

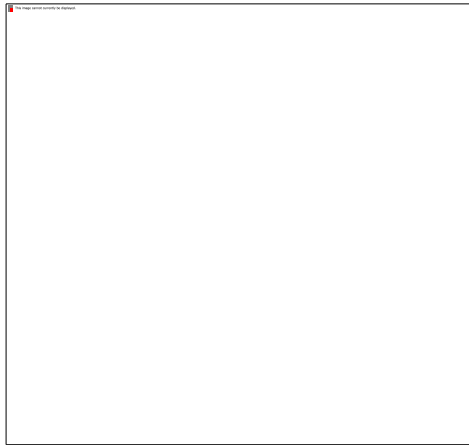
BINDURA UNIVERSITY OF SCIENCE EDUCATION

FACULTY OF SCIENCE AND SCIENCES

DEPARTMENT OF SOCIAL WORK

TOPIC: CHALLENGES FACED BY COMMUNITY MEMBERS IN ACCESSING

BEAM: A CASE STUDY OF CHIPADZE WARD 6, BINDURA.



B200765B

**A dissertation submitted to Bindura University of Science Education, Faculty of Social
Sciences and Humanities, Department of Social Work, in partial fulfilment of the
requirements for the Bachelor of Science Honours Degree in Social Work**

2024

APPROVAL FORM

I certify that I supervised **B200765B** in carrying out this research titled: **Challenges faced by community members in accessing BEAM** in partial fulfilment of the requirements of the Bachelor of Science, Honours Degree in Social Work and recommend that it proceeds for examination.

Supervisor

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Chairperson of the Department Board of Examiners

The departmental board of examiners is satisfied that this dissertation report meets the examination requirements and therefore I recommend to Bindura University of Science Education to accept this research project by Manditambidzwanashe Mtomba titled: **Challenges faced by community members in accessing BEAM** in partial fulfilment of the Bachelor of Science, Honours Degree in Social work.

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DECLARATION FORM

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The dissertation report titled: Challenges faced by community members in accessing BEAM, a case study of Chipadze ward 6 of Bindura District is a result of my own work and has not

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DEDICATION

This dissertation is dedicated to my mother Fungai Munyanyi and my aunty Peggy Chikaka for the unwavering support through my academic journey.

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I would first and foremost like to express my deepest gratitude to my mother, for supporting me financially and emotionally, and for giving me this opportunity to pursue this degree program. I would also like to thank my supervisor, Dr L Zinyemba for her invaluable advice, guidance and patience throughout my studies. Without her support, I would not have been able to complete my degree. I would also like to give thanks to the Lord Almighty and Jesus Christ for the blessings and grace that have been bestowed upon me. Finally, I would like to thank the Bindura University of Science Education for its guidance and support. I am very grateful to all the members of the faculty and staff at the University who have helped me in my academic journey. Their dedication and expertise have been instrumental in helping me archive my goals.

ABSTRACT

The Challenges faced by community members in accessing BEAM study was precipitated by the increase of school dropouts in both primary and secondary levels of education. The study was guided by the following objectives; to explore the challenges faced by community members in accessing BEAM, to establish the knowledge community members have about BEAM and to establish the strategies that can be employed by community members to benefit from BEAM. The study triangulated both qualitative and quantitative research designs, making use of surveys, focus group discussions and key informant interviews as data collection methods. Simple random sampling was used for the quantitative data while purposive sampling technique and convenient sampling technique were used to collect the qualitative data. The study found out that funds allocated to social protection programmes like BEAM are inadequate. Also, there is high level competition of students who want access to free education. Additionally, there is lack of a holistic approach to meet the needs of the orphans and the vulnerable children accessing BEAM. The study concludes that economic, social and cultural barriers hinder children from accessing free education, thereby perpetuating the number of school dropouts. The study recommends increasing stakeholder collaboration in supporting children to access free education. Introducing effective community engagement initiatives is recommended to challenge stigmatization and foster a culture of equality that acknowledges the right to education for all children. Finally, the

study recommends improving resource allocation to meet the basic needs of the children and address the identified gaps in the BEAM's educational provisions.

LIST OF ABBREVIATIONS AND ACRONYMS

AIDS Acquired Immuno Deficiency Syndrome

BEAM Basic Education Assistance Module

CCW Child Care Worker

CSC Community Selection Committee

ESAP Economic Structural Adjustment Programme

HIV Human Immuno-deficiency Virus

MPSLSW	Ministry of Public Service Labour and Social Welfare
NGO	Non-Governmental Organisation
NSFAS	National Student Financial Aid Scheme
PWD	Persons With Disability
UNCRC	United Nations Conventions of the Rights of Children
UNICEF	United Nations International Children`s Emergency Fund
UPE	Universal Primary Education

Contents

APPROVAL FORM	ii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT.....	vi
LIST OF ABBREVIATIONS AND ACRONYMS.....	vii
LIST OF APPENDICES.....	xi
LIST OF FIGURES	xii
LIST OF TABLES	xiii
CHAPTER 1	1
INTRODUCTION	1

1.0 Introduction.....	1
1.1 Background of the Study	1
1.2. Statement of the Problem.....	3
1.3. Justification of the Study	4
1.4.Aim of the Study.....	4
1.6. Research Questions.....	5
1.7 Assumptions of the Study	5
1.8. Limitations of the Study.....	5
1.8. Delimitations of the Study	6
1.9. Definition of Key Terms.....	6
1.10. Project Outline.	6
1.11. Chapter Summary	7
CHAPTER 2	8
LITERATURE REVIEW	8
2.1 Introduction.....	8
2.2 Social Justice Model	8
2.3 Challenges faced by community members in accessing education.....	9
2.4 The knowledge community members have about free education assistance	12
2.5 The strategies that can be employed by community members to benefit from BEAM	14
2.6 Chapter Summary	17
CHAPTER 3	18
RESEARCH DESIGN	18
3.1 Introduction.....	18
3.2 Research Design.....	18
3.3 Target Population.....	18
3 4 Sampling techniques	19
3.5 Research Methods.....	19
3.6 Data Collection Tools	20
3.7 Data Analysis	20
3.8 Research ethics.....	20
3.9 Data Collection Procedure	21
3.10 Chapter Summary	21
CHAPTER 4	22
DATA PRESENTATION AND ANALYSIS	22

4.1 Introduction.....	22
4.2 Demographic Information.....	22
4.3 The challenges faced by community members in accessing BEAM	23
4.4 The knowledge community members have about BEAM	28
4.5 Strategies that can be employed by community members to benefit from BEAM.....	34
4.6 Discussion of findings.....	36
4.7 Chapter Summary	38
CHAPTER 5	39
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	39
5.1 Introduction.....	39
5.2 Summary	39
5.3 Conclusion of the findings	39
5.4 Recommendations.....	40
5.5 Chapter Summary	41
REFERENCES	42

LIST OF APPENDICES

APPENDIX 1	
APPENDIX 2.....	
APPENDIX 3.....	
APPENDIX 4.....	
APPENDIX 5.....	
APPENDIX 6.....	

LIST OF FIGURES

Figure 4.1: Percentage distribution of respondents' belief about factors that hinder community members to access BEAM.....

Figure 4.2: Percentage distribution of the respondents who believe there is gender discrimination in accessing education.....

Figure 4.3: Percentage distribution of respondents' perception on who should benefit from BEAM

Figure 4.4: Percentage distribution of respondents' view on the government's commitment to the payment of BEAM.....

Figure 4. 5: Percentage distribution of respondents who believe that education is a child's right.....

Figure 4.6: Percentage distribution of respondents who have or had relatives that benefitted from BEAM.....

LIST OF TABLES

Table 4.1: Percentage distribution of respondents' demographic information.....

Table 4.2: Percentage distribution of challenges faced by community members in accessing
BEAM

CHAPTER 1

INTRODUCTION

1.0 Introduction

The research study focuses on the challenges faced by community members in accessing the basic education assistance module (BEAM) in Bindura Rural Ward 6. The chapter will give a brief background to the problem of accessing BEAM experienced by community members. Research objectives and research questions will be outlined to guide the development of the research. Limitations and delimitations of the study are also outlined in this chapter.

1.1 Background of the Study

Beam was established in 2001, as a part of the Zimbabwe government's strategy to ensure that all children have access to education, regardless of their socioeconomic status. It was propelled in response to worsening conditions in the country that were causing the poor to suffer (escalating prices of basic commodities, high unemployment rates, high drop outs of school children and inflation rates (Maushe, 2019). The introduction of the Economic Structural Adjustment Programme (ESAP) left many parents unemployed resulting in their failure to pay tuition for the education of their children. This was conceived by the 1992 drought which had a negatively affected the education system and other economic sectors. This led to school children dropping out at the expense of saving the little money available to get basic needs like food (Zvogbo, 1994).

Another factor that influenced the increase of school dropouts was the advent of the HIV/AIDS which left many children orphaned and vulnerable. According to Thirumurthy (2012), the pandemic led to children leaving school due to poverty, HIV/AIDS and some children were given the responsibility to look after their sick parents or relatives. Aids related

illnesses and deaths fuelled household assets to be sold in search of medical support and financial stability that was drained by the pandemic. As a result, many children were pulled out of schools to assist with the household activities in violation of children's rights to education (Central Statistics Office, 1998). Also, the majority of students experiencing starvation simply dropped out of school when resources became scarce, and parents normally preferred boys to go to school whilst girls remained home performing domestic chores.

In order to address the underlying problem which affected the vulnerable children, the government of Zimbabwe introduced the Basic Education Assistance Module (BEAM) programme in 2001 as a compliment of the Enhanced Social Protection Programme (ESPP) which specialised at lessening losses to human capital in areas including education, food, health and shelter (Government of Zimbabwe, 2005). The Basic Education Assistance Module was designed to enrol orphans and vulnerable children in society by providing them with tuition fees, school levies, and examination fees. This was done so as to fulfil the provisions of the 1987 Education Act which declared education as a human right and the United Nations Conventions on the Rights of the Child Article 28 (e) which states that state parties should encourage regular attendance at schools and the minimisation of drop-out rates.

The Basic Education Assistance Module (BEAM) is a national programme that is being implemented in all 61 districts in Zimbabwe, and is operational in both urban and rural areas including Bindura Rural Ward 6 in Mashonaland Central Province, where this research was conducted. The program provides educational assistance to orphans and vulnerable children between 6 to 19 years (Maushe, 2019). Its main support is in the form of payment of tuition fees, school levies, examination fees and building funds, excluding uniforms which are also paramount to school regulations. Although the programme was designed to reduce the

number of children dropping out of school and seek to assist those who have never been to school because of financial constraints, it became evident that some authentic beneficiaries are not regarded to be part of this programme thereby violating their rights as enshrined in the aforesaid legal frameworks (Manyame, 2012). This is because of several reasons which include that essential stakeholders such as the parents and teachers are rarely involved in the selection process of children who should have access to BEAM. Also, the Community Selection Committees are hardly monitored thus they drop students that have been benefitting for more than one school year to allow other ineligible children to access BEAM (Masdar, 2006). This shows that there are cases of nepotism and favouritism by members of an incoming BEAM committee. It is against this upbringing that the researcher took interest to investigate the challenges faced by the communal members in accessing BEAM, which was meant to offset the obstacles faced by vulnerable children in Bindura Rural Ward 6 of Mashonaland Central Province.

1.2. Statement of the Problem

Ideally, every child has the right to education as stipulated by the Education Act of 1987. However, challenges such as the dawn of HIV/AIDS and the massive economic meltdown undermined social services provision in Zimbabwe which precipitated many parents' failure to pay fees for their children thereby denying them their right to education. This led the government to come up with an intervention overview in the form of Basic Education Assistance Module (BEAM) so as to minimise the number of school drop-outs in primary and secondary levels of education. Various stakeholders have expressed concern about the shortfalls encountered by the eligible children in accessing BEAM. This study therefore investigates the challenges faced by community members in accessing the BEAM programme in Bindura Rural Ward 6 of Mashonaland Central Province in Zimbabwe.

1.3. Justification of the Study

The study is worth conducting as the BEAM programme has been prevailing for a long period of time but there is ignorance of its objectives to orphans and vulnerable children in the remote areas. Therefore, the study will add knowledge of the community members in Bindura Rural Ward 6 and enlighten them on the importance of enrolling eligible children on the BEAM programme. Also, appreciating this study will be a call for various actors in the society to coordinate and collaborate with the Ministry of Primary and Secondary Education, Ministry of Public Service, Labour and Social Welfare, the African Charter on the Rights and Welfare of the Child (ACRWC), the United Nations on the Convention of the Rights of the Child (UNCRC) and other stakeholders in preserving the educational rights of the children, regardless of the financial statuses. The findings of this study could therefore fuel a basis for reviewing the current approaches taken when selecting the children to access BEAM in Bindura or Zimbabwe at large. This, in turn, could enable the development of a more reality-based integrated approach to select the benefiter of the BEAM programme in the particular communities. Additionally, the research will fill the gap in literature to prove that there is still need for people to be informed on how they can have access to BEAM in order to reduce the number of school drop-outs or children who fail to go to school. The research will also provide the basis for other future researches concerning the education of orphans and vulnerable children in remote areas worldwide.

1.4. Aim of the Study

The aim of this study is to have an understanding of the challenges faced by community members of Bindura Rural Ward 6 of Mashonaland Central Province in accessing the BEAM.

1.5.1 To explore the challenges faced by community members in accessing BEAM in Chipadze Ward 6.

1.5.2 To establish the knowledge community members have about BEAM in Chipadze Ward 6.

1.5.3 To establish the strategies that can be employed by community members to benefit from BEAM.

1.6. Research Questions

1.6.1 What are the challenges faced by community members in accessing BEAM?

1.6.2 To what extent do you understand the BEAM programme?

1.6.3 What strategies can be employed to ensure that the community members can benefit from BEAM?

1.7 Assumptions of the Study

The study is based on the assumptions that many orphaned and vulnerable children are hindered from accessing the BEAM in Bindura Rural Ward 6 due to a number of challenges that this study seeks to interrogate on. There is also failure in disseminating knowledge concerning accessing BEAM among the community members in Bindura Rural Ward 6 leading to the assumption that the knowledge that community members have could be limited that is if it exist.

1.8. Limitations of the Study

Participants may be reluctant to participate in the research in fear of confidentiality preservation. Therefore, participants must be informed of the confidentiality procedures and policies in place to protect their data. They must also be informed the voluntary nature of participation and remind them that they can withdraw from the research at any time. Also, the study is narrowed by respondents' lack of capacity to understand the subject matter due to their level of education and this leads to biased information provided by the respondents. One strategy to address this issue is to use a range of different methods to gather data, such as

interviews, focus groups and surveys. This way, the data collection methods can be adapted to the different needs and abilities of the participants.

1.8. Delimitations of the Study

The research shall be delimited to Chipadze Ward 6 rural community residents in geographical terms due to resource and time constraints

1.9. Definition of Key Terms

BEAM- Basic Education Assistance Module (BEAM) is a national programme that is implemented in all 61 districts in Zimbabwe, and is operational in urban and rural areas including Bindura Rural Ward 6 in Mashonaland Central Province, where this research was conducted. The program provides support of education to orphans and vulnerable children between 6 to 19 years.

Vulnerable Children- children who are at an increased risk of experiencing negative outcomes such as poverty, abuse, neglect, or other forms of mistreatment (UNICEF, 2013).

School dropouts- students who have left school without completing their education due to various reasons including academic challenges, behavioural problems or family issues (Alexander, 2000).

Confidentiality- the obligation to keep certain information private and not disclose it to others without permission. It is the protection of information communicated by or about a client or patient in the course of a professional relationship (American Psychological Association, 2002).

1.10. Project Outline.

Chapter 1. This chapter provides introductory information pertaining to this research study. The chapter will give a brief background to the problem relating the statement of the

problem. Research objectives and research questions will be outlined and these will guide the advancement of the research in the next chapters. This chapter also highlights the justification of the study and the limitations and delimitations of the study.

Chapter 2. It focuses on providing the theoretical framework influencing this study. Literature adjacent to this research project will be reviewed critically and research gaps will be availed. It is the gap in knowledge and resources concerning the research problem that the study seeks to answer.

Chapter 3. The chapter consists of an outline of the research methods and research designs. The researcher will specify the research paradigm that this study will follow. Research methods and instruments used to gather and collect data for this study will be discussed in this chapter.

Chapter 4. It primarily focuses on presentation of the data that is collected from the field. The data will be presented and analysed in conjunction to the research objectives and it aims to answer the research questions.

Chapter 5. The chapter will give a summary of the research findings, research conclusions and recommendations. If there is need, areas for further research will also be recommended in chapter five.

1.11. Chapter Summary

This chapter briefly highlights on what the research project comprises of. It elaborates on the background to the study of the challenges faced by community members in accessing BEAM. Aims of the study are drawn in this chapter in order to justify the reasons why the research project is carried out. Research objectives and research questions are presented as tools to guide the development of the research. Also, limitations and delimitations of the study are outlined in this chapter.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The chapter provides an overview of the current data gathering efforts in the area of challenges faced by community members in accessing Basic Education Assistance Module (BEAM) in Bindura Rural Chipadze Ward 6. It also summarises the work that reputable academics and researchers have produced on the subject, which empowers the researcher to highlight loopholes in the already existing body of knowledge. The theoretical foundation that shaped the investigation is included in this section.

2.2 Social Justice Model

The social justice model focuses on the idea that all people should have equal access to opportunities and resources, and that this should include access to education (Rawls, 1999). This model argues that education should be seen as a fundamental right that should be available to all to develop their talents and abilities, regardless of socioeconomic status or cultural background. The model suggests that when education is not accessible to everyone, it perpetuates inequality and marginalizes certain groups of people. It also emphasizes the importance of equity, which means that resources should be allocated in a way that addresses or accounts for individual differences (Apple, 2006). This means the model considers the fact not everyone starts from the same place and some people may need more support to achieve their goals. Another aspect of the social justice model is empowerment, which involves teaching students to advocate for their own needs and helping them to develop the skills they need to succeed. The transformative justice concept of the social justice model addresses the root causes of inequality and injustice rather than simply treating the symptoms. According to

Nylund (2011), education is essential for ensuring that everyone has the ability to participate in society on an equal basis, and for creating a just and fair society.

Although the social justice model affirms that education should be accessible to all children regardless of their socioeconomic or cultural background, community members face challenges in accessing education because of historic and systematic inequalities that have denied them access to the same opportunities as others (Manyanye, 2012). Most people in communal areas such as Chipadze Ward 6 in Bindura District face challenges including high unemployment rate, a continuous high inflation rate, the increase of number of orphans and vulnerable children influenced by poor health services to fight the pandemics such as HIV/AIDS and COVID-19, limited access to resources and opportunities and lack of knowledge. As such, parents find it better to drop children out of school so as to save income for other basic needs hence it becomes difficult for them to have access to education and succeed as others do (Maushe, 2019). However, the social justice model principles of equality, equity, participation for transformation and empowerment are essential to identify solutions and strategies for improving access to education as this study entails (Miller, 2012). The theory is going to be applied in the study through consultation with the communities that are mostly affected; including Chipadze Ward 6. This means that the voices of community members should be at the centre of efforts to improve education. This can help to ensure that the solutions are relevant and appropriate for addressing the challenges of accessing education for all.

2.3 Challenges faced by community members in accessing education

Researches have provided evidence that free education is dominant in developed countries; hence there is no difference amongst children's access to education. In the UK, the government provides free education to all children aged 5 to 18 (West, 2014). This includes primary and secondary school education, as well as special education for children with

special needs. In addition to free education, children are also entitled to free school meals, stationery, uniforms and other necessities. Also, children who need financial assistance apply for a bursary to help with the cost of studying. In Canada, free education is also provided to all children from kindergarten to grade 12 (McIvor, 2009). This includes free tuition, textbooks and supplies. In addition to the basics; children also have access to a number of services for free. These include vision and hearing tests, physical education and counselling. Because education is for free, students normally do not face any challenges in accessing education. Their education policy is highly subsidised by the government,

In South Africa, there is a policy known as The Fees Must Fall policy, which is a student-led movement that began in 2015. The movement was sparked by a proposed increase in university tuition fees. Students began protesting against the increase, calling for free higher education for all. The protests ultimately led to a number of changes in government policy, including a freeze on tuition fees and an increase in funding (Jeffreys, 2019). Also, the movement led to the establishment of the National Student Financial Aid Scheme (NSFAS), which offers monetary assistance to students especially those from low-income families, and it has been credited with increasing access to higher education for these students. In terms of increasing access to free higher education, the NSFAS program has been successful in providing assistance to many students.

However, there are still many challenges experienced by other vulnerable groups in accessing free education. Not all deserving individuals benefit from the free education programs. People with disabilities, for example, face challenges in accessing free education, as some schools that offer them free education may not be well equipped to meet their needs (Chisholm, 2019). Also, girls can be manipulated over boys in accessing free education due to cultural barriers as boys are mostly preferred to access free education to girls.

In Botswana, the most notable policy is the National Policy on Universal Primary Education (UPE), which was introduced in 1994. The policy aims to ensure that all children have access to free education, regardless of their socioeconomic status or financial situation. The policy also aims to reduce class sizes, improve teacher training and provide basic school supplies. According to Makatile (2012), there has been an increase in the number of children accessing free primary education in Botswana since the introduction of the UPE policy. The net enrolment rate in primary education in Botswana increased from 86% in 1994 to 98% in 2018, which shows that the policy has been very successful in increasing access to free primary education in Botswana.

However, one of the greatest challenges faced by children in Botswana in accessing free primary education is the lack of government funding for non-state schools such as community schools (Maseko, 2013). These schools often struggle to provide free education due to lack of resources. Another challenge is the lack of awareness about the free education especially amongst parents who did not receive education themselves. Ignorance becomes a hindrance to children's access to free education.

BEAM was established in 2001 as a key component of Zimbabwe's Enhanced Social Protection Program (ESPP), with the goal of providing school fees, levies and examination fees to orphans and other vulnerable children. BEAM implementation has assisted more than 6.5 million children. Implementation began to slow down in 2007 and 2008 budget periods due to erosion of the budget by hyperinflation. Until the end of 2008, BEAM was funded by Government and National Aids Council (NAC), after which the primary schools were supported by Development partners until August 2014. BEAM is a national program with the objectives to reduce the number school dropouts, reach out children who have never been to school due to poverty and prevent welfare losses for poor families who may opt to retrenching children from school as the difficulties increase (Maushe, 2019). It targets

vulnerable children in Zimbabwean who are aged between 4 to 19 years to be enrolled in Early Childhood Development (ECD), primary, secondary and special needs schools. Children enrolled full time in primary and secondary schools are identified as poor by the Community Selection Committees (CSCs) and children enrolled full time in Special Needs Education institutions are also identified as poor by their CSCs.

In Zimbabwe, students face many challenges in trying to acquire efficient free educational services. Taylor (2010) states that funds allocated to social protection programs such as BEAM are inadequate; and this compromises the effectiveness of these programs. Also, nepotism and favoritism may eliminate the eligible groups from accessing free education, whereas the benefits may be acquired by people who can afford to pay school fees for their children. Another challenge in accessing free education is denial from educational facilities such as the private sector. Some schools that accept donor funding to offer free education services, might have hindrances in posing learning environments conducive for people with disabilities such as visual impairment and hearing impairment. According to the Ministry of Labour and Social Services (2015), the government of Zimbabwe lost its ability to respond to the needs of the Orphans and Vulnerable Children due to longstanding economic challenges that have prevailed within the country. Moreover, there are corrupt tendencies that negatively affect the BEAM administrative structures and processes with the result that the intended beneficiaries are marginalized and derive no benefit from the program (Ringson, 2020).

2.4 The knowledge community members have about free education assistance

In developed countries like the United States of America, studies have shown that most Americans understand that education is a fundamental right for all children, and that every child has the right to a quality education (The United Nations Convention on the Rights of the Child, 1989). Also, there are a number of federal and state laws that protect and promote the right to education in the United States (The Universal Declaration of Human Rights, 1948).

In Germany, most people are well aware of their right to education and they understand that it is a fundamental part of their society. According to Gestrich (2005), the German government has done a lot to promote education and to ensure that everyone has access to it. For example, all children are required to attend school from age 6 to 16, and the government provides a number of support programs for families with limited financial resources. In addition, there is also a strong focus on vocational training in Germany, which helps people to gain the skills they need to find a job. In Japan, education is viewed as a crucial part of the country's economic development, and the government has invested heavily in improving the quality of education. Japan also has a very competitive education system, and there is a lot of pressure on students to perform well academically. This is why Japan has one of the highest literacy rates in the world, and its students consistently perform well in international comparisons (Yamakawa, 2019). It consistently ranks among the top countries in math, science, and reading. South Korea is another developed country that recognises the significance of access to education. There is a strong cultural emphasis on education in South Korea as most parents view education as a way to improve their children's chances of success in life, and they invest a lot of time and money into their children's education (Kim and Rubinson, 2014).

In most developing countries, people do understand the importance of education but there are certain factors that contribute to the low levels of educational attainment in these countries. In Ethiopia, for example, many parents often lack resources to get their children to school or to help them succeed once they are there. In addition, the country's literacy rate is very low with only about 50% of children attending primary school and less than 10% proceeding to the secondary level of education (Muchie and Tobin, 2015). In Sudan, there is a widespread conflict in many parts of the country, which has disrupted the school system and made it unsafe for children to attend (Haj-Ali and Elnour, 2019). Also, many children are forced to work to support their families rather than attending school. Gender discrimination is another

barrier in Sudan. Girls are not given the same opportunities to attend school as boys, and they are more likely to be married off or pressurised into domestic work.

In Zimbabwe, many families are aware of BEAM, but they often face challenges in accessing it. One issue is that the application process can be confusing and time consuming, and some families may not have the literacy skills necessary to complete the application (Mushati and Nhamo, 2020). In addition to understanding the BEAM programme, many families in Zimbabwe lack the basic financial resources to cover the costs of sending their children to school, even with BEAM support. According to Makunike (2018), many families face extreme poverty, and they may have to choose between sending their children to school and meeting other basic needs like food and shelter. For instance, most people with the burden of taking care of the orphans and vulnerable are at the risk of deciding to drop children out of school whilst meeting other ends of food and shelter (Chombo, 2018). As a result, some of the vulnerable children are forced to work to support their families, rather than attending school.

2.5 The strategies that can be employed by community members to benefit from BEAM

Community members can promote educational equity to ensure that all students, inspite of their background or circumstances, must have the same access to educational opportunities.

In developed countries, one way they can promote educational equity is by volunteering their time and expertise (Scott, 2011). For example, in the United States of America, many communities have programs where volunteers tutor students after school or on weekends.

This can be especially helpful for students who are struggling in school or who need extra help with a particular subject. One example of the community-led initiatives in the United States is the Harlem Children's Zone in New York City which offers a range of services including free early childhood education, tutoring and social services (Canada, 2009). They also have a college success program that supports students as they transit from high school to

college. In Canada, some communities have established local libraries and literacy programs to help improve reading skills and foster a love of reading (Mackey, 2010). In Sweden the school voucher system has been enabled to promote access to education for all children. Under this system, parents can choose to send their children to any school, regardless of their location. Osterberg (2013) reveals that the school voucher system ensures that families are not limited by their financial resources or where they live. This system allows for more choice and competition among schools, which can lead to higher quality education. Additionally, it promotes equality by ensuring that all students have the same access to resources.

In developing countries, there are a number of unique challenges that need to be addressed for instance child labour, which can prevent children from attending school. In Brazil, the use of conditional cash transfers provides families with financial assistance on the condition that their children attend school. This can be an effective way to break the cycle of poverty and ensure that children have the opportunity to receive quality education (Barros, 2009). Taylor (2014) notes that programmes such as the Girls Education Challenge have been implemented in Malawi, Mozambique and Rwanda to support girls' education. The Educate programme in Uganda works with schools and communities to improve students, academic performance and life skills. They do this by providing teacher training and mentoring, as well as developing school leadership and capacity. In Kenya, the Kibera School for Girls provides education for girls who would otherwise not have access to schooling (Evans and Tesa, 2017). Also, community-based savings and lending schemes allow community members to pool their resources and lend money to others in the community for education expenses. One example is the Village Saving and Loan Association (VSLA) model which has been implemented in Kenya, Tanzania and Uganda to increase access to education, empower women and reduce poverty (Pyburn, 2011).

In Zimbabwe, community members use different initiatives to improve education accessibility for all children. One example is the Save the Children initiative which is working to improve the quality of education in rural areas through teacher training, community outreach and school construction (Murphy, 2014). Another initiative is the Plan International initiative which focuses on increasing access to education for girls in particular (Gehrmann, 2013). In order to improve vulnerable children's access to education, there are two main ways that community members can act to support these children through BEAM. First, they can work to identify vulnerable children who are not currently receiving support from BEAM (Alemayewu, 2013). Second, they can work to ensure that the vulnerable children who are receiving support from BEAM are making the most out of the programme. With that in mind, one idea is for community members to set up vulnerability committees (Manyanye, 2012). These committees would work to identify vulnerable children in the community who are not currently receiving support from BEAM. They would also work with families to make sure that children who are receiving support from BEAM are making the most of the programme. Also, community members should be trained to act as BEAM ambassadors who would help to raise awareness about BEAM in the community and to educate parents and children about how to utilise the programme (UNICEF and The Ministry of Education, Sports, Arts and Culture, 2014). The BEAM ambassadors also need to be given the permission to approve the BEAM applications so as to speed up the application process and make sure that the most vulnerable children are supported as quickly as possible. In order to refrain from biased decision-making, there should be a clear set of guidelines for the ambassadors to follow (Zimbabwe National Child Protection Policy, 2011). These guidelines should include information about the family size, income level and living conditions of the orphans and vulnerable children. Last but not least, the participatory budgeting strategy should also be employed to give community members a say in how BEAM funds are spent in

their community (Kanyuka, 2016). They should decide, for example, whether to spend more money on school meals or uniforms depending on the area that lacks financial support at the most. If the participatory budgeting perspective is implemented, BEAM funds are spent in a way that best meets the needs of the community.

2.6 Chapter Summary

The chapter established the theoretical framework and looked at many works that were relevant to the inquiry and helped guide this study's course. The portion was successful in capturing the framework, outlining the study's hypothesis and presumptions. This chapter emphasised the theories that affected the research while enlightening the factors related to the subject of the research. Additionally, this section closed the research gap, making room for the next chapter.

CHAPTER 3

RESEARCH DESIGN

3.1 Introduction

The chapter unearthed the methodology that was adopted in this study. This comprised the design that was used, the population, sample and sampling procedure. The instruments that were used in data collection evidenced why these were considered appropriate in order to enhance validity and reliability. The methodology perpetuated how data was to be collected and the ethical considerations taken into account. Finally, the chapter showed the data analysis plan for the study.

3.2 Research Design

The study made use of qualitative and quantitative research designs. The advantage of using a mixed research design is that it involves a lot of unexplained reasons behind the challenges faced by members in accessing the BEAM. Although there is generalisation of rural communities, adoption of both methods gave complimentary explanation between numerical values and individual experiences in interaction with social services.

3.3 Target Population

The study targeted residents of Bindura Rural Chipadze Ward 6. According to the census of 2022, there are 742 men and 843 women in Ward 6. The study also targeted key informants from the Department of Social Development, Ministry of Health and Child Care, Ministry of Education and other stakeholders. A target population is defined by Valliant (2013) as the population to which one wishes to apply the results of the study.

3.4 Sampling techniques

Simple random sampling was used to identify 20 respondents from Ward 6. The advantage of using simple random sampling technique is that it allows for more accurate and generalizable results as the sample will be more similar to the population it is representing (Yin, 2018). Convenient sampling technique was used to sample 10 to 12 respondents for the focus group discussions. A total of 5 focus group discussions were conducted to explore the perception of Chipadze Ward 6 villagers on the challenges faced by community members in accessing BEAM. The advantage of using convenient sampling technique is that it is relatively easy and inexpensive to implement, as it involves selecting participants who are easily accessible to the researcher (Yin, 2018). Purposive sampling technique was implemented to sample five key informants who have knowledge on the challenges faced by communal members in accessing BEAM. The advantage of using purposive sampling technique is that it allows the researcher to select participants who are particularly knowledgeable or experienced in the topic being studied. This can lead to more in-depth and valuable information (Chenail, 2013). Purposive sampling can be faster and less expensive than other methods.

3.5 Research Methods

A survey was made to collect quantitative data while focus group discussions and key informant interviews were used as qualitative data collection methods to establish the challenges faced by community members in accessing BEAM in Chipadze village. The advantages of using surveys are that they provide large amount of data in a relatively short period of time. They can also be relatively inexpensive to administer and can be used to collect data from a large number of people (Groves, 1989). Focus group discussions have an advantage of accessing high quality data as participants engage, sharing their diverse perspectives and experiences of accessing BEAM. The advantage of using key informant

interviews is that it allows the researcher to collect information from the individuals who have in-depth knowledge and expertise on the BEAM. It also allows the researcher to develop a more personal relationship with interviewees, leading to more honest and open answers (Charmaz, 2014).

3.6 Data Collection Tools

Questionnaires were used to collect quantitative data. The advantage of using questionnaires is that information is collected from a large number of people in a relatively short amount of time (Dillman, 2002). The study made use of interview guides to collect qualitative data. The advantage of using interview guides is that it helps the researcher to cover all of the relevant topics, while allowing for flexibility in the interview (Chenail, 2000). This is helpful in ensuring that the data collected is accurate and comprehensive.

3.7 Data Analysis

Quantitative data was analysed using excel while qualitative data was analysed thematically using nvivo.

3.8 Research ethics

In conducting the research, particular attention was given to the following ethics;

Informed consent; the research began by creating an agreement with respondents clarifying the obligations and responsibilities that each was expected of. The research had to clearly outline the purposes of the research and guaranteed confidentiality in the process.

Confidentiality; the researcher gave assurance that the gathered data from the research would be kept confidential and used only for the purpose of the research.

3.9 Data Collection Procedure

The study employed both qualitative and quantitative research approaches, interviewing participants in Chipadze Ward 6 to ensure the validity and reliability of the gathered information. The researcher had interviews with key stakeholders including social workers and other beneficiaries of the BEAM program. This allowed for capturing diverse perspectives from individuals both directly and indirectly involved in the program's design and implementation.

3.10 Chapter Summary

The foregoing attempted to bring a proper research methodology for this study. The chapter unveiled the research design, defined the population sample and sampling procedure. Justification on why these are included was made. The research instruments which were used are questionnaires and interview guides. Close attention to the content and context guided the analyses.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter focuses on data presentation and analysis. The chapter is presented in line with the objectives of the study. The discussion of findings section is also presented in this chapter.

4.2 Demographic Information

The majority of the respondents (60%) were female while 40 % were male as shown in Table 4.1 below. Most of the respondents (35%) were from the age group 21 to 30 years old. These were followed by 25% of the respondents who were from the age group of 31 to 40 years. The age group of 15 to 20 years had 15% of the respondents, similar to the age group of 41 to 50 years. The age group of 51 and above years had the lowest percent of respondents which is 10%. A vast number of the respondents (55%) indicated that they had attained the secondary level of education. Thirty percent (30%) of the respondents had attained tertiary level of education while only 15% of the respondents had attained primary level of education. None of the respondents had never been to school. The respondents (45%) were dominated by Christians from the Pentecostal sector while 30 % of the respondents were from orthodox churches. Twenty-five percent (25%) of the respondents reported that they belonged to the apostolic sector. None of the respondents were from the Islam or African Traditional Religion (ATR). Most of the respondents (70%) have never been beneficiaries of BEAM. Only 30% of the respondents have been beneficiaries of BEAM. However, 40% of the respondents indicated that they had children or relatives who have been beneficiaries of BEAM while 40% said that they did not have any children or relatives who have been beneficiaries of BEAM. Twenty percent (20%) of the respondents stated that they did not know if any of their relatives had been beneficiaries of BEAM.

Table 4.1: Percentage distribution of participants' demographic information

<u>Variables</u>	<u>Description</u>	<u>Percentage</u>
Sex	Male	40%
	Female	60%
Age	15-20	15%
	21-30	35%
	31-40	25%
	41-50	15%
	51+	10%
Denomination	Orthodox	30%
	Pentecostal	45%
	Apostolic	25%
Marital Status	Married	25%
	Divorced	10%
	Single	25%
	Widowed	40%
Level of Education	None	00%
	Primary	15%
	Secondary	55%
	Tertiary	30%
Have been a beneficiary of BEAM	Yes	30%
	No	70%

N=20

4.3 The challenges faced by community members in accessing BEAM

The majority of the respondents (30%) reported that underfunding and high levels of competition for BEAM were the major challenges in accessing BEAM as shown in Table 4.2 below. Twenty-five percent (25%) of the respondents reported that the economic meltdown prevented them from accessing BEAM. Only 15% of the respondents reported that stigma was associated with BEAM. Contrary to the quantitative findings, the majority of the respondents from the qualitative findings reported that stigma was the main reason people did

not access BEAM. On the other hand, the key informants noted that a lot of people deserved to be on BEAM. However, the resources were limited.

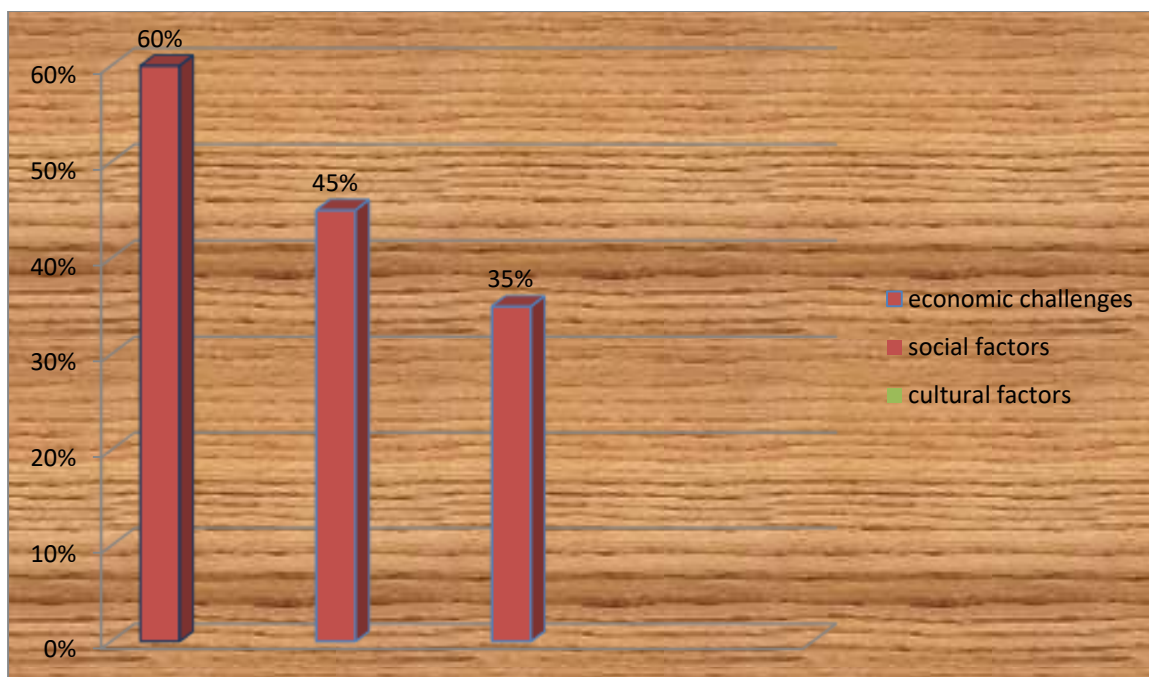
Table 4.2 Percentage distribution of challenges faced by community members in accessing BEAM

Challenge	Percentage
Underfunding	30
High level of competition for BEAM	30
Economic meltdown	25
Stigma associated with BEAM	15

N=20

The research revealed that 60% of the respondents agreed that economic challenges is one of the factors considered to be hindering community members from accessing BEAM as shown in Figure 4.1 below. Forty-five percent (45%) of the respondents indicated that social factors hinder community members from accessing BEAM while 35% of the respondents reported that cultural beliefs are responsible for community members' inaccessibility to free education.

Figure 4.1: Percentage distribution of respondents' beliefs about factors that hinder community members to access BEAM.



N=20

Qualitative findings strengthen quantitative findings highlighting that economic factors greatly impose barriers that hinder community members to access BEAM. The qualitative results brought to light that despite BEAM's aim to reduce the number of vulnerable children dropping out of school, there was limited success for those in need most due to economic hardships. The majority of the respondents also noted that children that were orphaned during the course of the year were not catered for by BEAM because the beneficiaries were only selected at the beginning of the year. Some of the respondents also demonstrated that economic hardships have eliminated BEAM to narrowly focus on the issue of fees while neglecting important needs such as food, shelter and health. This disadvantages some of the OVCs to an extent that some might fail to attend school although the fees are paid up by BEAM. This was explained by one of the orphans aged 16,

BEAM was successful in paying my primary and part of my secondary education but what forced me to drop out of school was that BEAM was not covering school uniforms, sports fees and other important needs such as food, shelter and medication which affected me a lot.

Most of the respondents specified that social factors contribute to the difficulties experienced by community members to access free education. Qualitative findings revealed that social factors such as stigmatization and negligence have a profound impact on children's accessibility to BEAM. Some of the respondents said that most children with disabilities experience negligence or stigma when trying to access education in learning environments conducive for them. In Zimbabwe, some schools that accept donor funding to offer free education services lack appropriate learning environments for people with disabilities, such as visual or hearing impairment. The results further showed that stigma associated with being a BEAM beneficiary enforces some children to rather choose to stay at home than experience sarcasm whilst in school. One respondent whose niece had dropped out of school explained,

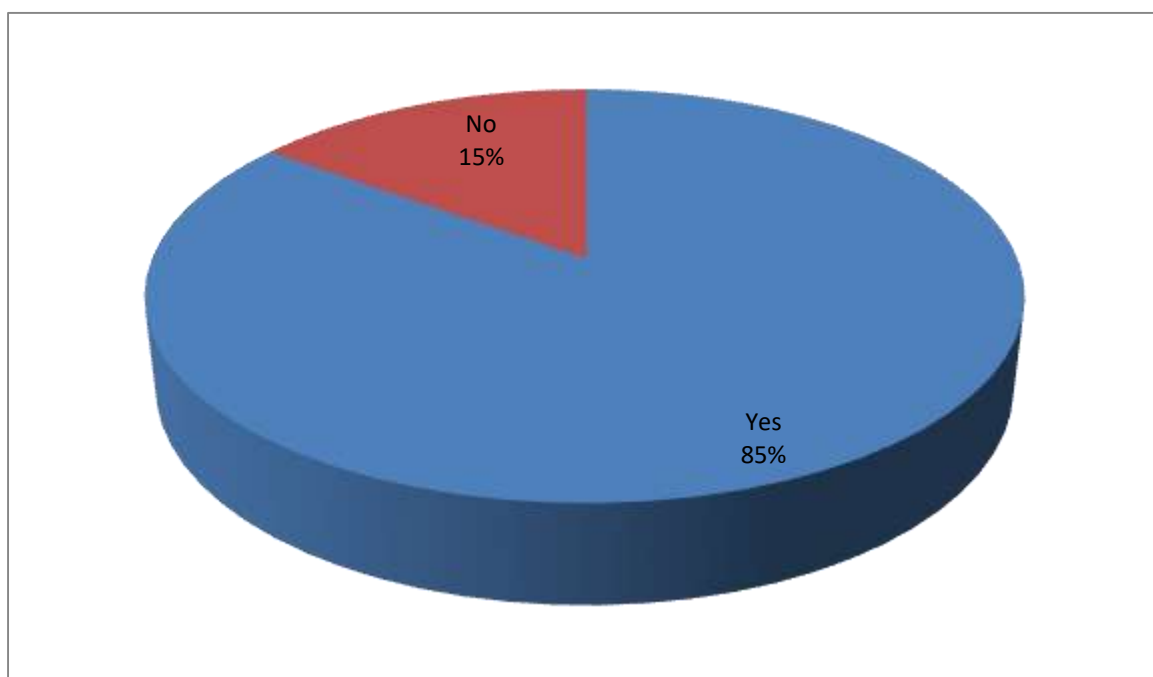
My niece stopped going to school this year because her friends would always laugh at her that I, her aunt, could not afford to pay for her school fees. She said that she would rather stay at home and will continue with learning when I will be able to pay the school fees for her.

Furthermore, cultural and religious beliefs were believed by participants to play a significant role in hindering community members from accessing BEAM. Most of the respondents alluded that several community members, especially those from the apostolic sect of belief like Johanne Marange, believe that women should not go beyond the primary level of education. Their culture inhibits women from accessing free educational services due to their fear of being stigmatized and disrespected by the women if they acquire more knowledge. Most people in the rural areas believe that women should always be submissive to men and if a woman is educated, she will be authoritative. Some of the respondents also pointed out that most people from the cult sector force girls to drop out of school whilst boys further their education. This was evidenced by the response from a female,

My grandmother said that I had exceeded my level of education when I went for form 2. I thought it was due to financial constraints and encouraged her to apply for BEAM but rather, she refused insisting that it was time for her to groom me into womanhood so that I would be ready for marriage.

The bulk of the respondents (85%) specified that there is gender discrimination in accessing education while 15% disagreed with the notion as shown in Figure 4.2 below. Qualitative findings revealed that accessing free education is hindered by a number of factors including economic, social, cultural and religious related aspects but gender discrimination was also reported to have a philosophical impact on community members' access to free education. The results further noted that gender discrimination does not only hinder community members from accessing education but it also hinders women from participating in various activities in the society.

Figure 4.2: Percentage distribution of respondents who believe there is gender discrimination in accessing education.

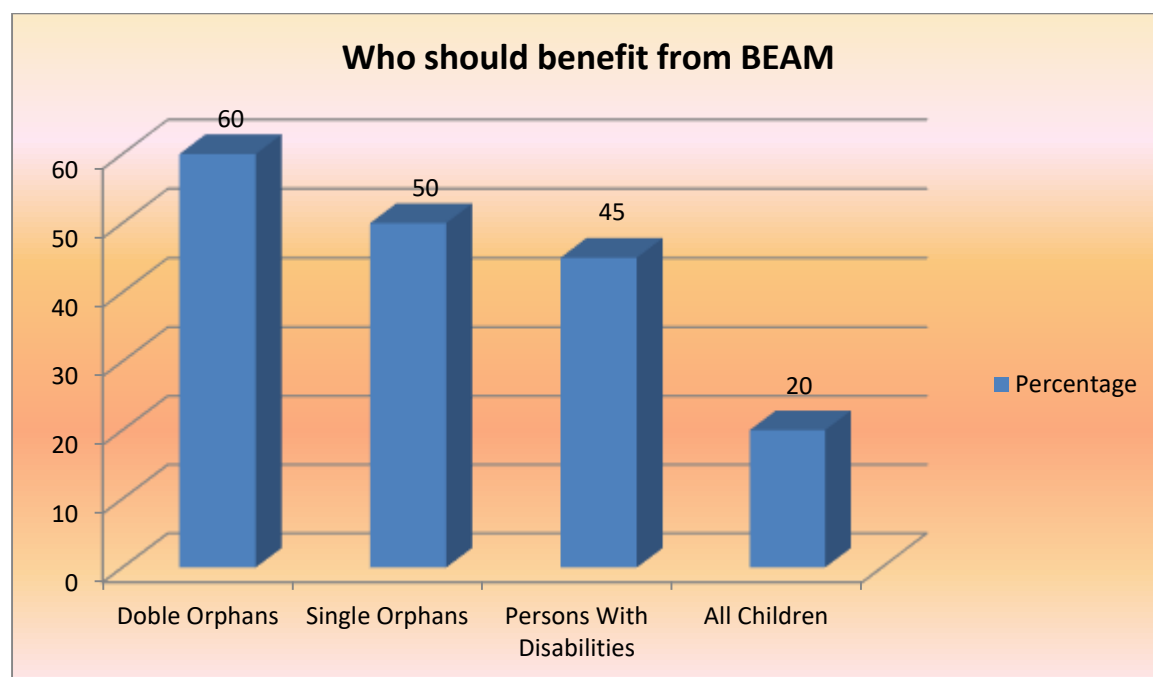


N=20

4.4 The knowledge community members have about BEAM

The majority of the respondents (60%) attested that double orphans are beneficiaries of BEAM while 50% of the respondents pointed out that single orphans benefit from BEAM as shown in Figure 4.3 below. Forty-five percent (45%) of the respondents reported that Persons With Disabilities (PWDs) should be exclusively supported in accessing BEAM while 20% of the respondents pinpointed that every child should benefit from BEAM regardless of their background or circumstances. Qualitative findings reinforce the quantitative findings as the results clearly brought out a creditable phenomenon that respondents support that the vulnerable groups of children should be the first group in favour of BEAM's accessibility. However, some of the respondents also posit that every child has the right to access free education despite of his or her condition.

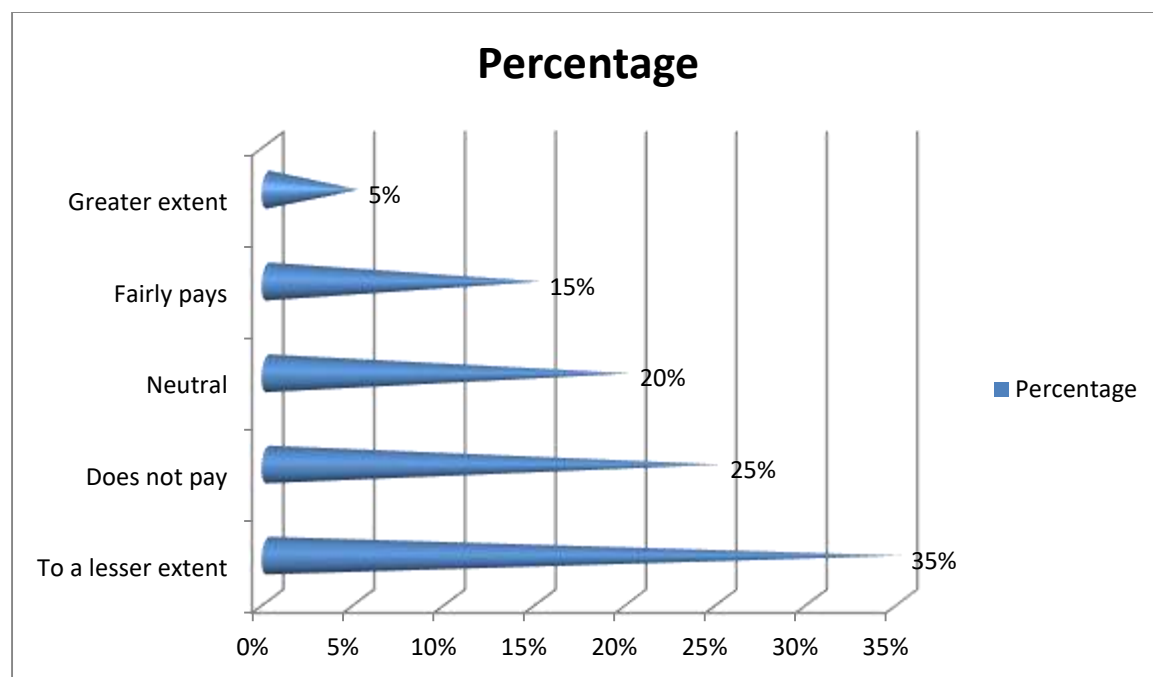
Figure 4.3: Percentage distribution of respondents' perception on who should benefit from BEAM.



N=20

When asked about the extent to which the government is committed to the payment of BEAM, the majority of the respondents (30%) indicated that the government is committed to the payment of BEAM to a lesser extent while another big number 25% of the respondents expressed outrageously that the government does not pay as shown in Figure 4.4 below. However, 20% of the respondents reported that the government is neutrally committed to the payment of BEAM while, 15% of the respondents believed that the government fairly pays for the BEAM programme. Only 10% of the respondents were on the affirmative side that the government is committed to the payment of BEAM to a greater extent. Converging with the quantitative results, the qualitative findings indicated that the government's commitment to the payment of BEAM has grown faint. The majority of the respondents alluded that they could no longer depend on BEAM as most of the children under BEAM support would be chased out of school for not paying their school fees.

Figure 4.4: Percentage distribution of respondents' view on the government's commitment to the payment of BEAM.



N=20

The research unearthed that nepotism takes its toll in affecting community members' accessibility to BEAM. Most of the respondents specified that there is nepotism when accessing BEAM. Qualitative findings revealed that the exclusion of the school heads and senior teachers from the initial BEAM selection process undermined the principle of fairness in the selection of the beneficiaries of the BEAM programme. Some of the respondents reported that most children who are desperate for assistance are excluded from the BEAM programme because of nepotism and favoritism. Also, the research findings provided convincing information which proved that one's connections or relations with the community members would be the deciding factor on whether one's child would qualify to be on the beneficiaries list or not. One of the participants had this to say:

My niece stopped going to school this year because her name was not found on the list of the nominees for BEAM. Having done some investigations on why her name was missing, it was discovered that most of the new nominees were relatives of the members of the community selection committee members.

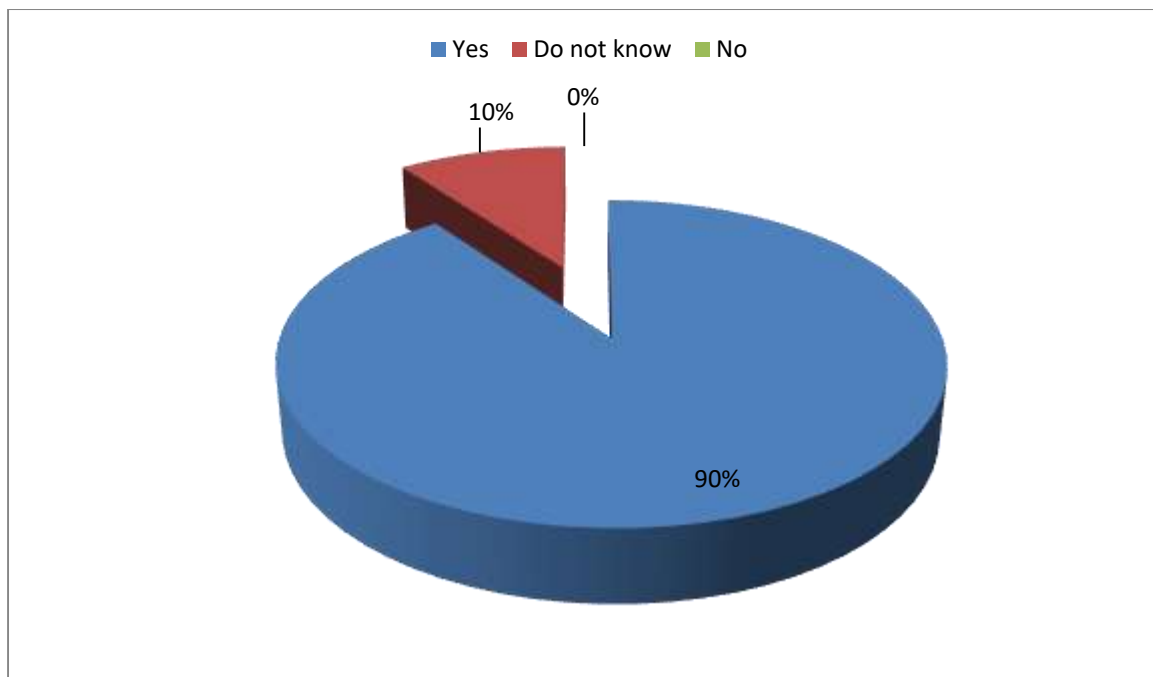
The qualitative results also brought to light that parents would opt to drop their children to school because of hunger and starvation. Most of the respondents highlighted that the prevailing hunger and starvation would leave parents with no choice other than saving the little money at hand for food while the children drop out of school. The findings also presented an outrageous phenomenon whereby some of the respondents said that poverty induces parents to only send boys to school whilst the girls give them assistance in doing all the basic house chores. Few of the respondents said that disability of the children is another reason why parents chose not to send their children to school. The results outlined that most schools are incapable of supporting children with disabilities hence it becomes difficult for the child to learn in such an unfavourable environment. Another key informant responded

that a large number of the homes are child-headed, hence they lack support for basic needs and fail to go to school. The key informant had this to say:

The government's failure to provide a holistic approach to meet all the basic needs of the orphans and vulnerable children has made it difficult for these children to access education whilst they did not have food, uniforms and proper stationery. As a result, some might fail to attend school although their fees have been paid.

A large number of the respondents (90%) agreed that education is a child right while 10% did not provide their opinion as shown in Figure 4.5 below. None of the respondents stated that education is not a child right. Qualitative findings unearthed that education is a child's right although there are a multitude of factors such as economic, social and cultural factors that inhibit a lot of children from accessing education. The results further noted that economic factors which contribute to hunger and poverty are the major factors that inhibit most children from accessing their right to education. To add more, qualitative findings proved that the majority of the respondents agree that education is a child's right because they do understand the importance of education in the communities.

Figure 4.5: Percentage distribution of respondents who believe that education is a child's right.



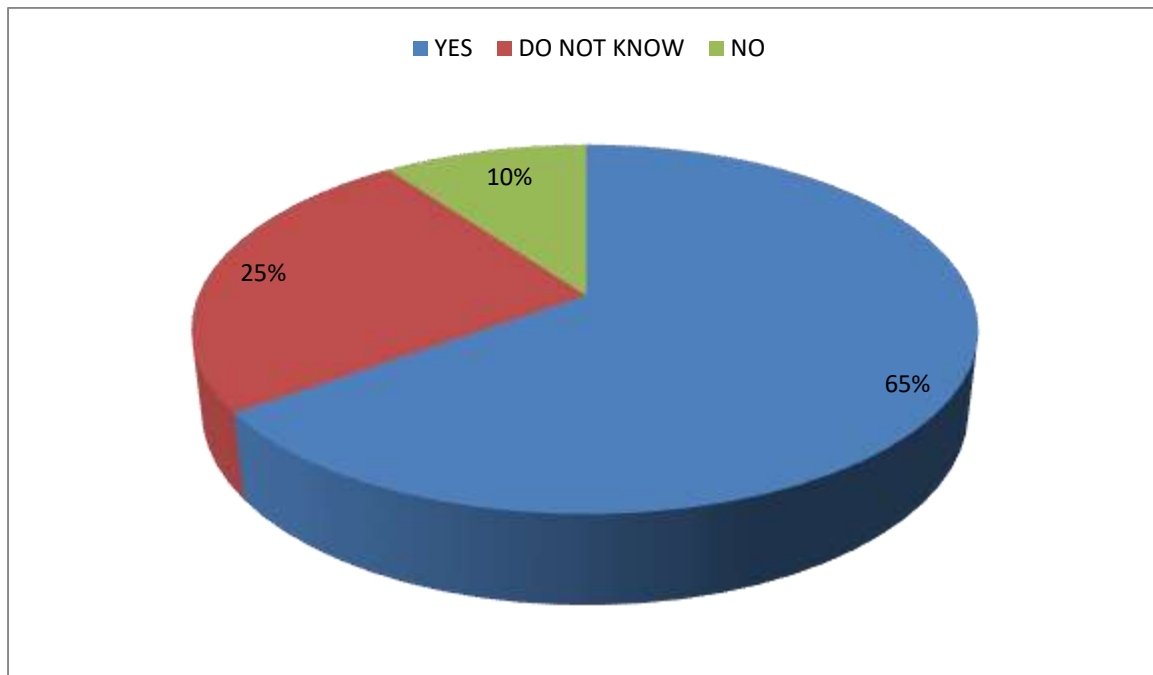
N=20

The qualitative results brought an interesting notion that most community members are aware of BEAM. Most of the respondents believed that BEAM'S aim is to shrink the number of vulnerable children that drop out of school because of economic hardships and other difficult circumstances. Some of the respondents noted that they are aware of the procedures carried out when the children in need are to be placed in the beneficiaries' list. The results implicated that the respondents do recognize that BEAM selection is carried annually and only government schools do accept the payment of school fees for children from BEAM. However, few of the respondents revealed that they did not know some of this information pertaining to BEAM. This is because they proved to lack interest pertaining to the support of BEAM. The qualitative results also outlined that some of the community members were ignorant about BEAM because of fear of witchcraft from other community members if they are found out participating in the BEAM target beneficiary process. One of the respondents remarked:

I never developed interests to know or join my younger sister in the BEAM's beneficiary list from the moment I realized that one of the community selection committee members is a wicked woman who is believed to practice witchcraft in our neighbourhood. Rather, I opted to pay the fees myself although she deserved to be part of the BEAM programme beneficiary since our parents passed away years ago.

The research unearthed that most of the respondents are related to people who have or are beneficiaries of BEAM. Most of the respondents (65%) indicated that they have or had children who benefitted from BEAM, while 25% said that they did not know if they had a relative who benefitted from BEAM as shown in Figure 4.6 below. Only 10% of the respondents confirmed that none of their relatives had been a beneficiary of BEAM. The qualitative research aforementioned that most of the respondents knew about BEAM because they have or had children or relatives who have or had access to BEAM. The respondents also highlighted that they had knowledge pertaining to the group of children who are supposed to be beneficiaries of BEAM.

Figure 4.6: Percentage distribution of respondents who have or had relatives that benefitted from BEAM.



N=20

4.5 Strategies that can be employed by community members to benefit from BEAM.

The qualitative research revealed that community members had some opinions on what they must do to assist children to get BEAM. The majority of the respondents agreed that the community members should be the voice of the vulnerable children to access free education. The respondents indicated that it is the responsibility of the community members to ensure that any child who lacks access to education is reported immediately to the Child Protection Committee (CPC) so that they take the next step to ensure that the child has access to free education. Some of the respondents also indicated that it is wise for the community members to have a small project which caters for assisting the orphans and vulnerable children to have adequate food, shelter, uniforms and stationery so that they would not let the chance to go to school slip due to lack of basic commodities. However, the respondents said that they would need assistance from the government to start such projects so that they could be effective. One of the respondents had this to say:

It would be ideal for small communities such as our own to have projects that would facilitate provision of other basic needs that BEAM fails to provide so that the children whose fees are paid do not let their chances to access free education slide. However, it is only the government which can give us capital to start such effective projects.

The qualitative results also brought to light that support from other organisations that focus on children's access to education will assist the community from having school dropouts. Most of the respondents noted that they had very limited access to other effective non-governmental organisations (NGOs) such as UNICEF and CAMFED within their community. The respondents further expressed that the absence of such organisations becomes a burden to the community hence there is need for them to link with them as a strategy to assist children in accessing free education. Some of the respondents highlighted that linking the community with those organisations does not only enable children's access to education but it also improves the knowledge base of the community members on the importance of education within the community. One of the respondents had this to say:

Our community lacks support from big organisations such as UNICEF and CAMFED that cater for the wellbeing of children. There is need for the government to link us with those organisations to enable effective access to education and provision of other basic needs for the vulnerable children in the community. This strategy will improve the community's wellbeing as the number of dropouts will be minimized.

When asked about other intervention strategies that can be adopted to improve access of BEAM, most of the respondents indicated that it is important to involve class teachers of children in the selection of the BEAM beneficiaries. The majority of the respondents supported this notion indicating that the teachers are the ones who spend more time with the children so they have more knowledge concerning the status of the children, hence they must

be involved in the community selection committees. This is believed to improve the access to free education for the vulnerable children. To add more, some of the respondents alluded that there must be adjustments pertaining to the timeframe of the selection of BEAM beneficiaries. The respondents said that the stakeholders should select BEAM beneficiaries at least three times a year, so that if a child experiences hardships during the course of the year, he or she does not have to drop out of school, waiting for BEAM to assist the following year. This is believed to enable that children proceed with their education despite of the circumstances they faced as highlighted by one of the respondents who had this to say:

I believe that it is better for BEAM to select the beneficiaries at least three times a year (every term) so that if one child is bereaved during the course of the year, he or she can be supported with immediate effect. This will reduce the cases we experience of children who have to drop out of school in the midcourse of the year, hoping to get assistance the following year.

4.6 Discussion of findings

The first evolving theme from the study was that funds allocated to social protection programs such as BEAM are inadequate. Wood and Goba (2011) also noted that despite the BEAM and Ministry of Education's aim to reduce to reduce the number of vulnerable children dropping out of school, the provision of free educational assistance is low and there is limited access for those mostly in need of help to access free education. Converging with this view, scholars such as Chinhara (2016) and Ringson (2020) affirm that lack of funding inhibits most children that would have been catered for by the BEAM in primary education to proceed to secondary education.

The study also established that the high level competition of students who want free education may eliminate groups from accessing free education whereas the benefits may be attained by people who can afford to pay school fees for their children. The study findings are

in line with findings by Mushati and Nhamo (2020) who state that the exclusion of the school heads and teachers in the initial BEAM selection processes undermines the principle of fairness in the selection of the BEAM beneficiaries of the programme. In South Africa, Jeffreys (2019) testified that competition for free education by all children has strained the economy, leading to most vulnerable groups of children failing to access free education. Chisholm (2019) also posits that the high level competition of free education pushes the government to offer free education for all whilst they fail to provide essential accessories for children with disabilities.

The third interesting phenomenon proven by the study was that boys are mostly favoured to attend school rather than girls due to cultural and religious perspectives. The research findings showed that most community members, especially from the apostolic sect of belief like Johanne Marange, believe that women should not go beyond the primary level of education. This is in line with a number of findings with scholars like Haj-Ali and Elnour (2019) who confirmed that girls in Ethiopia are not given the same opportunities to attend school as boys, and they are most likely to be married off and play the roles of domestic workers.

The forth theme established by the research is that BEAM's lack of a holistic approach to meet the needs of the orphans and vulnerable children disseminates to the drop out of some of these children although their school fees would have been paid. This is supported by scholar Makunike (2018), whose findings showed that even if one's fees is fully paid up but there is no food, shelter, uniforms and access to health services, the paid fees will not serve their purpose. Studies conducted by Tigere (2016), showed that extreme poverty may force guardians and caregivers to choose between sending their children to school and meeting other basic commodities. Ringson (2020) admitted that most people with the liability of

taking care of orphans and vulnerable children are at the dilemma of deciding to drop children out of school while making use of the savings to provide food and shelter.

4.7 Chapter Summary

This chapter has presented the findings on the challenges faced by community members in accessing BEAM in Chipadze Ward 6. The chapter has unearthed all the findings and discussions as were guided by the research objectives.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The final chapter provides a summary, conclusion and recommendations of the research study. This is the final chapter of the research project.

5.2 Summary

The research consisted of five chapters. Chapter one which is an introductory chapter had the problem statement and objectives of the study. It also laid a foundation on what the research is all about. Chapter 2 focused on literature review in which literature on other findings in relation to the objectives of the study were reviewed. The literature was also used to conceptualize the findings of other studies in relation to the present study. Development of the data collection tools of the study was also driven by the literature. Chapter 3 comprised of the research methodology which was a design on the formulas or strategies used to collect the data. Chapter 5, which is the final chapter, consists of summary, conclusion and recommendations that were drawn from the findings of the research.

5.3 Conclusion of the findings

Deducing from the findings of the research, the study concludes that economic, social and cultural barriers hinder children from accessing free education. Inadequate funding or financial support for the BEAM programme perpetuates the dropping out of orphans and vulnerable children from school. High level competition for free education further compounds their failure to access free education. The study further fetches that misconceptions and stigmatization associated with BEAM unearth children's inaccessibility to BEAM. Moreover, gender discrimination and related cultural beliefs exacerbate these difficulties, especially for the girl child. The study derived how exclusion of the teachers

from the initial selection processes of the BEAM programme influences undeserving children to benefit from BEAM while the most vulnerable groups struggle to access the free education. On the same note, the analysis of the study revealed that BEAM's lack of support to meet other basic needs for the children disseminate to the drop out of most of these children although their school fees would have been paid.

5.4 Recommendations

The following recommendations were made:

- There is a pressing need for partnering with other stakeholders such as nongovernmental organizations and local organizations to propagate a holistic approach so that the children's basic needs are also met.
- Community engagement initiatives and awareness campaigns should take toll to challenge gender discrimination, stigmatization, nepotism, favouritism and promote empathy and foster a culture of equality that acknowledges the right to education for all children.
- There should be improvement on the targeting and selection process to ensure that support reaches the most vulnerable group of children at any given time the support is needed.
- The government should also work towards increasing the funding to support the vulnerable children by allocating more resources and basic needs that are essential for their wellbeing.
- Establishing effective communication and direct participation of the vulnerable children and their families is needed to properly address the issues that affect them and foster a culture of inclusivity for every child.
- Relevant and efficient policy reforms should be made to prioritize the assimilation of inclusive education practices within educational institutions.

5.5 Chapter Summary

The foregoing chapter gave a synopsis of the research findings. It made conclusions and further gave recommendations for the study. The research managed to effectively answer the research questions and has reached the intended goal of the research.

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APPENDIX 1: CONSENT FORM

My name is Manditambidzwanashe Mtomba, a part 4 student at Bindura University of Science Education studying towards a Bachelor of Science Honours Degree in Social Work. I am carrying out a study entitled "Challenges faced by community members in accessing Basic Education Assistance Module (BEAM), a case study of Chipadze ward 6 of Bindura district

You have been selected to voluntarily participate in the research. Participation is voluntary and if by any way you feel uncomfortable you can withdraw from the interview. Hence, be assured that there shall be no harm inflicted on the participant. The following ethics will also be observed through-out the study confidentiality and enormity. At least 20 (twenty) minutes of your time will be taken for the interview/discussion.

Your signing in this consent form is an indication that you have understood and agreed to participate in the study.

Participant's Signature date

Enumertors signature date

APPENDIX 2 QUESTIONNAIRE

DEMOGRAPHIC INFORMATION

1. Sex of respondent
 - a. Male
 - b. Female
 - c. Transgender
 - d. Not to say
2. Age of respondent
 - a. 15-20 years
 - b. 21-25 years
 - c. 26-30 years
 - d. 31-40 years
 - e. 41-50 years
 - f. 51-60 years
 - g. 60+ years
3. Religion
 - a. African Traditional Religion
 - b. Christianity
 - c. Moslem
 - d. If any other, specify
4. Denomination
 - a. Apostolic sector
 - b. Orthodox sector

- c. Pentecostal sector
- 5. Marital status
 - a. Married
 - b. Divorced
 - c. Single
 - d. Widowed
- 6. Level of education
 - a. Never
 - b. Primary
 - c. Secondary
 - d. Tertiary
- 7. Have you ever been a beneficiary of BEAM?
 - a. Yes
 - b. No
 - c. I do not know

CHALLENGES FACED BY COMMUNITY MEMBERS IN ACCESSING BEAM

- 8. What challenges are faced by community members in accessing free education?
 - e. High level competition of students who want free education
 - f. Stigma associated with BEAM
 - g. Underfunding
 - h. Economic meltdown
- 9. Who benefits from BEAM?
 - h. All children
 - i. Single orphans

- j. Double orphans
- k. People with disabilities

10. Which factors hinder community members to access BEAM?

- e. Cultural
- f. Social
- g. Economic
- h. If any other, specify

11. Is there gender discrimination in accessing education?

- a. Yes
- b. No

COMMUNITY MEMBERS KNOWLEDGE ON BEAM

12. Is education a child right?

- e. Yes
- f. No

13. Is there gender discrimination in accessing education?

- e. Yes
- f. No

STRATEGIES THAT CAN BE EMPLOYED BY COMMUNITY MEMBERS TO BENEFIT FROM BEAM

14. To what extent is the government committed to the payment of BEAM?

- d. Greater extent
- e. Fairly pays
- f. Neutral
- g. Does not pay
- h. To a lesser extent

APPENDIX 3:FOCUS GROUP DISCUSSIONS

1. What do you understand by BEAM?
2. Who benefits from BEAM?
3. What challenges do People With Disabilities (PWDs) face when accessing BEAM?
4. What cultural barriers hinder community members to access BEAM?
5. What social barriers hinder community members to access BEAM?
6. What economic barriers hinder community members to access BEAM?
7. Are community members aware of BEAM?
8. Is there nepotism when accessing BEAM?
9. Do you understand the importance of education in communities?
10. What factors lead to parents not sending their children to school?
11. Is there gender discrimination in accessing education?
12. How can community members assist children to get BEAM?
13. How can the community benefit from mikando to assist children?
14. What can be done to improve BEAM?

APPENDIX 4: KEY INFORMANTS INTERVIEW GUIDE

1. What challenges are faced by children in accessing BEAM?
2. To what extent is the government committed to paying BEAM?
3. What strategies can be adopted to improve access of BEAM?

APPENDIX 5: PERMISSION LETTER