2 BEAM beneficiaries in relation to OVC enrolled since 2011 to 2015

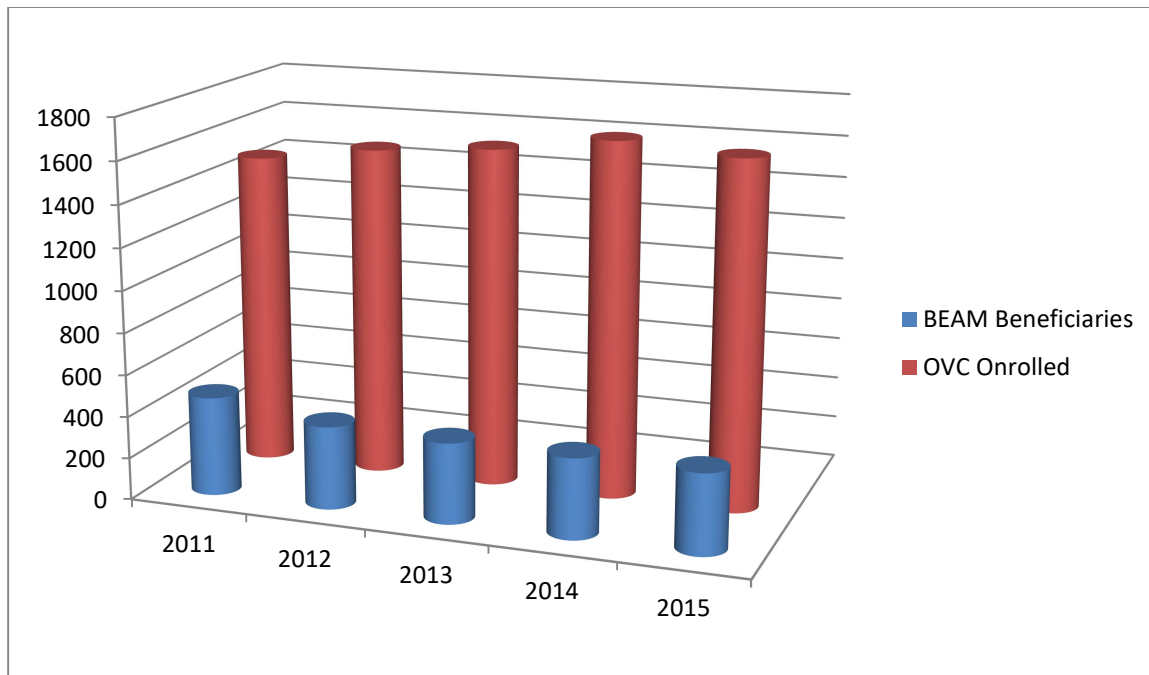


Table 4.4 and Fig 4.1 show the number of OVC the BEAM programme assist and also show the number of OVC enrolled in the school. In 2011 the BEAM assisted nearly 32% of the OVC in the selected schools. These findings are related to the number of children BEAM aim to assist. NAP (2011) states that BEAM is aimed at providing access to education to 30% of OVC, however the data generated reveal that since 2012 the government has failed to assist at least 30% of these OVC. In each year, since 2012 the graph on fig 4.2 and table 4.6 reveal that the BEAM beneficiaries are gradually decreasing whereas the number of OVC being enrolled in schools is increasing. The BEAM programme is failing to meet its target of 30% of OVC. This means that not all students deserving BEAM assistance are benefiting from BEAM. This was also eluded in the questionnaires and interview that not all OVC were getting assistance from BEAM. Murenha (2006), Maushe (2014), the World Bank report on Zimbabwean education

(2010) and Masdar (2006) reviewed in literature that BEAM is underfunded. This therefore means that BEAM is not assisting all OVC and the funds are also insufficient.

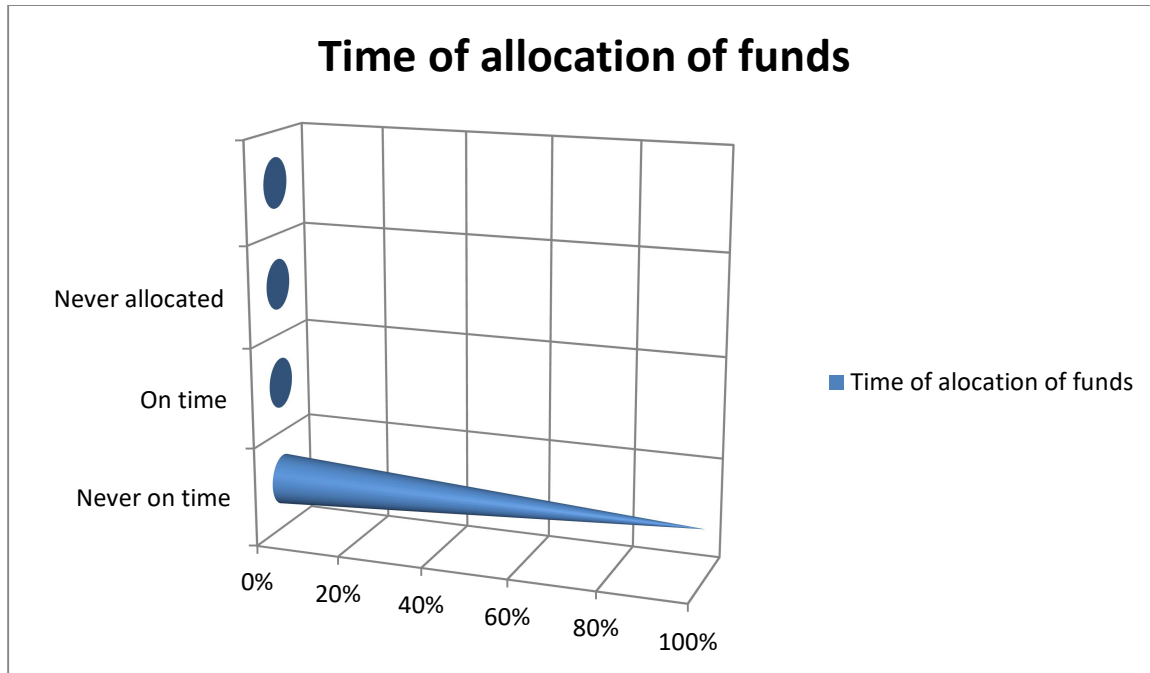
Table 4.5 Adequacy of BEAM funds per student

CATEGORIES	Level of assistance	More than	Enough	Not enough	Not assisting
	Parent			30	
	OVC at their homes			30	
	OVC at school			30	
	School Head			5	
	Teachers			10	
	CSC			9	
SDC Chairperson			5		
TOTAL			119		

Table 4.5 shows that the question to find out the adequacy of BEAM was asked to all participants under study. It seeks to find out if the BEAM programme was providing enough funds and necessities to assist the children to learn. Every participant postulated that the BEAM assistance were not enough. The former Minister of Education David Coltart in an interview with the National Gazette, Maushe (2014) Mararike (2006) and Murenha (2006) also share the same sentiments that the BEAM funds are not adequate. Circular No: 1/2001 Basic Education

Assistance Module (BEAM states, “The Basic Education Assistance Module (BEAM) is a school fees, levy an examination fees assistance programme....” This means that other materials that are necessary for the OVC to learn are not catered for. July Moyo who is now the former Minister of the Ministry of Public Service, Labour and Social Welfare once expressed that the BEAM funds only cater for tuition levies and examination fees at “O” Level in a press statement. The Policy Brief No 10/2012 also states that the BEAM does not pay for private lessons and Early Childhood Education. The BEAM programme does not provide other necessities like stationery, food, transport and other necessary equipment for learners with disabilities. The BEAM programme therefore does not provide enough resources to assist the children receiving its assistance.

Fig 4.3 Time of allocation of funds



The heads of schools, SDC chairperson and the CSC members all felt that the BEAM funds were never disbursed on time since 2011. In 2015 the funds have not been paid yet postulated the respondents. This is presented by the graph on Fig. 4.3 which shows a total of 100% response rates stating that the time for BEAM allocation was never in consistent with the BEAM calendar. Circular No 1/2004 has the BEAM calendar with the following time for disbursement of funds to schools. First term payment was between February and March, second term fees was due on the second week of May and the third term fees were due the first week on September. In 2012 the whole year ended without any BEAM funds disbursed into the schools.

Table 4.6 Community Selection Community Criteria

Selection Criteria	FREQUENCY				PERCENTAGE			
	SDC	CSC	Parents	Parents School/Head	SDC	CSC	Parents	School head
Elected	3	6	20	3	60%	66.7%	66.67%	60%
Appointed	1	2	5	1	20%	22.2%	16.67%	20%
Self imposed	0	1	2	0	0%	11.1%	6.67%	0%
Other	1	0	3	1	20%	0%	10%	20%
TOTAL	5	9	30	5				

Table 4.6 shows that the 5 SDC chairpersons, 9 CSC members, 30 parents and 5 school heads were asked the question how the CSC members were selected. The table reveals that 60% of the SDC chair members and 60% of the school heads felt that the CSC members were elected. 66.7% of the CSC stated that they were elected and approximately 66.67% of the parents also felt that the CSC members were elected. 20% of the SDC and school heads stated that the SDC members were elected. 22.2% of the CSC members stated that they were appointed and 16.67% of the parents felt the CSC was appointed. No SDC chairperson or school head felt the CSC member were self imposed. 11.1% of the CSC stated that they imposed themselves to be members and 6.67 was estimated to be the parents who said the CSC members imposed themselves as CSC members. 20% of the school heads and SDC chairpersons felt that they had

no specific way of selecting the CSC members while 10% of the parents also felt the same way. No CSC member provided any form of criteria other than elections, appointment and self imposition. At least 60% and not exceeding 67% of the respondents groups felt the CSC members were elected. Those who felt the CSC were appointed ranged from 16.6% to 20% where as those who felt the CSC members imposed themselves ranged from 0% to 11.1%. The range of those who stated other forms of selection ranged from 0% to 20%.

However the Ministry of Public Service and Social Welfare states that the CSC members should be elected. These criterion being used to select the CSC members are the reasons why some children not deserving Beam funds are selected and deserving children are left with no where to look up to for assistance in order to access education.

For OVC to benefit from the BEAM programme they are selected from BEAM Form/1 which are the application forms. The SDC, CSC, School Head, teachers and parents were asked on the clarity of the forms. Table 4.7 shows the result.

Table 4.7 Clarity of the BEAM Form1/1 application form

Clarity	Frequency					Percentage				
	Teacher	School head	CSC	SDC	Parents	Teacher	School head	CSC	SDC	Parents
Clear	6	0	1	1	0	60%	0%	11.1%	20%	0%
Confusing	4	5	7	3	20	40%	100%	77.8%	60%	66.7%
Not clear	0	0	1	1	10	0%	0%	11.1%	20%	33.3%
Total	10	5	9	5	30	100%	100%	100%	100%	100%

The data gathered showed that the largest number of teachers constituting 60% of the group felt the BEAM Form/1 was clear on selection. 40% of the teachers felt that the selection criteria was confusing. All school heads under study revealed that the selection criterion was not clear. Most CSC members (77.8%) felt the categories of children benefiting from BEAM were confusing whereas 11.1% felt the application form was clear and the other 11.1% of the CSC members felt the form was not clear at all. Most parents (66.7%) felt the selection form was confusing. 33.3% of the parents is estimated to have felt that the forms were not clear. No parent found the application form clear and this has caused children to be left out if the BEAM programme because the parents or guardians cannot complete the forms

Challenges faced and possible solutions in the implementation of BEAM

Late disbursement of funds

The school heads, teachers, SDC members and CSC member averred a challenge on that there was late disbursement of BEAM funds. This also withheld progress and production in the school. The school heads and SDC members stated that they were not meant to send children home for non-payments of fees but to arrest the parents if they resisted paying. They further stated a challenge that on the issue of BEAM beneficiaries whom were they to arrest. This has been causing conflicts between the parents and the school since parents with children on BEAM are not arrested or asked to pay fees even when the BEAM funds were not yet paid. Late disbursement has been due to the downturn of the Zimbabwean Economy. This is also evident by the number of industries shutting down, others retrenching its workforce, others paying their employees' salaries late or ceasing it for some months for good reason. There is need for the country to stabilize its economy and seek for donations so that funds may be readily available and the economy may be resuscitated.

Display of BEAM beneficiaries names in the open for transparency

For transparency the schools should display the names of children benefiting from BEAM. However the school heads cited that they were facing challenges with the parents and guardians of these children who state that displaying their names was discriminating and labelling. There is need for parents and guardians to attend workshops on the BEAM implementation so that they know the requirements of this assisting programme. Some parents also accused the school heads and CSC members of nepotism and favouritism when they gained insight of the BEAM beneficiaries. The CSC and school heads say that they have been threatened at one point by the

parents if they did not to include their children in the programme. The BEAM programme assists a very limited number of OVC so the OVC cannot all benefit. Awareness programmes on how BEAM operates should be employed. The BEAM programme should increase the number of OVC they assist. Twenty two parents and three school heads suggested that empowerment can also be used to increase the number of OVC benefiting from BEAM funds.

Removal of BEAM beneficiaries because the guardian's or parent's illiteracy

Some deserving children were removed from the programme because of the parents/guardians who fail to complete the forms correctly or who fail to submit the necessary information said the parents, school heads, CSC members and teachers. The process of selecting BEAM beneficiaries is time consuming and a lot of paper work and procedures is done. This challenge has also been noted by Masdar (2006). There is need to simplify the process and make use of electronic data which can be retrieved at any time and is unchanging unless it is edited in order to avoid mistakes in completing the forms and save time. Children should not suffer because their parents or guardians are illiterate or do not have the necessary information needed. The CSC should comprise of some parents who are literate so that they can interview the illiterate parents.

Misconceptions among parents about which child deserve BEAM

The CSC alluded that the selection procedures became a challenge in instances where categories of the child to benefit from BEAM had different meanings to them. Conflict among the CSC and parents arose on who has to benefit. Previous experiences (for example one CSC member says that if a child was removed from the programme, his or her parents may hold a grudge which they will use to complicate the selection criterion the next time) may be used by parent to cause chaos in the selection of BEAM beneficiaries.

Inadequate resources provided by the BEAM programme

The school heads and SDC chairpersons pointed out that they have met resistance from parents or guardians whose children are in the BEAM programme in paying the ZIMSEC Administration Levy which has been introduced this year (2015). The parents or guardians have been stating that they have been impoverished and could not afford to pay the administration levy. The children at grade 6 and 7 in the BEAM programme should not be made to pay these fees. The ZIMSEC board should work the BEAM board at National level so that these children's needs are catered for.

The guardians of children benefiting from BEAM have shown to be jealous of these children especially if their own children have not been selected. From each household not all children are selected to be BEAM beneficiaries the maximum children selected in some houses is two other most households have only one child benefiting from BEAM. Choosing one child from a group of children who are all OVC is discriminating and segregating hence ill-treatment may prevail. The children are made to stay at home and do work. If they came to school these children go the whole day without food. In the end of a prolonged time of ill-treatment these children drop out. This drop out in turn becomes wastage of the government's resources. When the government gives, it is expecting to receive positive results at the end for the programme like reduction of poverty and development in the economy. Legal measures should be effectively employed and these children should have support programmes which teach them on their rights as children. Empowering these parents or guardians is necessary so that they may later manage to look after all the children under their custody.

All the school heads and teachers stated that they were facing challenges of these children coming to school without the necessary stationery, uniforms and food. The researcher also noted

that some of these children were not in uniforms. The children themselves pointed out that they were in need of stationery as their parents could not afford to buy them regularly. Payment of school fees alone is not enough to cater for the child's education. The BEAM should be an inclusive approach and cater for other needs like stationery, food and proper clothing that is school uniforms could reduce dropout rate. The school heads, teachers and SDC members pointed out that if they could use these funds to create income generating projects and then cater for the education of the children in their schools it could be a better approach to meet the needs of the learners.

Selection should be on the bases of needs

All the parents or guardians (100%) stated that the selection criteria were not done on bases of needs because the children were selected village by village. The children pointed out that some villages were far much better than others but still the same number of OVC were selected in each village throughout the community regardless of their living standards. In only one household there were two children in the BEAM programme and the rest had one child selected. The rest of the children of school going age were not benefitting from BEAM. More than seventy percent of these children were not learning. Twenty percent were receiving assistance from relatives and ten percent were receiving help from the church organizations. All parents stated that there should be a need to assess before beneficiaries are nominated. Even if it meant that all children from one household could benefit. 100% of the children not in school pointed out that they wanted to get educated but had no one to pay their fees. They wished the government could increase the number of its beneficiaries.

The CSC and the School Heads stated that the parents were dishonest at times. Some stated that the child's vulnerability may end but the parents or guardians do not inform the responsible

office so that the children may be replaced by other deserving one since BEAM does not cater for all of them. The school heads urged the CSC members to frequently do background check on BEAM beneficiaries.

4.2 Discussion

The data generated reveal that the BEAM programme does not have adequate resources to help all vulnerable children. All the respondents share the same sentiments that BEAM did not assist all the vulnerable children. The government of Zimbabwe (2005) postulates that BEAM programme targets to assist 12% of primary school going children in Zimbabwe. The UNICEF (2011) report on BEAM reveals that the resources available do not permit all vulnerable children to be assisted. All the school heads and CSC members also revealed that the BEAM programme did not cater for Early Childhood Education, yet it is a requirement in order for the child to be enrolled at Grade 1. This is evident that the BEAM programme is not assisting all vulnerable children as there are vulnerable children at Early Childhood Level. Apart from failing to assist all the vulnerable and orphaned children BEAM is only providing a portion of the child's education. Maushe (2014) states that BEAM only assist with schools fees at primary level. There is need children to have stationary, food, school uniforms and other forms of financial assistance for various programmes. A child cannot learn in an empty stomach so if BEAM does not provide these necessities it is most of its resources. The school teachers all pointed out that the children in the BEAM programme usually come to school without books, pencils or pens and it is difficult to teach them. These other necessities are not catered for by the BEAM programme. Therefore, even to the groups of OVC benefiting from BEAM the programme is failing to provide adequate resources for the child to learn.

The BEAM programme has managed to help maintain a certain group of OVC in school. Since some of the funds are from donors like UNICEF, it is difficult for the BEAM to assist all children as donations are not a reliable source of income. The country's economic downturn has pushed over two thirds of the Zimbabwean population below the poverty line. The number of people who are being impoverished is increasing time and again and becoming more rampant. The ESAP, The Fast Track Land Reform and The Operation Restore order has led to people losing their jobs. The industries shutting down have also led to the increase in the poverty of people. The HIV/AIDS pandemic has also suppressed the country's economic development and hence an increase in the OVC. This shows that the BEAM programme can not develop with the rate of the increase in poverty hence it is failing to assist all the children.

This research has revealed that challenges are being faced in the implementation of BEAM. These challenges are affecting the entire respondents who are the school heads, SDC chairpersons, CSC members, teachers, OVC and parents. Late disbursement of funds is a challenge that was stated by all participants. It has been noted for example, that by October 2015 no funds that have been paid to school yet. The school heads and SDC chairpersons said the late disbursement is causing a strain on the resources needed in schools because their money is also included in the school budget. If it does not come on time, yet the BEAM beneficiaries are always at school then the developments of schools will go down. However all children in Zimbabwe are not to be sent away but at least there are measures that can be used by the school to make or force the parents to pay. If there is total resistance these parents are arrested but on the issue of BEAM beneficiaries the case is different because they cannot do anything to parents to pay if they resist and neither can they arrest the BEAM. The funds are therefore needed on time to improve of the smooth running of the school.

The parents also asked the BEAM funds to be disbursed on time. Some parents stated that they were being asked to pay the fees and then they will be paid back if the funds come. Sixty percent of the parents who have paid in previous years complained that the school took long to pay back and Forty percent of them never got their money back. All parents pointed that they are poor and cannot afford to pay school fees and some of them have a large number of children they look after, so they are overburdened. The OVC stated that they were at times left out in other programmes in schools if their school fees were not yet paid. “They make us feel inferior. There is a day when we were made to sit on the floor since there is inadequate furniture in our school because we had not paid school fees yet,” said one student. Such instances are very discriminating and stigmatization. In the end these children will drop out and this was also pointed out by some children who were interviewed. Chinanzvavana, the shadow Minister of Basic Education spoke at a briefing at Harvest House stating that the government should fund the Education for OVC urgently as many children are likely to drop out of school.

The BEAM has also been depending on donors but because of the New Constitution (2013) that states the Primary Education must be free could be the major cause of why there has been no assistance from the donors since 2014. The government therefore has to do as the constitution says by making education at primary level free and universal.

Inadequate funds are another problem that was unearthed by the respondents. The parents and children felt that BEAM was assisting them because some of their children could now go to school. However, most parents stated that they were overburdened and wished the BEAM programme could be an inclusive approach catering for other needs that include stationery, uniforms, food and finance. Some children who had been interviewed at their homes were BEAM beneficiaries, asked why they were not at school they stated various reasons like they had

no books, had no food and had no jerseys to wear as the weather was very cold. This points out that there are no adequate funds from the BEAM programme. Thirty percent of the children threatened to drop out as they could not fit amongst other colleagues.

The teachers and the school heads pointed out that many BEAM beneficiaries had a challenge in accessing necessary materials for schooling. Some of these children's attendance rate was very poor, especially when these children had no enough resources. The parent and guardians of these children would come to the school and ask the school to provide books for their children as they could not afford. Maushe (2014) and the UNICEF Report (2011) pointed out this challenge. To be enrolled at Grade ,1 the children should have gone through grade zero (Early Childhood Education ECE), but BEAM does not assist ECE so what it means is that there are OVC at the age of 5 who cannot be assisted by BEAM and hence cannot be enrolled for grade one even if they had the rightful age. The BEAM programme should revise its policy again and make necessary adjustments.

The OVC benefiting from BEAM were selected at community level. The CSC members selected the neediest children basing on the BEAM Form 1/1. However because of the inadequacy of funds, the OVC are no longer selected on basis of need but on ratio. The CSC members here will be trying to allocate resources fairly upon each village. However this is not the correct process as outlined in the BEAM manual. In fifty percent of the households the parents pointed out that all their children or relatives deserved to be on BEAM, but they were not beneficiaries. There is need for BEAM to tighten its policies and make follow ups on the criteria being used.

The schools are categorized in various groups basing on the school enrolment, the greater the enrolment, the greater the funds and the smaller the enrolment, the smaller the funds. Some

schools have a large number for students but have a few children who are living below the poverty datum line. A large enrolment does not mean there are a lot of needy children in the school. The schools having the least enrolment could have the highest number of OVC deserving to be funded more. This criterion could be the same reason why the CSC members are basing on ratio and not on needs. The children stated that there were other children benefiting with them who had better lives than other children around the school. This means some deserving children deserving BEAM are left out.

4.3 Summary

In this chapter the data generated was presented in both qualitative and quantitative style. The data presented was analyzed and discussed. The researcher tackled all the questions on the questionnaire and interview guide. All research questions were therefore answered. The analysis discussed relating to the existing literature. The data revealed that BEAM funds were not adequate and could not meet at least 40% of the OVC in Zimbabwe. BEAM only assist on school fees and did not provide any other form of assistance necessary for the child to attend school.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter gives the summary of the study. Focus will be on the major concerns of the whole research. Conclusions on the effectiveness of the BEAM programme will then be discussed. Lastly recommendations of how to improve on the effectiveness of the BEAM programme will then follow.

5.1 Summary

This summary reiterates some of the salient findings of the study about the BEAM programme and its effectiveness in reducing dropout rate in primary schools. Education is a basic right for all school going children. All nations global wide have been trying to promote the Educational For All goals which were agreed by the Nations at Jomtein World Conference (1990). This agreement was passed on the time when Zimbabwe's economy began to deteriorate. The redistribution of social expenditure like education milked down the county's economy. There was need to change the economic policy in order to reboot the country's economy. ESAP was then launched in 1991 and lasted up to 1995. ESAP did not achieve its objective so the crisis continued. In 1992 the country faced drought which also increased poverty. The Fast Track Land Reform programme in 2000 also increased the poverty in the country. The government could not focus on making education free as it was facing an economic crisis.

There was an increase in impoverished families and there was also an increase in the school dropout. The government under the Ministry of Public Service, Labour and Social Welfare saw the necessity to assist the vulnerable children by sending them to school. Thus the BEAM programme came into existence.

The problem of drop out is still a major problem in Mberengwa despite the government's effort to reduce it. For this reasons the research focuses on how effective the BEAM programme is in Mberengwa. The objectives of this project are: to find out if there are adequate resources for the BEAM programme to assist the OVC, to find out if there are any challenges in the implementation of BEAM an provide possible solutions to these problems, to find out how BEAM selects its beneficiaries and how it assists these OVC.

Literature on the history of Zimbabwean Education system dating back to 1980 when Zimbabwe was under the British South African Company way discussed. The focus of the BEAM programme was revealed. The achievements and limitations of the BEAM programme which was established in 2001 were reviewed in literature. The BEAM selection criteria and its key stakeholders were also discussed in literature. The Literature review also looked at drop out as a problem affecting not only Zimbabwe but the entire world. The causes of dropout were outlined and it has been noted that in Zimbabwe poverty is the major cause of dropout. Dropout is a wastage of resources because if the students dropout, then the resources and time that had been dedicated to the learner has profited nothing to the nation. Instead of the child to be the responsible citizen developing the nation and breaking the poverty cycle in their family they become a dependent group at the time they are meant to be independent. Drop out therefore increase the burden of the nation.

Qualitative and quantitative research design was used and triangulated to generate data which was presented in form of tables, graphs, and pie charts. Data was analysed and discussed referring to quantitative data and qualitative data. Simple random sampling was used to identify the schools to be under study. The sampling procedure of the households was on two non-probability sampling design, the convenience and snowball.

The research expounded that the majority of schools are facing an increase in drop out. The probability is that 80% of schools in Mberengwa are facing an increase in drop out while 20% fall in the bracket of decreasing or unchanging dropout rate. The BEAM beneficiaries are a small proportion of the OVC in school because in the schools under study it has never assisted at least 40% of these children. The BEAM programme has inadequate funds which has been postulated in literature and also generated in the analysis of results. No respondent felt the BEAM funds were enough they all suggested that they were not enough. The BEAM beneficiaries are selected at community level hence the programme is a bottom up approach. There is late disbursement of funds as revealed by all respondents of the question that provided this answer. There are also children benefitting from the BEAM who do not deserve it. The BEAM programme is effective to a less extent as it fails to provide adequate resources and disburse funds on time. Even if the children are benefitting from BEAM, some of them still drop out of school.

5.2 Conclusions

The BEAM programme is the only means of assisting OVC to access education being used by the Government of Zimbabwe today. There is need for this programme to be effectively utilized as it assists in eliminating poverty amongst the citizens of Zimbabweans. The BEAM programme is overwhelmed due to the fact that the country's economy is collapsing and poverty is increasing. For BEAM to assist all the OVC it means more money has to be injected into the programme yet the country's economy is down. BEAM funds are not allocated in schools on time and this derail the school programmes because the resources available at that time do not cater for the children enrolled.

The BEAM programme provides school fees only. School fees are not requirements to the child for learning. Provisions like food, stationery and school uniforms are. The BEAM programme lacks adequate resources for the child to learn, it only keep the child at school by giving the child an opportunity to attend school and not learn. That is why the problem of drop out still prevail even if the BEAM programme exist.

There is need for awareness programmes to be conducted for parents in order to educate them on the categories of children benefiting from BEAM. The application forms are written in English, yet some parents or guardians are not able to read and understand. The selection process is too cumbersome for the parents and guardians such that some of the deserving children are left out because sixty percent of the parents or guardians have indicated that they have failed to produce the necessary information and complete the papers.

The BEAM programme maintains a certain percentage (not more than thirty percent) at school and does not alleviate the problem of drop out. If a student drops out, the programme replaces the child with another child and maintains its figures. Due to its late disbursement the child meant to benefit from the programme initially may not be the child benefiting from the programme by the time funds are available. However the BEAM programme has its impact on reducing dropout rate because the children benefiting from the programme chances are very high that they could be out of school had it been that there was no BEAM. BEAM has managed to assist its targeted population but it has to increase its beneficiaries and the resources it offers as there is increase in poverty. The government of Zimbabwe has failed to make primary education free and compulsory, so it should at least be in a position to assist all OVC to access education through programmes like BEAM.

5.3 Recommendations

Basing on the findings of the study, the following recommendations that are meant to ameliorate the challenges faced in the implementation of BEAM need to be considered.

1. The BEAM programme should be inclusive of all the needs of the orphan because they have no one else to turn to for assistance. Instead of being a programme that assists with school fees only it should also provide stationery, uniforms, transport and food among many other necessities so that the child can be able to participate fully in the learning process.
2. The school should nominate the BEAM beneficiaries instead of the CSC members who end up selecting their relatives leaving out the deserving child.
3. The OVC must be protected from abuse as some of them are denied the chance to go to school and remain at home being labourers. Strict legislation must be put in place and enforced.
4. The BEAM guidelines should be explicit on every aspect of the programme.
5. The BEAM programme should tighten its policies in order to reduce nepotism and misuse of funds. There is need or evaluation of the programme at the end of each year at community and school level so that improvements and adjustments can be made.
6. The BEAM programme is a very noble policy and it must be supported by the Government effectively because it takes care of the needs of the voiceless children.
7. Interviews should be used to assist the parents or guardians are who are illiterate so that they provide the correct information of their children in order for them to be selected in BEAM.

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APPENDICES

Appendix A: Interview guide for the parents

My name is Tafadzwa Chatikobo . I am a student at Midlands States University carrying out research on the effectiveness of BEAM in reducing dropout rate in Mberengwa Primary School. If possible may you please assist me in my research by answering the questions I have for you? Your responses will be treated with great confidentiality. In the event that you are not comfortable with the conversation you have your right to withdraw.

1. How many children do you stay with?.....
2. Are they all your children? Yes No
3. If No on the question 2, how are you related to these children?
.....
4. Do you have an source of income? Yes No
5. If yes on question 4 what do you do for your living?
.....
.....
6. Elections Other. (Specify)
7. Are the children of school going age all in school? Yes No
8. If yes, on question 6, who pays for their school fees?
.....
9. If No, on question 6, how many children are in school?
.....
10. Who pays for their school fees?
.....

11. Why are the other children not in school?

.....

12. What criterion is used to select BEAM beneficiaries?

.....

13. What criteria is used to select the community selection committee? Election

Other. (Specify)

14. Are there any challenges you face in the BEAM programme Yes

No

15. If yes on question 14 what are they and what could be the possible solutions to the problems

.....

.....

16. Do you have any comments

.....

17. May I please ask any one of your children a few questions? Yes

No

THANK YOU FOR YOUR TIME

Appendix B: Interview guide for the school chairperson

My name is Tafadzwa Chatikobo. I am a student at Midlands States University carrying out research on the effectiveness of BEAM in reducing dropout rate in Mberengwa Primary School.

If possible may you please assist me in my research by answering the questions I have for you?

Your responses will be treated with great confidentiality. In the event that you are not comfortable with the conversation you have your right to withdraw.

1. Do you know BEAM? Yes No

2. If yes, on question 1, do you receive BEAM funds through the school account?. Yes
No

3. if yes on question 2 when have you been receiving these fund since January 2011 to August 2015. Use the table below

YEAR	1 st term	2 nd term	3 rd term	
2011				
2012				
2013				
2014				
2015				

4. If no, on question number 2, how are BEAM fund disbursed for your school?

.....

5. How do you select the community selection committee?

6. Do you have any comments?

Thank you for your time

Appendix C Interview guile for the Orphan and Vulnerable Children at school

My name is Tafadzwa Chatikobo. I am a student at Midlands States University carrying out research on the effectiveness of BEAM in reducing dropout rate in Mberengwa Primary School.

If possible may you please assist me in my research by answering the questions I have for you?

Your responses will be treated with great confidentiality. In the event that you are not comfortable with the conversation you have your right to withdraw

1. What is your name?

2. How old are you?.....

3. What grade are you doing?.....

4. Who do you stay with? Parents Relative

5. If the answer on question number 4 is Relative ask, where are your parents?.....

6. Why were you chosen to benefit from BEAM?

7. Who selected you into the programme?

8. Do you have the necessary resources to use in school? For example books , pens and rulers.

Yes No

9. Do you face any problems in school YES NO

10. If yes on question 9 ask, what are they and what could be the possible solutions

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.....

.....
.....
.....

11. Do you have any comments?.....

Thank you for your time

Appendix D: Interview guide for the Orphans and children at home

My name is Tafadzwa Chatikobo . I am a student at Midlands States University carrying out research on the effectiveness of BEAM in reducing dropout rate in Mberengwa Primary School. If possible may you please assist me in my research by answering the questions I have for you? Your responses will be treated with great confidentiality. In the event that you are not comfortable with the conversation you have your right to withdraw.

1. What is your name?
2. How old are you?
3. Do you go to school? YES No?
4. If yes on question 3, what grade are you ?
5. Why did you not go to school today?
.....
.....
.....
6. Who pays for your fees?.....
7. Do you have any challenges you face at school? Yes No
8. If yes on question number seven, what are these challenges?
.....
.....
.....
.....
.....

9. What could be the possible solutions to these problems?

.....
.....
.....

10. If No on question 3 ask, Why are not in school?

.....
.....
.....

11. Have you ever been to school before? YES NO

12. If No do you wish to go to school ?YES NO

13. Do you know BEAM? Yes No

14. Have you ever been chosen to benefit from BEAM? YES NO

15. If yes why are you no longer a BEAM beneficiary?

16. Do you select children who benefit from BEAM? YES NO

17. Do you have any comments?

.....
.....

Thank you for your time

Appendix E: Interview Guide the Community Selection Committee

My name is Tafadzwa Chatikobo. I am a student at Midlands States University carrying out research on the effectiveness of BEAM in reducing dropout rate in Mberengwa Primary School.

If possible may you please assist me in my research by answering the questions I have for you?

Your responses will be treated with great confidentiality. In the event that you are not comfortable with the conversation you have your right to withdraw

Please tick where applicable

1. Are all OVC benefiting from BEAM?

2. YES NO

3. If the answer on question 1 is no , how many are benefiting?

4. How many OVC are in your School?

5. For those OVC not BEAM who pays for their school fees?

.....
.....

6. How do you allocate BEAM

funds?.....

7. How were you selected into the BEAM Selection Committee?

8. Do you have any challenges in the implementation of BEAM ? YES

9. If the answer on question 8 is YES, what are these

challenges.....
.....
.....
.....

10. What could be the possible solutions to these challenges?

.....

.....

11. Do you have any other questions?

Thank you for your time

Appendix F: Questionnaire for the School Head

Please tick where applicable

1. How many Orphans and Vulnerable Children (OVC) are in your school
2. Are all OVC benefiting from Basic Education Assistance Module
3. If NO how many are benefiting
4. How is the dropout rate of the period January 2015 to August 2015 compared to January 2014 to August 2014? Increasing? Decreasing Unchanging

Use the table below

Year	BEAM beneficiaries	OVC Enrolled	% of BEAM beneficiaries	No. of BEAM dropout	% of school dropout rate
2011					
2012					
2013					
2014					
2015					

5. What are the criteria of selecting BEAM beneficiaries?

.....

6. What is the criteria used on selection the Community Selection Committee?

.....

.....

7. Do you have any challenges in the Implementation of BEAM? YES NO

8. If the answer is Yes on question 7, What are these challenges?

.....
.....
.....
.....
.....

9. What should be done to eliminate these challenges?

.....
.....
.....
.....

10. How does BEAM allocate funds?

.....
.....
.....
.....

11. How do OVC in your school benefit from these funds?

.....
.....
.....

12. Are there any dropouts who have been re-enrolled in your school YES NO

13. If yes, on question 12 how many are they for the years?2011-2015

.....

14. Do you have any other comments?

Thank you for your time

Appendix G: Questionnaire for the teacher

Please tick where applicable

1. How many orphans and vulnerable children (OVC) are in your class?
2. Are all OVC benefiting from Basic Education Assistance Module? Yes No
3. If NO how many are benefiting?.....
4. How is the dropout rate of the period January 2015 to August 2015 compared to January 2014 to August 2014? Increasing Decreasing Staying the same
5. What is the criteria of selecting BEAM beneficiaries?
.....
.....
6. What are the criteria used on selection the Community Selection Committee?
7. Do you have any challenges in the Implementation of BEAM ?Yes NO
8. If the answer is Yes on question 7, What are these challenges
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9. What should be done to eliminate these challenges
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10. How does BEAM allocate funds?

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11. How do OVC in your school benefit from these funds?

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.....
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.....

12. When was the last t time you received BEAM
payments?.....

13. Do you have any other comments?

.....

Thank you for your time