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DEPARTMENT OF SOCIAL WORK

An analysis on the efficacy of the BEAM programme in providing basic education to orphans and vulnerable children in Zimbabwe. A study of Chipadze Primary and Secondary School.

BY B200809B

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DECLARATION FORM

I, KANGARA TINOTENDA hereby declare that this dissertation submitted to Bindura University of Science Education has never been previously submitted by me for a degree at this or any other university, that this is my own work in design and execution and that all material contained therein has been duly acknowledged.

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APPROVAL FORM

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I, DR MANGWIRO V-P, hereby declare that I have supervised **Kangara Tinotenda** in their research on the topic. 'The effectiveness of BEAM in providing basic education for the vulnerable children in Bindura, Mashonaland Central'.

I confirm that **Kangara Tinotenda** has completed this research under my guidance and supervision and that the research has been conducted in accordance with the ethical and academic standards of Bindura University of Science Education.

I declare that I have reviewed and approved the final draft of this research and that it is ready for submission and examination.

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I confirm that the proposal has been reviewed and found to meet the department's academic and ethical standards.

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DEDICATIONS

To my family and friends for support and understanding especially to my mother A Kangara who stood by me and supported me both morally and financially during the tenure of the study.

God bless you

ABSTRACT

This study critically examines the efficacy of the BEAM programme in providing basic education to vulnerable children in Zimbabwe. The study delves into the existing gaps and challenges within the BEAM programme, with a focus on the educational needs of the vulnerable children. By employing a qualitative approach, the research investigates the programme's implementation at local, regional, and national levels, shedding light on the discrepancies between the aims of the programme and the outcomes. Through qualitative interviews, the lived experiences and perspectives of orphaned and vulnerable children, caregivers, educators, and are explored, offering valuable insights into the shortcomings of the current system. However, the study acknowledged challenges like resource constraints, legal hurdles and a lack of public awareness. Additionally, the study drew upon labelling theory and reintegrative shaming theory, likely to explore the potential impact of the program on how orphans and vulnerable children are perceived by society and the other children surrounding them. The findings of this study underscore the urgent need for partnerships with stakeholders and policy reform to address the identified gaps in the BEAM's educational provisions. The research concludes by proposing actionable recommendations aimed at enhancing the educational support system for OVC, thereby advocating for a more holistic and effective approach to the BEAM programme and policy framework. The study's recommendations included increased stakeholder collaboration, legal reforms, improved resource allocation and public awareness campaigns.

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CHAPTER ONE

INTRODUCTION

The Basic Education Assistance Module (**BEAM**) is a government programme that pays tuition for primary and secondary education students who cannot afford to pay for themselves. The programme is spearheaded by the Department of Social Services within the Ministry of Public Service, Labour and Social Services in Zimbabwe. BEAM was established in 2001 by the government of Zimbabwe as part of the Enhanced Social Protection Programme (ESPP). The objective was to provide basic education to everyone in Zimbabwe including students who could not afford the tuition, such as orphans and vulnerable children (OVC). This was part of government policy as well as global agreements that the Zimbabwean government is a signatory to. Education is regarded as a human right by such frameworks as the United Nations Convention on the Rights of the Child (1989) and the African Charter on the Rights and Welfare of the Child (November 1999). BEAM was designed to facilitate enrolment and retention of orphaned and vulnerable children in society by providing them with tuition fees, school levies and examination fees. It was implemented in the country's 61 rural and urban districts. BEAM does not cover other basic needs such as uniforms, food, stationery and transport. Up to the end of 2008 BEAM was wholly funded by the Government of Zimbabwe. Due to hyperinflation the government lost its capacity to continue and NGOs (non-governmental organisations) stepped in to fund the programme in conjunction with the government.

1.1.1 BACKGROUND TO THE STUDY

Zimbabwe, a nation so rich in culture yet so impoverished by the cruel hand of economic instability and poverty, has to navigate the mundane complexities of ensuring adequate educational access for its young generation (Clacherty, 2011). Introduction of BEAM was one such initiative aimed at alleviating these challenges (Muzvidziwa, 2013). It seeks to

ensure that children, especially those from vulnerable backgrounds, gain valuable knowledge, skills, and insights that will empower them to escape their families' cycle of poverty. Education as a basic human right has been prioritized by the government of Zimbabwe through BEAM. This is an effort to increase the literacy levels of the population both the rural and urban. The government as well aimed at achieving the SDG 4 of the Sustainable Development Goals of The United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. The SDG 4 is a goal aimed at achieving quality education by 2030. Globally education has been prioritised as a way of curbing illiteracy and improving the standards of living for the vulnerable children. In response to this, the United Nations implemented the Sustainable Development Goals (SDGs) which are a set of global goals for fair and sustainable health at every level, the aim is to ensure that all people enjoy peace and prosperity now and in the future. Therefore, this indicates that education is a global phenomenon as it attracted the SDGs which aim at achieving quality education for every child across the globe.

There is a gap in the education system in Zimbabwe whereby education is mainly attained by the children who are fully financed by their parents thereby leaving the vulnerable children in the shadows and increasing poverty rates. Hence this study aims to uncover the gaps and highlight how the BEAM programme is managing to fill the gap and the challenges that might be faced during the process.

In most African countries it has been difficult to achieve basic education for vulnerable children due to the fact that the countries are still in economic development infancy when it comes to development. This has been highlighted as a reason why developing countries are still lagging behind even socially, hence the influx of Non-Governmental Organisations which work with the government towards promoting inclusion of vulnerable children in education and equal opportunities.

1.1.2   STATEMENT OF THE PROBLEM

Due to extreme poverty and other circumstances that some students face, there has been an unfavourable situation whereby children terminate education at very early stages and are disadvantaged in the later stages of life due to illiteracy. The government had to intervene for the sake of the impoverished, orphans and vulnerable, in order to help them pay their tuition and exam fees, thereby reducing the chances of dropouts and early child marriages. Such social ills were responsible for high poverty levels and crime rates. This study aims to assess the effectiveness of BEAM in addressing the problem of early school dropouts and illiteracy levels reduction. The BEAM programme was made responsible for the attainment of basic education of these vulnerable children.

1.1.3   AIM OF THE STUDY

The aim of this study is to examine the effectiveness of BEAM in providing education for the vulnerable children in Bindura, Mashonaland Central, Zimbabwe.

1.1.4   RESEARCH OBJECTIVES

➢ To evaluate the efficacy of the BEAM programme in providing the basic education for all the vulnerable and underprivileged children in Zimbabwe.

➢ To explore the challenges that affect the BEAM programme is meeting its required and expected goals.

➢ To determine the measures that can be utilised to improve BEAM programme in Zimbabwe.

1.1.5   RESEARCH OBJECTIVES

➢ To evaluate the efficacy of BEAM programme in providing the underprivileged with education in Zimbabwe.

➢ To examine the challenges that hinder the BEAM programme in Zimbabwe.

➢ To explore the challenges faced by the underprivileged in the Beam programme

➢ To determine the measures that can be utilised to improve BEAM programme in Zimbabwe.

1.1.6   ASSUMPTIONS OF THE STUDY

An assumption is something that is believed to be true or probably true but that is not known to be true. It is also defined as the act of taking something for granted or something that is taken for granted according to Simon, M, (2011). Assumptions can be used as the belief of a particular argument but may not be otherwise agreed upon. Assumptions can also refer to a willingness to accept something as true without question or proof. The research is based on

the assumption that the orphans and vulnerable children normally struggle to get basic education unless they are funded by the government. It is normally assumed that dropping out of school early leads to early child marriages and criminal activities by orphans and vulnerable children. It is also assumed that underprivileged children are often left out of these programmes as they have less or no representation. This study is also based on the assumption that the provision of education to the underprivileged leads to reduced poverty as education allows them to choose career paths and provide a dignified standard of living for themselves without burdening the government to rescue them from extreme poverty.

1.1.7 SIGNIFICANCE OF THE STUDY

Education is a basic human right that works to raise men and women out of poverty, level inequalities and ensure sustainable development. This thereby is the backbone of the study as it seeks to push for the widespread coverage of the huma right and the attainment of a middle-income economy by 2030. The outcomes and findings of this research might be useful to the Ministry of Primary and Secondary Education as they will be made aware of the strengths and gaps that exists in the BEAM programme. Hence having a case study at community level is of paramount importance as it covers the areas that need to be amended in order to achieve the required outcomes. The views that may be brought from this study would also assist to understand on whether the BEAM programme is being implemented accordingly or it is just on the surface but rather corrupt from the inside. This would also be of help to the community as it becomes aware of the benefits they are entitled to be receiving from the programme.

1.4.1 DEFINATION OF TERMS

➢ **BEAM** – Basic Education Assistance Module

- ➢ **Efficacy** - refers to the extent to which a policy or intervention achieves its intended goals.

- ➢ **Services** – In the case of BEAM programme, a service refers to any kind of intervention or treatment that is provided to youth or children who are at risk of or have dropped out of school.

- ➢ **Social welfare**-Social welfare refers to policies and programs that are designed to promote the well-being of individuals and communities.

- ➢ **Juvenile delinquency** - refers to criminal behaviour that is committed by youth under the age of 18.

- ➢ **DSD**- refers to the Department of Social Development

- ➢ **MPSL&SW**- refers to the Ministry of Public Service Labor and Social Welfare

CHAPTER OUTLINE

Chapter 1: Introduction and Background

This chapter introduces the study and provides the background information, aim, and research questions, and research objectives, statement of the problem and the significance of the study.

Chapter 2: Literature Review

Provides the relevant literature regarding efficacy of services offered at the Department of Social Development in reducing juvenile delinquency in Makoni district in Zimbabwe, theoretical frameworks and conceptual framework strengthening the research.

Chapter 3: Research Methodology

Provides the methodology that guides the study. It also focuses on the research design, sampling techniques, data collection methods and tools, data analysis, ethical guidelines, limitations and delimitations of the study.

Chapter 4: Data Presentation, Analysis and Discussion of Findings

This chapter is based on presentation of the research's findings, analysis and discussion of the findings in line with the qualitative method.

Chapter 5: Chapter Summary, Conclusions and Recommendations

This chapter gives the conclusions and offers the measures that can be put in place help vulnerable children attain basic education in Bindura district Zimbabwe and possible improvements for the BEAM programme.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

This chapter introduces the theoretical framework of the study by highlighting which theory has been specifically adopted for this study. The theory that has been found fit for this study is Amartya Sen's Capability Approach. The research relates with previous studies on the topic under study by taking a look on the objectives from a global to a national and regional perspective for its literature review. This helps in discovering the similarities differences globally, nationally or regionally which would help in understanding of the relevance of this study. Finally, the chapter summary marks the end of this chapter as what would have been displayed will be summarized.

2.1. Theoretical Framework

The research is based on the Amartya Sen's Capability approach. The approach is of the notion it is up to the individual on whether to imitate the observed behaviours or not being aware of the rewards and consequences. Sutton (2021) highlights that from Sen's perspective human beings learn from each other and are equipped with life skills through education.

Human development and sustainability are framed in terms of expanding people's options, with the human being at the center of all issues (UNDP, 1990). This perspective is furthered by Amartya Sen's Capability Approach, which sees human progress as a process of increasing peoples' actual freedoms, expressed as their capacities to do so (Sen, 1999). This latter approach recognizes deprivation of both aptitude and income as meaningful indicators of poverty. With relation to the Capability Approach, education plays a variety of intricate roles. Sen (1992) defined education as a basic capability, meaning that it is a component of centrally important beings and doings that are essential to well-being. Because it makes education accessible and fosters a specific set of fundamental learning outcomes, such the capacity to read and write, education is referred to as the foundation for other capacities

(Unterhalter, 2002). However, learning that stops at teaching the rudimentary reading and writing skills would not be sufficient to promote sustainable development and combat poverty in its entirety, that is, to address capability poverty, according to the perspective of the Capability Approach (Bakhshi et al. 2003, Bakhshi et al. 2004, Hoffmann et al., 2005).

2.1.2. Relevance of Amartya Sen's capability approach to this study

The large number of specific abilities has been grouped under three overarching categories (WHO, 2004), which relate to problem-solving skills, autonomy and sense of purpose, and social ability, directly in line with characteristics and abilities identified as constituting resilience among young people (Bernard, 1991). This emphasizes the importance of enhancing "inner capacities" in order to meet the challenges of education. It proposes a framework for teaching, learning, and human development consisting of pillars of learning that combines the three categories of life skills with manual skills in a teaching and learning situation in order to facilitate understanding of the notion behind life skills. This in turn also reduces the prevalence of poverty.

The skills comprise of:

- **Learning to know.**

This is the application and comprehension of knowledge. Related skills include the life skills of critical thinking, problem solving, and decision making, which are essential for taking well-informed action. By doing this, the kids gain the necessary knowledge, which benefits their health and wellness as they make intelligent decisions and safeguard themselves from illnesses.

- **Learning the concerns the concept of agency.**

Related abilities comprise of life skills for coping, self-awareness, esteem, and confidence, aiming at building an identity, valuing oneself and setting goals amongst other things. Through this, children are capacitated with the relevant skills to live in the modern world and alleviate poverty and social ills.

- **Learning to live together**

In addition to eliminating social ills through education, related interpersonal skills include communication, negotiation, and refusal life skills, which are necessary to define a person as a social being in constant interaction with the outside world. This implies feelings affiliated to a group, a category, a society, and a culture, as well as understanding and respecting differences.

- **Learning to do**

This is related to the idea that in order to act, one must learn cultural instruments, such as items or behavioural patterns. In a teaching-learning environment, the related abilities must be connected to life skills and the actual application of what has been learnt.

Sen's vision for achieving achieved functioning may be connected to this combination of manual skills (learning to do) with the three types of life skills in order to acquire quality learning results. The value of critical thinking and cognitive problem-solving abilities depends not only on information but also on attitudes and perceptions of risk and vulnerability in connection to this action (Fishbein et al., 1975). Learning to be and to live together underline the importance of education to the vulnerable children and for all. This framework encompasses the provisions of the curriculum in education as it emphasizes the importance of practicality of education as it is used to equip the children with knowledge and skills to partake in the modern world. This therefore shows the importance of the Sen

Capability approach to the study of the effectiveness of BEAM programme in providing basic education for the vulnerable children in Zimbabwe.

A literature review examines published research in a certain field and occasionally research conducted in a specific field within a specific time frame (Ramdhani, Ramdhani and Amin, 2014). According to the definition given above, the literature reviewed for this study examines the experiences of various areas regarding the provision of basic education to vulnerable children in Zimbabwe, with a focus on global, regional, and national viewpoints.

2.2.1. Efficacy of the BEAM programme in providing basic education for the vulnerable children in Zimbabwe.

Globally

Basic education is important at a global perspective as the world is always improving, hence the need for literacy for easy communication and improved standards of living. Countries across the globe are dependent on each other, where in one case the countries may need to hire labour from another country, therefore requiring education so as to bridge the communication gap as purported by Kose, et al (2003). This is why it is important for vulnerable children to attain basic education, so that they are not left behind when it comes to job markets outside the country, which they will be able to pursue without hinderances. Guided by Sen's Capability Approach, basic education serves as a fundamental tool for empowering individuals by broadening their capabilities, thereby amplifying their freedom to live the life they value (Sen, 1999). It paves the way for understanding, acquiring knowledge, and learning vital skills that contribute to personal growth and societal development. One cannot disregard education's role in promoting social justice, reducing poverty and elevating global socio-economic status (Unterhalter, 2009). According to UNESCO (2016) ensuring inclusive and equitable quality education for all is pivotal for sustainable development.

Access to basic education promises not only enhanced well-being but also cultivates democratic values and mutual respect among global citizens, facilitating peaceful coexistence.

Regionally

Basic education can be said to be of importance in Africa as it gives people an opportunity to improve themselves and catch up with the already developed regions thus erasing the dependency syndrome (Kanzima, M(2014). Due to a number of challenges such as high unemployment rates due to poor African economies, brain drain has affected the development of the countries. Tembon and Fort (2008) support this view by asserting that "education has social and economic benefits for the general public and private individuals." Therefore, unveiling the importance of basic education in that ir gives everyone an opportunity to participate in development which can only be done through prioritizing the nature of education in Africa, addressing the root causes.

Examining the regional importance of basic education, particularly in Southern Africa, Sen's capability approach is instrumental in highlighting its ramifications. Despite challenges like poverty, political instability, and cultural barriers, strides are being made to augment accessibility to basic education. This is evident in nations like Zambia where concerted efforts are channelled toward increasing the capabilities of its populace through education.

Nationally

In as much as there are a number of efforts that have been put in place to provide basic education for the vulnerable children, there remains a gap. This is one of the reasons which led to the inclusion of the SDG which seeks to eradicate poverty and provide quality education. This can be said to be an indication that basic education is a global challenge. The quality of education received by vulnerable children is important in that once a child is

educated this may lead to a ripple effect, well-being of a family is improved meaning that the generation being raised by educated individuals may contribute to sustainable developed nations. The idea that vulnerable children's purpose is to undertake the lower paying and menial jobs such as herding cattle and artisanal mining is said to be also another reason which has led to the neglecting of attainment of education to be offered to vulnerable children as the only skill that they should be in possession of according to societal perceptions is that of physical strength. Hence once vulnerable are given access to basic education in order to advance their life skills and knowhow it then becomes easy for them to grow up with skills thus getting rid of the gap which exist within the society. This therefore reveals the importance of the attainment of basic education as already indicated.

Basic education is important not just currently, but also in future as well because the world is continuing to evolve, meaning that everyone should be educated in order to fit in. Children's life chances are hugely influenced by the attainment of basic education as there are certain skills which are a requirement for their development so that they may successfully contribute in the society, (OECD, 2012.

2.2.2 Challenges that affect the provision of basic education for vulnerable children.

Globally

Globally, the digital divide is evident as a major hurdle affecting access to the Beam programme (World Economic Forum, 2020). This refers to the global disparity between the developed and developing nations in terms of digital infrastructure, broadband connectivity and computational literacy. The beam programme, requiring stable internet connection and technical hardware, becomes a struggle in regions with limited or unstable internet connectivity, particularly in developing nations according to Van Dijk, J. A. (2017). Many

students hence are unable to access the resources needed for the programme, creating a pivotal inequality in global access.

Poverty can be said to be the reason behind low levels of education amongst vulnerable children globally. Unicef (2020) gives the example of the COVID-19 pandemic which resulted in the unprecedented disruption of education globally threatening to reverse gains made in access to education and learning across countries. UNICEF, further elaborated on the issue of attainment of basic education that the pandemic had an impact on vulnerable children with many risks of not returning to the classroom once schools open. This can be said to be an indication that vulnerable children continue to be affected by poverty and for them to successfully complete their studies it is still a dream every country has that they face no obstacles thus a brighter future for the vulnerable children and a society as a whole. Plan International (2020) in support of the above is of the view that "whilst disasters affect everyone, inequality is exacerbated during a crisis", Plan adds on to indicate that during the pandemic many reflected that they do not have access to the technology required for online learning or the money which was needed to pay for subscriptions. Hence the prevalence of covid-19 indicated a loophole in the education sector that was ignored, meaning quality education is indeed a global challenge especially during disasters.

Regionally

In indicating the challenges in the achievement of quality education for vulnerable children in Africa, Jama and Barre (2019) indicates a number of barriers, such as child headed families and financial barriers which discourages vulnerable children from attaining basic education, amongst others. With this said Diamond (2022) is of the view that while education can play a part in challenging societal norms, it can also reinforce and reproduce them if resource distribution, policies and systems are not grounded in the principles of equality. In line with

this study the above arguments collide in saying that in order to improve the education for vulnerable children it doesn't only have to start with introducing policies that are inclusive but consider the environment from which the children are coming, to promote quality education. Such education would not just lead to the achievement of SDG 4, of quality education, but will also lead to decent work and equality in Africa. If the causes of the challenges to improve the education delivery in Africa and other regions are not addressed, one can argue that discrimination and under development may be a cycle that shall continue for ages as they are currently fighting to improve.

Furthermore, according to the US Department of State (2009), adolescence ought to be a time of learning and development and limitless possibilities, but for the 600 million or so children living in developing nations today, it is all too frequently a time when doors close and opportunities are restricted. One of the main reasons why the most vulnerable children don't receive a basic education is a lack of resources. Because of differences in socioeconomic status and educational policy, access to the Beam program varies greatly among regions. Even while school regulations aim to include digital learning activities, the impoverished areas frequently lack the necessary funding.

In regions in Africa and Asia, lack of funding for schooling and limited access to resources are huge barriers to accessing such programmes (Smith, E. 2021).

Nationally

Zimbabwe tried to improve the quality of education after independence by taking a socialist approach to development, which was meant to advocate education for all. Indeed, Zimbabwe has made many efforts in order to ensure that access to educations is awarded to every learner in spite of their background. However, one can argue that as old as the provisions are basic education is still yet to be achieved in Zimbabwe due to a number of factors that affects its

success. Nationally, Zimbabwe, one of Africa's foremost pioneers in education after gaining independence, implemented the Education For All (EFA) agenda to achieve universal access to education (Chikoko, 2007). However, a myriad of challenges including economic hardships, HIV/AIDS, and teacher shortages have stymied these strides. Nevertheless, basic education remains a prioritised sector in Zimbabwe as it is viewed as a conduit for combatting these adversities and the prosperity of the nation (Chikoko, 2007).

Sen's capability approach promotes a realistic understanding of the importance of education in Zimbabwe. Not perceived merely as a means to livelihood, basic education equips the individual with fundamental skills fostering their overall development (Sen, 1999). It instils critical thinking, enhances social awareness, and fosters community cohesion.

In a nation where the linguistic diversity is rich, education serves as a unifying force, promoting cultural understanding and tolerance (Kosonen, 2005). Furthermore, the promotion of basic education is a key step towards social equality, relieving vulnerable children from poverty and empowering them with the possibility of economic independence and participation in societal decision-making (Unterhalter, 2007).

2.2.3 Measures that can be utilised to improve BEAM Programme's efforts to provide basic education for vulnerable children.

Globally

In order to improve the attainment of basic education globally, Carvalho and Cameron (2023) assert that schools and communities should function as empowering environments. This is through the development of global standards and guidelines to ensure consistency and effectiveness in programme implementation across different regions.

To add on, Somani (2017) acknowledges that resource scarcity is a global challenge hence in order to improve vulnerable children's education countries should adopt an integrated approach instead of duplicating efforts, working individually without enough consultation or collaboration. The SDGs indicate an example of an integrated approach used in understanding the nature of education in different countries. These were implemented as a way of allowing an area of the sharing of ideas, experiences, finances towards the betterment of education worldwide.

Regionally

The execution of the education for all agenda is necessary in sub-Saharan African countries in order to close current gaps in education, particularly in light of the Covid-19 pandemic, and to realize the transformative potential of education. Gaining further insight into the intricate social factors limiting access, involvement, and academic success in basic education is imperative. Kenya has adopted quality education, which includes appropriate curricula, competent teachers, well-equipped, safe schools, and efficient school administration, keeping the aforementioned in mind. This can be taken as one of the measures to mirror the quality of the education being offered from primary level, in line with this study once an institution reflects the above provisions on quality education there will be improvement on the education delivery in Africa as it is one of the few regions which are behind in development.

On another note, UNICEF (2021) asserts that there is a need to reverse the imbalances that exist in the communities through investment in mentorship at an early age, with inclusive technology and innovation programs which led to the formation of BEAM programmes, and partnering with governments to provide basic education for the vulnerable children. In line with the Amartya Sen's Capability approach once the vulnerable children have accessibility to knowledge and the skills, it then becomes easy for them to be encouraged to work and

improve their lives and eradicate extreme poverty. Hobbs (2020) adds on this view by alluding that the education is impactful not just to the learner but also to their future children, community and generations to come.

Nationally

One useful strategy that may be adopted to eradicate poverty is enacting programs that promote sustainable development in schools. If vulnerable children get access to quality education at a primary level, it is can be said to be a better intervention in erasing the negative perceptions they have about digital skills. This could also become a ripple effect in motivating them to take up better life careers with boldness which could not just contribute to SDG 4 (quality education) but as well to SDG 8 (decent work and economic growth). In support of the above, Nziramasanga (1999) and World Bank (2002) in Mujuru (2015, p.155) highlight the importance of primary education which they believe encourages creative thought and pupils begin to learn through problem solving and discovering.

In order to improve BEAM for vulnerable children in Zimbabwe, the National Development Strategy (NDS 1) is one of the tools being utilised by the government to improve the provision of education for all and the rights of everyone in education. Mukumbiri (2018) highlights that in order to improve education of every child which is free from discrimination, the government of Zimbabwe has implemented several policies among the NDS1 which are the African Charter on the Rights of human and people's rights, the Constitution of Zimbabwe, International Covenant on Economic, Social and Cultural rights (IESCR), The convection on the Rights of the Child (CRC). However, in as much as these instruments are acknowledged the major challenge is non implementation of the law and lack of adequate resources in the state further delays the progress of the policies. This can be said to be the reason why vulnerable children still find it difficult to attain basic education therefore there is

a continuation of disparities in decision making in career choices further discriminating them in many aspects of their lives as they could not complete their studies.

Chapter Summary

In conclusion, this chapter looked at the socially learning theory as it has been found fit in finding out the efficacy of BEAM in providing basic education for vulnerable children in Zimbabwe, upon identification of the theory, its relevance to the study was outlined stage by stage. The chapter also elaborated on the identified objectives by making each of them a topic and explaining into detail each subject objective by looking at the regional, global and national perspective. The research identified the efficacy of the BEAM programme, challenges that are met in achieving basic education and finally measures that have been suggested by different authors in ways of improving the provision of basic education to the vulnerable children in Zimbabwe, the research highlighted how some of the measures have been implemented without ignoring their gaps as well which meant that they have been partly integrated. Thus, the chapter ended with the chapter summary which summarised the chapter.

CHAPTER 3: METHODOLOGY

3.0. INTRODUCTION

This chapter focuses on the research methodology which consists of the research approach, research design, target population, sample size, sampling technique, data collection methods, data analysis and presentation, ethical considerations, limitations and delimitations of the study and finally the conclusion of the chapter. The chapter presents steps the research considered in obtaining its findings and how the data is presented in the following chapter.

3.1. RESEARCH APPROACH

The study utilised a qualitative research approach in order to address the area under study. The reason for using the qualitative research approach was based on the view that qualitative research seeks to explore a social phenomenon, reveal feelings associated with the problem and understand the subjective experiences of people that are associated with the research problem. This was useful for this research as the motivation of the research is to find out the effectiveness of the BEAM programme in providing basic education for the vulnerable children and the experiences of the children along with key informants in accessing the programme.

3.2. RESEARCH DESIGN

Within the framework of qualitative research, the study used a phenomenological research design. According to Groenewald, T. (2004), phenomenological research is a qualitative research approach that aims to comprehend and characterize the universal essence of a phenomenon. The methodology suspends the researchers' prior beliefs about the phenomenon in order to explore people's everyday experiences. Put differently, phenomenology research investigates lived events to learn more about how individuals interpret those experiences. Phenomenological study can probe deeply into human experience, uncover a phenomenon's underlying essence, analyze it, and develop it in depth as it manifests in the individual's

primordial form. This type of research design became of importance to the research as the students and key informants who were involved in the Beam programme were given an opportunity to share their perceptions based on their experiences with the program. These were used to analyse the effectiveness of the digital skills program to quality education. Since the in-depth interviews, focus groups shall be a platform for obtaining the perception and experiences of participants the research will highlight the commonalities in the experiences and perceptions as Creswell, Hanson and Clark et.al (2007) highlighted as a strength of the phenomenological research design.

3.3. TARGET POPULATION

As drawn from the topic, the researcher 's target population was all students benefitting from the BEAM programme from each school from Chipadze Secondary school and Chipadze Primary school, the heads of the schools, the BEAM committee chairperson, BEAM committee member, parents or guardians of the beneficiaries who were benefitting from the programme. The reason why the researcher chose the vulnerable is because they are usually the ones with no voices to be heard of their concerns and are usually left behind when it comes to education and it is of paramount importance to discover the effectiveness of the Beam programme in providing basic education for the vulnerable children in Zimbabwe.

3.4. SAMPLE SIZE

In total the research worked with a sample size of 10 participants per school who are involved in the Beam programme, (6 students + 4 key informant interviews) from the schools under study. This was used for both schools which are under study.

3.5. SAMPLING TECHNIQUE

The research adopted the purposive sampling technique which is a non-random sampling technique. Oliver (2015) alludes that "purposive sampling is a type of non-probability sampling in which the researcher determines who should be included in the sample based on several characteristics such as subject matter expertise or the ability and desire to engage in the study. Purposive/ expert sampling technique was useful in the study for educators, the 2 educators who were selected according to the sample size and 2 selection committee members of BEAM at the school and 4 parents of the beneficiaries. This was so in order to get primary information from the educators and the committee members as they are the frontline people spearheading the Beam programme.

In order to select participants for the focus group, the study made use of the convenience sampling technique. Ekitan (2016) highlights that in convenience sampling, subjects are selected based on their accessibility. Hence there was less effort put by the researcher in selecting the participants compared to other non-random sampling techniques, Golzar, Noor and Tajik (2022). Therefore, convenience sampling technique was convenient for this research for 12 students in the sample and were to be divided into half to be girls and half boys for the session.

3.6. DATA COLLECTION METHODS

Data collection is a systematic process of gathering observations or measurements. Whether performing research for business, governmental or academic purposes, data collection allows the researcher to gain first-hand knowledge and original insights into their research problem according to Paradis, E et al (2016). Data collection methods that were adopted for this research were face to face interviews, combined with focus groups discussions. These methods were effective in drawing a holistic conclusion. The information obtained from face-to-face interviews had to be compared and contrasted with the one from focus groups

conducted with both primary schools. Key informants assisted with the number of students who are beneficiaries of the BEAM programme.

3.6.1 Focus Group Discussions

These were carried at the premises of the schools which were under study that is Chipadze primary and Chipadze secondary school. The research also made use of the focus groups to understand the extent by which the vulnerable children were benefitting from the Beam programme. The groups from each school consisted of 4 parents or guardians of the Children under Beam programme. With the use of focus groups, the research obtained different views from the participants once hence saving time. The information obtained was used in conjunction with other data collection methods so as to draw a conclusion for the overall research.

3.6.2 Face to Face Interviews

These were conducted on a one-on-one basis with key informants who included the school head, the beam committee chairperson and committee members and the students benefitting from the BEAM programme in both schools. The duration for the interviews was 30-60 minutes. Structured interviews, were carried out in the offices of the participants, some in classrooms. Key informants from the schools made use of the school offices.

3.7. DATA COLLECTION TOOLS

In order to obtain findings, the research relied on interview guide schedules, pre-prepared for both the focus groups and the key informants' face to face interviews. The interview question guides prepared were four, with one each for the headmasters, parents, Beam committee members and the students. A list of open-ended questions became the guide for the key informants which enabled the interviewer to collect the related information from interviewees in detail with personal ideas and less self-censorship. These questions for the interview guide

were drawn from the study objectives in order to obtain information that draws one back to the research topic which focused on the efficacy of Beam in providing basic education for the vulnerable children. The researcher noted down the responses from the respondents in a notebook.

3.7.1 Procedures to data collection

Upon the preparation of an interview guide the researcher obtained approval from the University in a form of a letter to proceed to the research findings upon the approval of the research. The following step was to reach out to The Department of Social Development in order to acquire permission to carry out the research by highlighting to them the importance of the researching on the efficacy of the Beam programme in providing basic education o the vulnerable children as they are the coordinators of the program in both schools. Finally, upon the approval from the department the student went on to further acquire consent from the school heads of both Chipadze Primary School and Chipadze High school in interviewing volunteers from the learners who benefit from the Beam programme. The interviews were then carried out on the given dates by the schools and participants were briefed on the research and its purpose.

3.8. DATA ANALYSIS AND PRESENTATION

The process of methodically using statistical and/or logical tools to explain and depict, summarize and analyze, and assess data is known as data analysis. Different analytical techniques "provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data," according to Shamoo and Resnik (2003). A thematic analysis was used for this qualitative guided research in data analysis and presentation.

Familiarizing the data

In this case, the data was obtained from Chipadze Primary and High schools, schools with which the researcher familiarised in order to proceed to generating initial code. The research findings were revisited as was obtained from the schools through the focus group discussions and the face-to-face interviews with the key informants and the learners in order to be aware of the data which was collected. This was done through revisiting the recorded data of participants and putting the data on paper so as to observe the responses that were given in their specific order.

Generating initial codes.

After the familiarisation of data, the research proceeded to generating of initial codes. This is the second stage of the thematic analysis as Braun and Clarke indicated. Naeem and Ozuem (2023) are of the view that the generating of initial codes in thematic analysis involves the identification of recurring patterns and terms and have them put into key words. Through this phase, the perceptions of participants allowed the researcher to code and categorise data into themes through the use of thematic analysis. Hence as guided by this stage the researcher constructed the key ideas from the perceptions got form the group discussions and interviews based on the research questions in finding out the efficacy of the Beam programme in providing basic education for the vulnerable children. The researcher highlighted the main features from the data that was put in writing from the recording after familiarisation. Notes were made directly from the data collected and put under the key concepts that the research highlighted to be of importance for the study.

Searching for themes

The third stage of the thematic analysis searching for themes according to Braun and Clarke. This is the stage that builds on the generated codes as they should relate with the constructed themes of the study. Since the research finding were obtained from two schools with the key

informants and learners at the same time, the researcher had to identify the patterns that are similar from the generated codes and group them into different themes ensuring that there is no repetition as each theme had to stand on its own.

Reviewing themes

The fourth phase in thematic analysis involves reviewing themes making sure that the themes relate back to the research questions which were a guideline of the research. The themes were edited so as to make sure that there are no repetitions that may disturb a proper analysis on the data presented. In this research it was made sure that the themes reflect back to the topic under study compiling them appropriately as it was done with the interview guide questions. The findings were revisited once again in order to make sure that there was no data or theme that was left out which was relevant to the study. Thus, the themes were reviewed in this stage of Braun and Clark.

Defining and naming themes

As for the fifth stage of thematic analysis it involves defining and naming themes. In this phase the research chose from the reviewed themes final themes which would complement with the research topic. This stage involves the understanding of what the themes are about and whether they relate to each other, data collected and sub-themes. This involved having the final theme named and a definition of each theme that has been approved as an explanation of the name behind the themes and how they relate back to the topic of the research which in this case is the efficacy of the Beam programme in providing basic education in Zimbabwe.

Producing the report

Finally, producing the report is the fifth and final stage according to Braun and Clarkes which is adopted upon the success of the five phases according to the thematic analysis. Once the

data from the two schools and key informants has been displayed under the selected themes. As an extension to the final phase of thematic analysis, Ibrahim (2012) argues that thematic analysis allows a researcher to determine the relationships between concepts and compare them with the replicated data, therefore, justifying its adoption for this qualitative study of Chipadze primary school and Chipadze high school. Therefore, this phase was put into use in the upcoming chapter which displays the analysed data's presentation as it was guided by the thematic analysis.

3.9. ETHICAL CONSIDERATIONS

A collection of guidelines that direct one's study designs and practices are known as ethical considerations in research. There is a code of conduct that scientists and researchers must always follow when gathering information from subjects. Understanding real-life occurrences, researching effective therapies, examining behaviors, and enhancing lives in other ways are common objectives of human research. There are important ethical considerations in both the research topic and methodology chosen by the researcher. Therefore, the research employed ethical considerations like informed consent, confidentiality and voluntary participation.

Informed consent

Informed consent is one of the cornerstones of ethical research, the participants must be fully informed of what will be asked of them, how the data will be used and what consequences could be present if any. The researcher made sure that before engaging with the participants they are made aware of the research, what it is all about as pertaining to the effectiveness of the Beam programme. This value was upheld in both the schools highlighted as the case study.

Voluntary participation

Voluntary participation is a right of an individual to decide on whether or not to be part of the study. Once the participants were made aware of the research they were allowed to withdraw or continue with the research according to their own will. Thus, the researcher worked with those who volunteered to participate.

Confidentiality

Any information that relates to the private sphere of a person that they wish not to share with the public is considered confidential, Bos (2020). This is one of the ethics that a researcher is expected to respect for the safety of participants and they should be made aware of such a right. This is yet another ethic which the researcher recognized in their research; participants were not forced to disclose information which they are not willing to share. Hence confidentiality was upheld,

3.10. ASSUMPTIONS

The research was based on the assumption that vulnerable children are usually discriminated from accessing basic education, which involves skills, them taking up reputable careers and their ability to be able to afford the basic necessities to archive basic education. Vulnerable children are normally left behind in accessing of basic education as they are poor and lack the knowledge of accessing education through funding such as Beam. The study was also based on the assumption that basic education is only achieved by those who can afford. Basic education also means inclusive learning and having vulnerable children being able to take up education without any discrimination, allowing them to make their choices, all this is an assumption of what basic education should constitute.

3.11. LIMITATIONS OF THE STUDY

A study's limitations include any potential flaws that are typically outside the researcher's control and are directly related to the research design that was selected, the constraints of the statistical model, the restraints on the findings, or other reasons. Financial restrictions are one of the things that contributed to the study's limitations. The researcher needed to travel in order to contact schools in the study area in order to gather information, which cost money.

3.12. DELIMITATIONS OF THE STUDY

Delimitations are essentially the boundaries that the writers have purposefully chosen. They are worried about the definitions that researchers choose to impose on their work, making it hard to accomplish the goals and objectives of the study. Because the Beam program has been actively involved in the community in Bindura since the beginning of its operation, the researcher chose this location for the study. Even though the SDGs are a worldwide issue, the research only looked at two Bindura elementary schools as a sample, therefore the results could not be used as a benchmark to assess how well the county is doing in terms of reaching the goals. In addition, analysing the effectiveness of the Beam programme, was a limitation for the researcher, as they had to only focus on this particular programme of BEAM. The researcher pretended to be unaware of other programs and interventions such as Red Cross and Capernaum Trust.

3.13. VALIDITY AND RELIABILITY

The research was conducted with the leaders of the program so as to ensure the validity and reliability of the information captured. In order to make sure that the results obtained were reliable the researcher shall make sure that participants were not only the key informants but also to hear out on the opinion of the beneficiaries on the benefit of the Beam programme separately to make sure that the results are not biased. This had to be done so since the Beam programme had been introduced by the Department of Social Development, it also had an

effect on teachers, the community as well along with the learners that is why it was important to hear both sides of experience from different perspectives. The research also made use of content from different scholars in order to understand whether secondary information affects the way people think even though they have been exposed to such a program rather than just relying on the findings alone.

3.14. CHAPTER CONCLUSION

This chapter has covered the research methodology that have been put into use for this study as a guideline of ways the data have been collected in the research. The chapter began with the introduction to the chapter followed by the methodology which consisted of the research approach, research design adopted, target population, sample size, sampling techniques, data collection methods, data collection tools, data analysis, ethical considerations, assumptions of the study, study delimitations and limitations and lastly the conclusion of the chapter. This chapter, thus, serves as a template for the proceeding chapter as it dictates how the data collected will be analysed.

CHAPTER 4

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

Introduction

The study focused on assessing the effectiveness of the BEAM programme in providing basic education for vulnerable children. The study was guided by the three objectives which include: to evaluate the effectiveness of the BEAM programme in providing the basic education for all the vulnerable and underprivileged children in Zimbabwe; To explore the challenges that affect the BEAM programme is meeting its required and expected goals; to determine the measures that can be utilised to improve BEAM programme in Zimbabwe. This chapter focuses on analysing, presenting, as well as discussing the research findings which were carried out in Bindura, using semi structured interviews. In addition, the chapter outlines interpretation of the data collected from the participants based on the objectives of the research. Data was collected from 20 respondents, residents of Bindura town and key informants who are the BEAM committee members, parents, students and the headmaster. The researcher was considering research ethics during the research so as to respect and safeguard the interests of the individuals participating in the research. The analysis was done using thematic data analysis in the discussion of findings.

Therefore, this chapter's main purpose is to introduce the presentation, analysis and discussion of the findings based on the response of the participants that was captured through interviews obtained from the interactions with key informants and the students through focus group discussion.

DEMOGRAPHIC INFORMATION OF RESPONDENTS

This section is meant to present the biographical information of the participants which are essential for this study as it will help in analysing how the background, experiences of the participants had an influence on this particular study.

Demographic of Total Respondents

Table.1 Total Respondents

Respondent	Intended	Actual	Total
Headmaster	2	2	2
Beam committee	2	2	2
Parents	4	4	4
Beneficiaries	12	12	12
Total	20	20	20

The above table displays the total number of the participants who were interviewed by the research. The total number of each group that is shown in the table was extracted from both the schools under investigation and fused to create the designated group of students and key informants. According to the above table, there were four groups of participants which were of importance for this particular research were, the key headmasters who were interviewed on a one-on-one basis, being the first, followed by the second group which consisted of the BEAM committee members who were part of the research through their involvement in the selection process of the programme. Thirdly, were the parents of the students and lastly the beneficiaries of the Beam programme which were the students. The total of the participants was 20, two of which were obtained from the drivers of the program from Beam committee and two Headmasters from the two schools and four parents. The number of the Beam beneficiaries was 12 which was composed of six students from each school. According to the table the research managed to attain the intended number of key informants and girls who were meant to be interviewed before the data was collected and the actual total number that

was allocated during the data collection period. This alone, identifies the success of the research as the table shows the research's intentions were in line with the actual participants that they aimed to interact with as part of their research.

Qualifications of Respondents

Table 2 Qualifications of key informants

Designation	Gender	School/ Organisation	Years of Experience	Qualifications
Beam chairperson 1	Male	Chipadze Primary	5	Bachelor's degree in social Work
Beam committee member	Female	Chipadze Primary	3	Bachelor's degree in social Work
Parent 1	Male	Chipadze Primary	3	Grade 5
Parent 2	Female	Chipadze Primary	4	Form 4
Headmaster 1	Female	Chipadze Secondary	31	Diploma in Education, 2 Bachelor's degrees in Education Masters in Education (ECD)
Headmaster 2	Male	Chipadze Primary	4	Bachelor's Degree in Education

Parent 3	Female	Chipadze Secondary	8	ZJC certificate
Parent 4	Female	Chipadze Secondary	7	None educational qualification

The table above illustrates the qualifications of the key informants and their current positions, under occupation. According to the table there are 2 Beam committee members from the two schools who formed part of the key informants and are the two are chairpersons of the different BEAM committees, one from each school, relevant to this research as they are involved in the program implementation in both schools. There were also 2 parents from each school, making them four, also involved in the study. Lastly from Chipadze Secondary, the school head also became a key informant whose qualifications as illustrated in the table are, a diploma in education, 2 bachelor's degree in education and a Master's in Education (ECD). These qualifications illustrated from head of Chipadze secondary school justifies relevance of participants in this particular study on the Beam programme that helped the research to obtain in-depth information which is backed up by the level of experience of the educators in the education sector. Some of the key informants' years of experience indicate that they have been in the education industry for quite some time which helped the research to obtain in-depth information which is of importance in a qualitative study as it aims in attaining practical insights of the program under study. Amongst the key informants the research only managed to interview four parents as part of their key informants.

Learners age range and grade total from both schools

Table 3 Students age and grade

Respondent	Age	Current Grade	Gender	Total
Chipadze Primary	11 - 12 years	Grade 6 -7	Male	3
Chipadze Primary	11-12 years	Grade 6 -7	Female	3
Chipadze Secondary	13-16 years	Form 1 - 4	Male	4
Chipadze Secondary	13-16 years	Form 1 - 4	Female	2
				12

The table above shows the ages, grade and total of the learners who participated in the focus group discussions. The researcher facilitated interviews with the learners per school. The first group of each school comprised of grade six and seven learners who were six in total from Chipadze primary. The second group of the interviews consisted of form 1 to 4 learners who voluntarily participated in the interviews and they were seven per both schools. The age range was the different for the two schools hence this table shows the age range for the primary and that of the secondary schools. The overall total number of the students who were part of the discussions added up to 12 as displayed on the table and all learners involved were of mixed genders as the program is meant to empower all genders and improve the attainment of basic education by all.

QUALITATIVE DATA PRESENTATION

The major aim of the research was to find out the efficacy of the Beam programme in providing vulnerable children with basic education at Chipadze High and Primary Schools in Bindura. The research led to the exploration of the challenges encountered upon the acknowledgement of the importance of the program and measures to overcome the challenges displayed. Upon conveniently sampling the key informants for both schools and the organisation under study, the research also conducted voluntary focus group discussions in order to get the different perspectives as guided by the research objectives. As a way of analysing the data that was obtained from participants the researcher adopted the thematic analysis which became a template for the research data presentation. The qualitative data is presented objective by objective below, with sub-headings informed by emerging themes from both the objectives and collected data.

EFFICACY OF THE BEAM PROGRAM IN PROVIDING EDUCATION FOR VULNERABLE CHILDREN IN ZIMBABWE

This was the first objective which guided the interviews with key informants. The researcher managed to obtained different views on what the key informants and the participants from focus group discussions had to say about the BEAM programme. This subsection is to identify what the organisation offers as per what was said by the participants and it is to be preceded by the perceived performance of the Trust with the school under study.

Positive impacts of the program

From the data that was collected from the participants through face-to-face interviews, the study obtained different views when it comes to the above objective. In as much as the interviews were done separately some of the key positive impacts that were obtained were similar as shall be illustrated by the quotes obtained. These impacts are a combination of the perceptions of the key informants, learners and the pioneers of the BEAM programme.

i. Providing the vulnerable children with basic education

Ten (10) participants from both schools acknowledged the efficacy of the BEAM programme. One of the ten gave the below argument in illustrating on the BEAM's ability to provide basic education for the vulnerable children. The chairperson of the BEAM committee said the following,

> "*Yes, the BEAM programme does provide the vulnerable children to attain basic education however, we still have got areas which require attention to be able to fully attain its potential. The short comings are that the BEAM programme does not provide the stationery for the kids hence they are still in need of support*"

Apart from the challenges that have been identified by the chairperson, the participants did acknowledge that the programme is efficient in providing basic education for the vulnerable children. In order for it to successfully do so there is still need for resources, which shows a gap that need to be addressed as the programme progresses.

In addition to the efficacy of the program in providing basic education to the vulnerable children, another respondent had the following to say;

> "*The Beam programme is a very crucial directive that gives all children the basic right to education, it impacts every child and it is something that should grow and expand to capture every learner from every part of our country. Basic education is important as it affects our daily lives and equips the children with basic skills which are in demand in industry and in other life skills.*"

The above argument also elaborated on the efficacy of the BEAM programme and the respondent later on proved their familiarity with the program by identifying the skills in which the program has brought about as it aims to improve the literacy levels of the country. The program's coverage also emphasises its effectiveness as it covers the whole nation.

ii. Improved literacy levels

The participants indicated a decrease in school dropouts in their schools which clarifies the efficacy of the program. The school head from Chipadze secondary said the following;

> "*The program has improved the literacy levels and then decreased the number of dropouts as the learners are able to attend school without fear of being sent home to collect school fees, therefore it becomes easier for them to access education and attain basic education without worry, and we are living in the digital world so the children are able to manoeuvre through the system*"

Whereas, most respondents agreed that the BEAM programme is good at providing basic education as it is important to provide the vulnerable children with tuition. Another respondent gave the following elaboration on the learning environment that has been brought about by the BEAM programme in providing basic education to the vulnerable children.

> "*Basic education is necessary to the vulnerable children as they are educated and have self-determination and improved life choices thereby reducing the poverty rates in the country as they are also able to partake in courses after school which help them in the future of their lives*"

The participant highlighted the efficacy of Beam programme at a primary level and also identified the interest that learners have at primary level which has also been identified as a driver to successfully improvement of the literacy levels. Vulnerable children have become exposed to social ills due to lack of education.

iii. Improving the decision-making abilities for the youth

The responses that were captured from both the primary and secondary students and parents from both schools indicated that through education the students are able to take up careers that are school oriented rather than menial ones. One of the parents responded by saying;

"Thanks to BEAM our children take up careers that are better for their lives and improve their livelihoods. This is through them taking up practical subjects that equip them for their future lives and there is a notable improvement in their maturity due to advancing in education and a reduction in street headed adults who live off the streets without proper income and employment. This enables them to be level headed adults with proper decision-making skills"

Learners from Chipadze secondary school were of the same line of thought. One had to explain herself with an example, saying that;

"Through education I am able to become what I aspire to be in life. I aspire to be an accountant when I grow up and this is enabled through Beam which is paying for my fees and I can take care of my grandparents through that career. This also stops me from rushing into marriage and makes me well up for my future and discouraging child marriages in the same time"

This highlighted that the program is not just educating the students only but also contributing to the confidence of taking up careers which they want in life. This goes hand in hand with Sen's Capability approach, which uphold the notion that through education the students get capacitated to take up their esteemed career choices. The contribution of the learners emphasized on the importance of enabling the children by impacting them with the knowledge which they require to be successful in life.

iv.   **Reduced poverty levels**

A grade seven learner who was part of the focus group discussion indicated the importance of the BEAM programme and highlighted its impact on the poverty rates. The participants from the focus group seemed to have understood that it's not just about equal opportunities but it has to start from acquiring the rightful knowledge which would then change the perspectives of the community on vulnerable children such as orphans on education;

> *"Every child should be educated for them to be able to compete in the economy and have fair opportunities in life and reduce poverty*"

This indicated that children are now knowledgeable that in order to get the same opportunities in life. The respondent proved to be aware of the gap that exist between vulnerable children and those in families which are able to pay for their fees, its foundation is on the career choices that are made from an early age such as their current age.

SHORTCOMINGS OF THE PROGRAMME

i. Discrimination

Whilst most of the key informants proved to be in agreement with the program successfully bridging the gap from both schools, the headmaster from Chipadze primary school had the following argument

> *"This program has assisted us a lot and it deserves its flowers of appreciation, these children have actually benefited and have improved a lot because of the program as they are now able to attend school without being sent home where they are prone to abuse and all social ills due to being idle and resulting in early child marriages.*

> *However, to the downside there is the issue of discrimination for the children under beam as they are unable to afford the other required materials such as stationery, food and uniforms which results in them bringing worn out and torn uniforms to school. This makes them prone to discrimination*"

Another responded said the following argument to say;

"*The programme also comes with its limitations though having its achievements. There is discrimination of other students due to their inability to have all the requirements which might result in them being secluded from others due to low self-esteem brought about by their inability to afford the basics*"

In as much as the majority acknowledged the program in providing education, one of the educators proved to be worried about the vulnerable children are now being left behind. The participant said this while looking at the situation at hand that the school doesn't have resources at all hence the vulnerable have to get some additional materials to avoid being left behind.

ii. Coverage

Below is an explanation that was given by one of the learners in an attempt to explain that the Beam programme fails to accommodate all the vulnerable children leading to some dropping out. The majority of learners from Chipadze primary agreed with the statement. The BEAM chairperson had this to say;

"*The selection criteria for BEAM is that there is the use of colours to group the learners as they are limits as to which students should be accommodated per school therefore, we group them into colours depending on their situation with the worst-case scenarios in purple followed by red and green. This thereby entails that those in purple get listed first followed by red and lastly green. If the number is reached in the purple this therefore leaves those in RED and GREEN therefore it needs to be addressed.*"

The parents of the vulnerable children had this to say on the coverage of the Beam programme;

"If the programme could cover to other sectors of education such as Advanced level and tertiary this would ensure that our kids are safe for the future rather than competing for scholarships as some of them are not as gifted as others."

The committee also indicated that not all learners are recruited into the programme, whilst the program is limited to primary and secondary education only, neglecting the upper stages of education such as tertiary and advanced level. This then can be said as something that affects other vulnerable children's chances of the attainment of basic education as a certain group is left behind, thus hindering its effectiveness as a whole.

CHALLENGES THAT AFFECT THE PROVISION OF BASIC EDUCATION IN ZIMBABWE

This objective assisted the researcher to outline the different challenges that people in Bindura come across as they aim to promote quality education delivery for the girl child in Zimbabwe. The key informants first gave their own definition of quality education before identification of what they have observed as problems that hinder the program success.

4.6.1 Resources inadequacy

Most of the informants highlighted resources inadequacy as the main shortfall that reduces the provision of basic education delivery for vulnerable children in Zimbabwe. In order to elaborate on this challenge, the Headmaster from Chipadze Secondary had to say the following:

"The BEAM programme is helpful to the vulnerable children but on the contrary is the shortfalls that comes with it such as resource shortages. This is evidenced by the delayals in payments of the due fees which are due by years and in most cases the payments done are inefficient due to the current economic crisis and inflation

rendering the money valueless. This is evidence that reveals that the BEAM has

shortage of funds to meet the demand of the current beneficiaries"

To add on the challenge of resource inadequacy one key informant from Beam committe has also to highlight the depth of the challenge by saying that;

"*This programme has a visible shortage of funds. This is through its limit on the number of children that can enter into the programme. This needs to be addressed in such a way that the programme can encompass everyone that is in need of educational assistance*"

To sum up on the above that indeed in as much as the Beam programme is trying to provide educational assistance to vulnerable children it is hindered by resource shortages. However, the arguments that where given indicated that the BEAM programme have filled that gap in providing basic education by trying to make use of the little resources to accommodate a lot.

4.6.2 Corruption

Corruption is yet another challenge that has been identified by one of the key informants as they had the following to say based on its effect on education provision;

"*The programme is deeply flawed by corruption. This is through the selection process which sees the children of politicians being included in the programme even though they afford to pay for the fees of the child. This closes the opportunity for the truly deserving children which are from backgrounds that cannot afford to pay for the fees thereby this needs to be addressed so that the deserving children can be able to be covered by the programme"*

The above can be indeed said to be still prevalent as also another learner identified that they have witnessed when it comes to selection of the children by saying that;

"Some of the students covered by this programme cannot be said to be coming from a background which does not afford the fess but rather there is something that is happening behind the scenes of the selection process"

The majority of the participants from both schools indicated that there is somehow a scenario of including undeserving children into the programme. This thereby renders the Beam programme to be less effective as it includes some children from well up families.

MEASURES THAT CAN BE UTILISED TO IMPROVE THE PROVISION OF BASIC EDUCATION IN ZIMBABWE

Guided by this objective the researcher managed to acquire information from the participants on the measures that has been done by the BEAM programme in a bid to promote the provision of basic education. The participants were also given an opportunity to suggest measures that they believe can improve the current shortfalls for BEAM and the provision of basic education for the vulnerable children.

In order to solve the challenges that the schools identified as affecting the provision of basic education to vulnerable children and education advancement, the educators highlighted a number of measures that could be put into use.

4.6.1 Infrastructure development

This is one of the measures that the committee member of BEAM from Chipadze primary highlighted the solution that could be put into use to improve the BEAM programme. The following was said;

"As a way of combating the challenges that the programme faces in the shortage of funds, I think the BEAM programme could empower schools on projects that could generate income for schools such as poultry and other projects that helps the school to generate income and

direct it towards the vulnerable children and make the schools less dependent on the funds from the coffers of BEAM and the government."

The educator elaborated on the above by saying that;

"*Also apart from infrastructure development, we could use the vast spaces and area of the school to HeadStart the projects that could see the school being able to finance itself and help vulnerable children independently but with the monitoring of BEAM to account for the funds being generated*"

As illustrated, the schools needed projects that could generate income by themselves and put less pressure on the national budget as they depend on themselves. This thereby increases the capacity of the programme and increase the number of children on the programme.

4.6.2 Increasing of funding

Both headmasters alluded on a measure that could be used to improve the Beam programme on its efforts to provide basic education to vulnerable children. The following was said;

> "*We think that in order for Beam to be fully effective there is need for payment of fees in time. This due to the adverse effects of inflation that it should pay in time for schools to be able to use the money to its full potential*"

> "*Due to late payments, we think that if the programme could allow us to peg its debts in foreign currency this could help us to retain the buying power of what the programme owes schools. This helps to make sure even if it delays, we will have an assurance that even after years the money will still be of use to the school or it could easily be of no use. The programme could also pay in time to avoid all these steps and mishaps*"

This indicates that the programme should pay in time to be able to make the schools account for the funds being injected by the programme into their accounts. This enables the school to be able to get the necessities of the school that it requires to function and be able to sustain itself without any hindrances and provide basic education to the vulnerable children.

4.6.3 Partnership between Government and Other Stakeholders

One of the key informants outlined partnership between the government and other stakeholders as a measure that could improve the delivery of basic education for vulnerable children in Zimbabwe. The key informant said the following;

"The BEAM programme could be more powerful if it could partner with other stakeholders like Non-Governmental Organisations to add onto the funds. Through working hand in hand with other organisations such as RED CROSS AND CAPERNAUM TRUST and UNICEF this could result in the sustainability of the programme."

One of the educators from Chipadze primary school also gave a suggestion in line with the above by asserting that

"By partnering with other stakeholders, the programme would reach the goal of providing both the fees and the stationary of the children thereby reducing the tendency of shortages that the children face despite the fess but also books and uniforms"

The key informants highlighted the need of equipment as a driver to the success of promoting basic education through the Beam programme. A successful measure once the government collaborates with other willing partners. The key informants indicated the importance of investing in the education sector as it is the base of the economy.

4.6.4 Awareness Campaigns

The key informants from both schools had the suggestion of the implementation of awareness programs which could educate the communities in which the vulnerable children are raised in and ensure they are able to be put into schools. The following was said:

> *"I think the government can go on awareness programs especially on the poor communities, they should engage the communities, community leaders, the community childcare workers and the parents so that they can have the knowledge and knowhow on how to get their children into the BEAM programme without any hassles. This thereby ensures that the community have the information and can be able to send their children to school"*

Another key informant elaborated on with the involvements of students as well in the awareness campaigns to deter them discriminating others in the BEAM programme.

> *"We as educators need to educate our children that it is completely normal for other students to be from poor backgrounds and are just like them and encourage them to work together. This might even encourage them to help those in need through any kind for example books and even uniforms rather than laughing at those that cannot afford"*

The suggestions given above, further elaborates on the issue of involving the family and the community when it comes to the desire to promote the provision of basic education for the vulnerable children and the learning environment as well, which doesn't only benefit them currently but in their future as well.

4.6.5 Policy and program follow-up

One key informant acknowledged the need for the government to follow up on the programs and policies that are there for the benefit of these vulnerable children and to make sure they are being dully adhered to. They had this to say;

> *"The government has a role to play which is to make sure that the policies which have been put now and that shall be put in future so as to ensure that the programs are of benefit. This also avoids the situations of abuse of the programme and help in reduction of corruption in schools as well as making sure the programme benefits the intended populace which is the vulnerable children at large"*

The participant indicated the need of follow-ups in every program that is implemented so that where there are gaps, they may be filled as the program goes by as a way of maintaining its effectiveness. This would also help in adding more programs as a way of improving the service delivery of the programme.

Understanding of Basic Education among key informants

Before identifying the challenges that are believed to affect quality education the educators first gave their understanding of quality education which shall be identified below. This helped the research to find out the link between the challenges identified and the definition that has been given by the key informants from both the schools under study.

One of the committee members from the BEAM committee upon acknowledging that quality education is one of the pillars of the organisation had to define as follows;

> *"Basic education is the type of education which is given to the children until form four or Ordinary level. If they excel in their education and pass with flying colours, they can compete for funded scholarships through STEM which prioritizes science students. And also, if they come out with good grades, they can also apply for*

university scholarships which sees the BEAM being the foundation of it all and Basic education being the key to all the aspects of life that these vulnerable children seek"

One of the educators from Chipadze High School described basic education as:

"*Basic education is impacting knowledge and skills to learners regardless of their background, their gender, at the end of the day every learner should be accommodated. Basic education gives learners critical skills, skills that they would use in solving problems in their communities, homes even at schools. Basic education also include technology. Technology is a very important component. Its not just computers but technology that is relevant in the areas that they are in, whether it is in Agriculture, Arts or Mathematics, hence basic education should have a component of technology which enables the learners to be able to coexist with others in the communities in which they live in*".

Another responded, the head of Chipadze Primary School identified quality education as follows as well;

"Basic education is education that has value, that adds value to a person and makes someone a better person and it brings change in a person, in the community and in the country at large."

The researcher came out with a consensus from the definitions that all key informants from both the schools had an almost similar thought on defining basic education. The similarity in the definitions lies in identifying basic education in combination as not just involving learning for the benefit of the current but it has to mould learners for future experiences, professions and be adaptable to the changing technology and it is inclusive. Basic education has to be impactful for all learners, everyone must progress together to avoid any bias in its fulfilment as deducted from the key informants.

DISCUSSION OF FINDINGS

The research focused on examining the efficacy of the BEAM programme in provision of basic education to vulnerable children in Zimbabwe a case study of two schools that are based in Bindura town that is, Chipadze Primary School and Chipadze High School. The researcher was guided by the following objectives; to evaluate the efficacy of the BEAM programme in the provision of basic education to vulnerable children in Zimbabwe, followed by, to explore the challenges that hinder the provision of basic education for vulnerable children in Zimbabwe and lastly; to determine the measures that can be utilised to improve the programme in its provision of basic education to vulnerable children in Zimbabwe. The researcher managed to interview a total of eight key informants as was intended by the research whereby 2 were headmasters representing each school. The research also obtained information on the efficacy of the programme from 2 key informants from the Beam committee, the research also included 4 parents of the beneficiaries as key informants along with 12 learners who gave their opinions through focus group discussion that were conducted according to their grades. The researcher was guided by the objectives in interviews as well as in the focus group discussions and the data that was collected became the evidence for the validation of the sub themes that were withdrawn from the participants.

The first objective that guided the research focused on evaluating the efficacy of the BEAM programme in providing education for vulnerable children. Based on the first objective which seeks to analyze the effectiveness of the BEAM programme in providing basic education to vulnerable children, the findings of this research prove that, one of the key strengths of the BEAM programme lies in its approach, expanding the capabilities of the children through education. The program goes beyond simply teaching right from wrong. Through education, the students gain valuable life skills like self-awareness, emotional regulation, and problem-

solving (McCart, Ruehlman, & Webb, 2017). This aligns with the Sen Capability approach of Sen (2004) who emphasize the importance of addressing these factors to reduce poverty and give freedom to the children through education. This empowers them to make better choices in challenging situations, reducing the risk of impulsive or reckless behavior that could lead back to crime. These findings highlight the program's strengths. BEAM has enabled vulnerable children to acquire education, increasing their capabilities and potential for future opportunities.

The findings of this research further outline that another crucial aspect of the programme is fostering a sense of agency into the children. Many children come from backgrounds marked by instability and lack of opportunity (Teplin, McClelland, Messinger, & Dulcan, 2002). BEAM has empowered children to make informed decisions about their education and future, promoting autonomy and self-determination. The programme provides a supportive environment where these young people can develop a positive outlook. Through education, students gain the tools to cultivate a sense of responsibility towards society, and believe in their own potential for leading a productive life (Andrews & Bonta, 2010). By supporting education, BEAM contributes to the overall well-being of children, enhancing their quality of life. This serves as a powerful motivator to stay on the right path and desist from temptations that could lead back to criminal activity and unhealthy habits. Through improving access to healthcare through education also providing them with the support they need to become productive members of society.

The programme also reduces inequality. BEAM has targeted vulnerable populations, addressing disparities in education and promoting social justice. The importance of involvement of vulnerable groups ensures that everyone has a fair chance to make it in life. The BEAM programme thereby reduces the gap that exist between the people and classes. The programme creates a fair platform which is equally fair to everyone and reducing poverty

in the process. This fosters a supportive and stable environment for every child in the society. The program's focus on strengthening the capabilities of the children through basic education aligns with research on the effectiveness of the BEAM programme in providing basic education to the children (Van Voorhis, Vaiva, & DeLateur, 2011). By equipping students with the tools to support their education, the program creates a more positive and stable home environment. This, in turn, reduces the risk factors that may be faced by idle children not attending school.

Research conducted at the two schools, however, sheds light on various challenges faced by the BEAM programme in the provision of Basic education to vulnerable children. The third objective of this research explores these challenges.

Moreover, the researcher leant that resource inadequacy hinders the progress of the programme. This was evidenced by the delayal of the programme in paying the school fees for the children resulting in the scarcity of resources at schools due to the limited funds they have in trying to capacitate everyone at the schools. This sees the programme leaving the schools at a disadvantage as they will have limited resources to cater for the needs of the schools. These challenges that were identified, it was observed that they affect both the schools and the BEAM programme that provides educational support to the vulnerable children. Thus, it was seen that in order to combat the issues at hand there was need for collaboration of organisations in a bid to achieve the basic education for the vulnerable children.

The findings of the study resonate with the theory used as its analysis tool, which reflected the link between education and capability building as a way of capacity building and well-being of the vulnerable children. According to Naz (2016), on page 10, "well-being" refers to the development of one's capacity to enhance the quality of life for others by expanding one's

potential for health, nutrition, education, and engagement in society. Sen defines well-being freedom as the capacity of an individual to pursue different pathways in their functioning and to experience the accompanying well-being that results from their accomplishments (Kuhumba 2018). This has proven useful, as seen by the data collected from participants. The BEAM programme builds the capacities of the children though education for example practical subjects like food technology and building technology gives the children capabilities to start personal projects in life and alleviating the children from poverty. Thus, combining what they observe in the school environments has made it possible for the historical perspectives to be erased or abandoned as they are positive talks that are fed into their mind thus also contributing to behaviour change towards their communities as was indicated through the findings.

To add on, according to Amartya Sen capacity building is described as one that has to do with one's ability to a develop a sense of freedom through education, this has been in line with research as is has been evident that upon teaching the vulnerable children life skills they are required to apply what they have learnt throughout the communities in which they live in as identified by respondents. This goes hand in glove with the theory, which indicates its relevance with the evidence that has been presented. Thus, the link of the theory with the findings of the research.

Whilst the majority were of the same agreement that the BEAM programme is bridging the educational gap the researcher discovered a concern on other vulnerable children as they are left out of the programme. The fact that there is a selection committee and selects those that qualify to be under the programme and some are left. This limited coverage creates a gap as some are left out and some even drop out of school due to them not having enough resources to afford the fees for education. This was evident to the researcher as they found out that

some children are not included but are in need of assistance, where the only hope they have is to get everything from school for the securement of their future and life aspirations.

To expand on the above, the programme also excluding deserving children but includes some from well up families. This is through the inclusion of politics into the programme which in turn breeds corruption and hinder the program's success rate. This could produce a generation of dependencies as they would require empowerment over and over again hence involving every vulnerable child in disadvantaged backgrounds would support equal opportunities. OECD (2012) 's line of argument is of similarity with the findings as they argued that children's life chances are strongly influenced by the attainment of education as there are certain skills that they need to have acquired in order for them to contribute in the development of the society in which they come from. As it has been obtained through the literature and the findings from respondents, the world is becoming more and more digital, so are the job markets so are most opportunities. Thus, a need to prioritise every vulnerable child so as to exclude discrimination as they grow up understanding that they are capable of being involved in certain fields of work as they attained good results with the same learning material acquired by every learner.

Under the second objective, there was also a same line of argument between key informants in understanding what the term basic education encompasses. The research was guided by the definition of education by ccording to Bamisaiye (1989), Education is "a cumulative process of development of intellectual abilities, skills and attitudes, all of which form our various outlooks and dispositions to action in life generally" (p. 9). Most of the aspects identified are in line with the arguments that were given through the findings of the research, of most importance the aspect of providing the children with an understanding of how life works which is an essential part of human development. Upon combining the different definitions that were given by the participants, when it comes to basic education theoretical learning is

not irrelevant once it is accompanied by the practical part which are also supported by modern technologies and equipment. This could benefit not just the individual but the community and country at large once such skills are instilled in them. Therefore, it can be concluded that the fulfilment of the SDG 4 of quality education is still work in progress in Zimbabwe as illustrated by some of the named challenges.

The last aim of the research was to find out from the participants measures which they believe could improve quality education for vulnerable children in Zimbabwe. As a measure to improve quality education, the researcher identified the involvement of the community and other stakeholders as one of the important measures to uproot the challenge of funding and discrimination amongst others. Since the community are the first educators of their children it is indeed important that they be involved in the change of the mind-set of having to stigmatize the vulnerable children and also support the vulnerable children with some things that they require such as books and uniforms through donations and charity organisations. This concurs with the measure that was given by Carvalho and Cameron (2023) which says that communities and schools should function as empowering environments in order to improve the quality of education delivery for vulnerable children at a global perspective.

Extracted from the response that has been given by the learners, the research identified the need for the BEAM programme to provide the kids with the other requirements such as stationery and uniforms. The majority of the vulnerable children when they were asked of was the challenge they were facing, they outlined the shortage of the prerequisites such as stationery and uniforms as they could not afford them as well. Some have gained the confidence to put aside the discouragements that they come across to due to shortage of these materials as they have copen with the setbacks.

The research also obtained a need for program and policy follow up as a measure to improve the BEAM programme on the provision of basic education for vulnerable children in Zimbabwe. This was identified so as the improve programs that are implemented for the achievement of basic education. Mazaruse, Nyagadza and Makoni (2022) are of the acknowledgement of the efforts that have been put by the government in improve the provision of education through the implemented provision of basic education education through the BEAM programme. Mukumbiri (2018) became of the similar perspective with Mazarunge, Nyagadza and Makoni by highlighting the NDS1 which he also suggests that implementation has been a challenge which needs to be considered. However, it has not been following up on the approaches that were implemented on whether or not inclusive education has been achieved from independence up until this date. Therefore, a link between the existing literature and the findings that was obtained through this research as already illustrated in the issue of policy and program follow-up.

Chapter conclusion

This chapter successfully presented the demographic information of the participants of the research and presented the findings of the research as they were obtained from face-to-face interviews and focus group discussions. The research presented the findings as they were guided by the research objectives which identified the challenges, measures and efficacy of the BEAM programme in attainment of basic education. Prior to the conclusion of the chapter the findings were also discussed on their own section, this was also done according to the objectives.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter summaries the study findings on assessing the efficacy of the BEAM programme in providing education for vulnerable children in Zimbabwe. It presents conclusions from the research findings namely the efficacy of the beam program in providing education for vulnerable children, the challenges faced by BEAM in providing education for vulnerable children and the measures that can be used to improve the BEAM programme in Zimbabwe.

Summary of findings

The preceding chapters discussed the background of the study, reviewed the literature, methodology and the data presentation, analysis and discussion. The study sought to assess the efficacy of the Beam programme in providing basic education for vulnerable children in Zimbabwe. The study was carried out in Bindura. The study was guided by three objectives which were: to assess the efficacy of the BEAM programme in providing basic education to vulnerable children; to identify the challenges that affects the BEAM programme in meeting its targets and to suggest solutions the challenges that are faced by the BEAM programme. The Amartya Sen Capability approach was used as a guiding framework for the study. The study used the qualitative research approach. To collect qualitative data, the research made use of semi-structured interviews and focus group discussions. Twenty participants were chosen for the research with eight key informants that included two headmasters, four parents/guardians of the beneficiaries of the BEAM programme and two BEAM selection committee members. The research also included twelve students which were chosen using purposive sampling.

Efficacy of the BEAM programme.

On the efficacy of the BEAM programme, the research identified that all the discussed successes of the programme were almost the same among the participants. These include increased enrolment of vulnerable children in schools, reduction of dropout rates among the vulnerable children, increased academic performance of beneficiaries, improved literacy levels, reduced poverty prevalence, the improved health and welfare of the societies through education, improved communities and the global achievement of global agreement on education. These are all improving the wellbeing and the communities in which the children live in at large where there is improvements in the lives of the children. It also highlighted that through education the communities can be safer as there is improved decision making hence education is of great importance and BEAM is improving the communities through educating the youth.

The challenges faced by BEAM in providing education for the vulnerable children

The study brought out the challenges which the BEAM programme is facing in its effort to provide basic education for the vulnerable children in Zimbabwe. The researcher observed that shortage of funds by BEAM programme is one of the challenges which is resulting in late payments of the tuition fees of the beneficiaries. Discussion with the participants also led to the discovery of corruption as another setback of the programme leading to reduced number of vulnerable children enrolled in the programme.

Suggested ways to alleviate the challenges faced by BEAM

The study revealed that the challenges which are faced by the BEAM programme in providing education for vulnerable children, the study established several ways, but at the core of these strategies are partnership with the Nongovernmental organisations and the implementation of programme and policy follow up. These gives the BEAM programme the

capability to fulfil its intended targets thereby aligning with the framework used to guide the study.

Conclusions of the study

Deducing from the findings of the research, the study arrived at the following conclusions;

Orphans and vulnerable children are prone to facing a lot of challenges in attaining educational certificates due to their backgrounds which makes it difficult to independently pay for education. The BEAM programme is indeed a great programme in the society as it brings a notable change in the lives of vulnerable children. The BEAM programme has brought about change through paying the fees for the vulnerable children which results in the attainment of basic education by the vulnerable children. The study also concludes that; the BEAM programme plays a pivotal role on the health and well-being of the vulnerable through educating them to make informed decisions. The study also concludes that, the BEAM programme is being affected by shortage of funds which sees it having a backlog of years on payments and also corruption also another challenge which sees the undeserving children being enrolled under the programme which disadvantages the deserving as they are left out of the programme. On the same note, through analysis the study concludes that, the programme also has a shortcoming of coverage as it limits the number of children that can be enrolled into the programme thereby leaving out some children. From the findings, the study concludes that basic education is of great importance to vulnerable children as it can alter the health status of an individual through improved decision-making and knowledge on their health through education. Education empowers the youth to seek medical attention in time hence through BEAM's provision of basic education the health and well-being of vulnerable children is safeguarded. Given the findings, the study concluded the importance of educating as a weapon of conscientisation.

The research, upon analysis of findings, arrived at the conclusion that in order for the BEAM programme to solve the challenges it faced, it needs to partner with other stakeholders such as Nongovernmental organisations to improve on funding. It can also get rid of the backlog on payments as it would have improved funding. The research also concluded that the BEAM programme should do policy follow up to check on the progress and performance of the programme.

Recommendations

The research intended to assess the efficacy of the BEAM programme in providing basic education to vulnerable children in Zimbabwe. This section therefore will provide recommendations which will assist in the reduction of the challenges that are affecting the BEAM programme. Therefore, following the above conclusions, the below recommendations are given:

- There is need for partnering with other stakeholders such as nongovernmental organisations, communities and local organisations as well. This enhances the program implementation and sustainability through additional funding. With the assistance of other stakeholders this could see the programme reaching its intended targets.

- Adding onto recommendations is the expanding of the programme scope. This could see programme considering going beyond basic education to other levels such as tertiary education as well. This would ensure the attainability of better educational certificates that are required to be competitive in the job and employment market.

- There is also need to establish effective communication and direct participation of the vulnerable children and their families in addressing issues that affect them. The study identifies that there is a neglect of the vulnerable children. They are not consulted but

the society, particularly their respective, families make this crucial decision for them to drop out of school due to shortages in funds for their education.

- Awareness campaigns should also be carried out so as the enlighten the society on how it can work together the vulnerable children and families in an effort to better their situation and that poverty not necessarily mean one in unable to attain an educational certificate; thereby not giving them an opportunity to prove themselves. This encourages community involvement in program promotion, support, and ownership.

- The government should also work towards ensuring the addition of the budget and funding towards education for vulnerable children. This thereby enhances the program's impact by allocating more resources to support a larger number of beneficiaries.

- The programme should also improve on targeting and selection process. Through this, there is strengthening beneficiary selection processes to ensure support reaches the most vulnerable children. This ensures that more vulnerable children are added into the programme which are deserving.

- More research should be done on disability as a subject for the subject lacks understanding and very few researches have been done to understand the BEAM programme in Zimbabwe.

- The programme should also work on capacity building. This is done through provision of training and capacity development for program staff, teachers, and community members. This improves the programmes reach and capabilities which goes in line with the research framework of the study.

- Lastly the programme should also work on infrastructure development in the school. This is done through funding income generating projects for the schools to be able to be self-sustaining. This supports the development of schools and educational facilities which reduces the financial burden on the BEAM programme.

Chapter summary

The foregoing gave a synopsis of research findings; it made conclusions and gave recommendations for the improvement of the BEAM programme. It highlighted the efficacy of the BEAM programme on vulnerable children which include the improvement of the health and well-being of the children through education, reduced dropout rates and improvements towards attaining the global education goals such as the SDG 4. The chapter also addressed findings that are linked with other objectives of the study. It also addressed how the framework which guided the study was put into use. More importantly is outlines the challenges that the BEAM programme faces in trying to provide education for vulnerable children that are mainly shortage of resources such as funding and also the scope of the programme which is only limited to ordinary level rather than going beyond other levels such as tertiary education. The chapter lastly listed some recommendations towards addressing the subject of the study. The recommendations include further studies and programme follow up and monitoring for the improvement of the BEAM programme as a whole, increasing funding by the government, awareness campaigns, government to partner with other stakeholders to improve the sustainability of the programme and infrastructure development in schools amongst others. Hence proposals levelled in this study may serve as frames of reference to the improvement of the lives of the vulnerable children as a whole.

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APPENDICES

APPENDIX 1: CONSENT FORM
Consent Form for the BEAM committee.

I……………………………………………………in my capacity

as……………………………………………. in BEAM programme at

……………………………………………, have read and understood the research topic

of the following student, Tinotenda Kangara registration number B200809B which focuses on

"**The effectiveness of BEAM in providing basic education for the vulnerable children in**

Bindura, Mashonaland central ."

I acknowledge that the above mentioned are the schools which we work with in delivering

digital skills literacy. Furthermore, I give my consent that the student can interview some of

our staff members voluntarily and the learners participating in our program upon the approval

from the schools to do so. This consent is granted in order for the student to get the

information needed for the completion of this research.

Signature…………………………..

Date……………………………….

 By signing below, I acknowledge that I voluntarily participated in this research. The student

explained that the information that I am withdrawing as per this research shall be treated with

pseudonymity.

Interview Participant 1

Position in the Organisation……………………………………..

Signature………………………………………….

Date…………………………………….

Interview Participant 2

Position in the Organisation……………………………………..

Signature……………………….

Date………………

Researcher's

signature……………………….   Date…………………………

Consent Form for the HEADMASTER CHIPADZE HIGH

I……………………………………………………….as the Head do hereby approve that Tinotenda Kangara student at Bindura University of Science Education to proceed with getting feedback on "**The effectiveness of BEAM in providing basic education for the vulnerable children in Bindura, Mashonaland central province**."

I do acknowledge the presence of the organisation in my school and the program being delivered in this school. The student have indicated the need to interview some of our learners who are beneficiaries and some of our educators who are familiar with the program. I do hereby give consent on behalf of the learners who will participate in the focus groups that they do so voluntarily.

Signature…………………………………………..

Date…………………………..

Consent Form for the HEADMASTER CHIPADZE PRIMARY

I……………………………………………………….as the Head do hereby approve that Tinotenda Kangara student at Bindura University of Science Education to proceed with getting feedback on "**The effectiveness of BEAM in providing basic education for the vulnerable children in Bindura, Mashonaland central province**."

I do acknowledge the presence of the organisation in my school and the program being delivered in this school. The student have indicated the need to interview some of our learners who are beneficiaries and some of our educators who are familiar with the program. I do hereby give consent on behalf of the learners who will participate in the focus groups that they do so voluntarily.

Signature……………………………………………..

Date…………………………..

KEY INFORMANTS

As part of the key informants, my signature below is a sign that I have participated in this research voluntarily and it has been explained to me that the information obtained shall be treated with pseudonymity and confidentiality.

Interview, Key informants' consent

Participant 1   Participant 2

Signature…………………………….Signature……………………………………

Participant 3

Signature…………………………………

Researcher

Signature…………………………………..   Date…………………………….

APPENDIX 2: INTERVIEW GUIDES
FACE TO FACE INTERVIEW SCHEDULE FOR EDUCATORS

Section A: Biographical Information of Participants

- How many years of experience in the school?

- Qualifications of key informants?

Section B: Efficacy of the BEAM programme in providing basic education for the vulnerable children.

1.   How familiar are you with the BEAM programme program?

2.   How many students from your school are benefitting from BEAM and how BEAM programme improved the learning environment for the beneficiaries?

3.   In your own opinion, do you think the program is successfully assisting all the orphans and vulnerable to be able to attain basic education?

5.   Can you comment overall on the BEAM programme?

Section C: Challenges affecting the promotion of quality education for girls in Zimbabwe.

5.   What do you understand by the term basic education?

6.   What challenges does the Beam programme pose to the school?

7.   In your own point of view, what are the challenges that the orphans and vulnerable children face in trying to join the BEAM programme?

8.   How did you solve the above-mentioned challenges? Where can they seek help and is the help sufficient enough to help them overcome the challenges?

Section D: Measures that can be utilised to improve STEM education for girls in Zimbabwe.

9.   What efforts has the school adopted in an effort to reduce the dropping out of vulnerable children?

10.   Suggestions on what can be done by the government in order to further improve service delivery for the BEAM programme.

FACE TO FACE INTERVIEW BEAM PROGRAMME KEY INFORMANTS.

Section A: Biographical Information of Participants

- How old are you?

- How many years of experience in the school?

- Qualifications of key informants?

- Current position in the organisation?

Section B: Efficacy of Girls in STEM Trust's digital skills program in bridging the gender gap in STEM education.

1. Briefly explain the services offered by the BEAM programme at this school.

2. How has the organisation managed to help vulnerable children from dropping out.

Section C: Challenges associated with the BEAM programme in Zimbabwe.

3. What are the challenges that are encountered by the programme?

Section D: Measures that can be utilised to improve STEM education for girls in Zimbabwe

4. Suggest measures that can be of effect in improving the BEAM programme in Zimbabwe.

INTERVIEW FOR BEAM BENEFICIARIES

Section A:

o   How old are you?

o   Which grade are you in?

o   How many years have you been in the BEAM programme at school? (from which grade)

Section B: Efficacy of Girls in STEM Trust's digital skills program in bridging the gender gap in STEM education

1.   What is the BEAM programme?

2.   What profession do you want to pursue in life?

3.   What are the services offered by the Beam programme?

Section B: Challenges affecting the promotion of quality education for girls in Zimbabwe.

4.   How many children have dropped out since you started learning at this school?

5.   Have you ever experienced an challenges in joining the BEAM programme? If yes which challenge?

6.   What challenges do you think the committee and the school has in adding children in BEAM?

Section C: Measures that can be utilised to improve BEAM programme in Zimbabwe

7.   What do you suggest the school should do in order to accommodate the vulnerable children?

8.   How can BEAM address the challenges that are faced by the vulnerable?

9. What can be done to improve the services offered by BEAM in Zimbabwe?

APPENDIX 3: APPROVAL LETTERS

FACULTY OF SOCIAL SCIENCES & HUMANITIES
DEPARTMENT OF SOCIAL WORK

P. Bag 1020
BINDURA, Zimbabwe

Tel: 263 - 71 - 7531-6, 7621-4

Fax: 263 - 71 - 7534

BINDURA UNIVERSITY OF SCIENCE EDUCATION

Date: 30 APRIL 2024

TO WHOM IT MAY CONCERN

RE: REQUEST TO UNDERTAKE RESEARCH PROJECT IN YOUR ORGANISATION

This serves to introduce the bearer, KANSARA TINOTENDA, Student Registration Number B200809 B, who is a **BSc SOCIAL WORK** student at Bindura University of Science Education and is carrying out a research project in your area/institution.

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

BINDURA UNIVERSITY OF SCIENCE EDUCATION
SOCIAL WORK CHAIRPERSON

2 2 NOV 2023

FACULTY OF SCIENCE EDUCATION
PRIVATE BAG 1020, BINDURA, ZIMBABWE

Yours faithfully

MR L.C Nyamaka
Acting Chairperson - Social Work

All communication should be addressed to

The Provincial Social Development Office

Email socwelfaremc@gmail.com

ZIMBABWE

DEPARTMENT OF SOCIAL DEVELOPMENT

Mashonaland Central Province
New Government Complex
P. Bag 955
Bindura
Telephone:0271/6560 Fax: 0271 – 6560

31 May 2024

The Director Social Development
P. O. Box CY 439
Harare

RE: PERMISSION TO CONDUCT AN ACADEMIC RESEARCH BINDURA DISTRICT: MASHONALAND CENTRAL PROVINCE.

Please find attached application and approval letter for Tinotenda Kangara. Social Work Student at Bindura University of Science Education who wishes to undertake academic research on **The effectiveness of BEAM in providing basic education for the vulnerable children in Bindura, Mashonaland Central.**

The Provincial Office has no objection to the application and do recommend the student to undertake the research study with hope that the findings will be used for academic purposes only.

Your usual guidance is greatly appreciated.

PROV. SOCIAL DEVELOPMENT OFFICE

3 1 MAY 2024

P. BAG 955, BINDURA
TEL. 0662126560/6510

Dziva

Dziva V.B (Ms)
FOR: PROVINCIAL SOCIAL DEVELOPMENT OFFICER
MASHONALAND CENTRAL PROVINCE

1

MINISTRY OF PUBLIC SERVICE, LABOUR AND SOCIAL
WELFARE
Compensation House

Telephone: Harare 790872/7
Telegrams "SECLAB"
Private Bag 7707/7750

CnrB/
Fourth Street and Central Avenue
HARARE

ZIMBABWE

06 June 2024

Tinotenda Kangara (B200809B)
Bindura University of Science Education

REF: LETTER OF APPROVAL TO CONDUCT A RESEARCH STUDY TITLED "THE EFFECTIVENESS OF BEAM IN PROVIDING BASIC EDUCATION FOR THE VULNERABLE CHILDREN." A CASE STUDY OF BINDURA MASHONALAND CENTRAL

Receipt of your letter with the above mentioned matter is acknowledged.

Please be advised that permission is hereby granted for you to carry out research titled **"The effectiveness of BEAM in providing Basic Education for the vulnerable children."**.

Permission is granted **STRICTLY** on condition that the research is for academic purposes only in pursuit of your Bachelor of Science Honours Degree Social Work. The data collected should not be shared to third party (3rd).

You are requested to submit a copy of your final research documents to the Department of Social Development upon completion as your research has a bearing on the Department's mandate.

MINISTRY OF PUBLIC SERVICE, LABOUR
AND SOCIAL WELFARE
SOCIAL WELFARE REGISTRY

0 7 JUN 2024

P.O. BOX CY 429 CAUSEWAY
ZIMBABWE TEL 0242-790721/4

T. Zimhunga
Director Social Development.
MINISTRY OF PUBLIC SERVICE, LABOUR AND SOCIAL WELFARE

THE END