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**THE SOCIAL PROTECTION PROGRAMME AND THE RIGHT
TO PRIMARY AND SECONDARY EDUCATION IN ZIMBABWE:
A CASE STUDY OF BEAM.**

BY

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Abstract

Basic Education Assistance Module (BEAM) is an essential social protection measure developed by the Government of Zimbabwe in 2001 through the establishment of a BEAM Manual which was reviewed in 2016 to regulate its operation and implementation. BEAM is aimed at uplifting the Government's international obligation in promoting the realization of the right to primary and secondary education for its citizens through provision of fees and levies for those who cannot afford to pay. This Dissertation portrays the results and methodology of a Research done in Epworth, one of the poverty stricken areas in Harare Province where BEAM is expected to benefit many children. The Research's main objectives were to access the extent to which BEAM has been able to promote the right to primary and secondary education. It was proved that BEAM alone cannot make it without the active support of other social protection programmes. The right to education is only achievable after the achievement of the right to life, education, food and shelter. Hence BEAM has been a key pillar enshrined in the nation's consolidated social protection policy under National Action Plan for Orphans and Vulnerable Children (NAP for OVC) phases 1 to 3. It is also demonstrated that although NAP for OVC ensures that an underprivileged child is assisted holistically through provision of all basic needs necessary for the assessment of the right to education, it is not enough to deal with the problems surrounding the right to education for the underprivileged. A decrease in BEAM budgetary allocations and delay in release of funds by government has reduced the number of BEAM beneficiaries. BEAM has also been hampered by the school regulations that go against the requirements under BEAM Manual. Further, it was noted that not every vulnerable child gets access to all social protection services thus some end up dropping out of school although they might have been selected for BEAM. Recommendations are further highlighted in this Dissertation and include; the means testing criteria used to select beneficiaries for BEAM can only be effective if the nation is sensitized on how it is implemented. Thus there is need to review the procedure used for BEAM selection and sensitization of the communities, the regulations employed at schools, budgetary allocations and release of funds by Treasury to social protection programmes. There is also need for further research on how other social protection policies may be improved to ensure the realization of the right to education for the underprivileged.

Key Words: social, protection, right, education, BEAM

Declaration Page

I do hereby declare that the dissertation that I am submitting is my original work except where sources have been cited and acknowledged. This work has neither been submitted nor will it ever be submitted for the award of any degree in any other Institution.

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Dedication

I dedicate this work to my children Shalom Miranda Mwayera and to Raymond Isheanesu Mwayera. You have been starved of mom's love at a time I was at school.
Stay blessed

This work is further dedicated to the Ministry of Public Service, Labour and Social Welfare.

List of Acronyms and Abbreviations

ACHPR	African Charter on Human and People’s Rights
AMTO	Assisted Medical Treatment Order
AU	African Union
BEAM	Basic Education Assistance Module
BEAM Manual	BEAM Operational Manual
CRC	Convention on the Rights of the Child
ESAP	Economic Structural Adjustment Program
HSCT	Harmonized Social Cash Transfers
ICESCR	International Covenant on Economic, Social and Cultural Rights
MoPSLSW	Ministry of Public Service, Labour and Social Welfare
NAP for OVC	National Action Plan for Orphans and Vulnerable Children
NSPPF	National Social Protection Policy Framework of Zimbabwe
OVC	Orphans and Vulnerable Children
PA	Public Assistance
TARSH	Training and Research Support Centre
UDHR	Universal Declaration of Human Rights

UN	United Nations
UNESCO	United Nations Education Scientific and Culture Organization
UNICEF	United Nations Children’s Fund
ZIMSTATS	Zimbabwe National Statistics Agency
ZIMTA	Zimbabwe Teachers Association

Definition of Key Terms

BEAM beneficiaries	children benefiting from BEAM
Children	children aged 5 to 18 years whose parents are poor
Parents/ guardians	parents or guardians of children aged 5 to 18 who are poor
Right to education	right to primary and secondary education
Poverty	the inability to provide for one's basic needs

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CHAPTER 1 INTRODUCTION

1.1 Introduction

Although primary and secondary education is a fundamental right, it comes secondary to other necessities for a good life Liao (2015). Poverty has been a major hindrance in accessing the right to education in most developing countries Ncube (2000). The purpose of this study was to investigate the relationship that exists between poverty and primary and secondary education and how far the nation's social security programmes particularly the Basic Education Assistance Module (BEAM) has been successful in dealing with poverty in as much as it relates to the right to education using Epworth as a case study. The study also looked into how BEAM relates with other social protection programmes in so far as promotion of the right to primary and secondary education is concerned. The right to education is generally dependent on access of resources and is dependent on other rights like the right to food, shelter and health. For a child to achieve viable education facilities, it reverts back to the home that child comes from. Although education is a fundamental human right, it comes secondary after human necessities for a good life (Liao 2015). Thus whether or not there is school fees for the child is dependent on whether or not that child had food to make him live. Poverty has been the major hindrance in accessing the right to education Liao (2015).

1.2 Background to the Study

In Zimbabwe the need for a comprehensive social protection programme and the failure of provision of fees for the underprivileged under the Social Development Fund (SDF) saw the establishment of the Basic Education Assistance Module (BEAM) in 2001 to complement the existing social protection programme- consisting of Public Assistance (PA), and Assisted Medical Treatment Orders (AMTO) -by assisting the underprivileged through payment of their school fees at primary and secondary school levels.

Before the establishment of BEAM the underprivileged used to get their school fees through the social development fund (SDF) established in 1991 to help alleviate the costs of adjustment for poorer households since the Government had through the Economic Structural Adjustment Program (ESAP) introduced health and education fees in both primary and secondary schools as provided by Lind (1995). Lind (1995) further reiterates that an increment in examination fees was also realized. Thus the SDF was a fee waiver programme for the underprivileged households which earned a monthly income of \$400 (Zimbabwe dollars) and below. Unlike its predecessor which was centralized, the BEAM programme emphatically attempts to empower communities to make decisions about the welfare of their less privileged children. The BEAM programme has the capacity of reaching the grassroots faster than the SDF centralised system which was not known to the deserving households in the grassroots. Screening

of beneficiaries under BEAM is then done by those who really know the financial capacity of different households in the grassroots other than in offices after completion of the required forms in the Social Welfare Department as done under the SDF programme. BEAM was aimed at increasing accountability and the number of beneficiaries.

BEAM targets children who have dropped from school and those who totally fail to attend school due to poverty. BEAM has become one of the four pillars in the National Action Plan for Orphans and Vulnerable Children (NAP for OVC) designed in 2004 to ensure the realization of children's rights in accordance with the existing laws, policies and programs. BEAM alone cannot make the right to education achievable for the vulnerable children. Thus there was need for a comprehensive social protection mechanism like NAP for OVC to cater for the rights to food, health and education among other rights NAP for OVC 1 (2004). To ensure the realization of children's rights this NAP for OVC was developed into three phases the third of which (NAP for OVC 111 2016-2020) builds on the experiences and lessons learned from implementing two previous NAP for OVC phases (Phase I: 2005-2010 and Phase II: 2011-2015).

To justify Epworth as a suitable place of study on BEAM as chosen by the Researcher, the BEAM Manual (2016) reiterates that

BEAM funds shall be allocated to provinces, districts and schools based on a poverty and vulnerability model. The calculations (and thus allocations) will be based on the latest official poverty data from Zimbabwe Statistics Agency. The poorest provinces and districts or those with the highest 'vulnerability burden' will get the bulk of BEAM support. (page 9)

To also support that, ZIMSTATS (2015) has it that Epworth is an example of urban area with the highest poverty rates depicting that urban poverty was also a growing concern to economic and urban development planners. ZIMSTATS (2015) further puts across that Harare urban district's poverty prevalence rate ranges from 15.5% in ward 6 and 42% in ward 3 while Epworth District has a poverty prevalence which ranges from 62.5% in ward 4 to 66.6% in ward 5. In average, Harare Rural District has a poverty prevalence of 60.6%; Harare Urban District has a poverty prevalence of 31.6; Chitungwiza 35.4% and Epworth 64.5% ZIMSTATS (2015).

In that regard, the Researcher has thus chosen the area of study to be Epworth, part of the Harare Metropolitan province, with seven council wards, poor electricity, poor tapped water supply, with Harare's poorest households according to Marasa (2015) and with the highest poverty prevalence rate in Harare Metropolitan Province ZIMSTATS (2015). Also, quite a significant number of the residents in Epworth are little skilled, hence, have no formal employment Chirisa (2012). Thus there is need to research in Epworth. Since Epworth has the poorest households in Harare province it can be used to generalize the effects of BEAM and how it relates to other social protection policies in poor households in Zimbabwe.

1.3 Statement of the Problem

The promulgation of BEAM in 2001 to cater for the education of underprivileged children was a welcome development but is undermined by inadequate funding. The success of BEAM is centered on financial availability in the BEAM fund and other social protection policies. When there is not enough funds to cater for the prevailing number of underprivileged children's fees and basic necessities, the poor parents/guardians fail to send their children to school. Lack of a reliable budget for provision of these necessities results in a high school dropout rate. ZIMTA and TARSH (2012) has revealed that of the 15 243 potential beneficiaries in the participating schools' BEAM lists, only 8533 (56%) were receiving BEAM assistance as a result of inadequate funds. The number of BEAM beneficiaries continued to decrease by approximately 35% yearly as the government faced stiffer economic challenges and decreased the BEAM budget allocation each year UNICEF (2015). The News Day of 23 March 2017 further reported that more than 300 000 children who depended on BEAM assistance risked dropping out of school due to inadequate funding as the government has made a budgetary allocation that is enough to cater for only one third of those on the BEAM list. The Financial Gazette of 23 April 2017 further outlined that the Government's serious BEAM arrears for 2014, 2015 and 2016 now stands at US\$72 million but the MoPSLSW, which administers BEAM, was only allocated US\$10 million or 10 percent of its requirement of US\$105 million. This grossly impedes on the realization of the right to education.

1.4 Research Objectives

The objectives of this study were

- a) to investigate the extent to which the social protection programme in Zimbabwe support the right to primary and secondary education;
- b) to analyze the strength and weakness of the procedure used to acquire BEAM services as a social protection measure that promotes the right to education
- c) to proffer recommendations aimed at improving the social protection programme and eradicate poverty in Zimbabwe

1.5 Research Questions

The Research questions are

- a) To what extent does the social protection programme in Zimbabwe support the right to primary and secondary education?;
- b) What are the strength and weaknesses in the procedure used for acquiring BEAM as a social services measure that promotes the right to education in Zimbabwe?
- c) What are the recommendations that may be considered in order to improve social protection and eradicate poverty in Zimbabwe?

1.6 Assumptions

- a) BEAM is a noble idea towards the realization of the right to education by the underprivileged.
- b) BEAM alone cannot bring the realization of the right to education hence the need of other social protection schemes for the less privileged.
- c) The procedure used to select beneficiaries under BEAM is not transparent enough to exert the required justice to the underprivileged population.
- d) The general population is unaware of the existence of a balanced social protection in Zimbabwe.
- e) Not all deserving children get access to BEAM.
- f) The government does not have enough to cater for the underprivileged population although it has in place good laws

1.7 Significance of the Study

The significance of the study is that it contributes to educational theory and practice in the human rights field and helps the Community of Epworth through rising of awareness of the rights to social protection that the underprivileged have. This study brings to the attention of the Government and potential funding partners how its social protection programme affects the child's right to education and can be used as a tool by

policy makers to monitor and evaluate BEAM as a social protection measure by identifying implementation gaps and inform future programming with regards to poverty and the right to primary and secondary education. This study can also assist the government of areas where social protection is grossly needed. The research also enhances the Researcher's knowledge on the right to education vis-a-vis the right to primary and secondary education.

1.8 Delimitation of the Study

This study dealt with how the Government of Zimbabwe's social security programme addresses poverty towards its endeavor to improve the realization of the right to primary and secondary education. The research targeted unemployed poor parents/guardians with children of primary and secondary school going age of between five to eighteen years in Epworth, Harare.

1.9 Limitation of the Study

Since the research does not include the audit component, the Researcher only relied on information supplied by the participants without much verification of its accuracy. Some participants were anxious to provide information. However, the Researcher tried to educate and sensitize the population on the Researchers' mission. Cultural differences affected access into some of the households but only two households had

cultural concerns and did not want the Researcher in. The Researcher proceeded to the next selected household.

1.10 Chapter Summary

This is a study of the effectiveness of the social protection policy in Zimbabwe in promoting the right to primary and secondary education in Zimbabwe. The study makes particular reference to BEAM and how it relates to other social protection policies. This study was carried out in Epworth which have the largest poverty prevalence rate in Harare Province. This is a study that can be used as a tool by policy makers to monitor and evaluate BEAM as a social protection measure by identifying implementation gaps and inform future programming with regards to poverty and the right to primary and secondary education.

CHAPTER 2 REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter the Researcher discusses the theoretical framework informing the study, relevance of the theoretical frame to the study, the right to education, poverty and the right to education, social protection and the right to education and an executive summary of the full chapter.

2.2 Theoretical Framework

This study will be informed by Liao's theory entitled 'Human rights as Fundamental Conditions for a good life' (Fundamental Conditions Approach) Liao (2015). It however must be noted that there is no single approach which fully explains the phenomena of poverty (PRFT, 2011) and education. The framework by Katarina Tomasevski (former United Nations Special Rapporteur on the Right to Education) (2016) and other Approaches will be used to support that human rights are fundamental conditions for a good life Liao (2015).

2.2.1 Human rights as Fundamental Conditions for a Good Life

Human rights can offer powerful protection to those who possess them. As such, human rights are frequently invoked in contemporary political discourses (Liao 2015). According to Liao (2015) human beings have human rights to what he calls the

fundamental conditions for pursuing a good life .Liao (2015) has it in his Fundamental Conditions Approach that

As I see it, a characteristically good human life, or a good life, for short, is one spent in pursuing certain valuable, basic activities. ‘Basic’ activities are activities that are important to human beings qua human beings’ life as a whole. (page 6)

Basic activities are expressed further by Liao (2015) as ones that if you do not pursue, your life ceases to be a good life. Liao (2015) on the other hand understands a good life as something closer to what might be called a ‘minimally decent life’. Liao (2015) then outlines that

The fundamental conditions for pursuing a good life are various goods, capacities, and options that human beings qua human beings need, whatever else they (qua individuals) might need, in order to *pursue* the basic activities.... these goods, capacities, and options enable human beings to *pursue* the basic activities. Also, these fundamental conditions are intended to provide human beings with an *adequate range* of fundamental goods, capacities and options so that they can pursue those basic activities that are characteristic of a minimally decent human life.(page 8-9)

This is similar to Rawls’ (1971) Notions of Primary Goods in which primary goods are presumably wanted by all individuals ‘whatever else they may want. The only difference with the Fundamental Conditions Approach is that in the Notions of Primary Goods Rawls is interested in *social* rather than *natural* primary goods Liao (2015). According to Liao, the individual’s internal and physical capacity as well as the environmental conditions must be enabling enough to ensure the pursuit of basic activities. For one to succeed, he needs knowledge of good and evil, right and wrong,

needs and wants and so on. After which he or she can make an informed and sustainable decision leading to a good life. This actually describes the importance of the right to education in human life and goes further to point to external environmental and internal physical conditions as major catalysts towards its promotion. Individual autonomy granted by human rights is therefore necessary to address one's independent will Rawls (1971).

Also, the Fundamental Conditions Approach(along with Griffin's Agency Approach and Nussbaum's Central Capabilities Approach)assumes that human rights are those that we have simply by virtue of being human (Liao 2015).

2.3 Relevance of Theoretical Framework to the Study

The Fundamental Conditions Approach Liao (2015) will assist further in identifying the right to education as a fundamental right which can only be facilitated by support from fundamental capacities - powers and abilities that human beings have as human beings; internal, physical conditions for pursuing a good life and the external environmental conditions for pursuing a good life. The internal physical conditions being resources that human beings qua human beings need in order to sustain themselves corporeally and include such items as food, water, and air (Liao 2015). External environment conditions being on the other hand

those social forms and institutions that human beings qua human beings

require if they are to be able to exercise their essential capacities to engage in the basic activities. Some of these include the option to have social interaction, to acquire further knowledge, to evaluate and appreciate things, and to determine the direction of one's life. Liao (2015)(page 8)

To support this, the framework by Tomasevski (2016) sets out that the fulfilment of the right to education can be assessed using the four pillars, which asserts that for education to be a meaningful right it must be available, accessible, acceptable and adaptable. This points out on Government, the children, the parents and teachers as key stakeholders in the realization and attainment of the right to education. The right to education cannot be realized where there is no sensitization of its availability. Schools and teachers must be available for the service and non-discrimination laws adhered to, to enable parents to teach their children of the importance of education and send them to school. However for parents to accept the promotion of the right to education they need to first ensure that their children have human rights to certain fundamental conditions for pursuing a good life. Food, water and shelter must be made available before parents can start looking for school fees. Hence the government needs to come up with a strong and all inclusive social protection programme like the NAP for OVC. As Liao pointed out above, the environment must be enabling enough to ensure the realization of the right in question.

Thus Liao further reiterates that,

Now many of the fundamental conditions are all-purpose conditions in that they are needed whatever basic activity one aims to pursue. For example, all human beings need food, water, the capacity to think, and the capacity to

determine the direction of their lives, whatever basic activity they aim to pursue. But it is possible that some fundamental conditions are needed just for pursuing particular basic activities.(page 9)

Hence Rawls' (1971) Primary Goods Notions has it that one must be given access to basic needs in order to lead a good life. It therefore follows that the right to education is unachievable without being given access to basic needs. Nowadays in a world where Zimbabwe has one of the highest literacy rates, failure to access at least primary education is not acceptable. Liao (2015) has it that

Education is a fundamental condition for pursuing a good life because children need to acquire the basic knowledge to be adequately functioning individuals in their society, and to acquire such knowledge, they need some kind of education. Given that health care and education are fundamental conditions for children to pursue a good life, on the Fundamental Conditions Approach, children would have a right to health care and education (page 28).

As evidenced from above, the right to education is closely linked to access to resources. Education is one great opportunity which if awarded to the poor, may uplift their status in society thus the structural theoretical approach will help to explain how resources have been deprived certain poor households thereby hindering access to the right to education for children from those households from generation to generation. This was precipitated by poverty borne at colonization when blacks were made inferior to the white settler regime Ncube (2000). Further neglect has kept Epworth poor for 36 years after independence. Prostitution and drug abuse by children of school-going age have become the order of the day in Epworth (Masara 2014). Only the Government can assist poor communities to develop thus the need to access how the social protection programme has affected the right to education in poverty stricken areas like Epworth.

Basic necessities or basic needs of a family must be available for the pursuance of a good life (Liao 2015). Failure to provide these basic needs will be an indication of poverty. Capability Approach also disqualifies luxuries as needs. This approach helps in identifying the poor households as those that cannot provide for their needs at the minimum adequate level due inability (Masara 2014). At least primary level is the minimum level that any individual is expected to attain.

2.4 The Right to Education

Since time immemorial, the right to education was regarded as a private affair which did not warrant state intervention Baderin and Ssenyonjo (2011). Later, in 1940s, the right to education was observed as fundamental for the realization of other recognized rights. As a result, it was initially legalized in black and white in the 1948 UDHR under Article 26 which guarantees the right to free and compulsory education at least in the elementary and fundamental stages. Prior to the creation of the United Nations (UN) after the second world war in 1945, earlier attempts at including specific human rights provisions in the Covenant of the League of Nations after the First World war in 1919 had been unsuccessful. The UN is thus applauded for successfully adopting the Universal Declaration of Human Rights (UDHR) in 1948 which introduced the universal protection of Human Rights by the rule of law Baderin and Ssenyonjo (2011). As a way of addressing the atrocities that were committed during World War II and

developing the human rights concerns outlined in the UN Charter, the UDHR accorded individuals their national and international rights Baderin and Ssenyonjo (2011) Thus, the UDHR is considered today as the legal baseline for modern international human rights law.

Like other human rights, the right to education was borne by the UDHR (1948) in Article 26 which states that;

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms

The UDHR opened way for the universal realization of the importance of the right to education without discrimination. Most importantly the UDHR recognized the principle of equality and non-discrimination in its Article 3. This follows that every right defined therein is awarded to every individual by virtue of him/ her being human without cognizance to any form of discrimination. Hence State parties were given the mandate to assist the underprivileged in acquiring such rights.

After the UDHR there came other preceding international Covenants (below) which Zimbabwe is party to which emphasized on the need to promote and protect the right to education by guaranteeing free education for all at least at primary level. Under Articles 13 and 14 of the 1966 International Covenant on Economic, Social and Cultural

Rights (ICESCR) further elaboration on the need to promote and protect the right to education is outlined as a means of full development of the human personality. The ICESCR also stipulates that primary education shall be compulsory and available to all. Article 14 requires each state party that has not been able to secure compulsory primary education free of charge, to undertake,

within two years, to work out and adopt a detailed plan of action for the progressive implementation . . . of compulsory primary education free of charge for all.

Attached to that is also Articles 28 and 29 of the Convention on the Rights of the Child (CRC) which deal with the right of the child to education. Article 28 of the CRC has the same provisions as that contained in the ICESCR's Article 14.

To further value to the above provisions, the United Nations Education Scientific and Culture Organization (UNESCO) Convention against Discrimination in Education (1960) (UNESCO Convention) stipulates that states parties must undertake to formulate, develop and apply a national policy which will tend to promote equality of opportunity and treatment, and, in particular, to make primary education free and compulsory. In addition, UNESCO recognizes parents' right to freely choose their children's educational institutions and to ensure the religious and moral education of their children in conformity with their own convictions

The provision by the UNESCO Convention brought an emphasis towards the practical realization of the right to education and tries to curb the mischief by many states of not practicing what their law preaches. However checks and balances at the international level not reliable. The international enforcement mechanism is limited by the doctrine of sovereignty. States are left at their own discretion on when and how to enforce the right. Poverty-stricken households may be left with no choice but not to send their children to school or withdraw them due to failure to pay the required fees. The choice of choosing a school mainly depends on the affordability of fees by the parent or guardian of the child.

Zimbabwe also ratified the regional human rights instruments that promote the right to education namely African Charter on Human and Peoples' Rights (ACHPR) and the African Charter on the Rights and Welfare of the Child (ACRWC). Article 17 of ACHPR and Article 11 of ACRWC contain the same provisions as those international Conventions above. This gives an emphasis of how Zimbabwe values the right to education.

As provided by Tomasevski (2016) and adopted by UNESCO (2016) there are four components of the right to education that are gleaned from the legal provisions above on the right to education which are; equal enjoyment of, and equal access to, educational opportunities and facilities; Compulsory and free primary education; generally available and accessible secondary education, and equally accessible higher education; freedom of choice in education, and freedom to establish private institutions.

To further enhance the realization of the right to education the Government of Zimbabwe has domesticated these international legal instruments in its supreme law under section 75 of the Constitution which stipulates that

- Every citizen and permanent resident of Zimbabwe has a right to—
- (a) a basic State-funded education, including adult basic education; and
 - (b) further education, which the State, through reasonable standards legislative and other measures, must make progressively available and accessible

Also under section 27 the Constitution in its founding principles, which although not be strictly binding, the state must take into account, states that

- The State must take all practical measures to promote—
- (a) free and compulsory basic education for children; and
 - (b) higher and tertiary education.

The Education Act further elaborates on the importance of the right by giving citizens the right as well as defining how it can be democratically realised in the country. The Education Act also elaborates under section 4 that every child should have the right to school education without any form of discrimination. Discrimination has been criminalized under that section. Section 5 also reiterates that every child should have compulsory primary education but does not specify the state's obligation under the international conventions to fund this primary education.

2.5 Poverty and the Right to Education

To start with, poverty has been narrowly defined by ZIMSTATS (2015) as

not having an income or consumption sufficient to support specific normative functioning. It is defined as a state of being poor

The UN Committee on Economic Social and Cultural Rights has been wide and more elaborate in its definition of poverty – a human condition characterised by sustained or chronic deprivation of resources, capabilities, choices, security and power necessary for enjoyment of an adequate standard of living and other civil, cultural, political, economic and social rights UNICEF (2015).

Education is a basic necessity that keeps the child informed so as to lead a good life (Liao 2015). As a fundamental human right, education is essential for the exercise of other human rights yet millions of children and adults remain deprived of educational opportunities, many as a result of poverty United Nations Education Scientific and Culture Organization (UNESCO) (2016). The right to education must be highly promoted if the principles of non- discrimination, indivisibility, universality and equality borne by the 1948 UDHR are to be realized. Besides education is a powerful tool by which economically and socially marginalized adults and children can be lifted out of poverty and participate liberally as other citizens in a nation UNESCO (2016).

Colonization has led to neglect of the black owned high density suburbs. The Colonial regime concentrated on development of low density suburbs in which they resided. According to Ncube (2000) while political and armed conflicts came to an end with the new cooperation in the government, but other results from this conflict- black and white- are still around such as the hyperinflation that has destroyed Zimbabwe's

economy. As a result, places like Epworth remained underdeveloped with the majority failing to acquire formal employment. Jordan (2004) and Cagatay (2008) have it that the poor has for long stayed in underdeveloped places and have become content with their lifestyles. Most blacks have found it difficult to recover from the poverty imposed by colonialism. Poverty was thus been passed from generation to generation leaving parents in some instances ignorant of the importance of education Ncube (2000). Suburbs where blacks lived in urban and rural areas were neglected and therefore faced massive underdevelopment. Factors like unemployment, illiteracy of parents and rural-urban migration have contributed much to poverty and lack of awareness and interest towards education. As a result of unemployment and overpopulation, the blacks languished in poverty and could not afford to educate their children.

As for the few blacks that got employment, their employment contracts had hash discriminatory provisions – in terms of the Industrial Conciliation Act of 1934- that left the blacks undermined and below the white influence. Jordan (2004) and Cagatay (2008) rightly puts across that poverty is intensified by structural hitches in on the society, economy and politics or discrimination on any grounds which creates an advantage of one group over the other. The rich do not want poor people who encroach to their upwards social levels hence they contribute to poverty by continuously suppressing the poor by depriving them of resources and opportunities no matter what prospects of success they demonstrate (Masara, 2014). As a result of the Industrial Conciliation Act of 1934, most Africans were not defined as employees and thus could not organize or be part of any forum that determine employment conditions Ncube

(2000). Thus blacks remained poor as they could not participate in matters that concern their development. Blacks were a source of cheap labour for the whites through wage labour leaving them with no room to enrich themselves Ncube (2000).

Although the levels of inequality and poverty in the country vary across districts and wards, Epworth was seen as one of the most affected urban suburb (ZIMSTATS 2015). It therefore follows that there is need to study Epworth so as to inform investment planning and resource allocation to reach the poor. ZIMSTATS (2015) further notes that

Epworth was an example of an urban area with high poverty rates depicting that urban poverty was also a growing concern to economic and urban development planners. Epworth had some of Harare Province's poorest households. It grew from a squatter camp into a formal Local Board that is regularizing and planning the settlement. (page 212)

The Poverty Assessment Study Survey (PASS) by DESA (2006) points out that much poverty in the urban areas has been engulfed by the informal sector. Epworth is one such example (Chirisa, 2012). Researches on poverty in Epworth have been carried out by Masara (2015) and MPSLSW but none has been done on how poverty affects the right to education in Epworth. Marisa (2015) has done a research on Epworth but paying specific attention to how poverty affects young women. ZIMSTATS (2015) Research was mainly focused on how poverty has affected Zimbabwean provinces and districts in a different way without necessarily focusing on how it had an impact on the right to education.

Thus poverty is supposed to be addressed by a reliable social protection so as to ensure the realization of the right to education. Zimbabwe has thus come up with social protection policies to cater for the underprivileged and this is further discussed in 2.5 below.

2.6 Social Protection in Zimbabwe and the Right to Education

Since time immemorial, in Zimbabwe social protection was centered in the ability of the extended family and the community to cater for one another Ncube (2000). Traditionally, the Zimbabweans believed in the extended families and when the nuclear family failed to pay for children's fees the extended family used to step in when it matters. According to Lind (1995) problems of school dropouts were highly increased by urban migration and separation of the extended family. Unity among families has been undermined by introduction of the western culture where the nuclear family has an independent overall say over its well-being Lind (1995). There is also a rise in negative competition within extended families which hamper the need to assist one another while on other hand the economic hardships leave most members of the extended family unable to fund the education of their own children Ncube (2000). Thus the nuclear family is left to resort to the Government for assistance when it matters.

Factors linked to poverty such as colonially-induced inequity, unemployment, illness and the illiteracy of parents, multiply the risk of non-schooling and the drop-out rate of a child by undeniably, many children from disadvantaged backgrounds are forced to

abandon their education due to health problems related to malnutrition or in order to work and provide support for the family UNESCO (2016). As alluded to earlier, the right to education is fundamental since it gives children knowledge which assist them to pursue a good life Liao (2015). Thus in Zimbabwe the Government has ratified and domesticated International Conventions that deal with the right to education discussed in 2.3 above. Be that as it may, the right to education is difficult to realize when people who are supposed to attain it are languishing in poverty. Ordinarily people promote the right to life, health, shelter and food before taking cognizance of the need for children to attend a formal primary or secondary school. Poverty must therefore be managed if the right to education is to be promoted and accommodated. There is need for a reliable social protection in the country which addresses the promotion of all basic rights.

In an endeavor to deal with poverty the Constitution of Zimbabwe provides for the right to social assistance and protection under section 30 which outlines that;

The State must take all practical measures, within the limits of the resources available to it, to provide social security and social care to those who are in need.

Taking an analysis in the provisions of the Constitution it indicates that the right to education for the poor only depends on how far the state will prioritize it. The poor are given the right with one hand but the right is taken away by the other hand. Unlike where there is contravention of civil and political rights, the poor cannot approach the Courts for redress in terms of section 85 (of the Constitution of Zimbabwe) alleging failure by the Government to perform its Constitutional obligation of providing resources to further their education since that will be defeated by the provisions of

section 30 where the state may allege lack of resources. In that regard, the right remains a nullity.

The ICESCR, in its General Comment 13, identifies also availability, accessibility, acceptability and adaptability as four elements of the state's obligations with respect to the right to education. The ICESCR Committee General Comment 11 has stated that lack of educational opportunities for children often reinforces their subjection to various other human rights violations. The Zimbabwean Education Act only asserts the duty of the parents to ensure that the child attends school which is not enough to address issues of accessibility, availability for the poor community.

In Zimbabwe, the Social Welfare Assistance Act of 1988 is aimed at providing for the granting of social welfare assistance to the underprivileged and their dependents. Those in need of such assistance are given the right to apply to the Director for social welfare for assistance in terms of section 3 of that Act. The Act lays procedures for application. A destitute is broadly defined in section 2 to cover different categories. Any person who lacks means of subsistence is regarded as in need of social welfare assistance and thus a destitute. This was a move taken to address the colonial shortfalls and inequity that the black majority has suffered.

The Social Welfare Assistance Act houses a number of policies within the Ministry of Public Service, Labor and Social Welfare whose major challenges include lack of funding and late disbursement of funds from treasury. Firstly is the Public Assistance

(PA) policy that was established in 1981 to provide for funds, clothing and food to the underprivileged. This policy has not been able to fund all its applicants because of lack of enough funding (UNDP 2014). On the other hand those accepted under the policy's pillar of harmonized social cash transfers (HSCT) are offered twenty dollars per household which is not enough for subsistence of a family. The government normally relies on donor funds when it comes to food and clothing and it has not received enough to cater for its people as laid by the MPSLSW 2015 Report. Thus children from poor families cannot be expected to attend school basing on PA considering that most households in Epworth has an average of five people ZIMSTATS (2013).

Another policy is the Assisted Medical Treatment Orders (AMTO) in 1990 which was put in place to cater for the sick and disabled indigent persons. This policy is relevant in that health has been considered a preference as compared to education in difficult times UNICEF (2015). Low implementation rate of this policy has also hampered access to the right to education to poor people.

With regards to payment of fees and levies for children, the introduction of medical and education fees by government in 1991 through the establishment of (Economic Structural Adjustment Program) ESAP, saw the need for a social welfare assistance model to help those underprivileged families who could not afford the required fees according to Lind (1995). This resulted in the enactment of the SDF which was the Government's first move towards the payment of school fees for the underprivileged.

However, the SDF could not last longer accountability was highly questionable since the selection process excluded the participation of the underprivileged in the grassroots Lind (1995). There was need therefore to include the community and enroll more beneficiaries hence the enactment of BEAM.

To enhance its social protection programme and in order to ensure universal access of the right to education, the Government of Zimbabwe has in 2001 enacted the Basic Education Assistance Module (BEAM). This was borne to reduce the number of school drop outs and to reach out to children who never went to school due to economic hardships. The erecting of BEAM is a witness that poverty has the highest potential to hinder access to the right to education. The BEAM operational Manual correctly highlights that poverty. Funded by governments, education is supposed to be universal, *free* and compulsory. All children should have equal access to school services, regardless of gender, race, religion, ethnicity or socio-economic status. The quality of education provided should be free of discrimination, relevant and culturally appropriate for all students. Students should not be expected to conform to any specific religious or ideological views. Educational programs should be flexible and able to adjust according to societal changes and the needs of the community. Observance of religious or cultural holidays should be respected by schools in order to accommodate students, along with providing adequate care to those students with disabilities.

The 2001 BEAM Manual stipulates that there is a

strong correlation between enrolment rates and poverty in Zimbabwe, with children from poorer families being less likely to be enrolled at all levels of education.... Given the high levels of poverty brought about by the worsening macroeconomic situation in the country, BEAM has been designed to minimize the negative impact it is likely to have on human capital given the perverse coping mechanisms that will have a direct bearing on this module include withdrawal of children from school, increases in households involved in vending and increases in street children. (page 5)

It follows therefore that BEAM's main development objective is to prevent irreversible welfare losses for poor households who resort to perverse coping mechanisms, like withdrawing children from school, in response to increasing poverty BEAM Operational Manual (2001). This is a welcome idea to harness the right to education. The BEAM Operational Manual further specifies the BEAM beneficiaries as children in school but failing to pay or having difficulty paying school fees; children who have dropped out of school due to economic hardships; and children who have never been to school due to economic hardships, but are of school going age.

The then Ministry of Labour and Social Services has conducted a process and impact evaluation of BEAM' (2011) in all the Zimbabwean provinces using survey and qualitative instruments in order to identify implementation gaps and its impact on the communities and produced a report called Process and Impact Evaluation of BEAM Report which gave birth to the new revised and more progressive BEAM Manual of 2016. This Report was developed at a time when more donors were active towards social protection but it still acknowledged the need for more funding towards the programme. In 2014 BEAM's major donors pulled out thereby worsening the situation against the need to promote the right to education in Zimbabwe. This research targets

the effects of social protection given the high levels of economic challenges that the Government is facing. The right to education cannot be realized without a viable social protection policy in Zimbabwe.

Zimbabwe does not have funds to appropriate for the school fees and levies of those in need of assistance in terms of the BEAM Manual. In response to the Orphans and vulnerable (OVC) crisis, the government has endorsed the urgent need for coordinated, expanded interventions to strengthen existing work being undertaken by government ministries, Non-Governmental Organisations (NGO)s, Community Based Organisation (CBO)s, and Faith Based Organisation (FBO)s in 2003 by developing the National Plan of Action for Orphans and other Vulnerable Children (NAP for OVC) phase 1 which was aimed at strengthening of the existing coordination structures for Orphans and vulnerable children (OVC) programmes and increasing resource mobilization, increasing new school enrolment of OVC while ensuring retention of OVC in primary and secondary schools; and increasing access to food, health services and water and sanitation for all OVC by December 2005 NAP for OVC (2004). NAP for OVC has been implemented and further developed into three phases 2004-2010; 2011-2015 and currently 2016-2020. The NAP for OVC III (2016-2020) seeks to operationalize the aspirations contained in the National Social Protection Policy Framework of Zimbabwe (NSPPF: 2015) with respect to issues affecting the well-being of orphans and other vulnerable children. This NAP for OVC III builds on the experiences and lessons learned from implementing two previous National Action Plans for Orphans and

Vulnerable Children (Phase I: 2005-2010 and Phase II: 2011-2015). The National Social Protection Policy Framework of Zimbabwe (NSPPF) is not as elaborate as the NAP for OVC and NSPPF is a policy that regulates social protection without time limit hence the need to work jointly with NAP for OVC 111.

The National Plan Of Action For Orphans And Other Vulnerable Children Zimbabwe (NAP for OVC 1) (2004) sums up the programs provided in Zimbabwe for orphans and vulnerable children as follows ;

- a) The Basic Education Assistance Module (BEAM), through which tuition fee, levy, and examination-fee assistance is provided to vulnerable children.
- b) Government assists vulnerable families with basic living costs through programmes such as Public Works Fund – Cash Transfers to Vulnerable Groups, Public Assistance Fund, Drought Relief, and Assisted Medical *Treatment Order*. Under Cash Transfers to Vulnerable Groups and Public Assistance Fund labor constrained vulnerable households are given \$20 grants per month to enable them to sustain their day to day living while under the public works fund vulnerable households are given basic commodities as a token for their labor at public recognized institutes.
- c) A 3% tax levy supports the National HIV/AIDS Policy. The National AIDS Council administers the National AIDS Trust Fund that supports programmes for persons living with HIV/AIDS, including OVC.
- d) The National Strategy on Children in Difficult Circumstances, through which the government provides resources to local authorities, which work with all

stakeholders to reach out to children in difficult circumstances in the community setting.

All these help attain the right to education by providing the needed so the support to the children in need. NAP for OVC has been in operation for the past one and half decades and is now at its fourth stage. Thus NAP for OVC 111's major objective is to guide the planning and implementation of all activities aimed at assisting OVC to meet their needs, fulfil their rights, and ensure that OVC are not abused, neglected or exploited but this can be difficult to fully implement without adequate funding.

2.7 Chapter Summary

In summary chapter 3 has it that the international community has awarded the right to education much importance as it awards to other human rights. This right is universal and indivisible just like any other human right. However due to colonialism and neglect , most blacks are left languishing in poverty such that they could not afford to send their children to the introduced formal schools. Poverty may be an inherited lifestyle passing from generation to generation thereby hindering access to education through parental ignorance and unemployment. The Government of Zimbabwe in an endeavor to fulfill its obligation of assisting the underprivileged by ensuring that they realize all the human rights enshrined in international human rights treaties and Covenants, defined it as a constitutional right and came out with a protection policy. Of the policies enshrined in the social protection programme BEAM was erected to

specifically deal with provision of school fees and levies for the underprivileged. A means testing criteria is employed to ascertain beneficiaries. However, the Government is unable to meet its demand due to lack of enough resources thus not every underprivileged child benefits from BEAM. To enhance the enforcement of existing laws and policies, the Government of Zimbabwe came up with a comprehensive social protection mechanism called the NAP for OVC which coordinates different stakeholders with the mandate of assisting OVC in an effort to mobilize more resources which enhances the promotion of the right to education.

CHAPTER 3 METHODOLOGY

3.1 Introduction

This Chapter will focus on the Research design, population and sampling, data collection instruments, data collection procedure, analysis and organization of data and ethical considerations.

3.2 Research Design

The research used both qualitative and quantitative methods of collecting data as they are fundamentally complementary. This allowed the Researcher to take advantage of their strength and minimize their weaknesses by increasing the reliability and validity of the findings. Using both qualitative and quantitative methods also assisted the researcher to gain insights into the social environment in which the social protection programme is operated. Quantitative data was obtained by interviewing key informants who are the BEAM selection committee members, social welfare officials under the MoPSSW and School Headmasters.

On the other hand, qualitative data was obtained using in-depth interviews to unemployed poor parents with children aged of 5 to 18 years. These parents or guardians were interviewed in order to retrieve their ideas when it comes to BEAM implementation. The qualitative interviews allowed for more in depth expression of subjective experience and reference to the context.

3.3 Population

The population is the totality of all poor households in Epworth.

3.4 Sampling

The research was targeting unemployed poor parents and guardians of children aged between 5 and 18 years old in Epworth, Harare. A purposive sampling technique was used to target parents or guardians from poor households with children of 5 to 18 years. Firstly the Researcher identified guardians or parents of children who were between five and 18 years and were beneficiaries of BEAM. The Researcher also identified and interviewed poor parents or guardians of children between five years and eighteen years but were not BEAM beneficiaries despite that their parents were poor -parents with non-BEAM beneficiary children in order to identify those that were once selected for BEAM but removed from the list of beneficiaries; those whose children are school drop outs and; those whose children have never been to school. Housing, education and income are pointers or indicators that were used to measure the social and economic performance of households for comparison with other households ZIMSTATS, (2015).

Further, a representative sampling method was also used to identify secondary and primary schools to be interviewed. Resultantly, three secondary and four primary schools were selected from different wards in Epworth. The BEAM Selection Committee Members were also randomly selected from the chosen schools.

3.5 Data Collection Instruments

The research instruments that were used were:

a. Key Informants Questionnaires

These were used to extract information from the BEAM selection Committee members, MoPSLSW officers who were social welfare officers and the school headmasters. The questions were presented in English but members were allowed to seek clarity whenever they needed assistance. The questionnaires were divided into four sections and ascertained the number of children under BEAM assistance and those who drop out from school and went further to extract information on whether all the applicants for BEAM got assistance and information on the reasons for school dropouts and children's failure in attending school. This was aimed at retrieving the actual figures of children whose right to education have been affected by poverty.

The first section asked for the personality of the participant that is; their level of education, age and sex. The second section of the Headmasters and BEAM Selection Committees' questionnaires dealt with questions pertaining to the school, that is, its name, whether or not it is a government school and the level of the school. Sections A and B of the Headmasters and BEAM Selection Committee members and section A of the MoPSLSW officers questionnaire helped the Researcher to package data accordingly when interpreting the findings.

Section C of the Headmasters and BEAM Selection Committee members and section B of the MoPSLSW questionnaire asked participants about BEAM implementation. These sections intended to extract information on BEAM at school and district level respectively. The Researcher got accurate information at the school level but the district level questionnaire filled in the gaps of the information that could not be retrieved at a lower level. The district level information complemented areas that could not be touched at school level but still affected children's education in the district. In these sections the Researcher was also able to get information on whether the social protection programs really complemented BEAM in uplifting the right to education.

In section D of the Headmasters and BEAM Selection Committee members and section C of the MoPSLSW officers' questionnaire the Researcher endeavored to extract information about the BEAM Selection Committee. Information on the BEAM Selection Committees' constitution when making decisions, training, impartiality and how frequent this committee was monitored was sort in these sections. This helped the Researcher in accessing the effectiveness of the BEAM Selection Committee in identifying the beneficiaries under BEAM.

The Participants' opinion and recommendations on BEAM was sort on sections E and F in the Headmasters and BEAM Selection Committee members and section D and E of the MoPSLSW officers questionnaire. This assisted in extracting the participant's independent feelings pertaining to children with parents with disabilities, orphaned

children, children with parents who cannot afford to pay fees and even how BEAM had reduced school dropout rate and school furniture.

Respondents were allowed to give further information of their feelings and recommendation towards BEAM and the promotion of the right to education at the end of the questionnaire.

b. Questionnaire for Parents/ Guardians

This was used to extract information from parents/guardians of children aged between 5 and 18 years old. A questionnaire was crafted both in English and Shona to guide the in-depth interviews and to ensure that all the relevant information is extracted. Questionnaires helped the Researcher to direct the conversation towards the topics and issues on BEAM, right to education and social protection policies the researcher wanted to learn about. Further probing of the Respondents was also allowed. Shona is a local language used in Epworth. Designing questionnaires in the local language, Shona assisted the participants in understanding and in extracting the relevant information from the participants. Both Shona and English questionnaires were designed by unstructured and open questions so that the results were more likely to reveal the individual's meaning and experiences rather than impose the Researcher's perspective Wilson et al (2008).

In-depth interviews allowed the Researcher to get information about the experiences the Respondents might have had towards promoting the right to education vis-à-vis the

prevailing BEAM social protection policy. The questionnaires were also used as a tool to probe for relevant information.

3.6 Data Collection Procedure

Since housing, education and income are pointers or indicators that were used to measure the social and economic performance of households for comparison with other households ZIMSTATS, (2015). The community heads assisted the Researcher to identify the households as sampled. The Researcher then proceeded to the chosen home, greet and introduce himself after when he asked to see the guardian or parent. The Respondent was interviewed using the prepared questionnaire. The Researcher took notes during the interview of what the participant said. When the interview was done then the Researcher proceeded to the next household. Research questions were supplemented by other techniques such as introducing scenarios or brief stories where necessary to help elicit information about the Respondent's feelings, or attitude, or to help them explore what may be difficult for them to consider spontaneously Wilson et al (2008).

To ensure that the Researcher gets accurate and adequate results he had to interview key informants in the BEAM Selection Committees, School Headmasters and MoPSLSW officers within the Department of social welfare. A representative sampling was done on three secondary schools and four primary schools. The BEAM Selection Committee members and Headmasters of the same school were interviewed. At least one member

of the Committee at each school was interviewed. Permission was first sort from the participant. The participant was then asked to read and sign the consent form if he is agreeable to the interview. Participant was asked questions in accordance with the questionnaires and given an opportunity to answer the questions posed to him. When the Researcher has finished his list of question and is satisfied that all outstanding issued have been cleared, the Researcher thanked the participants and moved to the next participant.

3.7 Analysis and Organization of Data

The quantitative data was analyzed by numerical and descriptive statistics graphical methods indicating differences in numbers in order to summarize the information reviewed in a data set and to present the information in a convenient form that individuals can use to make decisions. That allowed the Researcher to make estimates, decisions, predictions or generalizations about a larger set of data. It allows individuals to understand general patterns in a large quantity of data without conducting a formal test of a hypothesis.

Qualitative data was interpreted by content analysis through themes. This has made the results understandable. The Researcher analyzed the content of the gathered data in form of ideas or words provided by the participants. This assisted the Researcher to understand the lives of those being studied, their behavior, values, and beliefs and soon from their perspectives Wilson et al (2008).

3.8 Ethical Considerations

Ethics may be defined as a set of moral principles and rules of conduct and relates to application of principle to prevent harming or wronging others, to promote the good, to be respectful and to be fair. Ethical considerations are guidelines which help the Researcher produce a universally acceptable research Wilson et al(1998).

In order to give consideration to the cultural context in which the research is conducted as portrayed by Miller and Brewer (2003) the Researcher first sought permission to interview participants from the councilors and community heads before starting the interviews. Then the Researcher went to the identified home, where he greeted and introduce himself so as to accommodate.

The Researcher also looked into the competencies of the Respondents by firstly ensuring that his Respondents were majors. He thus requested for the indulgence of the parent or guardian in the house. Information was also delivered in a manner that participant understood that participation was voluntary and that they had the right to terminate involvement at any stage they felt appropriate Miller and Brewer (2003). Thus the Researcher ensured that voluntary participation was attained so that participants were not coerced deceived and induced into participating in research, In that regard, the Researcher endeavored to supply his Respondents with clear and unambiguous information regarding why the research is needed, what method they

intend to use and how the results were disseminated Miller and Brewer (2003). Participants were told that they were allowed even during the interview, to seek clarity whenever they feel like.

The Researcher ensured that no emotional or psychological harm was done to the respondents by ensuring that potential benefits outweighed potential harm. This was managed by avoiding questions or reactions or experiences that sparked resentments, caused fear or anxiety, embarrassment or sensitive reaction that brought back some unpleasant memories of trying times was avoided. Wilson et al (1998). The Researcher also avoided experiences that created tension, fear or anxiety.

3.9 Consent and Confidentiality

The Researcher was also considering the rights of subjects by obtaining informed consent and avoiding undue intrusion thereby protecting the rights to privacy of individuals and social groups by not giving third parties access to information the researcher may have acquired. The researcher requested to take the participant aside for the interview. The Researcher then read the consent paper to the participant. The participant asked if he understood the contents of the consent form. He was asked to sign the consent form declaring that they were not forced to conduct the interview. Further, participants were also told before the interview that they were free to withdraw even before the finalization of the interview without having to suffer any penalty.

In the event that participants were not agreeable to the interview, the Researcher was not forcing them; he just thanked them for their time and left. Participants were also told that they were allowed to refuse to answer any questions. In that regard, the participants were made aware that the Researcher would not impose any penalty.

The Researcher also made use of pseudonyms to conceal the identity of the Respondents by making sure that Respondents' information was not identifiable by the Respondent's name but alphabetical order and final reports were not written in such a way that no individuals were identified (Miller and Brewer 2003).

Accurate reporting guarded the researcher against producing results which were false and misleading. The Researcher did not fabricate data or falsify results Babbie (1984). In order to ensure confidentiality and anonymity participants were assured that research information was not made public without permission for the use of the data. The Researcher also assured protection, security on storage of data, restricting access of data, publication of research findings in a manner that does not allow for easy identification of respondents and eventually destruction of raw data Babbie (1984).

3.10 Chapter Summary

This chapter was discussing the qualitative and quantitative data collection procedures that were used to collect data in Epworth where the Researcher targeted parents of children between the age of 5 to 18 years who were divided into two stratas of those with children on BEAM and those with children who are non-BEAM beneficiaries. The Chapter discussed the research design, population and sampling, data collection instruments, data collection procedure, analysis and organization of data as well as the ethical considerations.

CHAPTER 4 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This Chapter deals with demographic information of Respondents interviewed, the Respondents' views pertaining to selection of beneficiaries, impact and relevance of BEAM including how BEAM affects the prevailing school enrolment rate, how BEAM is related to other social protection programs and the budgetary aspects of BEAM. The Researcher goes on to discuss the views of the Respondents in this Chapter.

4.2 Information of Respondents Interviewed

Respondent	Number of females	Number of males	Highest Education qualifications	Average Age
BEAM selection Committee	7	7	7 primary, 5 secondary, 2 diploma	50 years
School Headmasters	3	4	4 diploma, 3 Bachelors degrees	45
Social welfare officers	1	2	1 Bachelors degrees, 2 Masters Degree	35
Parents/ Guardian to Children on BEAM	45	25	15 non formal, 40 primary, 15 secondary	30
Guardian/ parents of non-BEAM beneficiaries	37	13	7non formal, 30 primary, 13 secondary	32

4.3 Data Presentation and Analysis

4.3.1 Key Issues in the Qualitative Data

This is based on the information obtained through the use of interview questionnaires. Generally parents and guardians reiterated that BEAM is an important social protection measure that helps promote the right to primary and secondary school education by making a substantial impact towards the enrolment and attendance of underprivileged children in formal schools. It was also articulated that BEAM cannot survive without enough financial support from treasury or development partners and support from other social protection programs. 40 of the interviewed parents had children in secondary schools while 55 had primary school going children only. 25 parents indicated that their children are not going to school.

4.3.1.1 Interviews with Parents whose Children are Non-BEAM Beneficiaries

a) Selection of Beneficiaries

With regards to selection of beneficiaries, parents with children who are not on BEAM reiterated that very few children are catered for under BEAM since the neediest are not always the ones that benefit because the selection process is not very transparent. Also, it was pointed out that children with emerging difficult circumstances during the course of the year are not catered for because BEAM selection is done once a year, at the beginning of the year. Complaints were further raised to the effect that corruption

humper the effectiveness of the BEAM Selection Committees.

b) Lack of Awareness of BEAM and Procedure involved to Access Service

13 of the parents were not aware of BEAM at all, 8 thought that BEAM was no longer in existence. It was also highlighted that 10 parents had their children dropping out of BEAM as a result of the yearly review of BEAM beneficiaries and do not know what to do. 4 parents found it difficult to access the required documents for registration for example birth and death certificates hence their children did not benefit from BEAM.

c) Causes of School Drop outs by BEAM Beneficiaries

Schools often employ policies that are not user-friendly to BEAM beneficiaries for example the rising of levies during the year forcing BEAM beneficiaries to drop out of school when they cannot pay the required amount and children are often refused school enrolment before payment of a deposit and other requirements as prescribed by the headmaster even if the children will have been selected as BEAM beneficiaries.

4.3.1.2 Interviews with Parents whose Children are BEAM Beneficiaries

a) Lack of a Comprehensive Social Protection Measure

Parents in this category highlighted that BEAM beneficiaries do not have enough basic needs and learning materials to assist them in acquiring education for example books, pens, uniforms.

All of the interviewed parents reiterated that households with children on BEAM are on the draught relief programme. Only 30 out of 70 interviewed households are benefiting from the Harmonized Social Cash Transfer (HSCT). Sadly, BEAM beneficiaries are sent out of school for non-payment of levies which cause labor active parents to end up paying.

b) lack of Transparency and Accountability in Disbursement of BEAM Funds

It was reiterated that there is generally no transparency on BEAM funds; that is when funds are released and how much is released. There is no selection committees at secondary schools thus parents with children from secondary schools are disadvantaged due to lack of representation.

c) Lack of Awareness of BEAM and Procedure involved to Access Services

60 of the 70 parents were not aware of the existence of the 2016 BEAM Manual

4.3.1.3 Interviews with Key Informants

Key informants include school heads, the BEAM Selection Committee and MoPSLSW officials. This group indicated that BEAM is generally significant if the right to primary and secondary school is to be attained by the underprivileged. They indicated that the following are the major shortcomings that need to be addressed if the programme is to be successful.

a) Lack of Awareness of BEAM and Procedure involved to Access Services

Not all headmasters and Committee selection committees are aware of the reviewed BEAM manual of 2016 hence they still employ old methods of selection using the BEAM Manual of 2001. Also, only half of the interviewed BEAM selection Committee members were trained for the use of the new BEAM Manual. BEAM Selection Committees, parents/ guardians, and school heads are not sensitized on the new BEAM manual. The new BEAM Manual of 2016 has been progressive towards realizing accountability, transparency, sustainability, efficiency and reliability by amending identified gaps in the 2001 Manual but implementation challenges have been observed.

b) Limited and Untimely Disbursement of BEAM Funds

The group was much disturbed by the limited BEAM budgetary allocation and late disbursement of BEAM funds from Treasury. BEAM funds were last disbursed for the payment of the 2014 first term school fees. Only exam fees are paid timeously while whilst there are huge arrears for school fees. The budget for child protection programmes has been falling since 2013 thereby affecting the amount allocated for BEAM yearly. Government programs are more efficient when receiving donor funding. Donors used to pay 15 million for primary schools till 2014 when they pulled out leaving the government to pay BEAM's full amount It was also raised that a large number of BEAM beneficiaries impact negatively on the total school funds. The school is forced pay for BEAM beneficiaries' affiliate activities like sports as required by the Ministry of Primary and

Secondary Education.

c) Selection of Beneficiaries

The selection of BEAM Selection Committee members is done at a meeting presided over by Councilors and widely attracts the councilor's party supporters. Parents and guardians from opposition parties do not usually attend. This distorts the selection criteria of BEAM Selection Committees members. BEAM selection Committees are often detached and isolated from selection. They direct the work to the headmasters although they are given power in terms of the BEAM Manual. Impartiality of the BEAM selection committee members has been questioned. BEAM selection Committee is not always fully constituted when executing their mandate in terms of the BEAM manual

d) Lack of a Comprehensive Social Protection Policy

The group portrayed that households do not often get comprehensive and holistic social protection due to lack of funding thus affecting negatively on BEAM's effectiveness, sustainability and reliability. District offices do not have direct input on the BEAM Management Committee despite the fact that they are the implementers on the ground.

e) Impact of BEAM.

BEAM has a major impact and devoted BEAM beneficiaries go to University

4.3.2 Presentation of Quantitative Data

4.3.2.1 School Enrolment and BEAM Beneficiaries' Statistics

According to the BEAM Manual, BEAM must be able to positively affect the school enrolment by reducing the number of school dropout rate and enabling the enrollment of former school drop outs (due to non-payment of school fees) by payment of their school fees and levies. The Researcher managed to get information on the impact that BEAM has on the total school enrolment from the school Heads and MoPSLSW officials. From information gathered from School Heads and MoPSLSW officials, 2013-2016, 30 female former school drop outs benefited from BEAM while 10 benefited in 2016. As regards male former school drop outs 19 benefited from 2013-2016. To further examine the number of BEAM beneficiaries each year primary and secondary schools Heads and MoPSLSW provided the figures.

4.3.2.1.1 Primary Schools

The four primary schools interviewed presented the total number of school enrolment against the total number of BEAM beneficiaries as indicated on Figure 1 below.

Figure 1: Primary School Total Enrolment versus number of BEAM Beneficiaries from 2013-2016

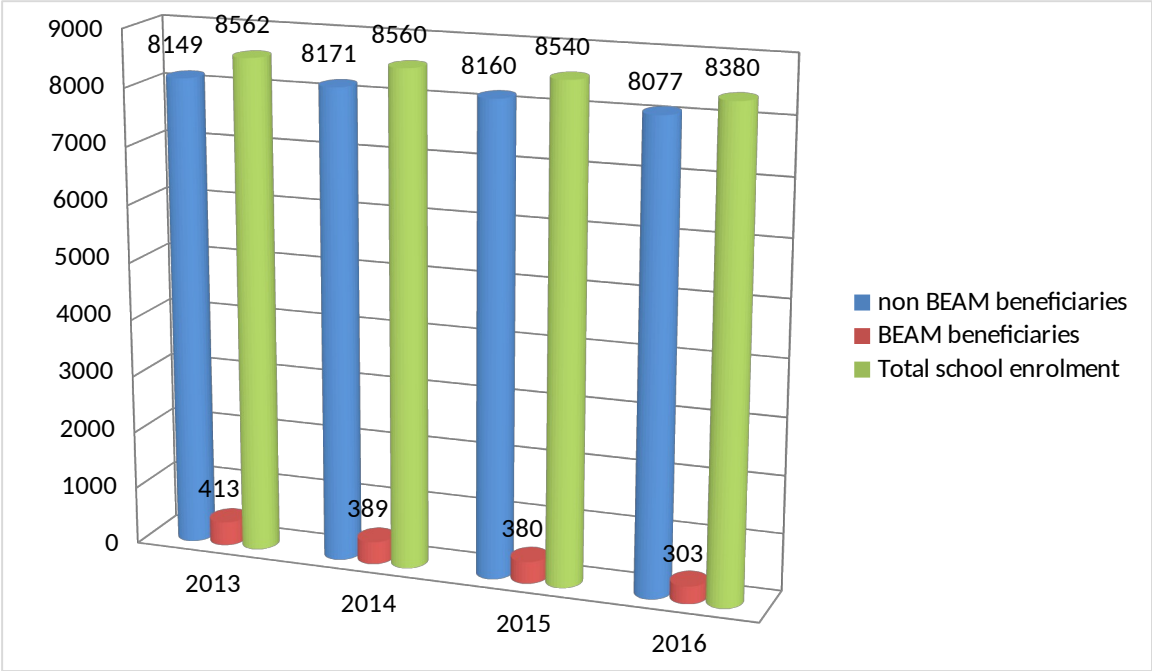


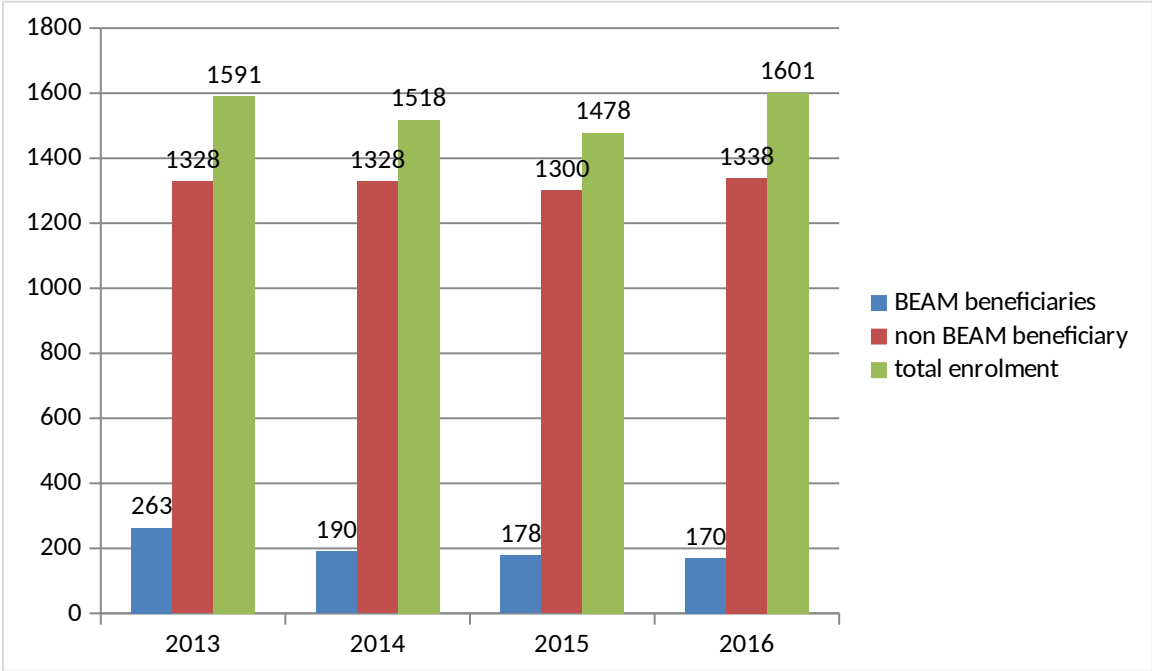
Figure 1 indicates that the number of BEAM beneficiaries is very small yearly compared to the total school enrolment. For example in 2013 the total enrolment was 8562. Of that enrolment 8149 were non-BEAM beneficiaries and only 413 were on BEAM. The number of children on BEAM Beneficiaries decreased yearly (from 413 in 2013 to 303 in 2016) as the total enrolment decreased from

8562 in 2013 and 8380 in 2016.

4.3.2.1.2 Secondary Schools

Three secondary schools were interviewed. The results pertaining to their to the school’s total enrolment and the number of BEAM beneficiaries each year from 2013 to 2016 are as indicated in Figure 2 below.

Figure 2: Secondary School Total Enrolment Versus number of BEAM Beneficiaries from 2013-2016



Like in primary schools as indicated in Figure 1 the number of BEAM beneficiaries is very small yearly compared to the total school enrolment. For example in 2015, 178

children were on BEAM while 1300 were non-BEAM beneficiaries. The total enrolment was 1478. In the same manner as that of the primary schools, the number of children on BEAM Beneficiaries decreased each year (from 263 in 2013 to 170 in 2016.) as the total enrolment decreased from 1591 in 2013 and 1478 in 2015. However in secondary schools the number of the total enrolment in schools rose from 1478 in 2015 to 1601 in 2016 but this did not affect the number of BEAM beneficiaries in a positive way as BEAM beneficiaries' number continued to drop down(from 178 in 2015 to 170 in 2016).

BEAM is mainly influenced ability to mobilize funds by the Government. It is disgusting to note that MoPSLSW officials indicated that the government relied on 50% BEAM funds from donors which were struck off as donors pulled away in 2014 leaving the government on its own struggling to bear the full costs of BEAM. Resultantly the number of BEAM beneficiaries continued to decline as shown in figures 1 and 2.

4.3.2.2 BEAM and Gender

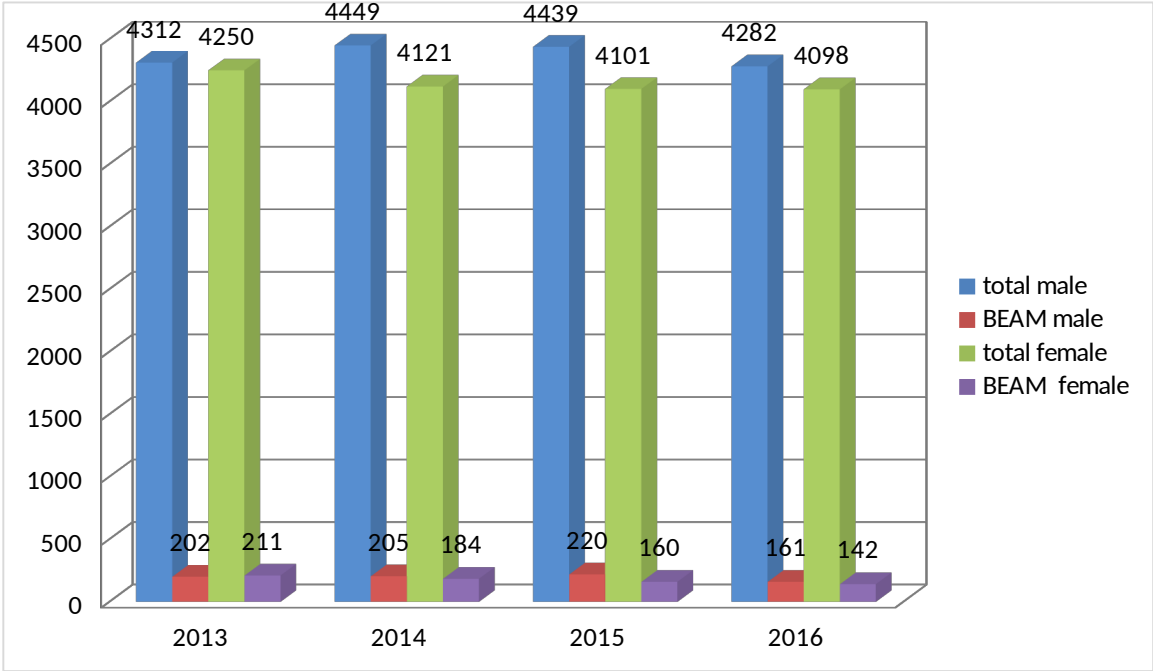
One major aim of BEAM as enshrined first BEAM Manual is to strike a balance in gender when it comes to the attainment of the right to education. Girls should be given a priority when selecting beneficiaries. Where possible the girls should constitute at least fifty percent of the total number of beneficiaries as enshrined in the 2016 BEAM Manual. In order to assess how far BEAM has gone in promoting gender balance in as far as accessing the right to education is concerned; data was supplied by the school

Heads and MoPSSLW officials demarcated in gender lines. Figure 3 below shows results for primary schools while Figure 4 below show results for secondary schools.

4.3.2.2.1 Primary Schools

Figure 3 indicates the total number of male and female school enrolment against the number of BEAM beneficiaries in each gender category yearly from 2013 to 2016. 'BEAM male' indicate the number of male beneficiaries and 'BEAM female' indicate the number of female BEAM beneficiaries and 'total male' and 'total female' shows the number of children enrolled in a particular gender category.

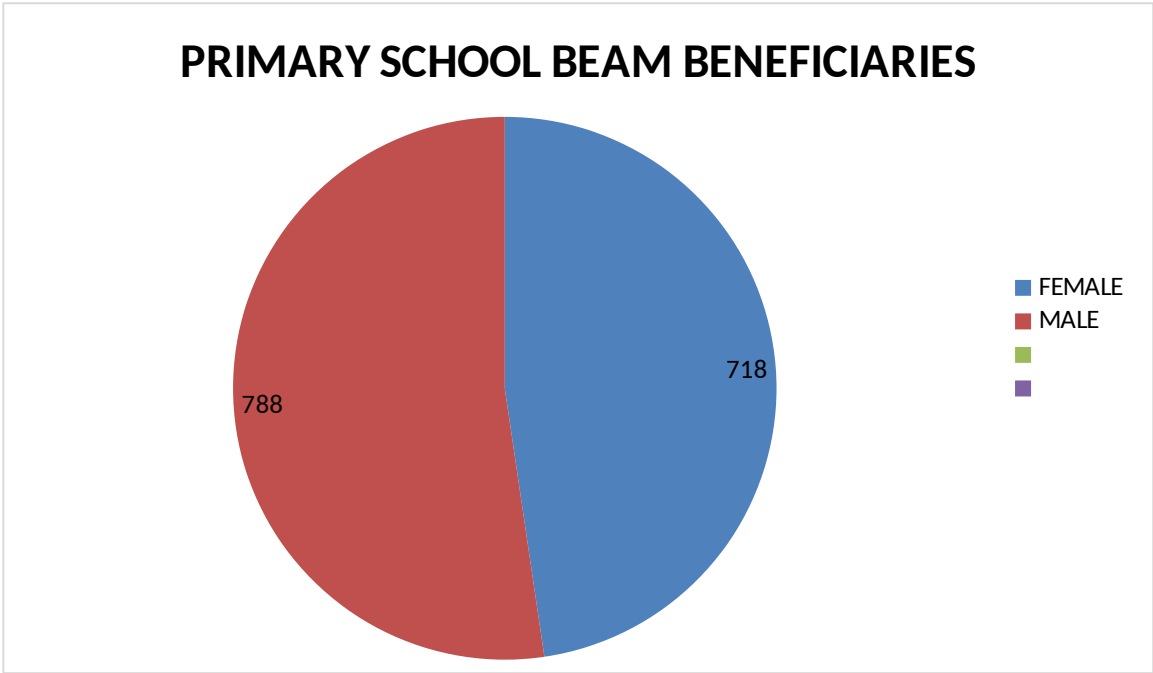
Figure 3: Total number of Male and Female Primary School enrolment against Total number of BEAM Beneficiaries in each Gender category from 2013 to 2016.



Save for 2013, in primary schools the number of female BEAM beneficiaries was generally lower than their male counter parts. In 2014, 184 female benefited and 205 males, and in 2016, 161 males benefited as compared to 142 female beneficiaries. This may be attributed to the fact that females are generally fewer than males at secondary school’s enrolment as indicated in Figure 3. In 2014 for example, 4449 total males were enrolled into primary school while 4121 constituted the number for total enrolment, and in 2015 there were 4439 males and 4101 females.

To be clearer, Figure 4 indicates a comprehensive figure of the total male and female BEAM beneficiaries for the years 2013 to 2016.

Figure 4: Total Male and Female BEAM Beneficiaries in Primary schools from 2013 to 2016



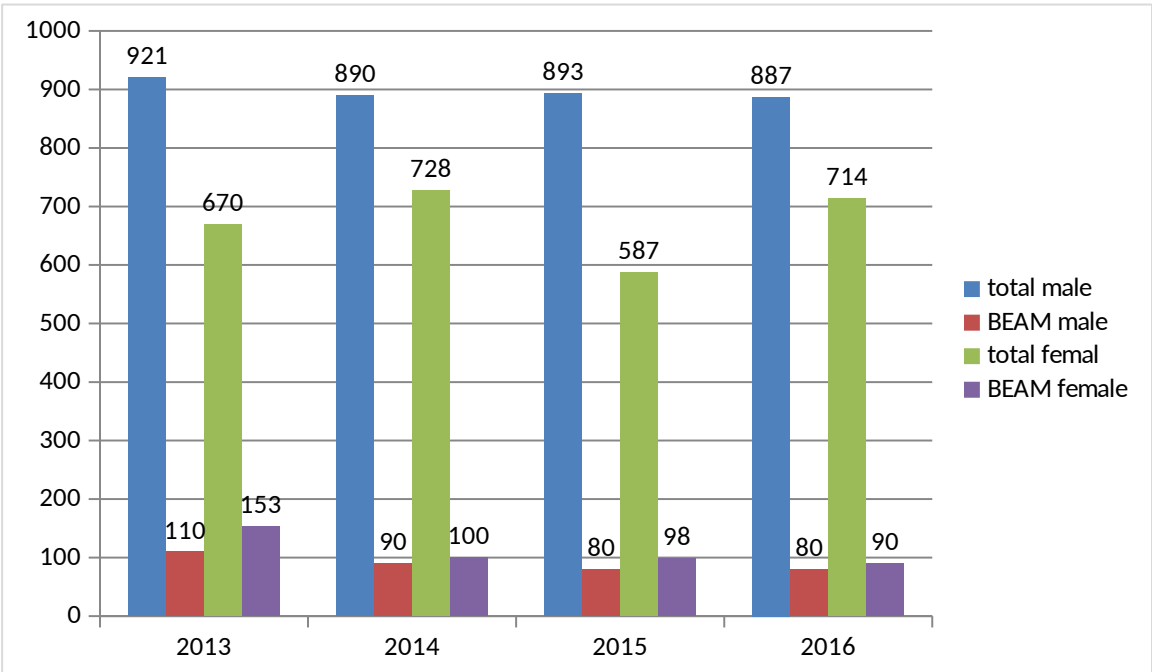
The female number is slightly lower than that of the male. This can be justifiable especially considering that a means testing criteria is the major driver used when determining BEAM beneficiaries and it is possible to come up with an imbalance in gender consideration.

4.3.2.2.2 Secondary Schools

With regards to secondary schools, Figure 5 indicates the total number of male and female school enrolment against the number of BEAM beneficiaries in each gender

category yearly from 2013 to 2016. ‘BEAM male’ indicates the number of male beneficiaries and ‘BEAM female’ indicate the number of female BEAM beneficiaries and ‘total male’ and ‘total female’ are used as keys to the number of children enrolled in a particular gender category.

Figure 5: Total number of Male and Female Secondary School Enrolment against Total number of BEAM Beneficiaries in each Gender category from 2013 to 2016.



The secondary schools’ information in figure 5 reflects that female school enrolment is generally less than that of the males. Be that as it may, unlike in primary school (Figure 3), there are more secondary school female BEAM beneficiaries than the secondary school male BEAM beneficiaries each year. This is according to the principles of

BEAM as laid in the BEAM Manual (2016) that at least 50 percent of assisted pupils at secondary level should be girls in order to bring about equity between boys and girls. To further clarify, Figure 6 below indicates the sum total of male and female BEAM beneficiaries from 2013 to 2016

Figure 6: Total Male and Female BEAM Beneficiaries in Secondary Schools from 2013 to 2016

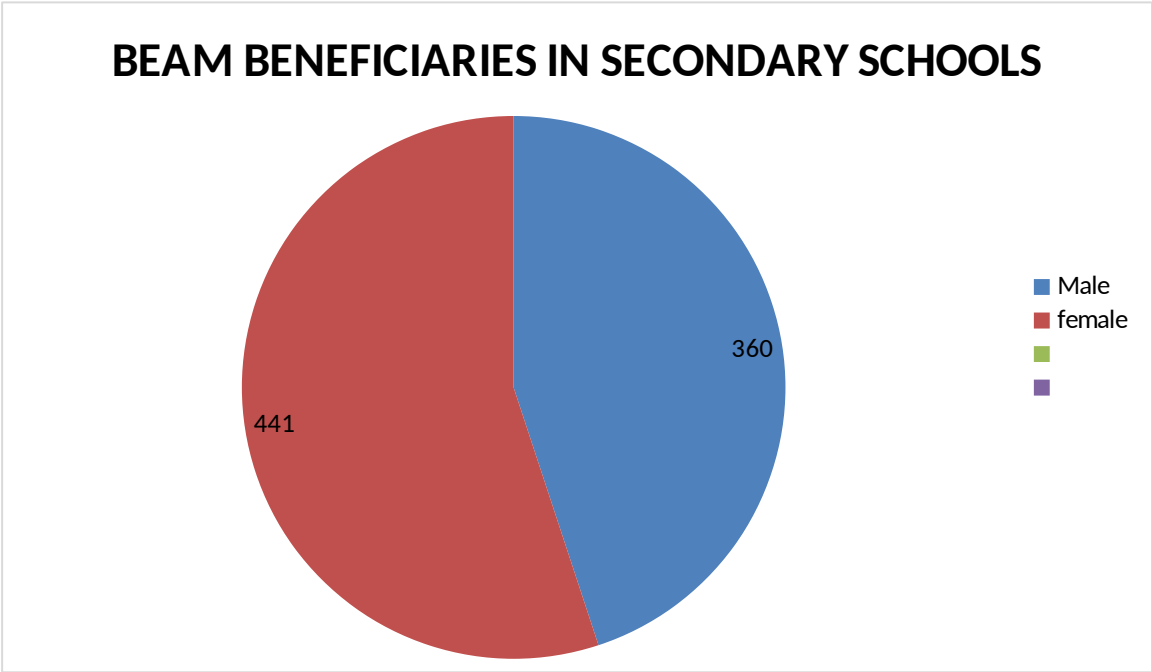


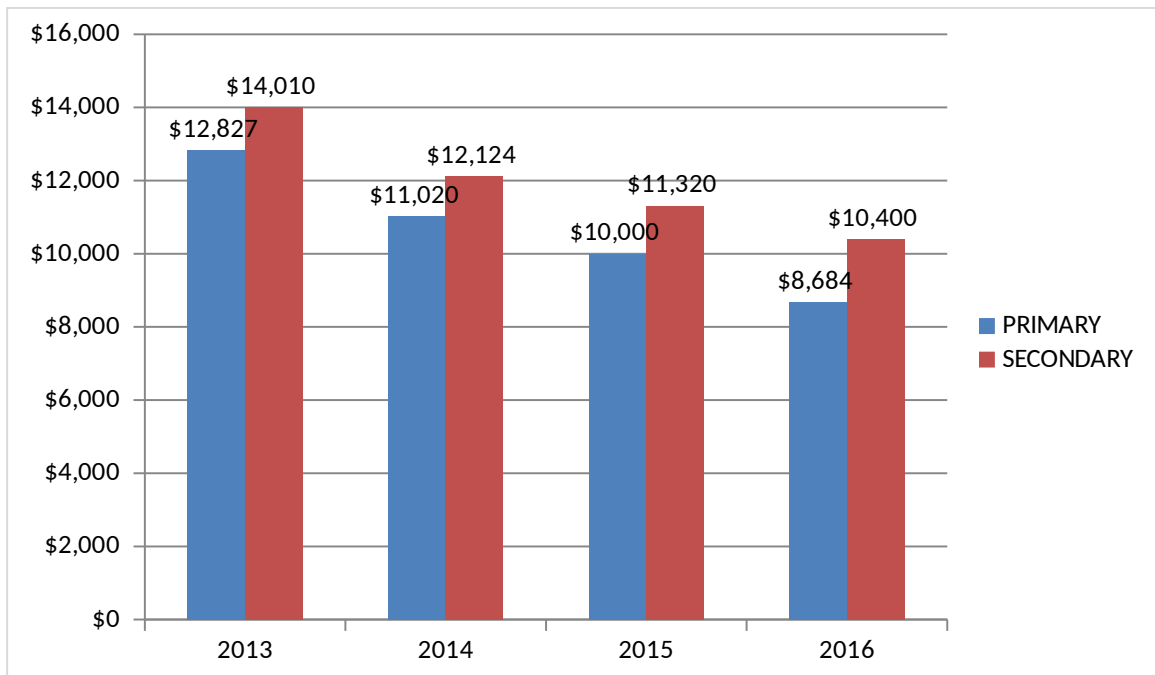
Figure 6 indicate that there is a higher number of female BEAM beneficiaries (441) in secondary schools than the male BEAM beneficiaries (360). Females are given more priority than males at secondary schools (BEAM Manual). This is a move towards women empowerment. When more women are educated, they participate in decision

making.

4.3.2.3 BEAM Budget

What created BEAM is the need to pay fees and levies for the vulnerable which cannot be done without the availability of a monetary budget. For BEAM to exist there has to be a reliable budget to support its existence. Thus the amount allocated for BEAM may be used to determine its success yearly. From the interviewed schools, the budget for BEAM was revealed as indicated in Figure 7 below.

Figure 7: Budgets for BEAM as allocated to the Interviewed Schools yearly



Although the number of BEAM beneficiaries in Secondary schools is lower than that in

primary schools as indicated by figure 1 and 2 above, more resources are channeled to secondary schools all the years as indicated in Figure 7. For instance in 2016, \$ 8684 was allocated for primary schools while \$10 400 was for secondary school. The contributory factor is that secondary education is generally more expensive than the primary education. Without financial support BEAM is a toothless bulldog that serves no purpose. Notably the BEAM budget continued to decrease yearly from \$12,827 in 2013 to \$8,684 in 2016 as indicated in Figure 7. This affected the number of BEAM beneficiaries as defined in Figure 1 and 2 above. Less and less funds are channeled towards BEAM yearly.

4.4 Discussion and Interpretation

4.4.1 Impact of BEAM

All the Respondents indicated that BEAM was a necessary social protection measure that the nation needs to enable the realization of the right to education. Some level of positive impact of the BEAM programme has been realized in communities with notable BEAM beneficiaries sailing through to University. On the other hand, BEAM still has room to generate even more favorable results if well supported. Thus BEAM being a necessary and relevant program; it requires adequate funding in order to increase the effects of its sustainability, effectiveness, reliability and efficiency in the communities.

From the Research findings, lack of community awareness, corruption and partiality on the part of the BEAM selection committee members, and most importantly limited budgetary allocations are major hindrances to the attainment of the right to education. Very few underprivileged children are assisted using a criterion that is not transparent to the majority of the community. This is as evidenced by the facts that of the interviewed parents are not conversant with the BEAM selection criteria

4.4.2 BEAM and other Social Protection Policies

For social protection to be a success it requires government commitment in providing adequate resources. Not many children are assisted under BEAM because of lack of funding hence there are many dropouts and non-school attendance. The criterion for selection of beneficiaries employed by the BEAM Manual of 2016 is not yet exercised in most schools.

The Constitution of Zimbabwe provides the right to education (section 27) on one hand and the right to social protection (section 30) on another. However the right to social protection is based on the ability by the Government to acquire adequate resources. Thus there is need to balance the promotion of the two rights. However from the research findings it appears that not enough social protection is granted to the needy in as much as the right to education is available for children on paper.

The violation of the right to education- evidenced by illiteracy, low enrolment rates and drop-outs among the poorest - reinforces the vicious cycle of poverty, pushing it to the extremes. The right to education is vital since it projects the capacity to think, to be motivated by facts, to know, to choose an act freely (liberty), to appreciate the worth of something, to develop interpersonal relationships, and to have control of the direction of one's life (autonomy) Liao (2015). Education is a catalyst for the liberation of Epworth from colonial poverty as was said by Ncube (2000) by empowering the majority to live independently and gainfully employed through the knowledge acquired in formal education.

From the findings of the Research, all of the households with children on BEAM are on the draught relief programme and some are also on other social protection policies. Only 30 out of 70 interviewed parents with children on BEAM, are benefiting from the Harmonized Social Cash Transfer (HSCT). The MoPSLSW indicated that they mostly refer children from households on public assistance (PA) for BEAM assistance since they would have passed the means testing criteria. Households are given \$20 through the Harmonized Social Cash Transfers (HSCT) programme. BEAM is therefore a measure to allow parents to freely direct their income to other needs while it carters for the school fees of the children concerned according to NAP for OVC 111.

That explains why BEAM is secondary to the food mitigation program which directly promotes the right to life. Liao (2015) has correctly put across that the fundamental

goods are resources that human beings qua human beings need in order to sustain themselves corporeally and include such items as food, water, and air. Thus one cannot make a living without food and other basic commodities. Thus even the BEAM Manual (2016) directs the Government to supply food and other learning material to BEAM beneficiaries to enhance the effectiveness of the BEAM programme. In other words without food there is no life and definitely no education. Thus establishing a holistic and comprehensive child protection policy was the major objective enshrined in the NAP for OVC (2004) and its predecessors. The right to food and health assist the child to attain powers and abilities that he needs qua human being in order to pursue basic activities Liao (2015).

Further to that, for one's education to be a success, certain basic resources that are closely connected to the attainment of education are of great value and importance for example books, uniforms and pens. It becomes difficult for an economically inactive parent who gets \$20 as PA to buy necessary expected resources linked to the right to education when in reality the money is not enough to sustain him with other relevant basic needs for survival. Worse still, the situation is aggravated by schools' failure to have compassion for children on BEAM. Children on BEAM are often sent them away for non-payment of certain levies that are alleged not to be covered by BEAM. That is another reason why certain children of interviewed parents ended up being school drop-outs. Half of the 50 interviewed parents of non-BEAM beneficiaries had their children removed from the BEAM list by the yearly review of the BEAM Selection Committee.

Of the fifteen that were removed from the BEAM list only five are still going to school. Five parents reiterated that their children had never been to school. Ten children with interviewed parents pulled out of school because the parents could not cope with the demands of the schools (for example increased levies, deposits and teacher's incentives required by the schools). A comprehensive social protection is really necessary if BEAM is to succeed.

The above situation may be better for those under Public Assistance. Some interviewed parents are not even benefiting from Public Assistance (PA). The only social protection policy they are acquiring is under the draught relief and food mitigation policy but with no access to any income. Not all economically inactive parents have been able to access the HSCT through P.A thereby reducing the chances available for their children to acquire formal education. .

4.4.3 BEAM and School Enrolment

BEAM's aim is to bring a positive impact to the total school enrolled by reducing the number of school dropout rates and bringing back to school those who would have failed to attend school due to non-payment of fees. BEAM funds very few children as compared to schools total enrolment as indicated in Figure1 and 2 above. BEAM concentrate more on the need for the child to attend school than it does on the child's performance rate. Acceptance on the BEAM program does not guarantee the child's

enrolment since the school often has policies that may be difficult for underprivileged parents to fulfil. For example it has been observed that payment of a deposit is a requirement for acceptance of a child at a new school. This requirement is also mandatory to BEAM beneficiaries. Moreover school heads often raise levies during the year after BEAM application and call upon parents with students on BEAM to pay the excess. BEAM beneficiaries are often sent back home for non-payment of these excess fees which often result in an increase in school dropout - ten out of fifty interviewed parents whose children are not on BEAM had their children withdrawing from school as a result of excess fees demanded by schools. It was also observed that a large number of BEAM beneficiaries impact negatively on the total school funds since the school is forced pay for the BEAM beneficiaries certain mandatory education allowances required per child in any school enrolment for example all headmasters criticized that BEAM beneficiaries affliction fees- which facilitates the child's involvement in sporting activities in a particular district- is often paid by the funds from other children's fees because of late disbursement of BEAM funds. This affects the enrolment of BEAM beneficiaries into schools.

Unlike the new BEAM Manual which covers assistance of children of 4 to 19 years, the old BEAM Manual (2001) did not cater for ECD children. This has affected enrolment of the underprivileged in that they are selected at grade 1 after having paid for ECD which is generally expensive. Further it was revealed from the findings that ECD only constitutes 2% of the total number of BEAM beneficiaries. Further, as most parents or

orphans find it difficult to access the required documentation for registration for example birth and death certificates it also has given a negative impact on the enrolment of underprivileged children. Those who do not have adequate document may not be accepted under BEAM. Further a yearly review of BEAM beneficiaries has impacted negatively on the community since parents or guardians with unchanged circumstances cannot pay fees when their children are removed from the BEAM beneficiary list. This also results in an increase in school dropout rate.

One of the visions of BEAM according to the BEAM Manual and section 27 of the constitution of Zimbabwe was towards prioritizing the education of the girl child and wiping away discrimination surrounding access to the right to education by providing fees for the girls whose families could not afford to send them to school. BEAM's selection criterion is not discriminatory and would definitely allow girls to attend school if done according to the dictates of the BEAM Manual of 2016. The budget allocation for BEAM has drastically decreased yearly as indicated in Figure 7 due to donor fatigue, the number of female BEAM beneficiaries continued to be higher than the number of male beneficiaries. Donors have pulled out of BEAM which caused the government to reject fresh 2015 BEAM applications since the government alone could not afford to pay for the existing beneficiaries. Resultantly the MoPSLSW officers had it that BEAM funds were lastly disbursed for the first term of 2014. Since then, the Government has remained with a backlog for BEAM fees.

Apart from providing positive recognition and nondiscrimination to the girl child, the statistics indicates the government's intention towards uplifting secondary education in Epworth. All of the interviewed parents are self-employed and live on selling wares from Mbare Musika which on average provides them with \$2 profit a day. Some individuals even supplement their income by immoral means like prostitution and theft. This explains why most parents in Epworth had a level of education ranging from non-formal education to secondary education (53 no formal education, 40 primary education and 27 secondary education). Poverty is too extreme that it needs government intervention so that it will not be passed from generation to generation Jordan (2004) and Cagatay (2008). Secondary school BEAM budget remained higher than that allocated to primary schools as indicated in Figure 7. This enabled the catering of a significant number of beneficiaries at secondary schools where fees are generally higher than primary school fees. If Epworth is to develop like any other developed location there is need to educate the community so that they may be able to exercise their rights and participate in decision making thus doing away with unfavorable social structural hitches against the them Jordan (2004) and Cagatay (2008) .

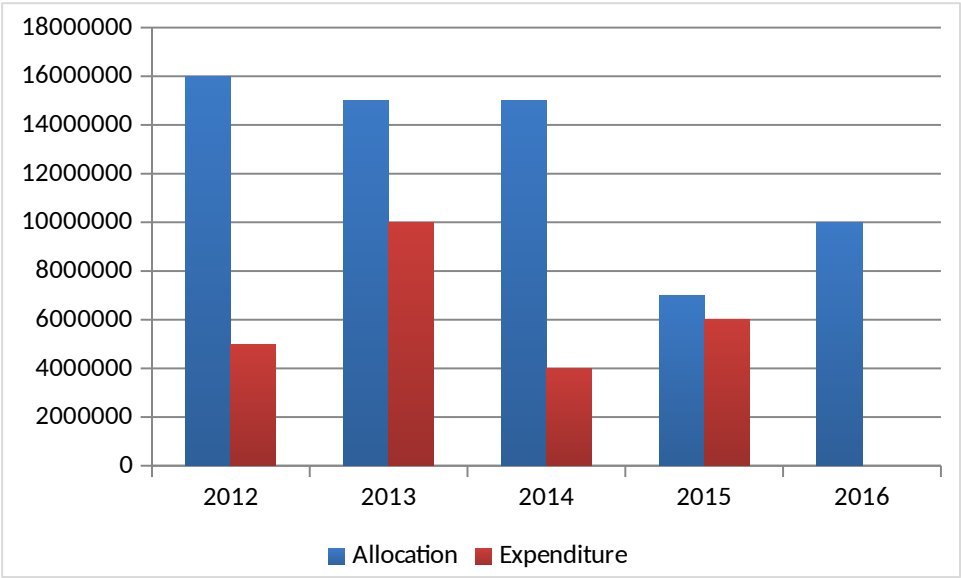
4.4.4 Funding of BEAM

Zimbabwe has built social forms and institutions that human beings qua human beings require if they are to be able to exercise their essential capacities to engage in the basic activities Liao (2015) by erecting schools and crafting the necessary social protection policies. However from the findings it is indicative of the fact that very few children as

compared to total school enrolment are assisted under BEAM. BEAM funds releases and budgets are often unpredictable Therefore validation of the BEAM beneficiary list may result in striking off of beneficiaries not because their circumstances would have changed but because there is no longer enough money to cater for every child on the BEAM list. If a child is chosen for social protection under BEAM, it is enough to demonstrate the vulnerability of that child and that the child is yelling for state rescue. Pulling children away from BEAM programme is adding problem on top of others. According to MoPSLSW interviewed official, 70% of the children who dropped out of school are the major prostitutes and drug abusers, and robbers in Epworth and around Zimbabwe. The failure by Government to provide adequate Social protection funding bears a negative impact on the BEAM programme.

The Ministry of Public Service Labour and Social Welfare (MoPSLSW) is important has the mandate to enhance self-reliance through the provision of social protection services to vulnerable and disadvantaged groups in society, in particular children. According to the Estimate of Expenditure, blue book, 2012, 2014, 2015, 2016, the national budget allocation to the MPSLSW has been steadily increasing since 2012. This is a positive development given that since 2012 there has not been considerable increase of the national budget.

Figure 8: Allocation and Expenditure for BEAM



Five years of Figure 1 shows that, since 2012, the national budget allocation to the BEAM programme has not been increasing, rather it was decreasing. National budget allocations without significant budget increases will not lead to progressive realisation of the right to education to vulnerable children. This is against the background that many children are in need of support from the BEAM.

BEAM budget is disbursed through Ministry of Public Service, Labour and Social Welfare. To be clearer on how the Ministry in particular has prioritised BEAM Figure 9 indicates how much percentages the Ministry has disbursed for BEAM and in what year.

Figure 9: Trends in Proportion of BEAM Allocation to total MoPSLSW Budget

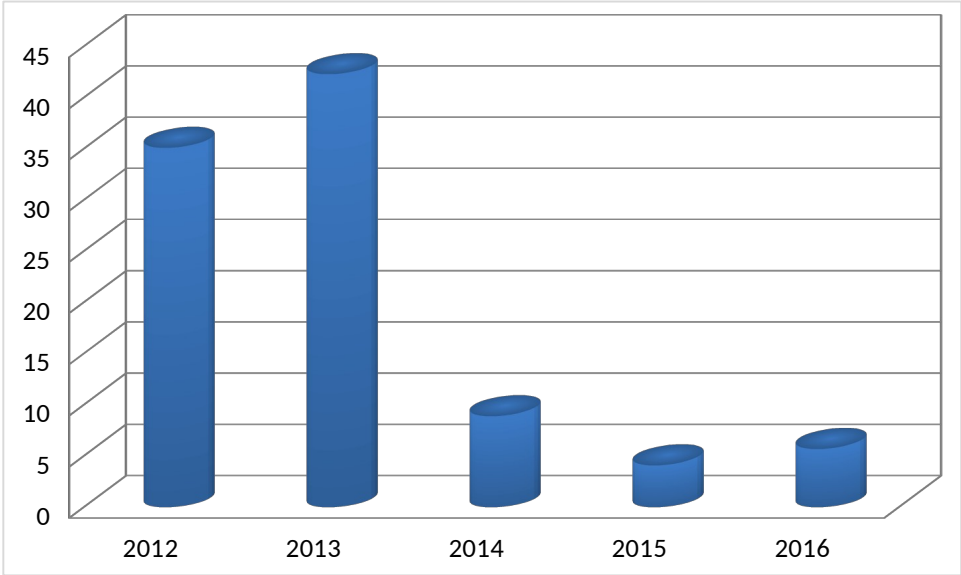


Figure 2 show the proportion of BEAM to total MoPSLSW budget. In 2012 and 2013, the proportion of BEAM to the total MoPSLSW budget was impressive 35.1% and 42.3% respectively. However, for the years 2014 until 2016, the proportion drastically dropped to less than 10% and this contraction is worrisome given the core donors of BEAM pulled out in 2014. The national budget should have continued allocating more resources for it to be a pro-poor and progressive instrument to assist children in vulnerable circumstances.

In the absence of a proper sustainable and reliable budget it is difficult to fulfil the framework that was correctly described by Katarina Tomasevski (2016)- that the fulfilment of the right to education can be assessed using the four pillars, which asserts that for education to be a meaningful right it must be available, accessible, acceptable

and adaptable. While the first two pillars require a budgetary allocation for children's fees, the last two pillars has to do with the quality of education children will acquire given the kind of environment in which they learn as well as the curricular that they are exposed to. All of which require financial support from the government.

Fall in the national budget allocations coupled with the withdrawal of donor which used to cover primary school BEAM funding in 2014 affected the reliability and impact of the BEAM programme as evidenced by many school dropouts as a result of less budgetary allocation to school. In 2015 BEAM did not entertain any fresh application because the government was still struggling to pay the existing beneficiaries. Still arrears await the long struggling BEAM programme whose funds were lastly paid for the first term of 2014. The government is only prioritizing exam fees which are paid timeously under BEAM. Thus for BEAM to be a success more funds must be channeled towards it.

From the information provided above, low budgetary allocation has a serious negative impact on the number of BEAM beneficiaries to be selected. At primary there was a decrease in budgetary allocation from \$12827 in 2013 to \$ 8684 in 2016 despite the constitutional commitment to carter for all at primary level children - in section 27 of Constitution which mandates the Government to take all practical measures to promote free and compulsory education for children. This provision is designed to carter for the gaps associated with accessing of education by the underprivileged children.

4.4.5 Selection of Beneficiaries

The new BEAM Manual of 2016 has been progressive towards realizing accountability, transparency, sustainability, efficiency and reliability by amending identified gaps in the 2001 Manual but implementation challenges have been observed. Be that as it may complaints were raised by the Respondents that the Councilors often abuse their authority and BEAM selection Committee members are chosen on partisan line. The Respondents also expressed displeasure towards the corrupt and impartial means employed by the BEAM selection Committees which results in the selection of non-deserving beneficiaries. Half of the interviewed BEAM selection Committee members were not trained on how to apply the new procedure for BEAM selection as outlined in the 2016 BEAM Manual. Further the community is not educated on BEAM procedure hence cannot participate. Resultantly lacks of awareness hamper the selection process of BEAM beneficiaries.

The department of social services which is the major monitoring mechanism for BEAM is short-staffed and overwhelmed such that it cannot reach out to educate all the BEAM selection committee members on the dictates of the BEAM manual, The Department has also failed to carry out quarterly inspection as required by the BEAM Manual because of alleged lack of resources. Checks and balances on the implementation of the BEAM Manual are limited by the Department's inability to take appropriate action. All this affects the credibility of the selection.

4.4.6 Persons with Special Needs

As regards children with disabilities it seems they are few of them in the Researched area. The Researcher managed to speak to three parents of children with disabilities who are getting BEAM assistance from BEAM funds in accordance with the old BEAM Manual. The new BEAM Manual proposes removal of the 10% allocation for Special Needs Education replacing it with community targeting/selection based on the notion that all children in these schools are from poor households. This improves on transparency and justice in the process of selection of beneficiaries but on the other hand parents with children with disabilities feel it can result in them being left out.

4.5 Chapter Summary

This Chapter dealt with data analysis, interpretation and discussion on major issues raised by the Research which includes budgetary allocation of BEAM, selection of beneficiaries, awareness and participation of the community in BEAM issues and the need for a comprehensive social protection policy.

CHAPTER 5 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This Chapter deals with the summary of the research, conclusions, implication, suggestions for further research and proposed recommendations.

5.2 Summary

This is a research on the effectiveness of the Zimbabwean social protection policy taking particular reference to BEAM towards the attainment of the right to primary and secondary education. Since social protection is designed to assist the underprivileged in acquiring fundamental rights in terms of section 30 of the Constitution, the research on its effectiveness has to be in a location where inhabitants are battling with poverty. Epworth has a record of poverty ZIMSTAT (2015) and its inhabitants desire massive social protection benefits in order to live a minimally good life Liao (2015).

The study was informed by the Fundamental Conditions Theory authored by Liao (2015) which asserts that human beings have rights to fundamental conditions for a good life. For one to have a good life he needs the right to education which assist him to acquire knowledge of good and wrong, and the acquisition of skills of the know-how in doing things fundamental to human beings qua human beings. On the other hand the right to education is secondary to certain basic needs like food and shelter. Thus there is

need to provide full support for all human beings by providing necessary resources for pursuance of the right to education per se for example the school, teachers, school fees, uniforms and books. The Fundamental Conditions Approach is also supported by Tomasevski (2016) who asserts that for education to be a meaningful right it must be available, accessible, acceptable and adaptable.

In order to get the views of the underprivileged people, in-depth interviews were done to parents/ guardians with a low income of \$100 a month with children aged 5 to 18 years. A purposive sampling technique was used to select the parents or guardian and a representative sampling for selection of key informants. As key informants, the Researcher interviewed eight BEAM selection Committee members, seven Headmasters, three MoPSSLW officials.

It was discovered that most economically active households in Epworth survive on selling wares which gives \$2 profit a day. Education is a foreseen catalyst for the inhabitants to realize new valuable opportunities. The findings from the Research indicated that BEAM is a necessary and relevant programme whose sustainability, reliability and effectiveness is mainly hindered by poor budgetary support. More females are BEAM beneficiaries in secondary schools. This a move towards tricking a balance for female and male education opportunities as enshrined in section 27 of the Constitution.

5.2.1 Findings

The Researcher found out that BEAM is assisting a few children towards the realization of the right to education and its impact is still low although it has the capacity of becoming a more valuable program if well-funded. The BEAM budget allocation decreased drastically from 2014 due to failure by government to mobilize resources for continuous funding following the pulling out of BEAM donors who had covered the primary school budgetary allocation. It also follows that new BEAM beneficiaries were not accepted in 2015. Be that as it may, the MoPSLSW has lowered its priority towards the BEAM budget against its total allocation from treasury as indicated in Figure 9 above. Resultantly, BEAM budget allocations to schools was reduced leading to many school dropouts by former BEAM beneficiaries due to the yearly validation of the BEAM list which led to a decrease in the number of beneficiaries.

On selection of beneficiaries, the BEAM Selection Committee is generally unaware of the selection process born by the new BEAM Manual of 2016 where the Community plays a pivotal role in selection of beneficiaries. The BEAM Selection Committees' impartiality transparency and accountability has been questioned by the Respondents. Parents expressed concern that not all deserving and neediest children benefit from BEAM. Parents/ guardians of underprivileged children often have problems in accessing important documents required for BEAM registration thus they are disqualified before they even get to the climax of the selection process. BEAM selection

is also done once and fails to accommodate children whose circumstances change and wish to apply during the course of the year.

Further a holistic and comprehensive social protection policy (like that enshrined in the NAP for OVC) is necessary for the promotion of the right to education since BEAM alone is not enough for the sustenance of the child's education. It was revealed from the findings that all of the interviewed parents were benefiting from the draught relief and food mitigation program but not all of them are beneficiaries of the public assistance policy. It was reiterated that BEAM beneficiaries fail to buy books and uniforms that are not subjected to the BEAM benefit. Thus there is also need for public assistance (PA) to allow children from labor constrained households to benefit from the \$20 monthly allowances. It was however observed that the \$20 is not enough to carter for the household's basic needs and educational materials for the labor constrained households which usually has six or more family members.

5.2.2 Right to Education

The right to education is a fundamental right enshrined in international instruments that Zimbabwe has ratified as well as in Zimbabwe's constitution and Education Act. The Constitution mandates the state to ensure that it provide access to free and compulsory education to primary schools in terms of section 27. However due to resource constraints, the government has failed to carter for all the deserving children. On the

other hand social protection provision is dependent on the government's ability to mobilize the required funds in terms of section 30 of the Constitution. If the realization of the right to education is to be a success resources must be channeled towards all the existing social protection programmes otherwise poor households will remain in poverty (Ncube 2000)

5.3 Conclusions

The following are the conclusions that can be deduced from the study;

- a) The harmonized social protection policy does not cover every child in need.
- b) BEAM budget cannot cover all the underprivileged children in need of school fees payment
- c) Partiality, corruption and lack of awareness amongst the BEAM selection committee members severely affect the programme
- d) Not all schools and BEAM Selection Committees and communities are privy to its procedure of selection of beneficiaries
- e) The school heads do not place have empathy towards BEAM Beneficiaries as evidenced by sending BEAM beneficiaries back home for failure to meet certain requirement that may not be afforded under BEAM.
- f) It has been observed that the BEAM Management Unit is based within the MoPSLSW head office in Harare thus it cannot coordinate issue happening at district level timeously.

- g) The Social Welfare officers at district level have no direct input on BEAM issues besides monitoring, sensitization and facilitation of the programme.
- h) Department of social services is also short staffed that it cannot carry out BEAM inspections frequently.

5.4 Implications

a) The Harmonized Social Protection Policy does not cover every Child in need.

BEAM alone cannot make it in the promotion of the right to primary and secondary education. Thus the Government needs to intervene to support the underprivileged in accordance with section 30 of the Constitution in a holistic and harmonized social protection program like the NAP for OVC. When the child is selected for BEAM he further requires supplemental funding to buy basic necessities for the education that is not covered under BEAM. Before the child goes to school it is necessary that he gets food and good health care Underprivileged children must be assisted holistically otherwise they end up dropping out of school even though they are BEAM beneficiaries. The harmonized and holistic assistance is only acquired by a few children. Draught relief and food Mitigation policy is acquired by all underprivileged households where as public assistance is given just to a few. This explains why certain households remain in poverty.

b) BEAM Budget cannot cover all the Underprivileged Children in need of School Fees Payment

Besides addressing most of the challenges identified by the Process and Impact evaluation of BEAM in Zimbabwe (2012) report, the 2016 BEAM Manual has also created a BEAM fund aimed at boosting confidence amongst local non-state actors including the private sector and donors to put their resources Chatiza et al (2015). Be that as it may, BEAM can never be a success when the government does not allocate enough resources to suit the demands under it. Since 2013 BEAM beneficiary number kept on decreasing due to poor allocation of resources by government.

BEAM impact became worrisome when the number of school dropouts increased due to validation of the BEAM beneficiary list in order to select the neediest. Also due to poor budget allocations not every deserving child is assisted under BEAM. The government has not shown much commitment towards BEAM as evidenced by figure 1 and 2 above. The government was expected to review its budget even higher than before in 2015 after the withdrawal of donors but surprisingly, the BEAM budget went down despite a rise in the number of underprivileged children in need of assistance given that the government could not support all the BEAM applicants with critical conditions. Worse still, the government did not entertain new applications given that the Government now has 100% financial responsibility over BEAM.

c) Partiality, Corruption and Lack of Awareness amongst the BEAM Selection Committee Members severely affect the Programme

Selection of the BEAM Selection Committee according to the new BEAM Manual of 2016 is done at a meeting convened by the councilor in a primary school catchment area. Councilors have since abused this provision by selecting the committee on partisan grounds. Once the committee becomes partisan then the results of the committee's decision becomes highly questionable. That is why the committee's impartiality levels has not been trusted by the community members (58% of the interviewed Respondents) the success of BEAM is also centered on the administration which includes monitoring of the events pertaining to BEAM on the ground. Mal administration promotes the selection of wrong beneficiaries for BEAM.

d) Not all Schools and BEAM Selection Committees and communities are Privy to its Procedure of Selection of Beneficiaries enshrined in the new BEAM Manual

Distribution of information education communication (IEC) materials for educating the public about BEAM is limited. Generally most BEAM Selection Committee members are not aware of the provisions of the new BEAM manual which leads to violation of the procedure set in the BEAM Manual for selection of beneficiaries.

- e) The School Heads do not place have empathy towards BEAM Beneficiaries as evidenced by sending BEAM Beneficiaries back home from school for failure to meet certain requirement that may not be afforded under BEAM**

BEAM's major objectives were to reduce student dropout rate and non-attendance of school due to failure to pay required school fees. Some stakeholders feel detached from the BEAM selection process. They feel it is the headmaster's mandate. On the other hand some headmasters even go far as far as making the payment of an initial deposit a requirement that stretches to BEAM beneficiaries. It is a welcome development that the new BEAM Manual provides for the nomination of four ex officio members who will guide with technical advice Be that as it may, the BEAM selection Committees are not very powerful to assist the children to enroll to any school. This normal affects the transit grades like grade 7 and ECD and form 5 students no wonder why there are few ECD (2%) and form 1 (10%) students on BEAM

- f) Centralization of the BEAM Management Unit (BMU) and Shortage of Staff**

The BMU relies on information given to them by social welfare officers and headmasters on the ground. The Social Welfare officers at district level have no direct input on BEAM issues besides monitoring, sensitization and facilitation of the programme. Statistical data and information on the procedure used for the selected candidates is not privy to them yet they are expected to provide advice on BEAM issues. This disturbed the ability to come up with valid quality results for BEAM.

5.5 Suggestion for Further Research

The Researcher has observed that there is need to further research on the following items;

- i) the major causes for drug abuse and prostitution among children of school going age
- ii) the extent to which BEAM has improved the right to education of the girl child
- iii) the impact of public assistance programme on the underprivileged
- iv) creating a comprehensive and harmonized social protection programme for vulnerable children

5.6 Recommendations

Most parents are not aware of the existence of BEAM and other social protection mechanisms. On the other hand most stakeholders still need sensitization of the pertinent issues surrounding social protection and particularly the existence of BEAM Manual of 2016. There is thus need for government to raise awareness to all stakeholders on the dictates of the BEAM Manual and other social protection measures. Distribution of Information Education Materials must be increased for community and the BEAM Selection Committees.

The government must desist from relying on donor funds and prioritize BEAM Budget increment since it is a social protection measure with 100% dependence on government funds. Further the Government must treat the right to education with the importance it deserves by timeous disbursement of BEAM funds from Treasury. This will allow efficiency, reliability and consistency of the programme.

Councilors are political figures who should not be given powers to convene meetings where BEAM selection committees are chosen. This duty must be given to non-political personnel like school headmasters to avoid the attendance of BEAM selection meetings on partisan grounds. For transparency, making checks and balances and identification of issues for lobbying in Parliament, the councilors and members of Parliament should be afforded the chance to mobilize people, observe the work of the selection committee when meetings are held and provide necessary advice that is for the benefit of the community in their constituency. This will add the number of people who verify the decisions made by the BEAM selection committees.

There is need to centralize the BMU so that information reaches its offices on time, BMU gets sensitized on what is happening on the ground and social welfare officers will get information much easier and decisions are made quickly. This increases the efficiency and reliability of BEAM. Also the Department of social welfare must lobby the Public Service Commission and Treasury for permission to employ more officers to

cover up for BEAM monitoring so that the target of monitoring at least thrice a year is met.

Government alone cannot cover for all the vulnerable children's social protection given the economic constraints it is facing. There is need for a Public Private Partnership in order to complement government efforts in the provision of education to the underprivileged. There is in that regard need for an effective coordination of non-state actors who are providing education assistance to standardize their selection and targeting methods. BEAM has an independent targeting method to that of most donors who have the option to prefer to assist intelligent children rather than the underprivileged ones. In addition to the BEAM Master List provided by the 2016 BEAM manual, both government and donors should come up with a list of the neediest children at any given school. Children will then receive assistance from the compiled list. This will also assist in doing away with double dipping culprits.

The Ministry of Primary and Secondary Education must come up with a law that outlaws the increase in levies and charging of levies that are outside BEAM benefit. The law must further encourage schools to enroll children on BEAM without any deposit or prior payments and Headmasters must disseminate information on BEAM funds disbursements to parents for promoting transparency and accountability.

5.7 Chapter Summary

From the foregoing BEAM is mainly centered on availability of resources. Reduction in budgetary allocation results in reduction in the number of BEAM beneficiaries. Also other social protection measures play a pivotal role towards complementing BEAM in the promotion of the right to education hence they also need enough budgetary allocation to sustain them.

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APPENDICES

APPENDIX 1: Informed Consent Form

Myself

My name is Marky Chuma Majata, a final year (Human Rights) student from AU. I am carrying out a study on Masters of Human Rights Peace and Development {MHRD}. I am kindly asking you to participate in this study by answering questions/filling in gaps.

What you should Know About the Study:

Purpose of the Study

The purpose of the study is to examine the extent to which the social protection programme of Zimbabwe has been able to facilitate the realization of the right to primary and secondary education. You were selected for the study because you are a parent of children between 5 and 18 years.

Procedures and Duration

If you decide to participate you will be asked questions. It is expected that this will take about 30 minutes.

Risks and Discomforts

The study may cause the participants to reflect on the hardships of children who fail to access enough social protection. This may create discomfort to the participants. The Researcher will endeavor to extract solutions from the participant whenever agony is seen.

Benefits and/or Compensation

The Research will assist in information dissemination of Zimbabwe’s social protection policies, help in identifying those in need of social protection in Epworth, and it will inform policy formulation.

Confidentiality

Any information that is obtained in the study that can be identified with the participant will not be disclosed without their permission. Names and any other identification will not be asked for in the questionnaires. Interviews will be conducted privately.

Voluntary Participation

Participation in this study is voluntary. If participant decides not to participate in this study, their decision will not affect their future relationship with the Government of Zimbabwe. If individuals chose to participate, they are free to withdraw their consent and to discontinue participation without penalty.

Offer to answer Questions

Participants are allowed to ask any questions that are unclear on any aspect of the study before they sign this form.

Authorization

If you have decided to participate in this study please sign this form in the space provide below as an indication that you have read and understood the information provided above and have agreed to participate.

Name of Research Participant (please print)

Date

Signature of Research Participant or legally authorized representative

If you have any questions concerning this study or consent form beyond those answered by the researcher including questions about the research, your rights as a research participant, or if you feel that you have been treated unfairly and would like to talk to someone other than the researcher, please feel free to contact the Africa University Research Ethics Committee on telephone (020) 60075 or 60026 extension 1156 email aurec@africau.edu

Name of Researcher -----

APPENDIX 2 :Informed Consent (Shona)

Ruzivo Nezvemutsvakurudzi

Zita rangu ndinonzi Marky Chuma Majata. Ndiri mugorere china pachikoro che Africa University. Ndinoiita zvidzidzo zve Masters in Human Rights Peace and Development {MHRD}. Ndinokumbira muve bande retsvakurudzo yandiri kuita nekupindura mibvunzo yandichabvunza.

Maringe Netsvakurudzo:

Chinangwa Chetsvakurudzo:

Chinangwa chetsvakurudzo ndechekuongorora kuti urongwa hwekubatsira vanoshaya mu Zimbabwe hunobatsira zvakadii kusimudzira kodzero dzekudzidza zvididzo zve primary ne secondary kwevana vari pakati pemakore mashanu ne guminemasere. Masarudzwakutimuvebanderetsvakurudzoinonekutimunemwana/ vana vane makore ataurwa.

NziraNenguva

Mukasarudzakuvabanderetsvakurudzoinouchabvunzwamibvunzo. Izvizvinotarisirwakut oramaminit simakumimatatu.

Zvinotyirwa

Tsvakurudzo ino ingangokonzera kuti vaongorori vazidziswe zvakadzama nezvevana vanoshaya rubetsero rwekurarama zvakakanaka munyika zvingangokonzeresha kusagadzikana kwavo. Mutsvakurudzi achaedza nepaanogona kuti vanobvunzwa ava vafungewo nezvematanho angatorwa kuti dambudziko iri ripere.

Zviwanikwa/ Zvingabatsire

Mutsvakurudzi achabatsira kuzivisa vanhu nezvemitemo yerubetsero runopiwa vanoshaya munyika ye Zimbabwe. Achabatsira zvekuwana avo vanoda rubatsiro urwu mu Epworth uye nokushandura mutemo kuti uite zviri nani.

Kuchengetedzwa Kwenyaya Dzinenge Dzabuda Patsvakurudzo

nyaya dzose dzinenge dzataurwa nevachabvunzwa mibvunzo patsvakurudzo ino haingaudzwe umwe munhu pasina mvumo yeuyo aitura. Mazita kana zvimwe zvinoratidza kuti ndivanani hazvibvunzwi vanhu vachataura patsvakurudzo ino. Mibvunzo ichabvunzwa muchivande pasina vanonzwa.

Kusarudza Kuva Bande Reongororo Pasina Kumanikidzwa

Kuva bande retsvakurudzo ino kuri padungamunhu kuzvisarudzira pachena pasina kumanikidza. Kana munhu atadza kuva bande retsvakurudzo ino hazvisi kuzokanganisa kuwadzana kwake nehurumende ye Zimbabwe. Munhu wese akasununguka kuramba kubvunziwa mibvunzo kunyangwe ava pakati zvisina mutongo wakaipa kwaari.

Chido Chekupindura Mibvunzo

Vanhu vano tenderwa kubvunza mibvunzo yavasinganzwisisi vasati vanyora sechiratidzo chekutenda kupindura mibvunzo pabepa iri.

Mvumo

Kana wabvuma kuva bande resarudzo ino unokumbirwa kuti unyore pasi panzvimbo yakapiwa. Taridza kuti waverenga ukanzwisisa zvinyorwa zviri pamusoro.

Zita remutsvakurudzi (nemavara makuru)

Zuva

Runyoro rweatendakubvunzwa mibvunzo/ akamumiririra

Kana une mibvunzo nezvetsvakurudzo iyi, kana zvinyorwa zvawapiwa, kunze kweizvo wapindurwa nemutsvakurudzi, zvinosanganisira kodzero dzako semunhu abvunzwa, kana uchiona sekuti hauna kubatwa zvakanaka zvakare ungade kutaura neumwe asiri mutsvakurudzi, sununguka hako kubata umwe munhu ku Africa University Research Ethics Committee on runhare (020) 60075 or 60026 extension 1156 email aurec@africau.edu

Zita remutsvakurudzi -----

Section C: BEAM Implementation

6. Do you know about BEAM?
7. How many children are benefiting from BEAM from the children you live with?
8. How far has BEAM been of assistance to you and your family?
9. In your community, do all underprivileged children benefit from BEAM?
10. If not what is are the major hindrances?
11. Do you know the criteria used to select children on BEAM?
12. If yes briefly outline what you know?
13. Do you know of any children who have been rejected BEAM assistance upon their request?
14. If so, what do you think was the cause?
15. What do you think can be done to improve access to BEAM?
16. In your opinion, how far has BEAM assisted in uplifting the right to primary and secondary education to the underprivileged?
17. In which other way besides uplifting the right to education has BEAM assisted the underprivileged children in this community?

Section D : Social Protection in the Community

1. Do you know of any school dropouts in this community?
2. If yes, what are the major causes?
3. Do you know of any children of school going age who are not going to school?
4. If yes what are the major causes?

5. What other public financial assistance do you know?
6. How many children in your custody or in the community are benefitting from those programmes?
7. How much do you/they get for a child/ person?
8. Besides financial assistance, is there any form of assistance (like food, clothes and the like) you receive from the government?
9. How has Government social assistance been useful to this community?
10. What are the challenges that the habitants of your community encounter in accessing government social assistance?
11. How has those challenges hindered the right to primary and secondary education for the underprivileged?
12. In your opinion what do you think can be done to improve access to social protection in your community?

APPENDIX 4: Parent/ Guardian's Questionnaire (Shona)

Chikamu Chokutanga: Zviri Maererano Nezvako

1. Uri murume here kana mukadzi? a) Murume b) mukadzi
2. Un emakore mangani?
3. Pamusoro pewanano yako a) ndiri muwanano b) andisi muwanano c) ndakafirwa
d) takarambana
4. Makadzidza kusvika papi a)primary b) secondary c) diploma d) bachelor's degree e) Master's degree f) PHD
5. Wagara kwenguva yakarebazvakadii munzvimbo ino?
Mazuva.....mwedzi.....makore
6. Munoita chiichinokuraramisai muupenyu?
7. Munowana mari yakawanda zvakadiipa zuva?
8. Tiudzei zvipingamupinyi zvamunosangana nazvo pakuchengeta mhuri yenyu?

Chikamu Chechipiri: Pamusoro Pezvevana Venyu

8. Mune vana vangani?
9. Vangani vana venyu vari pakati pemakore mashanu neguminesere?
10. Munogara navo vose vana vatabvunza ava here?
11. Kana musingagari navo vose ,vana vacho varipi?
12. Pavana vamunochengeta pane here vasiri venyu pakuzvara?
13. Vangani kana varipo

Chikamu Chetatu: Mashandiro e BEAM

14. Munozivawo here nezve BEAM?
15. Kana muneruzivo nditsanangurireiwo nemanzwi mashoma kuti chii chinonzi BEAM
16. Pavana vamunogara navo vangani vanowana rubetsero ku BEAM?
17. BEAM yakakubatsirai zvakadii nemhuri yenyu?
18. Munharaunda yenyu vana vose vanoshaya vanobatsirwa here paBEAM?
19. Kana muchiti kwete vanotadziwa nei?
20. Munoziva here nzira dzinoshandiswa kusarudza vana kuti vabatsirwe neBEAM?
21. Kana mati munoziva, ndiudzeiwo zvamunoziva 22. Pane vana vamunoziva here vakakumbira rubatsiro asi vakarambirwa kubatsirwa pa BEAM ?
23. Kana zvirizvo, chii chaiva chikonzero?
24. Sokuona kwenyu chii chingaitwa kuvandudza rubatsiro runowanikwa pa BEAM?
25. Sokuona kwenyu BEAM yabatsira zvakadii kusimudzira kodzero dzedzidzo dzevana dze primary nedze secondary munharaunda yenyu?
26. Kunze kokuvandudza kodzero dzevana dzedzidzo, ndeipi imwe nzira zvakare yakabatsirwa nayo BEAM munharaundaino?

Chikamu Chechina: Kuchengetedzeka Zvakanaka Kwevanotambura Munharaunda

27. Mungazivawo here nezvevana vanorega chikoro panzira munomunharaunda?
28. kana varipo, zvii zvikonzero?
29. Pane here vana vamunoziva vezera rinoenda kuchikoro asi vasingaendi?

30. Kana muchiti hongu, zvinokonzerwa nei?
31. Pane here imwe mhando yerubatsiro rwemari rwamunoziva runopiwa vanotambura muno?
32. Vangani vana vamunochengeta vanowan arubatsiro kubva kuzvirongwa ihoho?
33. vanowana marii pamunhu panguva?
34. Kunze kwemari pane here rumwe rubetsero rwamunowana kubva kuhurumende (sechikafu, zvekupfeka nezvakadaro) ?
35. Zvirongwa zvehurumende zvekubatsira vanotambura zvakabatsirawo zvakadiikuno?
36. Ndezvipi zvipingamupinyi zvinosangana nevanhu vemuno mukutsvaga rubatsirourwu?
37. Zvipingamupinyi izvi zvakakanganisa zvakadii kodzero dzevana dzedzidzo?
38. Mukuona kwenyu zvii zvingaitwe kuwedzera kuvandudza kusvika kwezvirongwa zvekubatsira vanotambura ?

APPENDIX 5: School Heads/BEAM Selection Committee Questionnaire

Section A: Yourself

9. Gender a) male b) female
10. Age Years old
11. Highest Educational qualification a) diploma b) bachelor's degree C) Master's degree d) PHD
12. For how long have you been Head/BEAM selection Committee member of this school?days.....months.....years

Section B: Your School

1. What is the name of your school
2. What level is your school a) primary b) secondary
3. Who owns your school a) government b) council c) private

Section C: BEAM Implementation at your School

1. What is your total school enrolmentboys girls
2. How many children are on BEAMboysgirls
3. Which levels are mostly funded by BEAM a) early stages of learning
4. Which category of children that mostly benefit from BEAM at your school a) orphans b) children from extremely y poor households c) Disabled children d)children born to parents with disabilities
5. To what extent has your school enrolment been affected by establishment of BEAM?
6. How many children were on BEAM in 2013- 2014..... boysgirl AND in 2015- 2016boysgirls
7. Do you have former school drop outs that have benefitted from BEAM? a) Yes b) no

8. If yes how many were theyboysgirls in 2013- 2014 AND
.....boysgirls in 2015- 2016
9. How much has been disbursed to your school for BEAM yearly from 2013 to 2016?
10. From your assessment is it enough to cater for those in need of BEAM assistance?
11. In your opinion is BEAM able to cater for all deserving children? a) yes b) no
12. In your opinion is BEAM necessary in this school? a) Very necessary b) Necessary
c) not very necessary d) I do not know
13. Do you know of any children on BEAM who are also benefiting from Public
Assistance? a) yes b) no
14. If yes what form of Public Assistance are they getting?
.....
15. In your opinion is BEAM providing enough social protection for the realization of
the right to primary and secondary education? a) Not providing enough b)
providing enough c) providing less than expected d) I do not know
16. How early are BEAM funds disbursed in at you school?
17. How does late disbursement affect the provision of services at your school?
18. To what extent in your opinion has BEAM been able to uplift the right to education?

Section D ; BEAM Selection Committee

1. Have you or the community selection committee been trained on the BEAM
programme? a) yes b) no
2. If yes was the training useful?
3. In your opinion is the procedure used for selecting BEAM beneficiaries
appropriate?
4. If not why?
5. Is the Community Selection Committee well constituted as provided for in the
BEAM MANUAL at all times they make a decision on which child to benefit
from BEAM?

6. If NO what is the major cause

.....
.....

7. In your opinion is the BEAM selection Committee impartial in decision making in matters pertain to BEAM?

8. If not what is the cause?

9. Do parents in this community play an active role in identifying children in need of BEAM and other public assistance at the school?

10. If not what is the cause?

Section E; Effectiveness of BEAM

To what extent in your opinion has BEAM contributed to the following:

	a) a lot	b) a little	c) not at all	d) not sure
improved access to education for orphans	1	2	3	4
Improved access to education for children with unemployed children	1	2	3	4
Improved education for	1	2	3	4

**APPENDIX 6: Ministry of Public Service, Labour and Social Welfare Officers
Questionnaire**

Section A: Yourself

1. Gender a) male b) female
2. Age Years old
3. Highest Educational qualification a) diploma b) bachelor's degree C)
Master's degree d) PHD
4. Which Ministry do you work for?
5. What position do you hold?
6. For how long have you been Head of this Ministry?
days.....months.....years

Section B: BEAM Implementation in your District

7. How many children are on BEAM?
8. How many are boys and how many are girls?
9. For how long has the top 10 long time beneficiary children been on BEAM?
10. How long has the top ten short time beneficiary children been on BEAM?
11. Which levels are mostly funded by BEAM?
12. Which category of children mostly benefit from BEAM at your school?
13. To what extent does BEAM rely on donor funds?
14. To what extent has your district's school enrolment been affected by pulling out of donors from BEAM?
15. How many children were on BEAM in 2013- 2014..... boys
.....girls AND in 2015- 2016boysgirls
16. How far has children who have never attended school benefit from BEAM at your district?
17. Do you have former school drop outs that have benefitted from BEAM? a) Yes
b) no

18. If yes how many were theyboysgirls in 2013- 2014 AND
.....boysgirls in 2015- 2016
19. In your opinion is BEAM able to cater for all deserving children? a) yes b) no
20. If not why
21. In your opinion is BEAM necessary in this district?
22. Do you have any children benefiting from Public Assistance or any other social protection programme in your district? a) yes b) no
23. How many children on BEAM are benefiting from Public Assistance or another social protection programme? a) yes b) no
24. If yes what form of Public Assistance are they getting?
.....
25. In your opinion, is BEAM providing enough social protection for the realization of the right to primary and secondary education?
26. In your opinion has BEAM been able to uplift the right to education?

Section D: Beam Selection Committee

27. Have you or the community selection committee been trained on the BEAM programme? a) yes b) no
28. If yes was the training useful? a) very useful b) useful c) not very useful d) not useful
29. In your opinion is the procedure used for selecting BEAM beneficiaries appropriate?
30. Is the Community Selection Committee well constituted every time they perform their mandate in accordance with the BEAM MANNUAL
31. If NO what is the major cause
.....
.....
32. In your opinion is the BEAM selection Committee impartial in decision making in matters pertain to BEAM?
33. If not what is the cause?
34. Do parents in this community play an active role in identifying children in need of BEAM and other public assistance at the school?
35. As the mother Ministry how frequent do you monitor implementation of BEAM at your schools?
36. What are the challenges you encounter in the implementation of BEAM?

Section E: Effectiveness of BEAM

To what extent in your opinion has BEAM contributed to the following?

	a) a lot	b) a little	c) not at all	d) not sure
improved access to education for orphans	1	2	3	4
Improved access to education for children with unemployed children	1	2	3	4
Improved education for girls	1	2	3	4
Improved access to education for children with parents with	1	2	3	4

disabilities				
Reduced dropout rate	1	2	3	4
Improved facilities like furniture	1	2	3	4

Section F: Recommendations

In your opinion what can be done to improve the BEAM PROGRAMME?

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