THE BASIC EDUCATION ASSISTANCE MODULE: IT'S IMPACT ON LIVELIHOODS
OF ORPHANS AND VULNERABLE YOUTHS IN DZIVARESEKWA TOWNSHIP,
HARARE, ZIMBABWE

BY

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Abstract

The purpose of this study was to understand the different livelihoods of the post-secondary Basic Education Assistance Module (BEAM) youths. The researcher assessed the impact of the programme in influencing livelihoods, household behaviour regarding the securing and use of income in relation to household characteristics. The study was only confined to a population of one hundred and fifty orphans and vulnerable youths in Dzivaresekwa Township who were under the programme for the past six years. Other population samples were six school heads, fifteen teachers, six community selection committees, one social welfare officer, five legislators, twenty-five parents and twenty-five higher and tertiary students. The philosophy of this study was pragmatism which has been recognised as the foundation of mixed methods. The methodology of the study was mixed methods methodology where quantitative and qualitative approaches were used to generate data. This qualified the research design to a mixed methods research design known as sequential exploratory design. The research instruments were basically interviews, questionnaires, observations, focus group discussions and documents. The findings of the research were that the orphaned and vulnerable youths still needed a further funding to proceed to tertiary and technical vocational education. The researcher also discovered that the livelihoods of these youths to include household behaviour were characterised by poverty, vulnerability, exploitation and lack of a sustainable future. To conclude, there was definitely need for empowering and capacitating the former BEAM youths so that they become self-reliant. It was imperative for the policy makers to generate new sustainable livelihoods intervention programmes in order to bring change to the livelihoods of these post-secondary BEAM youths.
Acknowledgements

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Dedication

I would like to dedicate this thesis to my children Nigel, Tanaka, Natasha and my niece, Melissa who were there for me for the past three years and the late Doctor Makawa who has been very instrumental in the writing of this research. I also dedicate this project to the Almighty God for giving me the strength to assess at the impact of BEAM on the livelihoods of post-secondary BEAM youths in Dzivaresekwa high density suburb.
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ABBREVIATIONS

A Level      Advanced Level

AAT          Aids Action Trust

AGM         Annual General Meeting

AIDS         Acquired Immune Deficiency Syndrome

AYC          African Youth Charter

BEAM         Basic Education Assistance Module

BMU          BEAM Management Unit

BMO         BEAM Operational Manual

CAMFED      Campaign for Female Education

CARE         Cooperative Assistance and Relief

CHILD       Community Harnessed Initiatives for children’s learning and development

CIET         Commission of Inquiry into Education and Training

CPAA         Child Protection Adoption Act

CPF          Child Protection Fund

CSC          Community Selection Committee

DFID        Department for International Development
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>DSS</td>
<td>Department of Social Welfare</td>
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<tr>
<td>ESPP</td>
<td>Enhanced Social Protection Policy</td>
</tr>
<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
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<tr>
<td>GOZ</td>
<td>Government of Zimbabwe</td>
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<td>HIV</td>
<td>Human Immuno Virus</td>
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<td>ICT</td>
<td>Information Communication Technology</td>
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<td>MDG</td>
<td>Millennium Development Goals</td>
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<td>MOET</td>
<td>Ministry of Education and Training</td>
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<td>MP</td>
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<td>PA</td>
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<td>PDSA</td>
<td>Plan, Do, Study and Act</td>
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<td>PEPFAR</td>
<td>President’s Emergency Plan for Aids Relief</td>
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<td>SDC</td>
<td>School Development Committee</td>
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<td>Skills Education Assistance Module</td>
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<td>SLA</td>
<td>Sustainable Livelihood Approach</td>
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<td>TARSC</td>
<td>Training and Research Support Centre</td>
</tr>
<tr>
<td>TIC</td>
<td>Teacher in Charge</td>
</tr>
<tr>
<td>TVET</td>
<td>Technical Vocational Educational Training</td>
</tr>
<tr>
<td>UNAIDS</td>
<td>United Nations Programme on HIV/AIDS</td>
</tr>
<tr>
<td>UNCCR</td>
<td>United Nations Convention on Children’s Right</td>
</tr>
<tr>
<td>UNDP</td>
<td>United Nations Development Programme</td>
</tr>
<tr>
<td>UNGA</td>
<td>United Nations General Assembly</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Education Fund</td>
</tr>
<tr>
<td>UNSAID</td>
<td>United States Agency for International Development</td>
</tr>
<tr>
<td>UNZ</td>
<td>United Nations Zimbabwe</td>
</tr>
<tr>
<td>ZIMASSET</td>
<td>Zimbabwe Agenda Sustainable Socio-Economic Transformation</td>
</tr>
<tr>
<td>ZIMTA</td>
<td>Zimbabwe Teachers Association</td>
</tr>
<tr>
<td>ZNEP</td>
<td>Zimbabwe National Employment Policy</td>
</tr>
<tr>
<td>ZNWC</td>
<td>Zimbabwe Nation Council for the Welfare of Children</td>
</tr>
<tr>
<td>ZIMSEC</td>
<td>Zimbabwe School Examination Council</td>
</tr>
</tbody>
</table>
APPENDICES

Appendix 1 Questionnaires for Policy makers

Appendix 2 Questionnaires for Parents/Guardians of post-secondary education of BEAM beneficiaries

Appendix 3 Interview Questions Administered to School Heads and School Teachers

Appendix 4 Interview Questions Administered to post-secondary education beneficiaries

Appendix 5 Interview Questions Administered to Higher and Tertiary Officers

Appendix 6 Interview Questions Administered to Social Workers

Appendix 7 Interview Questions Administered to thirty family households of BEAM beneficiaries

Appendix 8 Interview Questions based on the livelihoods of the former BEAM beneficiaries

Appendix 9 Focus Group Discussion Questions Administered to the Community Selection Committee

Appendix 10 Interview Questions on Participatory Work
CHAPTER I

THE PROBLEM AND ITS SETTING

1.0 Introduction

The Basic Education Assistance Module (BEAM) was created as a result of Zimbabwe having adopted the framework of the economic reform programme in 1991. It is an Enhanced Social Protection Policy (ESPP) which is meant to reduce the number of children dropping out of school. Basically it reaches out to children who have never been to school due to economic hardships such as paying levies, tuition and examination fees. The policy was adopted from countries which were experiencing the same problems as the Government of Zimbabwe. BEAM is a product of the Social Welfare Department which administers and coordinates the programme. The vision of the Social Welfare is to offer a social protection system that promotes a decent standard of living for all the people of Zimbabwe (meg.socialwelfare.gov in zim: Date 07/08/17 Time 3:50 pm). The other mandate of the Social Welfare Department is to create employment and training programmes for the needy. Basically the essence of study was to assess the impact of BEAM in influencing the livelihoods of the former beneficiaries after secondary education to establish the status quo prevailing currently. The livelihoods would be studied in line with gender parity, the impact of BEAM on the status of education, selection of beneficiaries, attitudes, post-secondary beneficiaries’ lived experiences. The researcher would further assess the challenges and the skills acquisition rate of these former beneficiaries. Factors to be included are household behaviour
regarding the securing and use of income in relation to household characteristics such as assets and capabilities.

Their livelihoods were characterised by poverty, orphan-hood, dropping out of school, vulnerability and exploitation. This is the reason why the incumbents became beneficiaries in the first place as highlighted by the selection criterion which shows the selection guide lines used for the selection process of beneficiaries as provided by the Social Welfare Department.

The table below is showing the criterion for selection:

**SECTION 5: CATEGORY OF CHILD**

*PLEASE TICK APPROPRIATE BOX (ES)*

*Table 1:1 Beneficiaries’ selection criterion*

<table>
<thead>
<tr>
<th>Orphan (Both Parents Deceased)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE PARENT DECEASED</td>
<td></td>
</tr>
<tr>
<td>NEVER BEEN TO SCHOOL</td>
<td></td>
</tr>
<tr>
<td>DROPPED OUT OF SCHOOL DUE TO ECONOMIC HARDSHIPS</td>
<td></td>
</tr>
<tr>
<td>HAS PREVIOUS RECORD OF FAILURE TO PAY FEES AND LEVIES</td>
<td></td>
</tr>
<tr>
<td>LIVING ON THE STREET</td>
<td></td>
</tr>
<tr>
<td>BREADWINNER NOT GAINFULLY EMPLOYED</td>
<td></td>
</tr>
<tr>
<td>DISABLED AND POOR</td>
<td></td>
</tr>
<tr>
<td>BREADWINNER CHRONICALLY ILL</td>
<td></td>
</tr>
</tbody>
</table>
The conditions above makes one legible for BEAM and this is the form that is being currently used in schools today. BEAM is a poverty reduction strategy and some beneficiaries have directly benefitted educationally, socially, psychologically and economically from this noble policy.

BEAM was introduced in 2001 after the removal of the subsidies on the basic social services like education, health and food which resulted in severe economic hardships. The scenario led poor parents to withdraw their children from school because of lack of funds, more so as they graduated from primary to secondary education (Mutasa, 2015). The introduction of BEAM brought relief on many impoverished parents who were not able to send their children to school. According to Smith et al. (2012), the Basic Education Assistance Module (BEAM) is a highly relevant and a necessary intervention particularly in the poorest quartile of schools in terms of school income per learner. Smith e.t al (2012, p2) states:

- BEAM remains a key strategy for achieving policy goals of the Government of Zimbabwe (GoZ).
- BEAM has largely achieved its objectives including maintaining gender balance in terms of the number of beneficiaries.
BEAM improved access to education for poor children and particularly orphans and girl children.

According to Smith et al. (2012) BEAM is now one of the four pillars of the overarching National Action Plan (NAP) currently in its second phase (NAP II) which is intended to reduce household poverty through cash transfers, improved access to child protection services and improve access to basic education and health services. Smith et al. (2012) state that BEAM is a demand-side response to the cost barriers affecting the ability of OVCs to access education due to increasing poverty levels in the country.

Basically, BEAM has achieved its objectives of helping orphans and vulnerable children gain access to education by improving attendance of orphans and vulnerable children to school and reducing school dropout rates of vulnerable children of school going age across the country. Smith et al. (2012) state that the Basic Education Assistance Module (BEAM) is based on a policy and legal framework that is designed to provide quality education to children including specific policies aimed at supporting orphans and vulnerable children (OVCs), as well as being a member of international agreements to which the Government of Zimbabwe (GoZ) is a signatory. The limitations of BEAM are that the funding is not enough to cater for the increasing number of OVCs in Zimbabwe and the funding ends at high school level when the beneficiaries would still be in need of further funding for human capital development.

The problem of this research was centred on the former beneficiaries BEAM’s livelihoods whilst they were still at school and after school. The purpose of the research was to understand the livelihoods of the BEAM beneficiaries at post-secondary education era by making a follow up of
the beneficiaries’ livelihoods to see whether BEAM support has influenced the livelihoods basing the study on household behaviour regarding the securing and use of income in relation to change in household characteristics in terms of assets, capabilities and possessions. Secondly, the government after paying tuition, levies and examination fees did not continue to fund the education of the orphaned and vulnerable children for further skills and training so that the orphans and vulnerable young persons would become self-reliant. To carry out this study the researcher chose Dzivaresekwa high density suburb as the location of the study.

Dzivaresekwa Township is one of the oldest locations in Harare and it was built in 1958. Most of the occupants are old grandparents who live with their grandchildren. The population of the orphaned and vulnerable young persons (OVYPs) in Dzivaresekwa Township is estimated to be at twelve thousand according to the Local Social Welfare records kept by the Community Social worker. The study was aimed at assessing the impact of BEAM in influencing the livelihood patterns of the orphaned and vulnerable young persons at post-secondary education. Chambers and Conway (1991, p55) “a livelihood comprises of the capabilities, assets (including both material and social resources) and activities required for a means of living. A livelihood is sustainable when one can cope with and recover from shocks and stresses and maintain and enhance its capabilities and assets both now and in the future, whilst not undermining the natural resource base”.

The researcher got information that five thousand two hundred and twenty-three orphaned and vulnerable young persons were on the Basic Education Assistance Module (BEAM) from the Highs schools visited in Dzivaresekwa Township schools that were Dzivaresekwa Blue and Red from 2011 to 2015. It was yet to be proved through this inquiry whether the BEAM support has
influenced the livelihoods of the post-secondary beneficiaries or not through the use of the acquired knowledge for the past six years. This research was a situational study where strengths, weaknesses, opportunities and threats of the BEAM programme were to be revealed. It was, however, important to note that BEAM had also its positives which enabled some of the orphaned and vulnerable young persons (OVYPs) to live highly competitive lives and they were able to become men and women of substance. The research was pragmatic in nature. Pragmatic studies are concerned with practical and lived experiences of research participants. Basically lived experiences were examined and investigated under livelihood patterns and skills acquisition by post-secondary BEAM youths. Challenges that former beneficiaries were facing in their day to day lives after post-secondary education were a cause for concern.

The other components of this chapter were the background to the problem, statement of the problem, purpose and significance of the study. Research objectives and questions clarified the need for the research. The significance of the study was to generate new sustainable livelihood intervention programmes for post-secondary school beneficiaries. The research might also benefit the government, other stakeholders and the society at large. The delimitation showed that the boundary of the study was limited to those OVCs who were on BEAM only and the limitations of the study were highlighted together with their mitigation plans. Several operational definitions centred on the topic were stated. Before carrying out the research the researcher started with the background to the problem.
1.1 Background to the Study

1.1.1 Background to the problem

The researcher had worked as a teacher, head of department, school counsellor and school deputy head in Dzivaresekwa Township for more than twenty years. Throughout the researcher’s working experience the researcher had observed and witnessed very serious predicaments in the lives of the orphaned and vulnerable children during their schooling period and after. Some of the very touching issues were that some OVCs especially the girls lacked exposure at post-secondary life. Some girls became domestic workers and some boys were engaged in piece jobs after having passed ‘A’ level. Since the vicinity is close to Lake Chivero some became fish mongers and airtime vendors just to bring food on the table. Only 5% of the former BEAM beneficiaries proceeded to ‘A’ Level. Both boys and girls were exposed to drugs and a small percentage was forced to join one of the oldest profession, prostitution.

Some orphans and vulnerable young people resorted to drug taking while some were involved in cases of drug paddling. Some of the girls became victims of sexual abuse. During the researcher’s time as a Head of Department of Guidance and Counselling, the researcher assisted five OVCs who were girls to safe shelter or safe homes managed by the Social Welfare Department after they had been sexually abused. The researcher has also attended court cases of three of the girls who were sexually abused by men at a tender age as a result of desperation to get items such as food and money. The researcher has also referred four OVYPs to Harare hospital for rehabilitation after they had become drug addicts. The researcher’s experience as a school counsellor has exposed the researcher to several issues affecting OVCs in Dzivaresekwa area. The researcher had incidences of OVCs getting involved in theft cases of other students’ uniforms, tracksuits and jerseys.
especially during the cold seasons which according to the researcher were signs of economic poverty.

Besides experiencing these problems at school level, the researcher made a follow up of some of the OVYPs after secondary education as a matter of interest. The researcher assisted four boys who had passed with ten to twelve points who had failed to access further education to tertiary education through Capernum Trust now Higher Life Foundation. The researcher also linked three girls to some well- wishers who paid their college fees at local technical colleges. The researcher, using her personal meagre resources assisted five OVYPs to sail through their secondary education by providing all the stationery during their learning time. The researcher was also happy to announce that during her period as a school counsellor, the researcher became a mother (locoparentis) to many of the OVYPs as they sought guidance and counselling on sensitive issues affecting their lives, socially, psychologically and economically.

The researcher’s role as a school counsellor motivated her to conduct this research study. After discovering that there was a lot in the hands of the OVYPs, the researcher was prompted to embark on this research where the researcher concentrated more on the livelihoods of the orphaned and vulnerable young persons who were on BEAM. The researchers’ study was pitched on two periods, meaning when the OVYPs were still at secondary school and after secondary education through carrying out an investigation to track them and try to establish the status of their current livelihoods.

The aim of the study was to enable policy makers to prepare, plan, decide, organise and mobilise resources for mitigation, prevention and intervention to improve the lives of the OVYPs not only in Dzivaresekwa Township but the rest of the country. The challenges alluded by the researcher
were real and were the researchers’ source of motivation and inspiration to carry out an assessment of how the Basic Education Assistance Module support has influenced the livelihoods of OVYP in reducing poverty.

The poverty theorist, Bradshaw (2006) states that poverty in households causes increased vulnerability and poverty is jeopardising the future of many children living under poverty. The fact is that, children who are lacking adequate education and empowerment skills consequently have less chances of breaking the poverty cycle. Poverty does not only affect individuals and their families, but also their extended family members who may depend on the support from the family members. The assertion below has a serious bearing on the growing up of the orphaned and vulnerable children and this is the period from childhood to adulthood and this is the most crucial period of a young person’s life.

Where the passage from childhood to adulthood is uncertain often vulnerable children find themselves in compromising of life threatening situations including being neglected, abandoned, physically or sexually abused, exploited, trafficked or engaged in child labour including sex work (Muchiru and Matete 2012:ix).

Indeed the assertion above was equally true with the researcher’s empirical evidence of the orphans and the vulnerable children in Dzivaresekwa suburb. Dzivaresekwa is a high density suburb in Harare, which is characterised by small tightly packed houses. The location was built by the white colonialists to serve as a catchment area for their housemaids and garden boys (domestic workers). Most of the habitants of this area are aliens from Mozambique or Malawi. Aliens are non-citizens of Zimbabwe. Some of these OVCs have been abandoned or neglected by their parents with some parents having migrated to neighbouring South Africa in search of greener pastures that never materialised. Some have died due to the HIV/AIDS pandemic which wreaked havoc around the 1990s and the deadly typhoid and cholera outbreak of 2008 to 2010. According to Muti and Gombe
(2014) state that five hundred and fifteen cases of typhoid were suspected in Dzivaresekwa Township alone and Harare City council reported one thousand and seventy eight suspected cases of typhoid as from October 2011 to January 2012. Cholera alone killed eighty-seven adults in Dzivaresekwa Township during the period of 2008-2009 according to statistical figures obtained from Rujeko clinic in Dzivaresekwa. This created a high prevalence rate of orphans in the area.

Datta (2009, p37) defines an orphan as “a child who has lost one or both parents”. The one who has lost one parent is a single orphan and the one who lost both parents is a double orphan. Muchiru and Matete (2012) established their own definition of OVCs as those vulnerable children whose rights to survival, development, protection and participation are not met because of conditions or circumstances beyond their individual control. The researcher has adopted the definition because it suits the study.

Figures from the local Social Welfare offices indicated that 50% of the OVCs in Dzivaresekwa high schools live with very old grandparents who are very poor and who lack financial capabilities and assets such as money and food. OVCs absenteeism and school dropout rates were at 23% for example at high school 2 Blue in 2015 where there was a dropout rate of eighty OVCs who could not register for the Zimbabwe School Examination Council (ZIMSEC) examinations. This was out of a total of the four hundred and twenty students who were doing Ordinary Level (‘O’Level). In 2016 there was a total dropout rate of sixty-five OVCs who could not register for ZIMSEC examinations. This was out of the three hundred and fifteen students who were doing O’ Level. The percentage drop out rate was 20.6%.

This was one of the reasons for choosing this area. Vulnerability remains a big problem for this society. The researcher tracked some of the former BEAM beneficiaries who had been under the
programme for the past six years in the Dzivaresekwa Township to assess their livelihoods. This was done through visiting former beneficiaries at their homes, tracing them to tertiary institutions such as colleges and in Dzivaresekwa streets and inviting them to Dzivaresekwa blue high school. According to this research, the problem was not a mathematical problem or hard core science one. It was a social problem that was why the researcher chose Dzivaresekwa Township as the prime area of study.

The community sounds like it is donor-funded. There are ten charity giving organisations in this location and these are Mavambo Trust, Dzikwa Trust, Higher Life Foundations, Action Plan, Camfed, AIDS Action Trust, Child Protection, Action Plan, Islamic Society Groups including BEAM which are helping OVCs in this location. This is evidence to show that Dzivaresekwa is a donor-funded community. This is unlikely to happen in areas like Borrowdale, Glen Lorne and the Grange where BEAM may be shunned by the parents and guardians in these communities, since these areas are known to be affluent.

1.2 Situational Study

This study is a Situational Analysis Study. A situational analysis is a process used to gain an understanding and insight into the present situation (Durant 2010). BEAM is not a business entity but it is a social entity. Situational analysis is a starting point for the developing of a strategy. It engages the principles of SWOT analysis, a concept which is based on assessing the strengths, weaknesses, opportunities and threats of an entity. A situational analysis is a key foundation of any sound intervention. It helps to ensure a programme’s relevance and find out the best course of action (e.g. strategies, entry points and partnership) by learning community attitudes and practices (www.endvawmnow.org/en/articles/212-situation analysis 17/12/17: Time 13:08pm).
To carry out a situational analysis the researcher started with the defining of situational assessment. Bergeron and Meserve (2015, p3) define a situational assessment as “a systematic process to gather, analyse, synthesise and communicate data to inform planning decisions”. Situational analysis can be used in business, hospitals and in government organisations like schools and in assessing the viability of a programme or policy. The researcher can use information gained to set goals, objectives, target audiences and activities to promote new intervention strategies. BEAM, as a policy, has its own objectives. According to Smith et al. (2012), BEAM succeeded in meeting its mandate of paying levies, tuition, and examination fees for the disadvantaged children in society. Other researchers, the likes of Masdar (2006), Nyatsanza and Hlatywayo (2014) and Smith et al (2012) have already indicated that the beneficiaries lacked the basic needs while still at school. Bergeron and Meserve (2015) state that situational assessment would help to identify the needs, wants and assets of the former beneficiaries based on the following aspects:

- anticipate trends and issues that may affect the implementation of a strategy;
- identify community wants, needs and assets;
- set priorities and to inform pending decisions regarding a strategy.

The four strategic steps in conducting a situational assessment would make the research more realistic. This assessment procedure on the former BEAM beneficiaries’ livelihoods was borrowed from a situational assessment which was conducted in the Public Health Sector basically known the Ontario’s six step model for planning a health programme of 2015. The intention of this research was to come up with an intervention which would improve the livelihoods of former beneficiaries through sound intervention programmes which would boost a sustainable livelihood.
1.2.1 Advantages of using a Situational Assessment

One advantage of a situational assessment is its ability to give room for planning. It would also help to simplify processing of data into manageable strategic tasks in livelihood strategic management of former BEAM beneficiaries. The study would also involve interviews and focus group discussions. According to Bergeron and Meserve (2015) the major disadvantage of the situational assessment is that it is time consuming. This study would incorporate both situational assessment and analysis skills to come up with a more comprehensive research. The assessment would give evidence-based decisions and recommendations.

The researcher would carry out a situational assessment on the impact the BEAM support had in influencing the livelihoods of orphans and vulnerable young persons in Dzivaresekwa Township. The study was then aimed at investigating the causes and reasons for this vulnerability, poverty, exploitation and lack of a sustainable future of the former BEAM beneficiaries to include status quo. The study was aimed at looking at future development strategies for intervention. The perceptions, attitudes and culture of beneficiaries, communities and stakeholders were viewed and linked to the study’s potential significance. An analysis of the five capitals, capabilities, skills and assets was pivotal in this research. The study would also cover the strengths of BEAM as a social protection policy, its weaknesses in promoting basic livelihoods and the opportunities it came with as well as threats. The suggestive threats by the researcher within the policy analysis paved the way for strengthening the existence of the social protection policy.

The assessment would be collaborated with livelihoods frameworks such as the CARE and the Sustainable Livelihood Approach (SLA) which would help to assess the livelihoods of individuals,
groups and families within the beneficiaries’ cycles to determine the levels of success or poverty. The assessment would be based on the human, economic, social, physical and natural capitals.

According to Carney (1998, p4) “livelihood refers to capabilities, assets (including both material and social resources) and activities required for a means of living”. In general livelihoods opportunities can be enhanced or limited by the external environment. A hostile environment in and out of the home is seen as a chief cause of vulnerabilities. According to de Satge (2002), the characteristics that can limit an individual, household, community, city, country or even an ecosystem’s capacity to anticipate, manage, resist or recover from the impact of a natural or other threat (often called a hazard) or natural trigger is vulnerability and perhaps empowerment is the solution.

Empowerment of the orphaned and vulnerable children in Zimbabwe is a cause for concern. Empowerment refers to capacitating of needy individuals. World Bank (2011) rightly defines empowerment as the process of increasing the capacity of an individual or groups to make choices and to transform those choices into desired actions and outcomes.

Besides paying tuition, levies, examination fee, the orphans and vulnerable young persons need to have resilience to resist and recover from poverty. Resilience in simple terms is a measure of households’ ability to absorb shocks and stresses. Only a household with well diversified assets and livelihood activities can cope better with shocks and stresses than one with a more limited asset base and few livelihood resources. Mutasa (2015, p159) highlights some of the short falls of BEAM as follows:

1. BEAM fell short of the expectations in so far as alleviating the plight of poor households was concerned.
2. The poor would engage in or perverse coping mechanism against poverty like prostitution. These highlighted shortfalls made the researcher want to assess the livelihoods of the beneficiaries of BEAM, especially their post-secondary education life. The researcher identified the beneficiaries and made a follow up or tracked them to assess their lived experiences to include challenges. The researcher carried out the investigation in order to come up with a thesis on the impact of BEAM support in influencing the livelihoods of the orphans and vulnerable young persons in Dzivaresekwa Township. The study covered the area of skills acquisition by the former BEAM beneficiaries. The study would help in transforming the lives of post-secondary beneficiaries’ individual households. It is important to remember that secondary education in Zimbabwe ends at Advanced Level according to the Education Policy of the country as enunciated in the Education Act.

Half of the post-secondary BEAM beneficiaries were seen loitering aimlessly, some wore tattered clothes and had no income at all. From the researcher’s observation, some of the BEAM beneficiaries left secondary school at the tender ages of seventeen to nineteen years while they were still minors. Only a few managed to proceed to A’ Level for example at Dzivaresekwa Blue High, at any given year the ‘O’ Level pass rate for BEAM beneficiaries was less than 5%. Boys performed better than girls in most cases as shown in the table given. Some of the boys joined the bandwagon of gold panners in for example Mazowe area. Others were involved in criminal activities such as drug paddling and abuse and some dropped out of school in order to look for cheap labour because they were heads of families.

The question was what could have gone wrong? The researcher concetrated on former BEAM OVCs because they were a special group. These people were already vulnerable and poor. Could
not something be done to reduce the level of vulnerability? Huge sums of money have been poured into the programme to reduce poverty amongst beneficiaries’ households. Does this huge expenditure being commensurate with the result below?

Pass rates at ‘O’ and ‘A’ Level

Table 1:2 BEAM candidate pass rate at ‘O’ level in Dzivaresekwa schools for 2011 to 2013

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL CANDIDATES</th>
<th>RED HIGH 1</th>
<th>BLUE HIGH 2</th>
<th>NUMBER OF BOYS</th>
<th>AVERAGE PASS RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>BOYS</td>
<td>GIRLS</td>
</tr>
<tr>
<td>2011</td>
<td>118</td>
<td>63</td>
<td>55</td>
<td>65</td>
<td>53</td>
</tr>
<tr>
<td>2012</td>
<td>108</td>
<td>66</td>
<td>42</td>
<td>63</td>
<td>55</td>
</tr>
<tr>
<td>2013</td>
<td>88</td>
<td>44</td>
<td>44</td>
<td>50</td>
<td>38</td>
</tr>
</tbody>
</table>

Source: Own

The pass rates showed that only a small percentage of the BEAM candidates produced good results and proceeded to ‘A’ Level. The results signified high failure rates rendering the beneficiaries to loafing due to lack of developmental skills. The Financial Gazette (2015) highlights that 43% per annum of school students in high density suburb were believed to be abusing drugs. It is highly assumed that OVYPs in Dzivaresekwa high density suburb were not spared since they also hypothetically constitutes a fairly competitive population of the inhabitants. A short survey carried out at Dzivaresekwa Red and Blue high schools in 2015 reflected that 4% of the girls who were
on BEAM fell pregnant yearly and they get married at a very tender age. The drop-out rate for the school girls who were on BEAM was worrisome. By dropping out of school, it meant the chances of becoming more vulnerable were very high for these girls.

“In the past, people used care for the orphans and loved them, but these days they are so many, and many people who could have assisted them have died and therefore orphan-hood is a common phenomenon, not strange. The few who are alive cannot support them” (UNICEF 2003, p12). Most of these people could have died as a result of the Human Immuno Virus (HIV) and the Acquired Immune Deficiency Syndrome (AIDS). Looking after the orphans and vulnerable children within the African society was meant to curb vulnerability. The fact that many people who could assist the orphans and vulnerable children(OVCs) were dead as proven by the status of the one hundred and fifty beneficiaries under study, life has become unbearable, making vulnerability and orphan-hood a more severe phenomenon.

At the attainment of independence in 1980, the Education Act was amended and enunciated by the United Nations Convention on Children’s Rights (UNCCR) which classified education as a basic human right. Other National Development Plans were the Children Protection and Adoption Act (CPAA) (chapter 33) which provided for the fostering, adoption and institutionalisation of children in need of care, special education, rehabilitation of persons with disabilities and the guidance and counselling policy. The two policies were introduced to reduce the level of vulnerability on OVCs and empower them psychologically and emotionally.
According to Nyatsanza and Hlatywayo (2014), millions of children in Zimbabwe have benefited from this noble programme. The programme basically provides levies, tuition and examination fees to orphans and vulnerable children and those who have never to school due to lack of fees. It is, however, crucial to note that the government’s educational policy is irreplaceable but needs an innovation to cover a wider scope of the vulnerability aspect of these children and come up with more vibrant strategies for sustainability.

Sustainability is made up of three pillars namely the social, environmental and economic forms of goals. This research was mainly interested in the educational, social and economic sustainability. (www. thwink.org 2014 Time 13.00 h) defines social sustainability as “the ability of a social system, such as country to function at a defined level of social well-being indefinitely whereas economic sustainability is to be able to support a defined level of economic production indefinitely.” Sustainability is the ability to continue a defined behaviour indefinitely. The former BEAM beneficiaries were expected to live a more sustainable livelihood in order to maintain and enhance their capabilities and assets now and in future for the country’s economic production to boost.

It is important to remember that Dzivaresekwa high density suburb was established by white colonial settlers around 1958 as one of the earliest settlements for the black people who they were exploited by using them as cheap labour. This inquiry has viewed that since only a small percentage of beneficiaries proceeded to ‘A’ Level, there was a possibility of continued household poverty and continued vulnerability of these orphans and vulnerable young persons.
According to this research the researcher’s problem needed an immediate thorough investigation since it was not a mathematical problem or hard core science one. It was a social problem that is why the researcher chose Dzivaresekwa Township to drive the point home. The researcher would like to establish findings on the different types of livelihoods of OVYPs and why it fell short to the vision of the social welfare department to eradicate poverty amongst households of beneficiaries in Dzivaresekwa Township.

1.2.2 What is a problem?

Dewey (1938), states that a problem was a felt difficulty or need. Kurasha (2013), states that a problem was something or a phenomenon that vexes one’s imagination and defies solution. This takes the research to the statement of the problem.

1.3 Statement of the Problem

Sixty percent of the former BEAM beneficiaries’ livelihoods have been characterised by vulnerability, poverty, exploitation and lack of a sustainable future, hence the potential of BEAM has not been fully realised.

1.4 Purpose of the Study

The purpose of the study is to understand the different livelihoods of the former BEAM beneficiaries after leaving secondary education by making a track or follow up on their livelihoods.

1.5 Objectives of the Study

The study sets to achieve the following objectives:
1.5.1 To deduce the implications of the identification and selection process of BEAM beneficiaries.

1.5.2 To determine the different livelihoods of former BEAM beneficiaries.

1.5.3 To assess the challenges faced by former BEAM beneficiaries.

1.5.4 To determine the life skills acquisition programmes for the former BEAM beneficiaries.

1.6 Research Questions

1.6.1 What are the implications of identification and selection process of the former BEAM beneficiaries in Dzivaresekwa Township?

1.6.2 How can the different livelihoods of former BEAM beneficiaries be determined?

1.6.3 How can the challenges faced by former BEAM beneficiaries be alleviated?

1.6.4 How best can life skills be imparted on former BEAM beneficiaries after leaving school?

1.7 Research Hypothesis

There are no major differences amongst stakeholders’ view about the challenges being faced by post-secondary BEAM beneficiaries as they unfolded their livelihoods patterns.

1.7.1 Reasons for coming up with a research hypothesis

The research study used a mixed methods research design where the former BEAM beneficiaries’ lived experiences and livelihoods were explored qualitatively first. The researcher noted that livelihoods results would be better understood if they were quantified by the use of statistical data. This has led to the propulsion of a hypothesis based on the quantitative approach which has been amalgamated with the qualitative approach. Qualitative research was not really designed for
hypothesis but in this case it has been used to explore the reality and truth of the experiences of OVYPs. The fact that the truth has to be established, then a hypothesis could be tested using the quantitative approach. The hypothesis was used to explore the meanings of quantitative answers in detail since livelihoods assessment methods demanded statistical data.

1.8 Significance of the Study

The significance of the study was to generate new sustainable livelihood intervention programmes for post-secondary BEAM beneficiaries to make them acquire self-reliance skills.

Significance of the study to:

1.8.1 The Researcher

The study would give the researcher an opportunity to gain insight into the plight of the orphaned and vulnerable children and how vulnerability could be reduced through intervention and mitigation. The research might make the researcher a specialist in issues concerning empowerment of OVCs.

1.8.2 The Government

The researcher intended to sensitisie the policy makers in order to provide government policy direction through decision making by strategising outputs and mobilising capital resources. It may establish and strengthen private-public partnership and assist with more strategies of empowering vulnerable children.
1.8.3 The Beneficiaries in the Study

In this case those OVYPs who were former BEAM beneficiaries could benefit through the introduction of new intervention programmes for acquisition of self-reliant skills. The research findings might assist in the creation of self-employment and employment.

1.8.4 Non-governmental Organisations (NGOs) and other stakeholders

The findings of the study might develop an impression that would attract the involvement of non-governmental organisations and stakeholders to contribute in intervention programmes. They would channel funds towards new intervention programmes. Non-governmental organisations basically use an information based approach to intervene in issues affecting orphans and vulnerable in developing countries.

1.8.5 Contribution to the Existing Literature

Students from universities and colleges who might have access to the study in libraries and on internet and would derive information and knowledge on the ways of coming up with more strategies of improving the living standard of OVCs.

1.9 Delimitation

The study was delimited to orphans and vulnerable young youths coming from poor families in Dzivaresekwa high density suburb who were on BEAM. The research did not go beyond the governance, accountability and monetary implications of the BEAM policy. The study only focused on orphans and vulnerable children who were on the Basic Education Assistance Module who had grown into orphans and vulnerable young persons after completing secondary or high
school education. The researcher sought to carry out a research on the livelihoods of vulnerable young persons who had completed secondary education.

Only orphans and vulnerable young persons from Government High Schools (Harare), in Dzivaresekwa Township who were on the Basic Education Assistance Module for the past six years were considered. The researcher chose at least one hundred and fifty OVYPs from the high schools in the area and the research could not be extended to OVYPs who were not under BEAM due to logistical factors.

1.10 Limitations

In this research, the obstacles that might have affected the research were:

- Accessing school heads and some ministry officials may be a challenge due to their busy schedules

**Mitigation:** To call on school heads when they are having district cluster meetings and then seek permission to interview a few from the District Schools Inspectors.

- Difficulties in meeting policy makers due to the hierarchical protocol and bureaucratic programmes.

**Mitigation:** Making appointments to see them.

- School records may not be systematic or sequential making it difficult to trace the educational progression of former BEAM beneficiaries.

**Mitigation:** BEAM records can be sourced from the BEAM Management Unit (BMU), a subsidiary of the Social Welfare Department.

1.11 Assumptions:

The following are the assumptions of the study:
- Schools systems keep records on the progress of BEAM beneficiaries.
- That Social Welfare Services Department would provide BEAM beneficiaries with other basic needs such as food, clothing, shelter and learning materials to enhance good performance.
- That the respondents of questionnaires would be people with knowledge and appreciate the importance of development skills.

1.12 Definition of Terms

1.12.1 Basic Education Assistance Module

An intervention by donor community, administered through the Ministry of Labour and Social welfare, to help students of school going age, with levies, tuition and exam fees towards educational and life success. It is a pro-poor fund that is meant for the marginalised and vulnerable children Training and Research Support Centre (TARSC) and Zimbabwe Teachers Association (ZIMTA) (2012, p2).

1.12.2 Impact

Impact is the influence or effect exerted on a person to bring about change. In simple terms it reflects change on status core. The strong effect or influence that something has on a situation or person [http://dictionary.cambridge.org](http://dictionary.cambridge.org) 17:53pm 23/10/2018.

1.12.3 Livelihood

It refers to capabilities, assets (including both material and social resources) and activities required as means of living (Carney 1998, p4). Accordingly, in this study livelihood refers to the sources
and means which can make life possible and appreciative for OVYPs to run their lives wholesomely.

1.12.4 Orphan
An orphan is a child who has lost one or both parents (Datta 2009, p49). The one who has lost a single parent is called a single orphan and the one who has lost both parents is called a double orphan. In this study, the definition included those young people who had been abandoned or who did not know the whereabouts of their parents and were very vulnerable in nature.

1.12.5 Vulnerability
Precisely, vulnerability refers to a state of high risk of deprivation. The characteristics that limit an individual, a household, community, city, country or even an ecosystem’s capacity to anticipate, manage, resist or recover from the impact of a natural or other threat often called a hazard or natural trigger (deSatge et al 2002). The researcher looked at vulnerability as the susceptibility of the OVYPs under study to danger or high risk.

1.12.6 Beneficiaries
These were orphans and vulnerable young persons or youths who were on the Basic Education Assistance Module. These were the authentic recipients of the money channelled to BEAM beneficiaries through the Social Welfare Department which caters for the levies, tuition examination fees of OVYPs.
1.12.7 Social Policy

Social policy entails the study of social relations necessary for human well-being and the systems by which well-being may be promoted (www.polity.co.uk 12/05/2009: 4.30pm). It looks at the social welfare policy in relation to politics and society, as well as issues on policy and administration of Social Services and needs. In this study the social policy under study is the BEAM policy which is meant to administer the social services needs of the OVYPs.

1.12.8 Transforming

Transforming means changing which happens in people when they see the world through a new lens of knowledge and are able to create new infrastructure or acquire skills envisioned for the future. Daszko and Sheinberg (2005, p2) state “transformation happens when people managing a system focus on creating a new future that has never existed before, and based on continual learning and a new mind-set, take different actions than they would have taken in the past”. Simply, transformation is change for positive development in the lives of these beneficiaries.

1.12.9 Assets

These are resources used for gaining a livelihood (Carney 1998, p4). In this study the researcher is referring to the possessions of the former BEAM beneficiaries which could be physical or material for example land, machinery or cash.

1:12.10 Capabilities

These combine knowledge, skills, state of health and ability to labour or command labour of a household (Carney 1998, p4). In simple terms it involves abilities derived from an empowerment
process. The study further defines capabilities as the potential to produce favourable outcomes by former BEAM beneficiaries through exposure to human and material resources.

1:12.11 Sustainable developments

It meets the needs of the present generation without compromising the ability of future generations to meet their own needs (Carney 1998, p4). In this research sustainable development refers to the improvement of the quality of the lives of OVYPs for a better future.

1.12.12 Poverty

It is commonly characterised as a condition in which individuals, households and communities lack the resources to generate the earnings that can sustain their consumption at levels commensurate with human well-being (United Nations Development Programme 2015). In short it is state of material deprivation. Deprivation can either be on physical, economic, social, human or natural capital resources, resulting in a state of being extremely poor and becoming extremely vulnerable.

1:12.13 Sustainable livelihoods

It is a livelihood which can cope with and recover from shocks and stresses and maintain and enhance its capabilities and assets now and in the future, whilst not undermining the natural resources base (Chambers and Conway 1991, p 101). The researcher understood the terms as meaning the facilitation of practical priorities for action and development to better the lives of the vulnerable youths and their enabling environments.
1:12.14 Empowerment

It refers to the process by which individuals, groups and communities organise themselves to influence change on the basis of their access to knowledge, political processes, financial, social, and natural resources (UNICEF, 2010). Empowerment of OVYPs means the creation of self-determination and self-representation beings that are able to develop themselves responsibly in matters concerning competencies, skills, financial, social, economic and psychological issues.

1.13 Chapter Summary

The researcher viewed the background of the problem which highlighted the empirical evidence of the livelihoods being experienced by the majority of orphans and the vulnerable children in Dzivaresekwa Township. The chapter is marked by several components namely, the statement of the problem, the objectives of the study, the research questions and the purpose of the study. The purpose of the study, research questions and objectives clarified the need for the research. The significance of the study showed the benefits of the research. Delimitation and limitations were highlighted as well as the mitigation plans. Several definitions were used in the research were stated. The researcher introduced the area of the study which was Dzivaresekwa High Density suburb. The type of population under study was explicitly given which was comprised of several participants who had some knowledge about the BEAM programme. The core business of the study was come to up with an assessment on the impact of the programme in influencing the livelihoods of BEAM beneficiaries. The key factors governing this inquiry were poverty, exploitation and vulnerability of the orphaned and vulnerable young persons from childhood to adulthood within the same community. The researcher only chose the former beneficiaries of BEAM as the delimitation of the study. The strengths, weaknesses, opportunities and threats of
the BEAM programme were identified since the research was situational in nature. The inquiry hoped to release a detailed thesis with sound recommendations for implementation.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter is about the review of literature on the issues pertaining to orphans and vulnerable children at school and after school. The researcher touched briefly on the colonial social policy of education cascading to the existence of BEAM. The study focused on the theories from which the research was based on. Four classes of literature were identified and discussed of which were the conceptual literature which was highly analytical of written works that were most informative. Theoretical literature expressed opinions or views regarding the issue of BEAM. Empirical studies showed data and analysis of primary data from observations and experiences of former BEAM beneficiaries based on appraising the works of other researchers. Lastly, public documents literature was literature coming from documents such as the BEAM Operational Manual (2016), the Nziramasanga Commission (1999) and the Training and Research Support Centre (TARSC) and Zimbabwe Teachers Association (ZIMTA) (2012) document on BEAM. The chapter seeks to establish gaps in existing literature of BEAM as an Enhanced Social Protection Project (ESPP) and as a poverty alleviation strategy. Its impact was studied in line with the post-secondary school youths, the challenges faced by former BEAM beneficiaries at school and after school and the skills acquisition by beneficiaries as the gaps in the study. The researcher highlighted how other countries in Africa were assisting their orphaned and vulnerable children to reduce poverty and
improve household livelihoods. The study focused on the basic concepts of the household livelihoods of the orphaned and vulnerable young persons in the study. Concepts such as sustainable livelihoods, human capital, economic and social capital, resilience, vulnerability, asset and capabilities were thoroughly explored in this research. The researcher borrowed concepts from livelihood frameworks such as the Sustainable Livelihood Approach and the CARE framework which helped deduce the livelihoods of former BEAM beneficiaries.

2.1 Background of Educational and Social Policy in Zimbabwe before 1980 Independence

During the colonial era, the educational and social policy was racist. The Social Welfare services introduced during the colonial era were primarily intended for the white settler community. Education during the colonial era was subjugated to racial segregation. Social policies were formulated by policy makers and it was the preserve of government technocrats and politicians to come up with sound policies for the civil society. Kaseke and Gumbo e.t al (1998) state that social policy designed during the colonial era revolved around the notion of racial segregation and promotion of white supremacy both educationally, socially and economically. There was education for the whites and education for the blacks. Education for the blacks was education for subservience and it limited the black people to academic and professional development. During this era Africans were denied equal access and opportunities to education. Richards and Govere (2003) list some of the colonial social policies as follows:

1. The 1891 Masters and Servants Act;
2. The 1898 Direct Rule Policy;
3. The 1931 Public Service Act;
4. The 1936 Native Registration Act;
These Acts were meant to serve the interests of the colonial society. The Social policy was meant to exploit the blacks as cheap labour. Rogers (1978, p25) in Watts and Elliot (1995, p252) state “the Rhodesian social policy has been influenced fundamentally by the position of a politically strong white elite determined to maintain its position, and by an emerging black majority claiming for its place in the sun”. The black majority realised that no matter how ordered the country may be and what economic heights it may attain, without their active participation in decision making, social policy inevitably favoured the white elite group.

Such a policy formulation by the white colonialist was oppressive, segregative, exploitative had political connotations and was too bureaucratic. These harsh conditions caused the former President R.G. Mugabe of Zimbabwe to challenge the social workers to become change agents in many fields of the country’s development efforts (Watts and Elliot e.t al 1995, p252). BEAM came as a result of change initiated through the social welfare. The Social Welfare is a department which deals with the orphaned and vulnerable people in order to try and back them educationally.

In 1980 the government of Zimbabwe ended colonial rule. It introduced sound educational policies and education was accorded pride of place in the strategy for the transformation and development of the Zimbabwean society, hence the programme, such as the Basic Education Assistance Module was established in 2001 to reverse the effects of racial discrimination.

2.2 Conceptual Framework

Post (2006) states that conceptual framework represents the researcher’s synthesis of literature on how to explain a phenomenon. It maps out the actions required in the course of the study given the previous knowledge of other researcher’s point of view and the researcher’s observations on the
subject of research. The conceptual framework was derived from the sustainable livelihood frameworks to get to the reality on the livelihoods of the BEAM beneficiaries after secondary education. This would enable the researcher to come up with recommendations for empowerment and sustainability.

2.3 Sustainable Livelihoods Frameworks

This study was linked to sustainable livelihood frameworks namely the Cooperative Assistance and Relief (CARE) and the Sustainable Livelihood Approach. Adato and Meinzen-Dick (2002, p9) states “it is primarily a conceptual framework for analysing causes of poverty, people access to resources and their diverse livelihoods activities, and relationship between factors at micro, intermediate, and macro levels. It is also a framework for assessing and prioritising interviews.”

deSatge (2002, p72) defines a framework as a “particular way of viewing the household”. The livelihoods framework is a way of understanding how households derive their livelihood by drawing capabilities and assets to develop livelihood strategies composed of a range of activities”. It is uncertain how some beneficiaries perhaps managed or failed to improve their livelihoods and that of their families.

The CARE livelihood framework is an international Non-Governmental Organisation that uses the livelihoods approach as its primary planning framework (deSatge, 2002). The three common fundamental attributes of livelihoods of the framework are the possession of human capabilities, access to tangible and intangible assets and the existence of economic activities.
The researcher assessed the livelihoods by looking at human, social, economic and natural capitals and poverty levels. These included assets and capabilities acquired at post-secondary life. Human capital is defined as collective skills, knowledge or other intangible assets for individuals that can be used to create economic value for the individuals, their employers or committees. Education is an investment in human capital that pays off in terms of high productivity. Social capital means interpersonal relationships, institutions and other social assets of a society or group that can be used to gain advantage. Origin of social capital was first recorded in 1830-35. Natural capital is world stock’s natural assets which include geology, soil, air, water and all living things. It is from this natural capital that human beings derive a wide range of services often called ecosystem services which make human life possible.
Economic capital describes a person’s financial resources for example cash, monthly income or the need for financial support by the state. The amount of economic capital held by a person facilitates the access to other types of capital that is social and cultural capital (www.migration.uni-jena.de/project_1/resource/economiccapital/index.php).

Co-operative Assistance and Relief (CARE) instil particular emphasis on strengthening the capability of the poor people to enable them to take initiatives to secure their own livelihoods. It, therefore, stresses empowerment as a fundamental dimension of its approach (Krantz, 2001). According to Krantz (2001) personal empowerment refers to enhancing people’s confidence and skills (that is their human capital) to overcome constraints in economic sphere. Social empowerment refers to the establishment or strengthening of its existing representative community based organisations. This was done to build up the capacity for community members to plan and implement development activities which emerge from participatory needs. An example is the establishment of community gardens, community vocational centres if the need has been felt by beneficiaries of BEAM to improve their livelihoods. This means the poverty stricken communities like Dzivaresekwa can develop with initiatives from CARE as a livelihood framework.

The researcher incorporated or used some of the attributes of the above diagram in carrying out this research. The purpose of livelihood analysis of BEAM beneficiaries was to help improve development and creation of additional intervention programmes. The United Nations Development Programme (2012) understood livelihoods as means, activities, entitlements and assets by which people make a living.
2.4 Sustainable Livelihood Theories

Morse and McNamara (2009) state that Sustainable Livelihood Approach (SLA) has in the 1990’s become the dominant approach to the implementation of developmental interventions by a number of major international agencies. SLA is as an example of a ‘multi’ capital approach where sustainability is considered as availability of capital through the assessment of natural, human, social, physical and financial resources and the examination of the vulnerability context (trends, shocks and stresses) in which these assets exist. According to Farrington (2001, p138) in Morse and McNamara (2009) SLA can be considered in a number of different ways:

- A set of principles guiding development interventions (whether community-led or otherwise). The fundamental issue here is the notion that an intervention has to be evidence-based rather than instigated in top down fashion without adequate knowledge of the community.
- An analytical framework to help understand what ‘is’ and what can be done. Thus the logic as set out here is to appreciate the capitals which are present, their vulnerability and the involvement of institutions. The logic provides a framework which can serve as the basis for an analysis.
- An overall development objective. In this case development is the improvement of livelihood sustainability, perhaps by making capital less vulnerable or by enhancing the contributions that some capitals can make or even by improving the institutional context.

Bennett (2010, p7) states the roles of SLA in research as follows:

- SLA provides a framework as to what should be done/looked for and not necessarily how to do the looking.
- Has its core assessment of the different capitals that are deemed to underpin livelihood at the level of the individual, household, village or group.
  a) These capitals are classified as human, social, physical, natural, and financial.
  b) Capitals are assessed in terms of vulnerability to shocks.
  c) Once this is understood then interventions can be put in place to enhance livelihoods and their sustainability.
- SLA is meant to avoid a situation where intervention is guided, giving a little positive impact or is at worst detriment.

The roles shown above helped the researcher to understand SLA and be able to apply the theories to the study. The following figure 2:2 below was used by the researcher to understand the five
capitals and how to carry out an assessment on the livelihoods of former BEAM beneficiaries by looking at their capabilities and assets. These helped the researcher to depict their levels of shocks, vulnerabilities, successes, failures, poverty and wealthy.

![Five capitals of sustainable livelihood](image)

**Figure 2.2 Five capitals of sustainable livelihood**

*Source: The five capitals of sustainable livelihood (after Scoones 1998)*

The diagram is defining the components of the five capitals of sustainable livelihoods which when they are not enough can lead poverty and vulnerability. The conceptual framework serves as the basis for the assessment of livelihoods of the beneficiaries of BEAM. SLA is an example of the multiple capital approach where sustainability is considered in terms of available capitals such as
natural, human, social, economic, physical and financial. It involves an examination of the vulnerability context (trends, shocks and stresses) in which these capitals or assets exist. The diagram above showed the capitals the researcher used to assess the level of poverty amongst former BEAM beneficiaries since the research was aimed at appraising how BEAM support has influenced livelihoods, household behaviour regarding the securing and use of income in relation to household characteristics.

It aids an appreciation of the capitals which are available to households, their vulnerability and involvement of institutions. By creating BEAM, the government was determined to provide an intervention and the involvement of community through Community Selection Committees showed an integrated programme which was evidence-based. In short, the researcher looked forward to the improvement of livelihoods and sustainability amongst OVYPs at home and institutions in Dzivaresekwa high density suburb. Co-operation from local stakeholders such as local councillors, Members of Parliament, headmasters, teachers and school development committees was greatly appreciated. There was teamwork and active participation by stakeholders to identify the challenges faced by former BEAM beneficiaries at school and after school. Work from other researchers also influenced the direction of the research.

2.5 Theoretical Framework

2.5.1 Poverty

Craft and Schweiger (2013, p3) state “poverty can be social exclusion. It means being poor or can mean, not to have things and can mean not to be able to do things.” Craft and Schweiger (2013, p3) lists factors under classification of poverty as follows;
Absolute and relative poverty
2. Chronic and transitory poverty
3. Rural and urban poverty
4. Youth and elderly poverty
5. Voluntary involving poverty

Poverty Reduction Trust (2011) states that the markers of poverty as an outcome of a set of social, economic, political and cultural processes is rooted within and between the operations of communities and societies. This is likened to chronic and transitory poverty. It renders the young beneficiaries powerlessness with vulnerability dominating their efforts. Once these markers ill being, this results in material deprivation. Most of the former beneficiaries find themselves in this bracket of people. They belong to chronic and transitory poverty, where poverty starts from childhood to adulthood and, if there is no intervention it is transitory to the incoming of line generations.

The study entails that there was lack of sustainable development. Sustainable development should meet the needs of a society. According to Carney (1998) sustainable development involves meeting the needs of the present generation without compromising the ability of future generations to meet their own needs.

Support or intervention should be justifiable provided after understanding the cause of the outcome. The study was meant to understand the livelihoods of these former BEAM beneficiaries to ascertain the level of success or poverty amongst OVYPs. According to Levine (2014) understanding outcomes, therefore means being able to relate the outcome, the choice of strategy and the various factors that are believed to be most likely to determine outcomes. This research has to help to identify how best support could be given to the post- secondary beneficiaries.
2.5.2 Poverty theories

Stark (2009) states that poverty theories back dates to post cold war approaches to poverty which drew the liberal theory at three basic liberal conceptions of poverty which were poverty as a matter of morality, poverty as a matter of justice and poverty as a matter of utility. Each conception forms the core of three major instruments which epitomised the post-cold war approaches. The first instrument was based on civil and political rights which were known as the Economic Covenant which assured people of an adequate standard of living including food, shelter, health and social security. The second one was based on economic rights with Article 7(2) highlights that a state must respect, promote and fulfil the Bill of rights.

Some of the rights intertwined with the civil and political rights for example the right to education, shelter, food, health care and access to housing. Stark (2009) states that the third instrument is the most recent one which drew on liberal theory to address poverty through the Millennium Development Goals (MDGs) which was proclaimed in 2000 by the United Nations General Assembly (UNGA) to eradicate extreme poverty and hunger. This background takes the research to the assessment of BEAM as a poverty breaking cycle intervention as well as trying to achieve universal primary education.

According to Poverty Reduction Forum Trust (2011, p4), “poverty is a multi-dimensional concept that is simultaneously easy and difficult to define. It is commonly characterised as a condition in which individuals, households and communities lack the resources to generate the earnings that can sustain their consumption at levels commensurate with human well-being”. Poverty can also be defined as “a state of material deprivation” (Kaberuka and Gettu 2010, p4).
BEAM is an anti-poverty programme which assists in community development. The poverty theorists hold the belief that poverty stems from individual deficiencies. Maurice (2009, p402) states “poverty should be addressed by the State because it is painful, not only for the poor, but for the larger society of which they are a part”. The researcher sympathises with, and support, the hard working, self-sacrificing down-on-their-luck poor. Bradshaw (2006) states that the economic-political theory looks at the systematic barriers which prevent the poor from accessing and accomplishing goals in the key social institutions including jobs, education, housing, health care, safety and political representation. In the Zimbabwean context, poverty is viewed as a result of low income, lack of resources, lack of job, failures and constraints of HIV/AIDS, economic and political challenges.

The causes of poverty are multifaceted. According to Better Forestry, Less Poverty: a Practitioner’s Guide (2006, p5) states some of the ways of fighting poverty as follows:

- makes poor people less poor
- enable the poor people to escape from poverty
- build institutions and societies that prevent people from slipping into poverty

The assumption of BEAM was to break the poverty cycle among households, the case study on urban poverty in Zimbabwe: A case study of Mutare in 2011 highlights that poverty is jeopardising the future for the many children living under poverty who are denied education and consequently have less of a chance for breaking the poverty cycle.
The diagram below showed the relationship of the poverty cycle to the objectives of BEAM

Figure 2:3 The poverty cycle

Source: thegenusixproject.com/breaking-the-poverty-cycle:

The diagram above clearly illustrated that children born in impoverished families suffer from lack of basic needs that include food, education, skills, lack of employment and financial needs and by so doing they fall back into poverty. The introduction of BEAM as a poverty breaking cycle through provision of education managed to bail out some OVCs who could not go to school due to poverty in Dzivaresekwa Township.

Poverty is the inability to achieve basic necessities. It fosters personal perception of insecurity. It reflects vulnerability and powerlessness in relation to other human beings. Poverty is understood to be an outcome of a set of social, economic, political and cultural processes rooted within communities or societies. This website (thegenusixproject.com/breaking-the-poverty-cycle:
21/10/17 Time 12:23pm) defines the poverty cycle as “phenomenon where poor families become impoverished when they do not have access to economic and social resources such as education, financial and connections”. The diagram below showed the changing cycle.

![Diagram of the poverty cycle](image)

**Figure 2.4 Breaking the poverty cycle**

*Source: thegenusixproject.com/breaking-the-poverty-cycle*

Figure 2.4 shows that there is a need to break the poverty cycle in any society. According to Cizon (1978, p85) there were problems in breaking the poverty cycle and some of the problems were cited below:

1. There is more formal education today than ever before, yet our youths are leaving our school upon completion school or prior to completion of high school without adequate preparation for employment.
2. The very poor are generally unemployed and socially isolated from the major interactions of the community in which they live.
3. Their children are denied adequate social experience at home and they come to school less prepared than other children, they learn more slowly, and fall farther each year.
4. Unable to develop adequate images for themselves in a society which insists on self-support, the poor becomes alienated from the life of the community.
5. They have little education, minimal skills, inadequate social relationships, deficient self-images which encourage rejection of self and dependency or aggression on society.

The diagram above serves as an attempt to address the issues of poverty. Similarly, beneficiaries of BEAM may be suffering the predicaments highlighted facts stated above and there is need to break poverty cycle. BEAM was an attempt by the government to break the poverty cycle on OVCs.

In the case of Zimbabwe, such scenarios result in vulnerable children where parents fail to provide for their children. Dzirikure (2011) states that vulnerable children are children who are unable or who have diminished capacity to access their basic needs and rights to survival, development, protection and participation as a result of their physical condition, social, cultural, economic, political circumstances, environmental and require external support because their immediate care and support system can no longer cope. Once the situation is like that then poverty is irresistible.

2.5.3 The Transformation Theory

According to Daszko and Sheinberg (2005), the transformation theory states that there will be profound change in the structure that creates something new and theory transcribes that knowledge without action is the accumulation of trivia. It involves shifting of paradigms and changes as seen through a new lens of knowledge and is able to create an infrastructure never before envisioned, to the future and is motivated by survival. This was summed up by the diagram below;
After acquiring knowledge BEAM, beneficiaries needed to take action for total transformation to take place, that is, to use their knowledge to acquire skills. Action, therefore, involves the application of new learned material into practice (praxis). The curve below showed the need for continual learning after attaining O’ level education as necessary, it maybe academic, practical or vocational education. (See diagram below)
The shaped learning curve above illustrates the need for transformation and new learning for the next level of growth. It has been proven by Daszko and Sheinberg (2005) that if an organisation does not transform when it needs to go to the next level it will not survive. Similarly, the lives of the BEAM beneficiaries needed further transformation after completing ‘O’ and ‘A’ level hence a track was necessary to determine the acquisition of development skills by OVYPs at post-secondary education to improve their household livelihoods.

Basically, it is believed that BEAM has transformed the lives of the orphaned and vulnerable children. Daszko and Sheinberg (2005, p7) define transformation “as the creation and change of a whole new form, function or structure”. It involves changing of the mind-set and the livelihood of the orphaned and vulnerable children in Zimbabwe in different ways that is socially, educationally, politically and economically. It is yet to be seen through this research whether the livelihoods of BEAM beneficiaries have been transformed completely including those of their families.
2.5.4 The Social Vulnerability Theory

The researcher sees the social vulnerability theory through the lens of vulnerability, equity and inequality. The social vulnerability theory is known to be a product of social inequalities. In this research there was lack of education for empowerment or self-reliance. The social inequalities influence or shape the susceptibility of various groups to harm and that also govern their ability to respond (Cutter e.t al 2003). Vulnerability has an element of being harmed physically and psychologically. Capacity is the key element in reducing vulnerability. BEAM is an important pro-poor funding that is meant for the marginalised and vulnerable communities in Zimbabwe (Training and Research Support Centre and Zimbabwe Teachers Association 2012). The programme targets orphans and vulnerable children that are not able to pay school fees. BEAM is a worthy programme that has been derived from a social policy whose main aim is to improve and capacitate the social needs of a nation’s people and is aimed at fighting both individual and family household poverty.

Dzirikure (2011, p17) defines vulnerability as “a state of high risk of deprivation” or according to the World Bank (2011) “an expected welfare loss above a socially accepted norm, which results from risky or uncertain events and the lack of appropriate risk management instruments”. It should be predictable that orphans and vulnerable children are at risk of some hazards inclusively of contracting HIV/AIDS, death related early pregnancies, dropping out of school, becoming street urchins, drug abuse, being involved in other criminal activities, child prostitution, exploitation and human trafficking.
The term vulnerability is used to describe the people’s livelihoods. Twigg (2005) states that the social vulnerability theory is rooted in a variety of fields in the natural social sciences. It is supposedly, a way of conceptualising what may happen to an identifiable individual population under conditions of particular risk. The vulnerability analysis should be capable of directing development aid, mitigation and intervention programmes which seek ways to protect and enhance children’s livelihoods.

Chambers (2004, p13) defines vulnerability as “defencelessness, insecurity and exposure to risk, stress and difficulty in coping with them. It has been viewed that vulnerability has two sides, the external side of risks, shocks and stress which an individual or household is subjected to, and the internal side which is defencelessness meaning lack of means to cope with loss.”

The researcher defines vulnerability as lack of means to cope which may include lack of access to resources such as knowledge, information and technology, social power, infrastructure, capital political power, values and norms. Banks (2011, p10) states “the vulnerability of OVCs is exacerbated by lack of opportunity space and voice of participation in society that leaves OVCs open to greater instances of neglect, violence, exploitation, exposure to HIV and other forms of abuse”. Majanga and Mukonyi (2015) state that some of the socio-pedagogical challenges that OVCs face in schools are as follows; absenteeism, truancy, poverty, insecurity, lack of parental guidance, attitude towards school and lack of cooperation from parents and guardians. In some cases such children suffer from child abuse. These challenges adversely affect participation in class, society and school activities. In Dzivaresekwa Township, absenteeism of BEAM OVCs is very rampant especially during the rainy season when most of the OVCs on BEAM will be tilling land with their grandparents to earn a living from the grown food. At post-secondary level, it is
anticipated that post-secondary BEAM beneficiaries will find their life more challenging and vulnerability will be high, due lack of a determined end.

Kelly (2002) further argues that growth in education may positively influence growth out of poverty. Education for production is essential for former BEAM beneficiaries in Dzivaresekwa Township. Mwoma and Pillay (2016) further narrate that, as a result of their poverty stricken conditions, the OVCs are often sad, depressed and angry which could negatively affect their concentration and academic performance. Lack of further education for these former BEAM beneficiaries may result in issues raised above. The figure 2:7 below showed the different sectors that address Child Vulnerability.

2.5.5 Sectors that Address Child Vulnerability
Figure 2.7 Sectors that affect child vulnerability

Source: PEPFAR (US Presidents Emergency Plan for AID Relief 2012)

A child can only become vulnerable if the conditions highlighted on the diagram are not met. To sum it up Biemba and Walker (2009, p115) define a vulnerable child as “a child who, because of birth or environmental circumstances, lacks access to basic needs, care and protection that are necessary for optimal growth and development”. Such a child is disadvantaged as compared to his or her peers and is prone to abuse and deprivation, which if unaddressed might result in physical, mental, emotional harm. According to Biemba and Walker (2009, 121) “the adverse climate for a vulnerable child is highly intertwined with the high prevalence of child labour and exploitation”.

Besides being orphans, vulnerable children are categorised as follows,
1. Children with physical and mental disabilities
2. Sexually abused children
3. Neglected children
4. Children in conflict with the law
5. Exploited children
6. Child beggars, destitute children and scavengers
7. Children labourers
8. Children in child-headed homes
9. Internally displaced children
10. Children hawkers
11. Trafficked children
12. Children of migrant workers such as nomads, fisherman
13. Children living with HIV
14. Children living with aged/frail grandparents
15. Child sex workers
16. Children whose parents have disability
17. Children who marry before the age of 18
18. Children who have dropped out of school
19. Abandoned children
20. Children living with terminally ill parent(s) and care giver(s)

As a matter of fact BEAM beneficiaries belong to each one of the categories listed above. Therefore, their predicament was a cause for concern leading to the need for the study since their future was shrouded by uncertainty or was a fragile social fabric.

2.6 Empirical Review of related literature

2.6.1 The Purpose of BEAM

The Basic Education Assistance module is defined as an important pro-poor fund that is meant for the marginalised and vulnerable communities in Zimbabwe (Training and Research Support Centre and Zimbabwe Teachers Association 2012). The programme targeted orphans and vulnerable children that were not able to pay school fees. BEAM is a worthy programme that has been derived from a social policy whose main aim is to improve and protect the social needs of a nation’s people. It was established in 2001 after the economic meltdown. According to the Smith e.t al (2012, p8) “BEAM is based on a policy and legal framework that is designed to provide quality education to children, including specific policies aimed at supporting orphans and vulnerable children (OVC).”

BEAM is a livelihood, sustainable programme for the orphaned and vulnerable children in Zimbabwe under the country’s social protection policy. According to Masuku and Banda et al. (2012) state that social protection is defined as the protection that a society provides to its vulnerable members, which can be in the form of policies, programmes and law. Its main objective is understood to be a way of reducing economic and social vulnerability of the poor, through the poverty alleviation strategy.
BEAM is a very relevant and worthwhile intervention meant to reduce the number of school drop outs in the country. Smith et al. (2012) state that across all secondary and primary schools in 2010, 36% of the children in sampled schools were identified as in need of BEAM support but only 17.5% were selected for BEAM. Similarly, in 2011, 28% of the children in all the sampled schools were identified as needing BEAM support but only 16.3% were selected to receive BEAM support Smith et al. (2012). The same authority states that 10% of BEAM fund is set aside for the disabled children. Generally, BEAM is viewed as a noble programme, although its nobility is being hampered by the shortage of funds.

The Basic Education Assistance Module (BEAM) remains seriously under-funded with the government budget to BEAM having been reduced to less than half, from $15 million in 2014 to $7 million in 2015 and $10 million in 2016 respectively (Chinamasa 2016). Other programmes associated with BEAM are the harmonised social Cash Transfers which are non-contributory schemes whose main source of funding is from development partners such as UNICEF. The programme offers direct Cash Transfer to ultra-poor and labour constrained households targeting orphans and vulnerable groups. The programme remains seriously under-funded, with the government budget having been reduced by 71% that is from $US7 million in 2012 to $US 2 million in 2016, (Chinamasa, 2016).

The reduction in funding definitely would affect the poverty reduction efforts of the government and areas like Dzivaresekwa and Mbare which are in dire need of Cash Transfer programmes would be hard hit hence defeating the objectives of the policy. The government’s overall policy objective is poverty eradication. BEAM is one of its poverty reduction strategies. Poverty manifests itself in so many ways. Lack of access to productive resources, physical goods, services and income leads to individual or group deprivation, vulnerability and powerlessness. Indicators
of poverty are malnutrition, ill-healthy, poor sanitation, lack of proper housing, unsafe water and poor working environments.

The researcher investigated whether the beneficiaries were not affected by most of the attributes listed above. The researcher assessed whether the beneficiaries were deriving their livelihoods from the five capitals. Sustainable livelihood approaches indicated the position of infrastructure or shelter, machinery e.g. vehicles, skills, farming, capabilities and assets amongst the former beneficiaries.

By a mere analysis, it showed that BEAM funding was not enough to meet the needs of the OVYPs and the money could not suffice the payment of levies, tuition and examination fees for all the orphans and vulnerable children in the country. The programme was at one time partly funded by UNICEF, CROWN Agents and the Government of Zimbabwe. To sum up, the discussion BEAM’s endeavour was to empower the OVC to curb vulnerability and poverty.

2.7. Implications of the identification and selection process of BEAM beneficiaries

The identification and selection process had a lot of implications in the lives of the BEAM beneficiaries. Several authorities or researchers raised very serious issues surrounding the identification and selection processes of these BEAM beneficiaries. Some of the issues like lack of documents, nepotism, favouritism, corruption and basic criteria challenges had some ripple effects on the future livelihoods of these beneficiaries. Maushe (2014, p9) states “there are more stringent and bureaucratic measures for children with severe disabilities who require special needs”. The stringent and bureaucratic measures resulted in making the process too long and slow, with some applicants failing to qualify. Masdar (2006) states that the process was too cumbersome for vulnerable and poor parents resulting in applications for funding being rejected because they
were either incomplete or wrongly filled out. According to Maushe (2014, p10) “the Government of Zimbabwe (2005) alluded to leakages in the BEAM programme with about 5% of non-poor households benefiting from the programme at primary and secondary school levels”. These were really negative implications of the identification and selection process resulting in wrong candidates benefiting. It has been discovered through this research that deserving OVCs were being left out of BEAM due to some acts of malpractice (Mangwaya 2004).

Smith e.t al (2012, p18) cite “it must be noted that the processing of applications is a complex process, made more difficult by errors in the applications submitted by Community Selection Committees (CSCs) such as submitting the wrong forms, names of bank statements not tallying with names of school on the application form, request for examination fees for forms not needing them and even forms not indicating the funds required”. This problem was affecting the BEAM beneficiaries hence they risked being omitted on the beneficial lists. These anomalies affected the effectiveness or impact of the programme on the lives of the beneficiaries.

Training and Research Support Centre (TARSC) with Zimbabwe Teachers’ Association (ZIMTA) 2012, p3) states “there is a need to tighten the selection of committee members selecting beneficiaries”. This came about after it had been viewed that the selection procedure was marred by a series of challenges such as lack of training for the job by Community Selection Committees. Lack of involvement of teachers who had knowledge of the children and the reasons why some BEAM beneficiaries absent themselves were some of the expressed sentiments. The researcher viewed that correct identification and selection of BEAM beneficiaries was really a key to promoting the livelihoods of these beneficiaries.
According to Professor Nherera’s presentation (2006), failure to attend school was due to the inability by parents and guardians to pay school fees. To sum up the discussion, BEAM’s effort is to empower the OVCs to curb vulnerability, exploitation and poverty through education.

According to Maushe (2014) there is a well-developed criterion of selecting OVCs who should benefit from BEAM. The process of selecting BEAM beneficiaries is known to be centralised and is carried out at primary level and spearheaded by community selection members. The committee’s role is solely to take charge of the selection process at local level.

Masdar (2006), however, cites some cases of nepotism and favouritism by the Community Selection Committees who often disqualify beneficiaries of the preceding year as a challenge since Community Selection Committees are selected on a biannual basis. Nyatsanza and Hlatywayo (2014) recommended that the need for unbiasedness in the selection of the orphaned and vulnerable children in any community. The same authority suggested that the selection be done through talent or abilities. Generally, BEAM has a number of positives as proven through research by other fellow researchers, the likes of Smith et al. (2012), and Nyatsanza and Hlatywayo (2014). Mutasa (2015, p159) states “BEAM prospects were not bright.” This researcher listed the following as her points of argument

1. BEAM fell short of the expectations in so far as alleviating the plight of poor households was concerned
2. The poor would engage in or perverse coping mechanism against poverty through prostitution
3. Some pupils were failing to start secondary school due to lack of funds to secure places
4. Lack of a supplementary budget
5. Less funds left deserving children after even the CSC has ranked the children
6. BEAM failed to provide funds for projects, uniforms and other basic needs
7. Limited access of information to BEAM beneficiaries
8. Inadequate community participation
9. Lack of monitoring and training
10. Children who were orphaned during the course of the year were not catered for.
Most of the facts shown above indicate that the chance that poverty was reduced amongst OVCs was very narrow. The researcher still views BEAM as key strategy for achieving policy goals of the government of Zimbabwe. According to Mutasa (2015, p113) ‘the main objective of BEAM is to prevent households from resorting to perverse coping mechanisms, such as withdrawing children from school, in response to worsening household poverty.” BEAM was also meant to educate children and save money of parents who would use the money to provide for the family needs and reduce family poverty.

A research by Mangwaya (2004), states that some OVCs selected by the Community Selection Committee had both parents alive and at times either of them being gainfully employed. Mangwaya (2004) posits that parents were also of the view that selection was not done in a transparent manner. Allegations by parents were several. Mangwaya (2004, p2) states the allegations as follows:

1. Committees select their own children.
2. Children of members of the School Development Committees (SDC) were put on the pretext that they came to school regularly for meetings.
3. Selection Committees were said to be selecting children of influential people of the society for example children of village heads, headmen and local government authorities.
4. Selection can be based on political grounds favouring children of prominent political figures for fear of being victimised if they did not select their children for the BEAM programme.

These allegations have created doubts on the impact and efficiency of the programme. Lack of documents such as birth certificates, identity cards of late parents as well as death certificates to show the status of OVCs remains a challenge.

2.7.1 Determination of different livelihoods of former BEAM beneficiaries
This objective marked the apex of the research where different livelihoods of the former BEAM beneficiaries would be determined by the results of the research. The study gap two was the key gap which attempted to make a follow up on the beneficiaries’ livelihoods to see whether BEAM support has influenced their livelihoods, household behaviour regarding the securing and use of income in relation to change in household characteristics.

2.7.2 The challenges and limitations of BEAM beneficiaries

One of the observed major challenges of the Basic Education Assistance Module was the ever growing population of orphans and vulnerable children. Some of the causes of the escalating population of vulnerable children were the AIDS pandemic, cancer, communicable and other non-communicable diseases and accidents which were killing the parents of these children. Africa’s Orphaned Generation (2003, p5) “records in 2001, 11 million children in the age group of 15 years and below were orphans because of HIV/AIDS and an estimated 20 million in 2010 were expected.” Catastrophically, the epidemic deepened poverty and exacerbated vulnerability of OVCs.

The huge population brought with it so many challenges and limitations to BEAM beneficiaries. Nyatsanza and Hlatywayo (2014, p4) highlight some of the challenges faced by BEAM beneficiaries as;

- BEAM limited the number of subjects studied by the beneficiaries to six.
- BEAM beneficiaries lacked financial support on food, uniforms and stationery.
- BEAM beneficiaries lacked financial support in their curriculum especially sporting activities and development of life skills.
In other words BEAM only paid levies, tuition and examination fees for only six subjects, thereby limiting OVCs to academic education less Sciences such as Biology, Physics and Chemistry at Ordinary Level. The researcher has viewed these challenges as having a serious impact on the future lives of the Orphans and Vulnerable Children. Limiting students to six subjects would make them leave out the practical subjects which were a good base for technical, vocational education and training.

The challenges faced by BEAM beneficiaries were assessed by the researcher in two phases that is during their schooling periods and after secondary education. These challenges which were experienced by the beneficiaries whilst they were at school could have impacted heavily on the livelihoods of these BEAM beneficiaries. BEAM beneficiaries’ lives could have been spoiled by lack of a number of basic needs namely food, stationery and clothing. Their socio-economic status had a serious effect on their future.

Maushe (2014) highlighted amongst other recommendations that BEAM should go beyond school fees and should provide school uniforms, books, food and stationery as these were some of the challenges encountered by BEAM beneficiaries. Nyatsanza and Hlatywayo (2014) echoed the same sentiments. Lack of basic needs had a bearing on the performance of the beneficiaries not forgetting their future. Masdar (2006) and Mangwaya (2004) cited lack of basic needs as affecting the progressiveness of beneficiaries educationally, socially and economically.

Besides these problems the researcher anticipated more challenges at post-secondary lives, which this research aimed at exposing through the assessment of how the BEAM support has influenced the livelihoods of the former BEAM beneficiaries. This has to be proved scientifically. This marked the existence of research gap three which states that the scope of orphan-hood,
vulnerability, the challenges and needs amongst OVCs after secondary education have been characterised by little or no attention by the government of Zimbabwe. This research would explore and expose some of these challenges as the research progresses.

2.7.3 Skills Acquisition by BEAM Beneficiaries

This was the paramount gap of the research because the government after paying the levies, tuition and examination fees at “O” and “A” Level did not continue to fund the education of these orphaned and vulnerable children for further skills. Hence, a track of skills acquisition of beneficiaries of the BEAM programme after leaving secondary education was necessary. It actually made the research worth carrying out. The area had not been studied before as proved by research where the livelihoods of former BEAM beneficiaries who ended secondary school at “O” or “A” Level had not been assessed. There seemed as if there was lack of a determined end for beneficiaries.

According to Smith et al. (2012 p68), “BEAM disbursed US$60,2 million directly to schools to cover tuition and levies in primary and secondary schools and examination fees in secondary schools between 2009 and 2011 and 45% of this amount was provided by donors and in 2012 the government committed US$16 million to secondary school students.” This was however, a lot of money which has been channelled towards the education of OVCs, hence, tracing the educational progression of BEAM beneficiaries up to ‘O’ Level was necessary.

Zimbabwe has a literacy rate of 92%, although the country has been affected by lack of employment, poor economic growth rate, lack of industrialisation and a harsh socio-economic climate. The Ministry of Primary and Secondary Education works hand in hand with the Ministry
of Public Service, Labour and Social Welfare to make sure the OVCs on BEAM receive education. It, however, appeared as if the last Evaluation Report was done in 2012 by UNICEF to assess the achievements of BEAM on its implementation and there was need for such evaluation reports to be done regularly in order to come up with a current database for progress and amendments.

By introducing BEAM, the government is unwavering in providing an intervention. The involvement of the community through community selection committees shows an integrated approach which is evidence based. Selection is instigated by the community to benefit the community. BEAM reduces the chances of OVCs from being more vulnerable, in short this is a bottom up approach.

2.8 Literature from Public Documents

2.8.1 The Basic Education Assistance Module Operational Manual (2016)

According to the New BEAM Operational Manual (2016), without BEAM, some coping mechanisms such as withdrawal of children from school resulting in early marriages, child labour and children living in the streets would have negatively affected the future of the households, communities and the country since eligibility is based on the poverty status of a household. The New BEAM Operational Manual (2016, p1) states “BEAM implementation has assisted 6, 5 million children and the annual reach peak was at 900 000 children attending primary and secondary school in 2006”. These are huge numbers which definitely need a follow up to determine whether the programme has improved the lives of the BEAM beneficiaries. The New BEAM Operational Manual (2016), itself highlights that there is need to evaluate whether BEAM support
has influenced livelihoods, household behaviours regarding the securing and use of income in relation to household characteristics. This statement showed that the study has come at the right time and it was worth a problem diagnosed.

The New BEAM Operational Manual (2016) has come up with a new list of new Community Selection Committee members who are headed by the Local Councillor who was democratically elected. Six elected community representatives, three are men and three women are amongst the group. Two school children, one boy and one girl from the child-led Child Protection Committee and four ex-officio members including two School Development Committee (SDC) members are included. One guidance and counselling teacher from the primary school and the other one from the local secondary school are also amongst the pool. To some extent secondary schools are represented by the SDC members who are not aware of the problems of the child at school.

The New BEAM Operational Manual (2016) did not reflect the roles of the school heads in the selection process. In some instances it was observed that the Ward Councillors were writing letters to the secondary school heads in the area to consider some handpicked OVCs who were not within the parameters of their wards. Besides the introduction of the new BEAM instrument, still more has to be done to improve on the selection procedure and transparency. The aim was to select the right beneficiary in order to yield the best out of this programme. Generally, it was noted that there was a great need to enlighten stakeholders and communities on the BEAM operational guidelines in order to yield positive results. From observation, it was surprising to note that primary schools were carrying out the selection processes for form ones in late February or March whilst the beneficiaries remained out of school. This is not right since it results in the beneficiaries missing
lessons for the greater part of the first term learning calendar. This is definitely too late and impacts negatively on the beneficiary.

2.8.2 The History of Social Welfare before the 1980 Independence

According to Watts and Elliot (1995, p251), “the department of Social Welfare was established in 1948, initially to deal with the problems of juvenile delinquency within the white settler community

Then, in 1964 the department was made responsible for the administration of public assistance. Watts and Elliot (1995, p252) state “from then until Independence the department was used by the minority government to act its racist policies or differential opportunities and rewards for white and black groups”. In other words the Social Welfare of the time was racist and it only benefited one race.

Even the way the public assistance was given to people during that time was racist. Watts and Elliot (1995, p252) state “public assistance, assistance to children’s old homes, pensions and probation hostels all had two sets of conditions, depending on whether the client group was white or black, just as all the other services (health, education and housing)”. In a nutshell the researcher discovered that almost everything about white regime was racist in nature. This was also marked by the areas of residence where white colonialists had their own elite locations whilst the blacks lived in over - crowded high density suburbs where living conditions were not favourable. Examples of such locations are Mbare, Highfield, Mufakose and Dzivaresekwa.

Dzivaresekwa is a high density suburb of mainly the marginalised people. Watts and Elliot (1995, p252) state “the black communities were regarded as urban dwellers to provide a labour pool, with no right of permanent residence, black rural areas, in spite of attempts to deny them infrastructure
and services were meant to provide for long term security.” The Social Welfare of the era subjugated the black people to mere subservient, subdued and slavish people. The black people were discriminated against enjoying any benefits from the Social Welfare services of the time.

2.8.3 The Role of Social Welfare after the 1980 Independence of Zimbabwe

The high populations of orphans and vulnerable children in Sub-Saharan Africa prompted UNICEF, UNAIDS and UNISAID (2010, p65) to action on:

- Ensuring that governments protect the most vulnerable children, while the family has primary responsibility for the care and protection of children, national governments have ultimate responsibility for guaranteeing the rights of children.
- Ensuring access to essential services for orphans and vulnerable children, orphans and other susceptible children who need a number of services to ensure their right and well-being including education, birth registration, health care, nutrition, psycho-social support, safe clean water and sanitation, and strong independent justice system.

The above actions are in line with some of the roles of the Social Welfare Services department in Zimbabwe. Zimbabwe Government Department of Social Welfare Services (2015) states that the mission statement of the Zimbabwean Government’s Social Welfare policy as follows:

- To provide assistance and support to the vulnerable through development and implementation of effective policies and legal instruments, professional social work and training in order to promote self-reliance and social security.
- To reduce poverty and enhance self-reliance through the provision of social protection to vulnerable and disadvantaged groups in society.

This resulted in the enactment of BEAM was an attempt to fulfil some aspects of the mission statement of the Social Welfare Department.

2.8.4 Zimbabwe’s National Policy on Development Skills
According to Mambo (2010, p22), “Zimbabwe is a signatory of the African Youth Charter (AYC) which was adopted by the Seventh Ordinary Session of the African Union, held in Banjul, Gambia on 2 July 2006. The charter has 26 Articles that spelt out on the rights, entitlements to the obligations of the youth in areas of among others through policies”. Some of the policies brought on board were the National Policy to address the country’s national economic crisis through interventions such as education and development of skills, eradication of poverty and socio-economic integration of the young. These policies were numerous including the National Youth Policy (NYP), Zimbabwe National Employment Policy (ZNEP) Framework, the Zimbabwe Youth Employment Network and Vocational Training Courses.

2.8.5 Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIMASSET) 2013’s Relevance in the Empowerment of OVC.

One of the (ZIMASSET, 2013) key cluster areas are the social services and poverty eradication. These were based on amongst other strategies such as the improvement of quality and increase on access to education and training at all levels as well as the improvement in supply of relevant skills to meet national demands. This key cluster is an empowerment tool for national development for orphans and defenceless young persons. According to ZIMASSET (2013, p74), “about 500 000 orphans and vulnerable children are accessing education assistance annually.”

The government through (ZIMASSET, 2013) needs to establish quick wins implementations within the social and poverty reduction clusters including providing social protection measures to susceptible groups. These would include the removal of user fees for selected population groups. In this research, the selected population group are the orphaned and the vulnerable young person.
2.8.6 Nziramasanga Commission (1999)

The Nziramasanga Commission of 1999 was the brain child of the former President Robert Gabriel Mugabe. The Nziramasanga Commission was sanctioned by the former President of Zimbabwe to diagnose the problems that were affecting the Education Sector in Zimbabwe. The synopsis of the report was produced in 1999. It was believed that the former President had envisioned that Education and Training was and would be central to positive confronting of the challenges of the 21st century.

According to Sunday Mail of 7 September (2014), the Commission was charged with four brand terms of References which were as follows;

1. Assessment of the inherited and existing education and training system
2. Provision of Education and Training (ACCESS)
3. Organisational Capacity and Management of Education and Training
4. Financing of Educational and Training systems

The Nziramasanga Commission could have helped to ease the plight of OVCs had it been implemented, since its main thrust was on the introduction of tech-vocational training. The beneficiaries of BEAM could have benefitted competences, knowledge as well as skills since the Nziramasanga Commission’s Recommendations were qualitative in nature in terms of the education delivery systems of the century. The Herald of 27 January (2015) cites that the findings of the Presidential Commission of Inquiry into Educational Training were still haunting the education sector as a number of recommendations were not implemented. The Nziramasanga Commission had part of the solution to the predicament of former BEAM OVCs. According to US
President’s Emergency Plan for AIDS Relief (PEPFAR 2014, p19), “specific interventions should be employed to support children’s transition to adulthood and to monitor the process.” This means that it was naive for BEAM funding to end at secondary level, when the beneficiaries were still of a tender age. The programme is highly dependent on external donor funding. The number of OVCs in need of support in Dzivaresekwa is around twenty thousand as compared to the available resources. Lastly, there was no clear policy guidance in children’s rights. Health needs of OVCs were inadequately met and there was lack of sustainability of the programme when donor funds were stopped. To add on to that there was lack of adequate laws and policies for children and unfriendly judicial process making many OVYPs susceptible to many forms of abuse hence becoming more vulnerable.

The most important area in this research was the part of Education and Skills Training of which was a necessity in Zimbabwe especially for the OVYPs after the BEAM assistance at secondary level. From research, it is not Zimbabwe alone which is facing challenges in assisting its OVCs after secondary education. Most of the countries are highly dependent on the external donor funding just like the BEAM programme which ends at secondary level.

2.8.7 Training and Research Support Centre (TARSC) with Zimbabwe Teachers Association (ZIMTA) 2012

Training and Research Support Centre and Zimbabwe Teachers Association (2012) carried out a survey to assess the general understanding of the BEAM programme by those who are executing it and benefiting from it at district level and the following observations were made;

- Once a beneficiary transferred to another school, BEAM support was terminated immediately and given to the next deserving learner from the school.
- About 30% of the beneficiaries were reported failing to access BEAM funds at some stage in their studies.
- A lot of schools suggested that the BEAM fund could be assisted by the strengthening of the existing structures through focused workshops on management, monitoring and evaluation of the programme.
- Some BEAM beneficiaries were always absent from school and were removed from the programme without investigating the cause of absenteeism to avoid the children from being further marginalised.
- Abuse of public resources and corrupt practices.
- Lack of improved health.
- Perception of exclusion in development programmes.

Source: Training and Research Support Centre and Zimbabwe Teachers Association 2012

The researcher discovered some malpractices which were affecting the implementation of BEAM. These malpractices had a bearing on the performance of beneficiaries at school resulting in poor “O” Level passes and this would concurrently affect their future lives. Such observations encouraged researchers from venturing into the livelihoods of post-secondary beneficiaries in order to evaluate the end product of the programme as a whole package.

2.9 SWOT Analysis of the study

It is important to note that the research is a situational study and it is imperative to explore the strengths, weaknesses, opportunities and threats of the BEAM. According to www.free-
SWOT analysis is a popular versatile tool, but it involves a lot of subjective decision making at its stage.” It should always use a guide rather than as a prescription and is an iterative process. It has already been mentioned that the study is a situational analysis study which is inclusive of several research methods. SWOT is (Strengths, Weaknesses, Opportunities and Threats) and can be used in several ways to help to evaluate the impact of a programme through brain storming to visualise the worthiness of a programme. It gives a better understanding and predicts changes that would be needed to address to make sure the programme is beneficial and it helps to come up with future plans.

According to this (www.free-business-plans.com/articles/swo-analysis.html 21/12/17)

Time: 09:51 am), SWOT analysis has the following advantages;

1. Address weaknesses
2. Deter threats
3. Capitalise on opportunities
4. Take advantages of the strengths

In this study the SWOT analysis would help the researcher to understand BEAM better and then pave the way to develop new goals and strengthen strategies for achieving the new goals through new initiatives, interventions and policy change. The research has proved that about 60% of the BEAM beneficiaries’ livelihoods were in disarray as demonstrated by pilot survey which had a sample population of forty-five former BEAM beneficiaries. The results proved that 60% of the BEAM beneficiaries were still vulnerable and languishing in poverty. From this research, definitely there was need to propagate an intervention policy that was holistic in nature, which would see the beneficiaries through until the beneficiaries acquire self-reliant skills be it
academically or practically. It was not always possible that all beneficiaries use their ‘O’ or ‘A’ level education grades to bring food on the table, some may have failed on the way side.

SWOT Analysis results would help to set the objectives of the study. In this research, the researcher has already discovered that BEAM brought with it so many opportunities for the Dzivaresekwa Township orphans and vulnerable children. It has also been proved that BEAM has a lot of strengths which brought positive life experiences into the lives of other OVYPs. It is yet to be proved through research whether its strengths and opportunities have had an impact on the livelihoods of the orphans and vulnerable young persons in Dzivaresekwa Township. It is yet to be seen whether the weaknesses and threats of the programme can lead to the recommendations that may bring new strategies to further help the OVYPS to further their education and acquire skills.

The SWOT Analysis itself calls for change and perhaps and should lobby to give BEAM a complete package, by making it more holistic in nature. Alternatively, the study needs to call for new strategies for development and demand for skills. The [www.free-management-ebooks.com](http://www.free-management-ebooks.com) (2013) Time 2:45, Date 02/02/18 states, “this interdependence means that the SWOT analysis is often an iterative process in the finding the causes and the objectives to be reset and then another analysis made”. What is meant by the researcher is that a SWOT analysis can bring innovation or change of policy if it is properly executed. This study is non- definitive in nature. The figure 2:8 is demonstrating the SWOT analysis as an iterative process;
To be precise national policy on social protection needs to be reviewed periodically to suit the current trends and situations of a nation. Objectives can be altered to match the demands and goals of a country to improve the socio-economic status of the nation. There is definitely a need to generate new ideas to improve the livelihoods of orphans and vulnerable young persons. In any situation weaknesses in programme are detrimental to growth. The weaknesses propelled the researcher to dig into the livelihoods of the post-secondary BEAM beneficiaries. The fact that the researcher managed to pick the weaknesses of BEAM has given enough value to SWOT analysis.
Finally, the threats in this study were only encouraging and anticipating change in the social protection policy. Threats are basically made of external factors or external environment for example other charity organisations in Dzivaresekwa Township only offer assistance to intelligent OVYPs, leaving all the less competent OVYPs to the BEAM programme. With threats there is very little control that can be done to external factors but it would help to put contingency plans in place. Threats identification is a very important aspect of SWOT analysis which may help to mould the future for the OVYPs who were under BEAM for the past six years.

To summarise the study, SWOT analysis is a strategic planning tool and is for the purpose of analysing the internal and external factors that help or hinder an organisation or programme from achieving its objectives. It is also used as a brain storming tool or to help focus attention on key areas of development (www.free-management-ebook.com; 2013: 21/12/17 Time 17:14pm). The strengths, weaknesses, opportunities and threats BEAM were laid down as perceived by researcher and were instrumental in the origination of this research.

2.9.1 Strengths of the BEAM policy

BEAM has its strengths as a policy as depicted by the SWOT analysis. Some of the identified strengths during the commencement of the research were listed as follows;

1. One of the most powerful social protection policies of the country
2. Pays fees, levies and exam fees of the orphans and vulnerable children
3. Has caused reduced the rates of absenteeism by OVCs from school
4. School dropout rate has been reduced and behaviour changed has been instilled.
5. Learning has been promoted among OVCs in Dzivaresekwa Township.
6. With a bottom-up selection criteria based on Community involvement BEAM is a good power base

7. There is gender imbalance of beneficiaries which brings about gender inequity and inequality.

8. Education has improved the situation of some orphans and has enhanced their quality of life.

9. Education has integrated the OVCs with institutions, families and communities and afforded them a normal life and a sense of responsibility.

2.9.2 Weaknesses of the BEAM policy

It was however, noted that the BEAM policy had several weaknesses which superceded the strengths and some of the identified weaknesses were highlighted as follows;

1. Heavy dependence on donor funding and lack of local corporate initiatives.

2. The programmes do not cover other basic needs such as food, stationery, clothes and shelter.

3. Does not continue to fund the OVCs after secondary education.

4. Pay only for six subjects limiting the choices of the OVCs.

5. The distribution of levies to schools takes long periods.

6. Cash transfers are available to very smaller groups of people.

7. Selection is only based on the level of poverty, orphan-hood, and disability status and not by merit.

8. There is lack of follow up on future livelihoods of OVYPs the Social Welfare.
9. The funding is not enough to cater for the OVYPs in Dzivaresekwa Township.

10. It is a foreign ideology which lacks the African cultural set up when it comes to OVCs interventions programmes.

11. There is lack of proper communication with beneficiaries thereby affecting the renewal process every year.

12. Lack of enough stakeholders involvement

13. The social protection policy is not interested in the end product of BEAM (the post-secondary beneficiary)

14. The social protection policy does not offer skills for self – reliance.

2.9.3 Opportunities of the BEAM policy

Besides the weaknesses of the BEAM policy, the researcher has noted that the BEAM policy is surrounded by a chain of opportunities which can be of great significance in the lives of the OVYPs as long as there is good governance management and innovation so that it benefits the desperate OVYPs.

1. Selection criterion is bottom-up which has been a great opportunity to exercise fairness by the community and is open for use by the local communities.

2. The social protection policy brings exposure to young OVCs in the area.

3. Strengthening or broadening of the current strategies and take on board programmes targeting high risk groups that is orphans and vulnerable young person’s helps to improve livelihoods.
4. There is need for BEAM management to strengthen management since some very needy cases are left out.

5. The study may help create a funding approach which offers maximum benefits to future intended beneficiaries.

6. Technical and vocational assistance is imminent.

7. The study may motivate Government, stakeholders and the corporate world to come up with home grown solutions to the plight of their orphans and vulnerable young persons in the country.

2.9.4 Threats of the BEAM policy

The researcher has discovered of late that the BEAM policy was under serious threats due to the malpractice of implementers as well as other competitors who were only assisting mentally talented OVCs leaving the less capable OVCs to BEAM. Some of these threats have been noted below as follows;

1. The ever growing population of OVCs remains a challenge

2. Selection criteria is hampered by the cancerous corruption

3. Lack of other levies such as building or bus may lead to school drop outs.

4. Attitudes of beneficiaries may affect their learning and educational performance.

5. Lack of adequate learning resources affect pass rates resulting in continued vulnerability.

6. Learners are psychologically down due to stigmatisation.

7. High unemployment rates due to lack of skills exposing more young people to risk behaviours.
8. Other charity organisations such as Dzikwa Trust and Action Plan and Higher life foundation assist only brilliant OVCs leaving the less capable learners to BEAM.

9. The intervention approach is not holistic in nature.

10. The intervention programme does not offer skills for self-reliance.

11. BEAM funding ends at high school education.

The researcher derived the strengths, weaknesses, opportunities and threats of BEAM from a thorough analysis of the programme. The SWOT analysis on BEAM has augmented the purpose of the study as well as the creation of gaps for the study. The gaps of the study are shown below:

**Research gap identification**

**Research Gap 1**

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This was the paramount gap of the research because, the government after paying the levies, tuition and examination fees did not continue to fund the education of these orphaned and vulnerable children for further skills. Hence a track of skills acquisition by beneficiaries of the BEAM programme after leaving secondary education was necessary.
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**Research Gap 2**

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The study gap 2 was an attempt to make a follow up and to assess the beneficiaries’ livelihoods to see whether BEAM support has influenced their livelihoods, household behaviour regarding the securing and use of income in relation to change in household characteristics.
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Research Gap 3

The scope of orphan-hood, vulnerability, the challenges and needs among OVCs after Secondary education have been characterised by little or no attention by the Government of Zimbabwe.

The study aimed to find answers to the gaps stated above as the research progresses. This was the missing or insufficient information which limits the conclusion to a research problem. In short, it was a research need.

2.10 Literature on how other African States assist their OVYPs

2.10.1 Programmes in Kenya

Biemba and Njoka (2005) highlight that in Kenya there are six different types of programmes for OVCs and several types of organisations provide OVCs programmes such as food and nutrition, shelter and care, child protection, health care, psychosocial-support and educational skills and training.

Biemba and Njoka (2005, p41) describe the following recommendations for OVCs in Kenya:

1. Policy and legislatives reform are key to sustainable protection.
2. Sponsorship and life skills training greatly improve opportunities for OVCs to access education and employment.
3. Community involvement is key from the onset of the programs to avoid dependency,
4. Cash transfers to the most vulnerable are implementable in low income countries like Kenya.
5. Food intervention is a necessity for the programme.
6. Documentation of children’s work is important for proper analysis which forms case management.

2.10.2 Programmes in Rwanda

Rwanda has turned to vocational skills training as a means of enabling orphans and vulnerable young persons to realise their right to education. The programme was designed for young people of twelve to twenty years of age who were not enrolled, with a particular emphasis on orphans and vulnerable children. It started in one province to another in Nyamugali District of Ruhengeri Province and subsequently expanded to Gitarama, Umutara, Gikongoro, Gisenyi and Cyungugu Provinces.

According Biemba and Njoka (2005, 59), “around one thousand people graduated from the programme every six months, since 2006, the programme had two thousand five hundred and graduates at inception and more than six thousand children have graduated by now.” The programme combined literacy training, vocational training and business skills development to enable those without access to formal educational to make long term investment in their human capacity. Training was required if they were to escape from poverty. Rwanda established low cost non-formal education centres, teaching in literacy and numeracy, training in vocational skills and business development techniques and provision of toolkits that enabled programme graduates to establish income-generating activities.

These interventions were initiated by the Community Harnessed Initiatives for Children’s Learning and development programmes which began with seed money from CARE USA in 2005. These programmes were run nationally in Rwanda and they were tailored training packages. This move encompassed school drop outs and those who had never been to school. Mwoma and Pillay (2016, p85) state “all learners deserve quality education regardless of their status that will equip
them with knowledge, skills and competences to increase personal earning and contribute to economic productivity”. Nyatsanza and Hlatywayo (2014) further state that in Rwanda, the government pays fees for OVCs and the non-governmental organisations provided supporting learning materials.

2.10.3 Programmes of OVCs in Burundi

Nyatsanza and Hlatywayo (2014) highlighted that in countries like Burundi OVCs are provided with the basic education material, such as stationery and school uniforms, and this was initiated through the Nzokira Project which empowered communities. Burundi came up with a National Policy for Orphans and Vulnerable children in 2008 which states that education is an essential pre-requisite for child development and ensures access to formal and informal education through traditional, special school or private lessons.

2.10.4 South Africa

South Africa initiated the Policy Framework on Orphans and other children made vulnerable by HIV and AIDS which spelt out serious activities to support OVCs in South Africa. According to Fleming (2015, p22), the activities to support South Africa’s Education needs were as follows;

1. To develop mechanisms for a school based support system.
2. To provide academic support for orphans and other children made vulnerable by HIV and AIDS.
3. To provide education for all as a priority, as well as key coordinating mechanisms for protecting orphans and providing other appropriate like skills programmes.
4. To provide primary school nutrient programme and food fortification.

Harrison and Chisolm (1999, p9) state, “the theme of the education and training of disadvantaged groups is high on the agenda in many countries, because it is related to a much wider phenomenon:
growing deprivation and social exclusion”. Non-access to OVCs educational and training programmes by OVCs was a critical factor on the economic growth in Africa. Generally, educational and training programmes were still poorly adapted to the needs of disadvantaged group as evidenced by the high rates of school drop outs in most of the African states as well as poor livelihoods.

2.10.5 Malawi

Banda (2008), states that the government of Malawi continued to envision the need to come up with strategic interventions. The aim was to develop the orphaned and other vulnerable young people by striving to provide for the livelihood support mechanisms through technical and vocational education and training as one of the most effective intervention strategies both formally and informally. The success of this strategy was windowed through a multi-actor approach in conjunction with Malawi Social Welfare policy. The main focus in Malawi was the formal and informal vocational and technical apprenticeship training through public and private institutions basing on sustainable livelihoods of all orphans and vulnerable young people (OVYP) graduate trainees. This was done through the use of an improved curriculum in informal tailor-made programmes to necessitate valid certification and certificates of attendance. Banda (2008) highlights that the government of Malawi has demonstrated commitment by providing capacity building policy strategies as indicated in the National Policy on orphans and other vulnerable children through technical vocational educational training (TVET).

2.10.6 Lesotho
According to the Ministry of Education and Training (MOET 2006), Lesotho provides additional bursaries for the orphaned and vulnerable children as well as providing boarding facilities for school-going OVCs based on its Social Policy.

### 2.10.7 Programmes for OVCs in Botswana

In Botswana, vulnerable children included child labourers, street children, children in conflict with law, and children with disability, child-headed families and orphans. This was the same with Zimbabwe, where the same categories and status were considered. UNICEF (2011, p12) states “the vulnerability of the orphans and vulnerable children (OVCs) in Botswana was caused by poverty”. To help reduce vulnerability the government of Botswana created a Department of Out of School Education and Skills Training as part of promoting equity in education. This was a more practical initiative meant to improve livelihoods of the vulnerable groups in Botswana.

### 2.11 Chapter Summary

This researcher dealt with the appraising literature linked to the issue of OVCs in Dzivaresekwa Township. The researcher looked at the four classes of the identified sets of literature namely conceptual literature, theoretical, empirical and public document literature. The different sets of literature were supported by several theories and sustainable livelihood frameworks related to the study. The gaps were identified and highlighted by the researcher. Basically, the research was centred on the impact of BEAM on the livelihoods of post-secondary beneficiaries.

The chapter also looks at the background to Educational and Social policy of Zimbabwe, during the colonial era which was marked by racism, segregation of discrimination of the black people of
Zimbabwe by the white minority. The social policies of that era were in favour of the colonialists. The chapter also highlights the purpose of BEAM and the research inquiry established that BEAM was a powerful social protection policy with a bottom up approach which involved the committees. The SWOT Analysis on BEAM created a sound base for the research.

The chapter also indicates the gaps in the research which made the researcher to want to conduct this inquiry. The researcher has tried to make a follow up on these beneficiaries to ascertain their livelihoods and find out whether BEAM support has influenced the livelihoods regarding the securing and the use of income in relation to change in household characteristics. The scope of orphaned-hood and vulnerability, the challenges and needs among OVYPs after secondary education were to be assessed in this study. These issues had not received enough attention before. The inquiry was backed by sustainable livelihood frameworks, sustainable livelihood theories, theories of change, vulnerability and poverty. Finally, the researcher looked at how other African States assisted their orphaned and vulnerable children in a bid to learn new ideas and compare them to the Zimbabwean situation. Chapter III of the research focuses on the paradigms of the research, methodology, research design, the philosophy of the study and research methods.
CHAPTER III

RESEARCH METHODOLOGY

3.0 Introduction and the site of the study

Methodology is the discipline of project planning or research strategy. In short, methodology is a way in which general scientific statements or procedures of discipline or perspectives are acted in research situations. According to Khan (2011), methodology refers to the assumed appropriate ways of going about social research. Precisely, methodology, deals with how and where the required data is generated or collected. The methodology in this study is pragmatic in nature and the researcher used the mixed methods methodology which refers to a systematic integration of mixing of qualitative and quantitative data within a single investigation. The major components in this chapter were relevant philosophical theories, research paradigms and research methods and instruments, research methodology, research design and proposed data presentation, analysis and interpretation procedures. Research concepts featured in this chapter were triangulation, validity, reliability, trustworthiness, credibility and member checking. Concepts from sustainable livelihood frameworks and theories were borrowed and incorporated to enhance the quality and value of this research.

The researcher stuck to common ethical and legal considerations such as the motivation for this inquiry, the proper crafting of language regarding sources and the acknowledgement of resources, including ethical values. Samples, population and sampling procedures were part of the methodology. This research was carried out in Dzivaresekwa Township which is located in the
high density suburbs of Harare 15 kilometres from the City of Harare. The schools of choice were Dzivaresekwa Red 1 High and Blue 2 High schools, Yellow, Green, White 4 and Brown 6 primary schools. Primary schools provided different participants such as teachers, school heads and community selection members. Pseudo names were used instead of proper names of schools. The schools provided the population for the study.

The site map helped to locate the area under study and gave the mapping area for the BEAM beneficiaries in the research. This research may be affected by some limitations such as lack of systematic or sequential records by schools under study. Tracking of former BEAM beneficiaries may be a serious challenge as well as accessing of school heads and some policy makers. The researcher puts mitigation measures for the obstacles in place by sourcing for BEAM records from the BEAM Management Unit and planned to meet beneficiaries through caucus meetings with the Social Welfare Community Officer of Dzivaresekwa Township. The researcher was the main instrument in this research because the researcher worked in this community for more than twenty years and would however, avoid bias by all means.

3.1 Philosophical background to the problem under study

The researcher begins with human nature, assuming that man is a goal oriented animal, therefore essentially a thinking or philosophical or a metaphysical being who takes existence as given.

Dewey (1938) states that a problem is a felt difficulty or need. Indeed, there is a problem in this area. The quality of life of these students that the researcher observed motivated the researcher to start with a pilot test exercise.
3.1.2 Pilot Testing

The researcher placed posters at local shops, community halls, and at some local primary and secondary schools around the area. The posters were inviting former BEAM beneficiaries to come and meet the researcher at Dzivaresekwa 2 Blue high school. Forty-five former BEAM beneficiaries responded very fast and by the end of the day the forty-five beneficiaries had completed filling in all the forty-five questionnaires. They responded to questionnaires pertaining to their livelihoods. The respondents were incentivised by the food the researcher prepared for them. The food was in form of diluted Mazowe drink, snacks such as biscuits, pop-corn and potato crisps. This acted as a bait to attract these beneficiaries to the secondary school without delay.

The pilot exercise was carried out for a day. An asset pentagon was used to depict results of the pilot test. An asset pentagon is a livelihood assessment tool derived from the sustainable livelihood framework such as the sustainable livelihood analysis (SLA). The asset pentagon is used to assess poverty, vulnerability and sustainability amongst disadvantaged individuals or societies in an area. The asset pentagon was established to enable the researcher to gather information about the former BEAM beneficiaries’ assets and capabilities. Some of these assets were presented visually thereby bringing to life important inter-relationships between various assets. The analysis was based on the five capitals basically the human capital which dealt with the development of relevant, knowledge and skills and access to this knowledge through educational training. Social capital was analysed in terms of self-re-enforcing and social communication networks. Financial capital was analysed in relation to savings, employment, credits whilst physical capital was analysed in terms
of shelter, form of transport, infrastructure, equipment and technologies. Natural capital was analysed through possession of land, agricultural activities such as fisheries and forestry projects.

**Asset Pentagon**

![Asset Pentagon Diagram]

*Figure 3:1 Results of the pilot survey through an asset pentagon*

The 4% of the OVYPs indicated lack of skills, 6% of good health and 3% of employment rate all showed that the human capital was very lowly represented. The 2% on infrastructure showed that the former beneficiaries lacked decent shelter. The 2% of land acquisition, 1% of fisheries
ownerships and the 2% in asset possession in form of equipment showed that the former beneficiaries’ ability to own property was very limited. Social relations and associations had a total of 7% and economic capital the 3% on savings and the 2% on income showed that the socio-economic base of these beneficiaries was poor. The 22% which was based on the knowledge acquired by beneficiaries was a very positive benefit of BEAM on beneficiaries. A pilot survey reflected that a total of 60% of the former BEAM beneficiaries were languishing in poverty. This is the real problem of the study. Factors like unmet needs, low earnings and poor accommodation have an impact on the quality of one’s life. A total of ten percent former BEAM beneficiaries revealed that they could not afford to put food on the table. Another five percent indicated that they could not afford just one meal per day.

Empirically, results suggest that there was poverty amongst the former BEAM beneficiaries. The statement of the problem reads 60% of the former BEAM beneficiaries’ livelihoods have been characterised by vulnerability, poverty and lack of a sustainable future hence, the essence of BEAM has not been fully exploited as portrayed by the pilot survey. The pilot survey revealed that 60% of the former BEAM beneficiaries’ livelihoods have been characterised by vulnerability, poverty, exploitation and lack of a sustainable future were found to be the determinants of the study. The researcher used the results of the pilot study to develop the research study. From the pilot study, the researcher has seen that the problems of the post-secondary BEAM beneficiaries were huge. Similarly, the results of the pilot study of the former BEAM beneficiaries revealed that there was still a need for resources such as shelter, food, employment and skills. A pilot test was conducted to really establish the problem.
The purpose of the study was to understand the different livelihoods of the former BEAM beneficiaries after leaving secondary school and deduce whether the programme has influenced livelihoods of the beneficiaries. In a nutshell, has the poverty alleviation strategy been fulfilled? The significance of the study was to generate new sustainable livelihood interventions programmes for post-secondary BEAM youths since their livelihoods had not been transformed to the fullest potential as proclaimed by the transformation theory.

3.1.3 Philosophical terms featuring in the study

The terms ontology, epistemology phenomenology and pragmatism were the key philosophical terms featuring in this research study. Ontology is a branch of philosophy concerned with the furniture of the world and describes the nature and structure of the world. The positions towards the social world are also concerned with the very nature of reality and existence. According to https://www.ontology.com:2014 15/12/17 Time 6:57pm “ontology is a science or study of being; specifically, a branch of metaphysics relating to the nature and relations of being; a particular system according to which problems of the nature of being are investigated; first philosophy.” It helps specify the form and nature of reality and what is known about it. In this study BEAM beneficiaries have their own subjective experiences of the external world which is known by them. Ontologically it is socially constructed.

According to Streubert and Carpenter (2003, p362) epistemology is “the research of philosophy concerned with how individuals determine what is true”. In short epistemology deals with knowledge and is closely related to intentionality and ontology. According to Mamabolo (2009, p122) “intentionality is a way of knowing reality - an epistemology.” Reality on the livelihoods of
the former BEAM beneficiaries was to be known through this research as the beneficiaries speak out. Mamabolo (2009, p127) refers to linguistic epistemology as “the way of knowing reality (truth) through the spoken word (linguistic/lingual) that is using words to describe an experience.”

This research used a qualitative approach which is phenomenology since the aim of the researcher was to explore and understand the lived experiences of the orphaned and vulnerable young persons who were under BEAM first. Holloway (2005, p47) state “phenomenology aims to describe a person’s lived experiences (phenomena) in an attempt to enrich lived experience by drawing out its meaning”. This research was a combination of the linguistic phenomenology and phenomenology of appearance. It meant that the researcher derived data from what the former beneficiaries were saying about their livelihoods as well as their appearance and lived experiences. It measured the quality of life of the former BEAM beneficiaries. The data on livelihoods were quantitatively generated and analysed, hence making the study a mixed methods research with a mixed methodology centred on a mixed methods research design called the sequential exploratory design which combines both qualitative and quantitative research techniques after pilot testing. This made study more pragmatic in nature. In this case, greater weight was given to quantitative data since qualitative data was embedded in the other.

3.2 What is the researcher’s philosophy?

A philosopher is a lover of wisdom, metaphysician, logician, epistemologist and an ethicist. Metaphysics is the study of being and BEAM is an ethical programme and the reason for studying it is ethical. Knowledge is rooted in the furniture or items of the world. What the researcher sees or hears are only images, so by carrying out the research, the researcher would like to be near the
image which in this study is a post-secondary BEAM beneficiary in order to understand the magnitude of the problem. For example, if one wants to understand what an aeroplane is, one has to get closer or right inside it and then see its real size from inside and the type of goods it is capable of carrying.

From the background of Dzivaresekwa high density suburb, there is existence of poverty which appears to be a reality which stimulated my philosophical perspective and the researcher’s philosophical approach in a pragmatic way. Basically, the study was programmatically aimed at developing and evaluating strategies for preventing further vulnerability and propagation of new interventions which have a bearing on the future livelihoods of beneficiaries. There was an alarming increase in the number of orphans and vulnerable children in Dzivaresekwa high density suburb.

3.2.1 Phenomenology as a qualitative research

“Phenomenology is the science of phenomena as opposed to the science of being, thus phenomenology is an attempt to describe lived experiences without making previous assumptions about the objective reality of those experiences” (Holloway 2005, p47).

The purpose of phenomenological inquiry is to explicate the structure or essence of the lived experiences of the phenomena, and its accurate description through every day’s experiences (uir.unisa.ac.za>bitstream>handle>04c p42: 06/2/18: Time 19:26 pm)

Streubert and Carpenter (2003) postulate that qualitative phenomenology is employed for the purpose of:
1. clarifying the nature of being human;
2. expanding awareness about certain phenomena;
3. fostering human responsibility in the construction of realities and tightening the bond between experiences and the concepts and theories used to explain those experiences.

The choice of phenomenology was relevant to the nature of the study where the former BEAM beneficiaries’ livelihood was area of major cause for concern. It is however, important to note that phenomenology has two main advantages. Streubert and Carpenter (2003, p53) state the advantages as follows;

- It is a highly appropriate approach to researching human experiences
- As a research method, it is a rigorous critical, systematic investigation of phenomena.

Phenomenology is influenced by what appears to eyes and ears as reality culminating into perception, experiences, attitudes, beliefs and culture. Phenomenology deals with objects of consciousness. According to Thomas (2010, p7), it is the study of the structures of consciousness as experienced from the first point, of view. It is qualitative in nature and with qualitative research one has to be near the source of data. The researcher was not a participant observer because the researcher did not live with the beneficiaries at the same place. BEAM and OVCs exist, and OVCs are from poor families and are in need of both material and financial support. The researcher is an ontological being capable of seeing and predicing issues surrounding OVCs in this area. In this research, the researcher identified the post-secondary youths and followed or tracked them to find out what they were now doing in life.

Locke (1632-1704) was regarded as the founder of a school of thought known as British Empiricism and in his work the “Essay Concerning Human Understanding 1689”, set out to offer
an analysis of the human mind and its acquisition of knowledge (John Locke Internet Encyclopedia of Philosophy www.iep.utm.edu: A Peer-Reviewed Academic Resource(2017: Time 3:00pm). In this research BEAM and OVCs were a reality and were characterised by appearance, experiences perception and the nature of their livelihoods.

A further explanation predicated that OVCs had their own challenges that they experienced ideally and BEAM was introduced after the recognition of an underlying factor which was poverty amongst the Zimbabwean people as an intervention programme by the social welfare services. Poverty in simple terms is general scarcity or the state of one who lacks a certain amount of material possession or money. According to Mester (2014), Locke’s theory of 1698, viewed experience as reflective and sensational. In this research appearance portrayed by poverty can result in unforeseen experiences and perceptions and conceptions thereby making the research a reality.

One comes face to face with reality when the veil of perception is removed, for example, when the marriage officer tells the bridegroom to remove the veil from the face the of bride to see whether it was the right woman that he was wedding. That is when the bridegroom would come face to face with reality, relatives and friends would have their own perceptions about the new bride. According to Patton (1990), phenomenology was based on the assumption that there was an essence or essences to shared experiences and in this case the experiences of different people were bracketed, analysed and compared, to identify the essence of the phenomenon. In this study the experiences and challenges faced by post-secondary, BEAM beneficiaries were essences of shared experiences of different beneficiaries to determine their livelihoods.
The fundamental question in phenomenology is, what is the meaning of structural essence of the lived experiences of this phenomenon by an individual or by many individuals for example the lives of beneficiaries after BEAM. The phenomenological approach in qualitative research is defined as the approach a researcher tries to gain access to an individual life experiences. It is where the consciousness exists. Phenomenological researchers often search for commonalities across individuals rather than the only focusing on what is unique to a single individual. For example what is the essence of people’s experience on the deaths of their beloved children? Phenomenology is interested in showing how complex meanings are built out of the simple units of direct experiences. It deals with simple inner experiences in everyday life for example essence of being a mother or an orphan.

It is a system of belief that reflects an interpretation of an individual about what constitutes a fact. This study was based on an assessment of how BEAM support has influenced the livelihoods of orphans and vulnerable young persons in Dzivaresekwa Township, rather its impact and definitely this was a study of human beings, their beliefs, attitudes and culture surrounding the OVYPs under study. The reflection and interpretation of individuals in this programme was the outcome that was a reality.

The researcher would like to know about the metaphysics of a being in this research where knowledge is rooted to the items of this world (furniture). The BEAM programme is an ontological entity. Ontological entities or things are best processed through description of appearance, which makes the research to be qualitative in nature although the quantitative paradigm were used as an auxiliary research paradigm since qualities and quantities were employed in the predication.
3.2.2 Perception and Reality

Figure 3:2 Illustration 1

What do you see on the picture? (Reality)

What is happening in this picture? (Perception)

Locke (1632-1704) states that sight gives ideas of colour and hearing gives us ideas of sounds. The things which appear to our eyes and ears can give reality. For example if a person says has seen a pink elephant when drunk, that is the person’s perception which can be true or false since elephants can never adapt a pink colour. In reality the truth is elephants are not pink but are dusty brown or grey in colour and this can be seen. A lion can be identified by its roaring sound. Isaac
in the Bible used to identify Esau by feeling his skin which was hairy since he was blind and the same thing happened when Esau sold his birth right to Jacob. Isaac blessed Jacob after feeling the skin with fake fur (Genesis 25 verses 27-34). To sum up this discussion perception and reality can never be omitted since the world of BEAM beneficiaries was associated with perceptions and reality which in short the researcher can call challenges, experiences and outcomes which need to be investigated on qualitatively and quantitatively hence, making the research a mixed methods methodology.

Rummel (2002) states that philosophers like Berkeley (1685 – 1753), Hume (1711 – 1776) and Locke (1632 – 1704) believed that perceptions or concepts are directly based on or directly reflect our sensation. In simple perception is based on how we see things and what is seen can sometimes not be reality. Reality is a state of things as they are imagined to be (Cambridge Dictionary, 2014). The livelihoods of being beneficiaries are a reality and then the truth needs to be established. The research incorporated the information gathering processes and techniques about the livelihoods of beings through collecting information about their capital assets and livelihoods strategies of individual households as well as mapping the information on to the existing policy (BEAM policy) and the practices that impact upon individual beneficiaries. The incorporation saw the integration of the qualitative research methods as well as the quantitative research methods making it more pragmatic.

3.2.3 Epistemology

The research is also guided by the philosophy of epistemology. According to Krauss (2005, p758) epistemology comes from the Greek word “episteme”, their term for knowledge. Epistemology refers to knowledge and ontology involves on reality, whereas methodology identifies the
particular practices used to attain the knowledge on how to generate it. McNiff and Whitehead (2010) state, “Epistemology deals with how knowledge is understood, acquired and the epistemological assumptions underpinning it”. Epistemology is a set of assumptions about the relationship between the knower and the unknown. Knowledge creation is a collaborative process and is a property of individuals. Cohen e.t al (2007, p7) define epistemology as “concerned with the nature and forms of knowledge”. Epistemological assumptions are concerned with how knowledge can be created and acquired and communicated that is what it means to know.

According to (John Dewey/Internet Encyclopaedia of Philosophy www.iep.utm.edu7dewey) (2005), Dewey was a leading proponent of the American school of thought known as pragmatism, a view that rejected the dualistic epistemology and metaphysics of modern philosophy in favour of a naturalistic approach that viewed knowledge as arising from an active adaptation of the human organism to its environment. His basic focus was on the theory of knowledge known as epistemology. Epistemology determines one’s behaviour.

In this study the theory of knowledge (epistemology) can only mean the survival or demise of post-secondary beneficiaries of BEAM which the researcher has postulated the outcome as characterised by the vulnerability context. According to livelihoods@difd.gov.uk1999:4 “vulnerability context is a product of activity at the level of transforming structures and processes (for example changing policy).” The concept of vulnerability context has an effect upon people’s assets status. Basically the aim of vulnerability context is to identify the shocks, trends and aspects of seasonality that are of importance to livelihoods. According to Field (2016), Dewey (1938) states that the school should rather be viewed as an extension of civil society and continues with it, and the student is encouraged to operate as a member of a community, actively pursuing interests in cooperation with others. Dewey (1938) believes a child is best prepared for the demands of
responsible membership within the democratic community. This statement justified the purpose of the research since Dewey (1938) rejects the notion that a child’s education should be viewed as merely a preparation for civil life, during which disjoint facts and ideas are conveyed by the teacher and memorised by the student only to be utilised later on. BEAM is not all about numbers of beneficiaries who went through the programme but should be about the productivity of these beneficiaries and reduction of poverty in their households. The duration and termination of the funding is done at the infancy of the programme.

3.3 Research Methodology

The researcher looked at methodology as the science of the research strategy. Data were systematically and logically generated in order to solve the problem. Research paradigms were both qualitative and quantitative in nature with the research weighing heavily on the quantitative approach. The research used several theories to demonstrate their relevance to this research.

This study used a pragmatic approach. The approach allows the researcher to choose the best suitable method for the problem under research. The approach integrates both qualitative and quantitative research methods for example survey, tests, focus group discussions, interviews and questionnaires.

The methodology the researcher used was the mixed methods methodology. The methodology advances the systematic integration or “mixing” of quantitative and qualitative data within a single investigation. The major merit of this methodology was its ability to integrate a more complete synergistic utilisation of data than doing separate quantitative and qualitative collection
and analysis of data. In this mixture, data collection and analysis, results and interpretation were done concurrently.

Basically, the researcher used different research methods such as interviews and focus group discussion, questionnaire surveys, observation and documents with BEAM records from schools and the BEAM Management Unit, a department of the Social Welfare Department.

Livelihoods framework such as the CARE and Sustainable Livelihoods Approach concepts were borrowed and used in order to apply the pentagon assets and the livelihood strategy chart tool to determine the strengths and barriers affecting the livelihoods of OVYPs and through participatory methods in form of interviews and focus group discussions. Research instruments such as interviews were used with face to face interviews and the questions were structured, semi-structured and open-ended or in-depth in nature. The researcher used semi-structured and totally unstructured questions with community selection committees during focus group discussion. Questionnaires were distributed to different participants, post-secondary BEAM beneficiaries, policy makers and Higher and Tertiary education products that went through BEAM. The population of participants was derived from Dzivaresekwa community and samples were determined. The researcher concentrated on probability and non-probability sampling.

Both qualitative and quantitative research techniques were used. The researcher applied the use of common concepts such as triangulation, reliability, credibility, member-checking and trustworthiness to confirm the authenticity of the research. The researcher expressed the details of the methodology as the researcher got immersed into the research.

The study explored pragmatism as the philosophical opinion of the researcher. Basically, the study presented the research methodology and the research methods used in this study. Several methods
used in this study were meant to test for validity, transferability and reliability. Different research methods or instrument which suited the area of study were chosen and discussed in detail. This chapter gave detail to the philosophy behind the study which was pragmatism. According to Creswell (2009) research design is the research process that involves the overall assumptions of the research to the method of data collection and analysis. Crotty (1998) state that the choice of research designs depends on the objective of the research in order to be able to answer the research questions. This study used the exploratory sequential design.

Creswell (2009) states that mixed method design include both qualitative and quantitative analysis when developing research which provides more depth and richness. The data was obtained in two ways through the multi design method. Firstly, the data was obtained through personal interviews and was descriptive in nature and the varying backgrounds of the interviews provided richness and depth of the data. Secondly, the data was developed through the implementation of survey instruments which were the questionnaires, tests, asset management tools such as the asset pentagon and livelihood strategy tools charts which were used to produce quantitative data. The interviews provided an in-depth understanding of the personal perception of OVYPs. The questionnaire provided reduction in bias by using the input from the OVYPs. Accordingly, the researcher aimed at exploring and describing the phenomenon from the OVYPs perspectives showing that the research was a mixed method research design and data was collected in two stages concurrently.

The research was a mixed methodology study which used two-pronged approaches for data collection where figures could not be omitted as quantities came charging during the analysis period. Data was analysed using a statistical programme to explore the descriptive statistics to
include distributions and chi-squares. Creswell (2009, p 108) states some of the advantages of using mixed method research design as follows;

- To draw the strengths of both traditions of inquiry and it is a clear step away from the boundaries.
- Practice of tradition especially those linked to quantitative methods.

### 3.3.1 The Research Methodology Process

![Research methodology processes](shodhanga.inflibnet.ac.in/bitstream/10603/7670/9/09_chapter%204.pdf)

**Figure 3:3 Research methodology processes**

*Source:* shodhanga.inflibnet.ac.in/bitstream/10603/7670/9/09_chapter%204.pdf
The researcher followed the three elements of research processes shown above to carry out the research methodology. These were basically the theoretical perspectives underpinning the researcher’s philosophical opinion, the reasons for choosing the method and the methods which were tools and techniques to gather and analyse data.

3.3.2 Pragmatism as the philosophy of the study

Pragmatism research has been recognised as the foundation of mixed methods. Pragmatism involves being practical in approach. The gurus of pragmatism and the pragmatic Worldview were the likes of Dewey (1859-1952), James (1842-1910) and Sanders (1914-1959). The researcher used different approaches or methods of collecting and generating data in this research. Basically, quantitative and qualitative research methods were used, in the case of the first three research questions. Pragmatists do not see the world as an absolute unity. In a similar way, mixed methods researchers look at many approaches for collecting and analysing data rather than subscribing to only one way for example quantitative or qualitative (Philips and Burbules 2000).

This was true of this research where both qualitative and quantitative analysis was done. The research was based on qualitative techniques of analysis since it had attributes of quality. Some of the data collecting research instruments for livelihoods were quantitative in nature hence figures with statistical inferences could not be omitted in this research. In a nutshell Philips and Burbules (2000) state that pragmatism is not committed to any one system of philosophy and reality, this applies to mixed methods research in that inquirers draw liberally from both qualitative assumptions when they engage in their research. It is a system in its own right. The researcher looked at pragmatism as a flexible approach of carrying research work as this assists the researcher
to bring the best out of the research study. The assessment on whether BEAM support has influenced the livelihood of the beneficiaries was pragmatic in nature.

The philosophy of this study is pragmatism. According to Ormerod (2006, p893) “pragmatism is a word we commonly use to describe a particular way of addressing and resolving issues, a way of acting”. John Dewey (1859-1952) continued to develop pragmatism and its application to practical issues such as education and politics. According to Ormerod (2006, p893) “Dewey regarded knowledge as an instrument for action rather than an object of disinterested belief”.

Ormerod (2006, p 894) defines pragmatism in four ways;

1. takes it to be about being practical
2. getting things done
3. doing things a step at a time
4. not allowing the best to be the enemy of the good
5. taking account of other’s views, not being hung up on unattainable principles and yielding on some issues in order to make progress on others

Pragmatism, according to this research was practical in nature, which means it is a process of transformation. It was action based and diverse in nature and progressive. Its ability to accommodate different thoughts of philosophies appealed to the concise of the researcher and then chose it as the right approach to the study.

Ormerod (2006) cites that Dewey argued that children should not be understood as empty vessels passively waiting for knowledge to be poured in and further argued that they should rather be seen as active centres of impulse shaped but also shaping their environment. Ormerod (2006) expanded by citing that Dewey (1896) who stated that children will develop habits of one sort or another in the course of their interactions with their social and physical surroundings.

3.3.3 Why is it necessary to use pragmatism in this research?
The following reasons have been borrowed from Ormerod (2006, p905);

1. pragmatism fits what we do, how practitioners behave in practice.
2. pragmatism supports an empirical approach (in other words scientific).
3. pragmatism emphasizes the uncertainty and changing nature of our findings.
4. pragmatism recognizes the individual psychological nature of meaning.
5. pragmatism holds that inquiry is social, as is knowledge.
6. pragmatism supports a theory of learning based on experience, experimentation and action.
7. pragmatism places theory in the service of practice.
8. pragmatism is flexible enough to accommodate other philosophical position.

The reasons stated above suit the qualities of this research very well because of its flexible nature and its ability to encompass all the factors highlighted above. Pragmatism also suggests that in the absence of logical water tight argument the weight of evidence can be used to judge whether to adopt a certain belief as true. Pragmatism is an account of the way people think, the way they come up with ideas, form beliefs and reach decisions. In the Journal of Speculative Philosophy James (1878) states that the knower is an actor and coefficient of the truth, mental interests, hypothesis, postulates so far as they are bases for human action. In actual fact theory should come out of a requirement of practice or action. Ormerod (2006) suggests that practitioners are encouraged to build participation and experimentation into their interventions.

In actual sense pragmatism can change the way we think, behave and how we conduct our affairs (Ormerod 2006, p901). It also dictates that all actions are experiments. It is also known as a scientific approach applied locally. Pragmatism is a very essential component of life and the researcher finds it very useful in this research where decision making, policy formulation and good governance might play a role in empowering OVCs. Ormerod (2006, p901) states some of the positives about pragmatism as follows;

1. It helps in decision making at a particular time in a particular context.
2. Findings are time and context dependent.
3. Policy options are developed and their potential outcomes are compared.
4. Practical knowledge is more appropriate in pragmatism as it reflects the situational creation of knowledge in regards to its problem solving ability.
5. Pragmatism is a method for uncovering contextual truth.
6. Truth is the result and goal of inquiry.
7. Inquiry is the reflective and iterative process of solving a particular problem.

In this research pragmatism has been found to be useful in that it serves as guide to what the researcher intends to solve. The aspect decision making was valid. It might give room for policy options which would benefit the post-secondary beneficiaries. It has been found to be tool of practical knowledge which helped to capacitate both the researcher and the beneficiaries. Pragmatism was found to equip people with problem solving skills through uncovering contextual truth. It has very strong tenets of problem solving which made it suitable for this research.

The pragmatic concepts of truth and experience are deeply intertwined. In fact, the truth is considered as part of our ongoing experiences (https://opus.1.b.uts.edu.au>bitstream>16/02/2018 8:00 pm).

3.4. **Mixed Methods Research Design**

This research used a mixed method research design. According to Creswell (2003) there are six mixed methods research designs and they vary in whether qualitative and quantitative data are collected sequentially or concurrently. Harwell (2010, p153-157) lists Creswell’s mixed method approach as follows;

1. The sequential explanatory design
2. The sequential exploratory design
3. The sequential transformative design
4. The con-current triangulation design
5. The con-current nested design
6. The con-current transformative design

The researcher chose the sequential exploratory design and the reason for choosing this design was that it was a two-phased design. According to Mahmood (2017, p17) “the purpose of this two-phase, exploratory mixed methods study would be to explore participant views with the intent of using this information to develop and test an instrument with a sample from the population”. This actually matched the problem under study where participants were exploring phenomena which in this case were reality and truth through an assessment of livelihoods of beneficiaries after the BEAM support. Qualitative data were collected from participants. Themes were developed. Questionnaires, survey and livelihood assessment tests were programmed to merge the research questions and numerical data was gathered and interpreted statistically.

| Qualitative Data & Results | Building to | Quantitative Data & Results | Interpretation |

*Source: sequential exploratory design (Mahmood Tenets ;)*

This methodology was collaborative in nature and it can provide explanations for seemingly contradictory results that emerge from using different methods. The other reason was that social phenomenon was so complex, so different kinds of methods were needed to best understand complexities. The strengths of each approach complemented each other; mixed methods neutralise or cancel out some of the disadvantages of certain methods. Mahmood (2017, p2) summarises “it particularly enables the researcher to answer confirmatory and exploratory questions at the same time, and as a result the researcher is able to construct and confirm theory
in the same study”. Fundamental principle of mixed research was gaining an understanding of the strengths and weaknesses of quantitative and qualitative research and that actual puts a researcher in a position to mix or combine strategies accordingly.

![Diagram of reasons for adapting a mixed research methods](image)

**Figure 3:4 Reasons for adapting a mixed research methods**

*(Source: Dr Jenni Burt 2015, p 27)*

**Mixed methods**

According to Johnson and Onwuegbuzie (2004, p17-18), Mixed methods research is formally defined here as the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study. Mixed methods research also is an attempt to legitimate the use of multiple approaches in answering research questions, rather than restricting or constraining researcher’s choices (i.e., it rejects dogmatism). It is an expansive and creative form of research, not a limiting form of research. It is inclusive, pluralistic and complementary, and it suggests that researchers take an electric approach to method selection and the thinking about and conduct of research.
Creswell and Wisdom (2013), state that mixed methods are an emergent methodology of research that advances the systematic integration or ‘mixing’ of quantitative and qualitative data within a single investigation or sustained of inquiry”. In this research, the researcher used both quantitative and qualitative data collection in order to permit for more complete and synergistic utilisation of data. It was used to assess the personal experiences of the orphaned and vulnerable young persons in Dzivaresekwa Township. Creswell and Wisdom (2013) state that mixed methods research originated in the social sciences. The core characteristics of a well- designed method are shown below;

- Collecting and analysing both quantitative (close-ended) and qualitative (open-ended) data.
- Integrating the data during data collection, analysis or discussion.
- Using rigorous procedures in collecting and analysing data appropriate to each method’s tradition such as ensuring the appropriate sample size for quantitative and qualitative analysis.
- Using procedures that implement qualitative and quantitative or sequentially, with the same.

(Source: Creswell and Wisdom 2013).

The methods involved collecting both types of data at the same time. It included the transformation of qualitative data set into quantitative scores, or jointly displaying both forms of data. According to Creswell and Wisdom (2013) the two types of data can provide validation for each other and create a solid foundation for drawing conclusions about the intervention. Quantitative research complements qualitative research.
The researcher used quantitative data to explore qualitative data findings. Creswell and Wisdom (2013) state that qualitative data collection is a phase in which the qualitative data builds directly on the results from the quantitative phase. Finally, the quantitative results would be explained in a more detailed manner through interpretation and description. To be precise the qualitative analysis augments the outcomes of the study. The study involved the community, individuals, stakeholders and other service providers in Dzivaresekwa Township from which augmented data was collected.

Lastly, Creswell and Wisdom (2013) state that integration of quantitative and qualitative data in the form of a mixed methods approach has great potential to strengthen the rigour and enrich the analysis and findings. It is important to note that the researcher has realised that the use of both methods of data would bring detailed and meaningful results on how livelihoods of former BEAM beneficiaries could be improved.

According to Creswell (2003), with the mixed methods approach, researchers incorporate methods of collecting and analysing data from the quantitative and qualitative research of approaches in a single research study. Flick (2007, p10) defines mixed methods as “integrating quantitative and qualitative research methods in one study.” Two designs are sequential and concurrent. Williams (2007, p70) states “the researcher collects or analyses not only numerical data, which is customary for quantitative research, but also narrative data, which is the norm for qualitative research, in order to address research questions defined for a particular study.” Johnson and Onwuegbuzie (2004) posit that the goal for researchers using the mixed methods approach to research is to draw from the strengths and minimise the weaknesses of the quantitative and qualitative research approaches. Precisely, this was methodological triangulation. Using a mixed methods study has several advantages which are discussed below:
1. Compares quantitative and qualitative data: mixed methods are especially useful in understanding contradictions between quantitative results and qualitative findings.

2. Reflects participants’ point of view: mixed methods give a voice to study participants and ensure that study findings are grounded in participants’ experiences.

3. Fosters scholarly interactions such studies add breath to multi-disciplinary team research by encouraging the interaction of quantitative, qualitative and mixed method scholars.

4. Provide methodological flexibility: mixed methods have great flexibility and are adaptable to many study designs, such as observational studies and randomised trials, to elucidate more information than can be obtained in only quantitative research.

5. Collects rich, comprehensive data: mixed methods also mirror the way individuals naturally collect information by integrating quantitative and qualitative data.

(www.ahrq.gov March 2013; 10.00 pm AHRQ publication NO 13-0028-EF)

Therefore, the researcher used the mixed method approach because it was a more flexible method and was more adaptable to the research instruments. The advantages of this approach were an added score which assisted in making the research study a more comprehensive one which was rich in detail.

3.5 Paradigms

A paradigm is a model through which one reasons. Makore-Rukuni (2001, p130) defines a paradigm as “shared framework involving common theory and data generation/collection tools. Commonly, it is known as a shared understanding of reality”. Castellan (2010, p4) cited three criteria of describing a research paradigm as follows:
- Clear, unvoiced and persuasive commitment by a community of scholars to a conceptual framework
- Source of a method of asking questions
- A network of shared assumptions and conceptions

In this research however, the qualitative paradigm overshadowed the quantitative paradigm. Basically, the research questions were both quantitative in qualitative in nature. A recap of the research questions was as follows:

1. What are the implications of identifying the former BEAM beneficiaries?
2. How can the different livelihoods of former BEAM beneficiaries be determined?
3. How can the challenges faced by former BEAM beneficiaries be alleviated?
4. How best can life skills be imparted on former BEAM beneficiaries after leaving school?

This kind of research was heavily influenced by pragmatism where interpretation was both subjective and objective. Mack (2010) describes the positivist paradigm as a scientific paradigm and the emphasis is on the scientific method, statistical analysis and generalised findings, the term positivism was first coined by the founder of positivism, Auguste Comte (1798-1857), the French philosopher who believed that reality can be observed. However, this research incorporated logical positivism approach in the statistical analysis of data collected and data were calculated mathematically and statistically as complementing the qualitative paradigm.

In mixed research methods pragmatism can also be used as a paradigm which serves as a guide that the researcher can use to ground research. Morgan (2007) presents pragmatism as an alternative to positivism and metaphysical. Shannon-Baker (2016, p4) states “it is characterised
by an emphasis on communication and shared meaning in order to create practical solution to social problems”. It is based on the belief that theories can be contextual or generalised by analysing them to transferability to another situation and the pragmatic researcher is similarly able to maintain subjectivity in their own reflections on research and objectivity in data collection and analysis Shannon-Baker (2016, p6).

According to Morgan (2007) pragmatism addresses three issues with the metaphysical paradigm. Its emphasis was on the underlined belief that quantitative and qualitative approaches were used to complement each other, hence, the methodology was con-current in nature. It integrated methods such as triangulation or cross validation and inferred the qualitative codes for statistical analysis.

Paradigms such as positivism and interpretivism were two extreme mutually exclusive paradigms about the nature and sources of knowledge of this research. These can be applied within the scope of a single research according to the nature of the research questions. The pragmatism research philosophy can integrate the use of multiple research methods as qualitative, quantitative and action research methods. The illustration is shown below;

Positivism; deductive → quantitative

Interpretivism; inductive → qualitative

Pragmatism ; deductive/inductive → quantitative or qualitative

Source: John Dudovskiy (2018)

3.5.1 Pragmatism as a paradigm
This study aims to pre-empty and clarify characteristics of interpretivism and pragmatism as possible research paradigms for qualitative research. According to Goldkhul (2012, p2) “pragmatism is concerned with action and change and the interplay between knowledge and action while the core idea of interpretivism is to work with these subjective meanings already there in the social world; that is to acknowledge their existence, to reconstruct them, to understand them, to avoid distorting them, to use them as building blocks in theorizing”.

Pragmatism as a paradigm is broad and it covers many different areas of knowledge, language and ethics.

Goldkhul (2012, p12) cites common ontological assumptions behind both pragmatism and interpretivism summarised as “meaningful action based in evolutionary social interaction”. The fact that this study was both qualitative and quantitative in nature, the study of an assessment of the livelihoods of BEAM beneficiaries after secondary level was an evolutionary social interaction meant to bring change in the lives of OVYPs. The study was based on assessing the quality of life of the post-secondary beneficiaries, embedded in the pragmatist views as well as interpretive views. This was my justification of including pragmatism as a paradigm in this research. The key issue in interpretive is knowledge understanding while in pragmatism, constructive knowledge is emphasised. Goldkhul (2012), states that the two paradigms shared an orientation on the understanding of knowledge. After understanding the BEAM policy, definitely pragmatism needs to come in as an instrument of change. After data has been generated through interviews, observations, focus group document analysis and questionnaires, it helped to make it possible to combine the two paradigms, making pragmatism instrumental for a pragmatic study.

3.6 Qualitative Approach
The qualitative paradigm is marked by qualities such as language, attitude, perception and culture for example in Dzivaresekwa Township there is a culture of poverty. Polkinghorne (2005, p137) defines qualitative research as “an inquiry aimed at describing and clarifying human experiences as it appears in people’s lives.” Data were primarily gathered in the form of spoken or written language rather than in the form of numbers, that was research question 1 and 2. This type of research was inductive in nature it embraced the naturalistic approach where participants were able to respond to interview questions in a more than natural setting. The essence of the whole research was to try and make sense or interpret to bring out meaning of the experiences and livelihoods of post-secondary beneficiaries.

The philosophical assumption that underlined the study were interpretivism and constructivism, these two are closely related. According to Thomas (2010, p301) “interpretivism often addresses essential features of shared meaning and understanding whereas constructivism extends the concern with knowledge as produced and interpreted.” The philosophical assumptions are linked to qualitative research.Basically, observation and interviews are the key research tools used to investigate and understand the experiences of the beneficiary. Thomas (2010, p302) states “qualitative research methods were developed in the social sciences to enable researchers to study social and cultural phenomena.” In this research both quantitative and qualitative research methods were used whilst the qualitative research aimed at exploring to discover issues about a problem since very little was known about the problem.

Creswell (2003) states that in qualitative research different knowledge claims, inquiry strategies and data collection methods and analysis are employed. The distinct difference between qualitative
and quantitative research is in the way data are collected or generated, presented and analysed. In quantitative research data is statistically represented and is numerical where as in qualitative research data is presented through descriptive narration. The researcher attempted to understand the problem in its natural setting. In quantitative research surveys, experiments are used to gather data however, this research is not experimental in nature but figures are going to be tabulated in numbers as a way of analysing data statistically.

Qualitative research seeks to understand phenomena, regards reality as subjective, uses an inductive form of reasoning; develops concepts, insights and understanding from pattern of data and understanding the meaning that it attaches to everyday life. Denzin and Lincoln (2000) state that a qualitative research assesses things in their natural setting, attempting to make sense of or to interpret phenomena in terms of the meaning people bring to them. The researcher looked at the livelihoods of the beneficiaries in Dzivaresekwa Township that is trying to make sense of these livelihoods, interpret and to come to terms with the lives that they live. The research was from particular to general for example what is known about BEAM was the particular and the general was the outcome of post-secondary beneficiaries’ livelihoods. In qualitative research data were generated.

Qualitative research is an approach for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. Mixed methods research is a pragmatic approach to inquiry involving collecting both qualitative and quantitative data, integrating the two forms of data and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The proponents of constructivism were the likes of Berger and Luckmann (1967) and
Lincoln and Guba (1985). To be more specific this research looked at social constructivist beliefs and linked them to this research study.

Philip and Burbules (2000) state that social constructivists believe that individual seeks an understanding of the world in which they live and work. Individuals develop subjective meanings of their experiences—meanings directed towards certain objects or things. Just like in this study the research relied as much as possible on participants’ views of their situation being studied. Data were generated from the views of the beneficiaries’ livelihoods, challenges and expectations and these were gathered through interaction and interpretation.

Qualitative research refers to inductive, holistic, emic, subjective and process-oriented methods used to understand, interpret, describe and develop a theory and phenomena or setting. Qualitative research is mostly associated with words, language and experiences rather than and measurements, statistics and numerical figures.

The researcher selected this research approach because it is a systematic method of data collection. Holloway (2005) states that the systematic collection of data and its analysis are subjective narrative and data are organised in an intuitive fashion to identify the characteristics and the significance of human experience. In short, qualitative methodology is dialectic and interpretive in nature. The researcher only needs to be a good listener, not to be judgemental, be honest, friendly and flexible. This actual helped to develop the opinions of former BEAM beneficiaries about their lives.

Borg and Gall (1996) state that qualitative research promotes close interaction with respondents and data arising out of these interactions is in the form of what people reveal to the researcher’s
impressions. Qualitative research is ‘multi-method’ in its focus, involving an interpretive, naturalistic approach to subject matter (Denzin and Lincoln, 1994). Abdullah and Raman (2001), states that in quantitative research information of observed behaviours of samples is obtained through statistical data. With quantitative research data are numerically analysed. In this research both approaches were used as they played different roles which were of great significance in this research.

3.6.1 Quantitative Approach

Creswell (2003) defines quantitative research as explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics). Quantitative research is deductive in nature. The same quantitative research was used to estimate the size of a population and to quantify results obtained in a qualitative study and verify data obtained from quantitative research. It was also used to quantify opinions, attitudes and behaviours and to find out how the whole population feels about certain issues making it sustainable in this research, where under challenges faced by post-secondary education beneficiaries’ attitudes behaviours and opinions were sought.

The fourth research question (How best can life skills be imparted on BEAM beneficiaries after leaving secondary education) required both numerical data and interpretive techniques on the tracking of skills’ acquisition by former BEAM beneficiaries. Qualitative research produces an in-depth and detailed study whilst with quantitative research, comparisons are made and with well-established statistical methods. Quantitative research is used as an approach for testing objectives.
and theories by examining the relationships among variables. These variables, in turn can be analysed using statistical procedures.

The link between the qualitative and quantitative research paradigms were like that of a nurse aid and a state registered nurse where the state registered nurse could not do without the nurse aid and vice versa. The quantitative research paradigm was an auxiliary to a qualitative research paradigm, since working with numbers could not be avoided in this study.

The quantitative paradigm was based on the understanding of philosophical theory known as logical positivism which the researcher dwelled on as auxiliary backing to the study. This research used a mixed model approach. The researcher understands the beneficiaries of BEAM in Dzivaresekwa because she works in Dzivaresekwa. The ontology of the study was the lack of the determined end of post-secondary beneficiaries and this resulted in this research.

### 3.6.2 The difference between Quantitative and Qualitative Research

Borg and Gall (1996) state that the main purpose of quantitative research is the detection of casual relationships between variables and data collected is numerically analysed while qualitative research promotes close interaction with respondents. Abdullah and Madya (2001, p120) postulate that in quantitative research information of observed behaviours of samples is obtained through statistical data collecting of the observed behaviours of the samples. Quantitative research basically tests hypothesis and theory. Van Rensburg and Wigston (2010, p137) state “Qualitative research designs are more flexible and involve a closer relationship between the researcher and those being researched”. It is believed that qualitative research values richness of detail of
understanding and its basic principle is to set up situations through which one can become familiar with the topic under study as it occurs in its natural setting that is investigating the life experiences and livelihoods of post-secondary BEAM beneficiaries in Dzivaresekwa Township which is their locality.

Quantitative research has its roots in positivism and focuses on measurable aspects of human behaviour and this type of research is formal, objective and systematic in process in which numerical data are used to obtain information about the phenomena under investigation. According to Van Rensburg and Wigston (2010, p87), “the two approaches (quantitative and qualitative research) complement each other in that they generate different kinds of knowledge”.

Tichapondwa (2013, p109) lists some of the strengths of qualitative research as follows:

- Issues can be examined in detail and in depth.
- The researcher is not restricted to specifics or lists.
- Interviews are in-depth discussions guided by the researcher to yield relevant information.
- Data generation or collection can be more informal, relaxed and fun, which encourages subjects to participate in the research.

3.6.3 Limitations of Qualitative research

Tichapondwa (2013, p109) states the limitations of qualitative research as follows:

- Data are collected from a few cases or a few individuals, which means that findings cannot be generalised to the larger population.
- Research quality is heavily dependent on the individual skills of the researcher
- Rigour is more difficult to maintain, assess and demonstrate.
- The volume of data makes analysis and interpretation time consuming.
- It is not as well understood as quantitative research. It is, therefore, often more difficult to convince others of the importance of its contribution.

There are similarities between these approaches are that they both require researcher expertise, rigour and result in the generation of scientific knowledge. The table below shows some of the
differences between qualitative and quantitative research in all aspects coupled with characteristics.

The table below sums the differences between qualitative and quantitative research paradigms as used in this research:

*Table 3:1 Table of the summary of the paradigms used in the research*

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Quantitative Research</th>
<th>Qualitative Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophical origin</td>
<td>Logical positivism</td>
<td>Naturalism, interpretivism and constructivism and phenomenology</td>
</tr>
<tr>
<td>Focus</td>
<td>Concise objective, reductionist</td>
<td>Broad, subjective, holistic</td>
</tr>
<tr>
<td>Reasoning</td>
<td>Logistics deductive</td>
<td>inductive</td>
</tr>
</tbody>
</table>

*Source: adapted from (Compiled from Brink, Vander Watt and Van Rensburg 2006: II; Burns and Grove 2005: 24; De Vos, Strydom, Fouche and Delport 2005:75)*

*Table 3:2 The table above shows the research techniques employed through triangulation*

<table>
<thead>
<tr>
<th>Quantitative Methods</th>
<th>Mixed Methods (pragmatic)</th>
<th>Qualitative Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-determined</td>
<td>Both pre-determined</td>
<td>Emerging methods</td>
</tr>
<tr>
<td></td>
<td>emerging methods</td>
<td></td>
</tr>
<tr>
<td>Instrument based</td>
<td>Both opened and closed-</td>
<td>Open-ended questions</td>
</tr>
<tr>
<td>question</td>
<td>ended questions</td>
<td></td>
</tr>
<tr>
<td>Performance data,</td>
<td>Multiple forms of data</td>
<td>Interview data, observation</td>
</tr>
<tr>
<td>attitude data,</td>
<td>drawing on all possibilities</td>
<td>data, document data and audio visual data</td>
</tr>
<tr>
<td>observational data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and census data</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.7 Sampling

The researcher first of all started by developing what is called a sampling strategy. Cohen e.t al (2007, p135) list the several steps in planning the sampling strategy;

- Decide whether you need a sample, or whether it is possible to have the whole population.
- Identify the population, its important features (the sampling frame) and its size.
- Ensure that access to the sample is guaranteed.
- For probability sampling, identify the confidence level and confidence intervals that you require.
- For non-probability sampling, identify the people whom you require in the sampling.
- Decide how to gain and manage access and contract (e.g. advertisement, letter, telephone, email, personal visit, and personal contacts/friends).
- The researcher used the above steps to come up with a sample of
- Be prepared to weigh (adjust) the data, once collected.

The researcher used the sampling strategy and the steps in planning to come up with the population of the study and the samples for each category of participants.

3.7.1 Population and Sample

Van Rensburg and Wigston et al. (2010, p150) define population as “the entire group of persons or set of objects and events the researcher wants to study.” The orphaned and vulnerable children or former BEAM beneficiaries were the population of the study. The research sample was a total of one hundred and fifty former BEAM beneficiaries from government high schools in
Dzivaresekwa Township in Harare. The population was a total of one thousand one hundred and fifty former BEAM beneficiaries.

The same modus operandi was used during the sampling of the research participants for the study. Food was used to attract the participants. School records were used to confirm the candidature. The tracking of the former BEAM beneficiaries was done in samples of twenty. Samples showed representativeness in quality and had the same distribution of characteristics and interests. Other samples were six school heads, fifteen school teachers, twenty-five guardians and parents, six community selection members and five ministry officials to include policy makers were the researcher’s participants.

These were some of the techniques the researcher in this research used to collect data. Research questionnaires given to former beneficiaries were issued in batches of twenty beneficiaries per session. Probability and non-probability sampling were used as sampling. The researcher advertised through posters when she was looking for former BEAM beneficiaries from the high schools in Dzivaresekwa Township. Personal visits were also done to the homes of the beneficiaries to assess the livelihoods and the environment in which they lived as well as their lived experiences.

The size of population plays a very important role in social research. The smaller the population under study the unreliability the data becomes. A very small sample results in data which is highly incredible and there is lack of confirmation of data. Lastly, the sampling chosen was appropriate for all of these factors if validity is to be observed.
3.7.2 Methods of sampling and procedure

3.7.2.1 Probability Sampling

The researcher used both probability and non-probability sampling. Van Rensburg and Wigston (2010, p155) refer probability sampling “to an approach whereby each person (element) has an equal chance of being chosen in the sample.” Random sampling is the same as probability sampling. Probability sampling was applied on the former beneficiaries of the Basic Education Assistance Module. One hundred and fifty former BEAM beneficiaries were randomly selected from the high school records according to the years of schooling that is from 2010 to 2015 according to age, sex and educational level of BEAM beneficiaries. Hat sampling or computer sampling were used to pick the beneficiaries who participated in the research since the population of OVYPs who turned up to fill the questionnaires was at one thousand which was quite a high figure. Polkinghorne (2005) posits that sampling carries the connotation that those chosen as samples of the population are the only ones who provide data for the research. The selection of schools was for convenience since the schools were both government schools in Dzivaresekwa Township. Parents, guardians and the former BEAM beneficiaries were selected using the random sampling method as well as the selection of local legislators and councillors.

3.7.2.2 Non-Probability Sampling (Purposive Sampling)

According to Tichapondwa (2013, p123), “non-probability sampling could be referred to as unscientific”. The community selection committees, parents and guardians even school teachers were handpicked by the researcher, since they were of great relevance to the study. This type of sampling was based on the knowledge of the population and the area being studied for example information on the educational progression of BEAM beneficiaries was readily available, from
school heads and secondary school teachers and the Social Welfare representative. Community Selection Committees were chosen using non-probability sampling and stratified sampling was the method used. The selection was based on the level of authority. Tichapondwa (2013, p124) states some of the advantages of non-probability sampling as follows:

- Reduced travelling costs involved in collecting data from the geographical spread participants.
- Enables the researcher to draw some information from the respondents who are crucial to the study and maybe hard to locate.

In relation to this study the use of the non-probability sampling was of great importance since participants like school teachers, school heads and community selection committee members were readily available within the vicinity of the schools and the high density suburbs around. Data gathering was not a challenge since the researcher was able to gather information from all the crucial participants without facing difficulties to locate them.

Disadvantages

The disadvantages of non-probability sampling are quite minimal as highlighted;

- There is little or no control over who is selected within the category.
- There is no guarantee that those selected are a representative of specified population

A few challenges were noted in this area by the researcher when some of the participants were not able to respond to questionnaires and questions since there was little or no control over who was selected. This could have been a result of lack of literacy on the part of some of the participants since there was no guarantee that those selected were a representative of the specified population.
3.8 Data generation/collection instruments

The researcher collected data using research instruments such as interviews, focus groups, livelihood strategy tools showing barriers and strengths, and the asset pentagon showing capitals assets and other research instruments such as questionnaires, documents and observation.

3.8.1 Interviews

Van Rensburg and Wigston et al. (2010), define an interview as a data collection method which uses personal contact and interaction between an interviewer and interviewee (respondent). The researcher prepared for face to face interviews with the social welfare officer, school teachers and school heads where structured, semi-structured and open-ended questions were asked. The questions ranged from closed to open-ended. First of all informed consent was obtained from the research participants. The purpose of the research has to be understood by the participants. The interviewees were made comfortable by when the researcher explained the purpose of the research and the correct language was used. Precisely, slang should be avoided by the researcher. The rights of the participants were observed. Questions were short and precise to avoid boredom and avoid putting words into the mouth of participants. At this point in time it is important for the researcher to show no emotions and observe confidentiality.

According to Thomas (2010) the researcher should use a set of predetermined questions which are short and clearly worded. The questions required short or precise answers with some in a form of a set of options which were standardised. This was done to make sure the participants would answer questions without difficulties. Basically such questions were closed and these constitute
what is called a structured interview. The researcher employed these questioning techniques in order to realise the goals of the study. Semi-structured interviews were also used as well as unstructured interviews (in-depth interviews) where questions were either closed or open.

3.8.1.1 Data generation procedures for interviews

According to Kvale (1996), the main task of interviewing is to understand the meaning of what the interviewees say. First of all, the researcher planned the semi-structured interview in advance by preparing interview guides or schedules. A semi-structured interview comprises of a mixture of closed and open questions. It also enables the researcher to mix qualitative and quantitative information to be gathered. Unstructured interviews were also conducted where participants were able to respond to questions with elicit free responses that is through in-depth interviewing (face to face interviews). The researcher made sure the purpose of the interview was made clear to the participants from the beginning, for the participants to be at ease. The researcher practiced asking questions before meeting the participants. The researcher started the interview with a broad and open question and more difficult questions were administered in the middle of the interview to cultivate interest in the participants. The researcher had four interview sessions with former BEAM beneficiaries for period of one hour per session. During that time a video recorder was used record data from participants. Pseudo names were used during the data the recording process. The researcher also started transcribing and processing data especially from in-depth interviews. Themes and patterns were established during data transcription. Similar proceedings were on the focus group discussion. The in-depth interviews presented rich descriptions.
The researcher maintained rapport with participants and boosted the confidence of the interviewee. The researcher used audio and video recordings to make the data authentic. Finally during interviews, the researcher kept a track of responses and an appropriate follow up questions to make sure the participants were at liberty with their responses. During the interview session the researcher used eye conduct and correct sitting posture to capture the attention of the beneficiaries. The transcribed data were kept for records. The study focused on conversations. The researcher was able to probe and questions further to seek clarity and reliability of data from interviews with post-secondary beneficiaries, school heads and teachers. The raw data generated were qualitative data.

### 3.8.1.2 Advantages and Disadvantages of Using Interviews

There were several advantages of interviews in research. Some of the advantages were that participants were able to talk and express their views since an interview is a flexible method of data collection. Questions can be changed to suit the participants and much information can be collected fast from the respondent, useful for gathering quotes and stories, useful for gaining insight and context into a topic (Kongmany 2009, p11). Generally, interviews have the disadvantages such as the presence of the interviewer may affect the responses. Information supplied may be incomplete or distorted, time consuming and expensive compared to other data collection methods and may seem intrusive to the respondent.

### 3.8.2 Questionnaires

Khan (2011) states that a questionnaire is a data collecting instrument through which respondents answer questions or respond to statements in writing. The questionnaires the researcher used were
a combination of closed-ended and open-ended questionnaires. With closed-ended questionnaires respondents are restricted to choose answers amongst the given choices for example multiple choice questions or dichotomous questions. Open-ended questionnaires give the participants an opportunity to express their opinions in a free flowing manner. In some cases data lie buried in minds, attitudes, feelings or reactions of man. The questionnaire was used to unearth feelings, attitudes and specific issues. Van Rensburg and Wigston et al (2010) state that a questionnaire is a printed document that contains instructions, questions and statements that are compiled to obtain answers from respondents. The participants that used questionnaires were former BEAM beneficiaries, policy makers and higher and tertiary students who were under the BEAM programme.

3.8.2.1 Data collection Procedure on a Questionnaire

The questionnaire consisted of three categories namely structured, closed and open-ended questions, so answers to questions were more accurate for information. The closed-ended questionnaire was used for piloting testing. The researcher started with a pilot test of the instrument with a small group, for example, former BEAM beneficiaries. The purpose of the pilot test was to establish whether the instrument and items were credible and reliable. The pilot test tested for reliability and validity. Makore-Rukuni, (2001, p20) defines validity as “how sound or effective the measuring instrument is.” Reliability is concerned with accuracy.

The researcher got permission to conduct the research from the appropriate Ministries. The authority was then given to the researcher. A short covering letter to show legitimacy and credibility was attached to the questionnaires. The researcher made a pre-visit to make
appointments with respective legislators and ministries. These were issued in one week. Taylor-Powell (2002) states that respondents should be assured of confidentiality. The collection of responses was done in person or through self-addressed envelopes. The former BEAM beneficiaries completed the questionnaires at Dzivaresekwa high school Blue as they responded to the invitation through posters dotted around Dzivaresekwa Township. After a week the researcher had all the questionnaires ready for data analysis.

First of all data was transferred manually from the questionnaires to a spreadsheet. The researcher put each questionnaire number in a column as a heading and each row was meant for each respondent and a code was assigned to each possible answer. These codes were assigned according to the nature of the questionnaire for example in this research there were three questionnaires from different respondents. The coded data were placed in spreadsheets. The researcher checked for accuracy of data and calculations were made through addition and the consolidation of the answers in a column and finally a computer was used to analyse the coded data to give results.

3.8.2.2 Advantages and Disadvantages of using open-ended and closed-ended Questionnaires

Babbie (2007) indicates that the questionnaire is more than favourable tool in that there is an increased comparability of responses and the instrument can be used to collect data from different sources at different times. In addition to that, respondents were free to answer questions in an environment of their own choice without the assistance from the researcher. Kongmany (2009, p11) states some of the advantages and disadvantages as follows:

Advantages
- It is totally impersonal as respondents only answer questions designated by the researcher and some people feel more comfortable responding to questionnaires than participating in an interview.

- Administration is comparatively inexpensive and easy even when gathering from large numbers of people spread over wide geographic area

- Time saving

- Permits anonymity and may result in more honesty responses- reduces chance of evaluator bias because the same questions are asked of all respondents.

- Many people are familiar with questionnaires.

- Tabulation of closed-ended responses is an easy and straightforward process.

- They take wider audience as compared to interviews.

From the researcher’s view most of the advantages suited the research of the study in that most of the answers on the questionnaire were responded to except for the questions which needed participants to explain further. It was also time saving and its anonymity enabled most of the OVYPs to give honest responses of their livelihoods. The researcher managed to cover a population of one hundred and fifty former BEAM beneficiaries in a short space of time.

**Disadvantages**

- Cannot be used with illiterate respondent as items may not have the same meaning to all the respondents.

- Require some extra training for researchers

- Not all questionnaires maybe returned and some may not complete them.

- Good questionnaires are hard to write and they take considerable time to develop and home.
- It is not possible to customise it to individuals as it is possible with other methods.

The researcher experienced some of the shortfalls of this method when some OVYPs and tertiary students failed to return some of the questionnaire forms. For example, to begin with, the researcher had a target population of two hundred BEAM beneficiaries and only one hundred and fifty managed to return the questionnaires. There was a possibility that those who did not return the questionnaire forms had low levels of literacy or were not accustomed to being involved in research.

### 3.8.3 Focus Group Discussion

Evaluation Briefs (2008, p1) defines focus group as “a group interview of approximately six to twelve people who share similar characteristics or common interests”. The focus group originated in the 1930s because of the dissatisfaction with individual interviews. Kreuger (1988) states that focus group interviews were born in the late 1930's by social scientists who doubted the accuracy of traditional information gathering methods. The interviews were guided by the researcher. The researcher used this method to generate data from Community Selection Committees found in government primary schools in Dzivaresekwa Township. Respondents in these categories were randomly chosen in groups of six from four primary schools, the Green, Yellow, White 4 and the Brown 6.

#### 3.8.3.1 Data generation procedure in focus group discussion

Taurauskas and Vaitkuniene (2004, p3) highlight the planning and procedures as following:

- Clarifying the role of focus groups in fulfilling the objectives.
- Specifying the issues to be developed in the discussion.
- Specifying the location(s) to conduct focus groups.
- Recruiting group
Conducting the focus group.

The facts listed above clearly showed the procedure, although there were additional roles of the researcher as the leader, such as being warm, inclusive and not to pick on participants. The researcher was in control of the discussion and minimised dominance by other people. The discussions were well structured and the researcher intervened if one blew the other. The researcher should understand why people talk the way they talk. The researcher managed to maintain a gender balance of participants by age. The researcher wrote summary notes of what had just happened or audio record to avoid distortion of judgement.

Bias and favouritism were avoided. The researcher was not too friendly and did not act as spy. The researcher recorded the data and kept a check list. The researcher used the recorded data and before publication had to check with the participants to avoid error and distortion of captured data. This was called member checking. Data from the focus group discussion was transcribed described. The researcher did data cleaning by removing undesirable data and there was also moderation of data done. Data were interpreted using themes and rich rigorous description of data were done to test for reality and as a data evaluation process. Data was presented by tables and pie-charts.

3.8.3.2 Advantages and disadvantages of focus group discussions

According to Evaluation Briefs (2008), a focus group is a qualitative collection tool, meaning that the data is descriptive and cannot be measured numerically. The strength of this method lies in the ability of the researcher to control population size and procedures governing the discussion. Van Rensburg and Wigston et al. (2010, p125) state some of the advantages of the method as follows:
- Researchers can cover a whole range of issues within a short period
- Quick and relatively easy to set up.
- Group dynamics can provide useful information that individual data collection does not provide.
- Is useful gaining insight into a topic that maybe more difficult to gather information through other data collection methods.

This method of research helped the researcher to cover a whole range of questions within a short period. The researcher took only six days to visit the six schools and discussed with the six community selection committees within a short space of time and a wealth of knowledge was derived from these focus group discussions.

In this research, the needs for OVCs can be evaluated and analysed through the study. The advantages showed that focus group discussion was a progressive method although it has its major flaws. According to Finn and Jacobson (2008) the method is susceptible to facilitator bias and the discussion can be dominated or side-tracked by a few individuals. It was difficult to assemble people and representatives were not easy to get because the researcher had to search for these Community Selection Committees members. The disadvantage of focus group discussion is that the method does not provide valid information at the individual level and the information is not representative of other groups.

3.8.4 Observation

It is the technique of generating data through direct conduct with an object-participant usually another human being. Observation was basically done during the schooling period and at post-secondary period of most of the BEAM beneficiaries. Observation is a data collection method based on investigating a phenomenon that can be observed directly (Nachmias and Nachmias 1989). Tichapondwa (2013) states that this method allows the researcher to observe the
participants and record what is going on or take down notes, hence there is need for it to be systematically planned and recorded. The method was highly and powerfully linked to this study in that the researcher was able to identify the problems associated with BEAM beneficiaries whilst still at school.

Events were recorded as they occurred. It was through observation of the livelihoods of the BEAM beneficiaries that has resulted in this research. To begin with, the researcher was more of an explorer of the BEAM beneficiaries’ livelihoods throughout their living time. The researcher observed behaviours, attitudes and experiences of the former BEAM youths and data were recorded spontaneously. Participant observation is where the researcher takes part in the observation of behaviour under investigation. The researcher lived and worked in Dzivaresekwa area and is the primary research instrument. It was also assumed that the observer would be accepted in the community.

3.8.1 The Advantages of Observation

It has been observed through research that observation as a method has a variety of advantages which are linked to the study. Some of them are listed below;

- Gives an insider’s view
- Behaviours are less prone to misinterpretation because the research was participatory
- Gives an opportunity of acceptance of the researcher
- Gives a broad view of the situation.

From the researcher’s experience as a counsellor, observation gets into close conduct with participants. This data collection method provided the researcher with a wealth of experience and this gave the researcher an opportunity to generate valid information as an insider.
The main disadvantage of participant observation is that observer effect—possible lack of objectivity. The researcher assessed the challenges which were being faced by the former beneficiaries after secondary education. In simple terms, the researcher was not a participant observer but a covert observer although the researcher lived with the former beneficiaries in the same locality. Non-participant observation can also be called non-reactive observation. Van Rensburg and Wigston et al (2010, p207) state “one main advantage of non-reactive observation is that the information obtained may be more valid, because the subjects are not aware that they are being observed”.

3.8.2 Disadvantages

Besides the advantages, observation has its own share of disadvantages. The researcher suffered from observer effects and bias in some stages of data analysis and in some cases some participants under observation behaved differently as soon as they knew that they were being observed.

- Observer is detached from situation so relies on perception.
- Lack of ecological validity.
- Observer effect and bias.
- Language and cultural barriers and risks are involved.
- People behave differently when they know that they are being observed.

Non-participant observation may be regarded as unethical but this can be overcome by the researcher’s motive and intentions and in this research the intention was to understand the different livelihoods of beneficiaries, challenges and skills acquisition of OVYPs. The researcher believes that non-reactive observations represented a more objective approach of data collection.
Observation is a primary source of data collection. The researcher was a skilled observer and a trained one who was able to identify and describe observations that contributed to a clarified and substantiated description. It was also used to supplement and clarify data derived from participant interviewees. There are indicators of observational data, such as the participants’ behaviours, facial expressions, gestures, bodily tone, clothing for example, photos and pictures, magazines, books and furniture arrangement. These served as indicators of participants’ experiences in this research. The researcher watched the behaviour and livelihoods and documented the information.

This helped in research, where adults were not able to express their thoughts vividly. Observation needs to be recorded in written form during interviews or soon after. Observations notes were termed memos. Memos were also used in data analysis to capture ideas and thoughts. Observation was done through planned watching, recordings and analysis of observed behaviour as it occurred in a natural setting. It was non-experimental. Observation depends on the purpose of the observation. There are other types of observation namely, the scientific observation which is based on the scientific rules, uncontrolled and the unstructured observation. The uncontrolled and unstructured observations are linked to this research since it might be difficult to plan the observation of attitudes, experience and behaviours.

3.8.4.1 Data Generation Procedure for observation

Firstly, the researcher needed to be sure of the kinds of behaviour she was observing and the observations was supposed to be structured. The observation addressed two questions; what can be observed and how observations are made? For example in experimental designs, observation can be structured and controlled. In qualitative research behaviour cannot be controlled. To assess the former BEAM beneficiaries’ livelihoods the researcher looked at external or physical appearances for example clothing, occupations, lifestyles, hairstyles and income levels. Van
Rensburg and Wigston (2013) state that beards and hairstyles may signify people’s emotions or state of mind, whereas tattoos stand to indicate that a person belongs to a sub-culture.

Secondly, there was the recording of the observations where classification tops the categorising of behaviours through a scale known as measuring instrument and this was done inductively through the creation of labels and operational definitions. Hardware instruments, such as audio tape recorders, film cameras, photographs and instruments such as notebooks, pencils, interview schedules, check lists and questionnaire forms were put in place to assist in observation measurement scales. A detailed narrative report rich with description was then written and the data were analysed and interpreted to produce results.

3.8.5 Documents

Prior (2004) states that documentary evidence consists of written, oral, media, photographs and cultural artefacts. This method was used in many spheres be it education, health or psychology. Documents are a data collection method in qualitative research. The researcher described the nature and form of documents outlines, the advantages and limitations of document analysis. Documentation is a method of data collection which involves gathering of content from written documents in order to make certain deductions based on the study parameters. Document analysis as a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic.

Documents have other detailed advantages as postulated by Prior (2004, p 21);

1. Is an efficient and effective way of gathering data because documents are manageable and practical resources
2. Documents are common place and come in a variety of forms, making documents a very accessible and reliable source of data.
3. Obtaining and analysing of documents is often far more cost efficient than conducting your own research or experiment
4. Documents are stable, “non-reactive data sources, meaning that they can be read and reviewed multiple times and remain unchanged by the researcher’s influence or research process.

Besides the advantages of documents there were strong reasons of using documents. The documents in this research provided historical background to the nature under study. They also made the research more comprehensive. According to Prior (2004, p 25) the reasons for using documents are;

1. Documents analysis is often used because of the many different ways it can support and strengthen research.
2. Document analysis can be used in many different fields of research, as either a primary method of data collection or as a compliment to other methods.
3. Documents can provide background information and broad coverage of data, and are helpful in contextualising one’s research within its subject or field.
4. Documents can also contain data that no longer can be observed.

The reasons above made the research an essential aspect of both qualitative and quantitative research. However, documents have their own disadvantages which may cause the research to be highly unreliable if data is incomplete. Prior (2004, p27) states some of the disadvantages of document analysis as follows;

1. Documents are not created with data research agendas and therefore require some investigation skills.
2. Documents will not perfectly provide all of the necessary information required to answer your research questions.
3. Some documents may only provide a small amount of useful data or sometimes none at all.
4. Other documents may be inaccurate or inconsistent.
5. Also, some documents may not be available or easily accessible.

In this research, documents such as school registers and the BEAM Management Unit records were used to provide names of former beneficiaries of BEAM. Addresses, cell numbers, dates of birth, duration and years the beneficiaries attended school at Red 1 and Blue 2 High Schools,
progressive term marks were derived from school the school records. In other words these were used as tracking tools for OVYPs who were on BEAM for the past six years. Documents range from public to personal. School registers and BEAM lists of OVYPs were public documents.

3.8.5.1 Data collection procedures on documents

Evaluation Briefs (2008 p, 9) identify three ways of planning and conducting document reviews as follows:

- Assess existing documents
- Secure access to the documents you have identified through your assessment
- Ensure confidentiality.

Assessment of existing documents involved selecting what was necessary for the research. In this study, registers and BEAM Management Unit (BMU) records were necessary for the research to achieve objective three that was tracking the record of current livelihoods of beneficiaries.

3.8.5.2 Advantages and disadvantages of using Documents

The greatest strength of documents was that there was access to information which was difficult to get, for example, from people who did not want to talk through interviews. Documents were used to track change over time. For example, in the research documents such as BEAM records from the Social Welfare and records from schools which were necessary were for the past six years. The other advantage of documents was the ability to access quality information which is detailed. Documents also have the following advantages:

- Relatively inexpensive
- Unobtrusive
- May bring up issues not noted by other means
- Good source of background information
- Provides a “behind the scenes” look at a program that may not be directly observable.

*Source: Prior (2004, p27)*

It was, however, noted that some documents were not designed with research in mind and the information may be inadequate or incomplete. The most significant factor about documents was whether the evidence was credible. Mogalakwe (2006, p6) refers to credibility “as whether the evidence is free from error and distortion and whether the documents consulted are free from distortion.” Tichapondwa (2013, p132) states “documents are historically amendable to manipulation and selective influence so in understanding document analysis the researcher should be aware of these influences and not assume that documents are neutral artefacts from the past for this can lead to open criticism of being unreflective and uncritical in their readings”. Documents may provide incomplete or inaccurate information and it could be biased because of selective survival information. The researcher discovered that some information may be inapplicable, disorganised, unavailable or out of date. It can be time consuming to collect, review and analyse many documents. In short, this calls for high alertness and avoidance in accepting documents at face value. On the whole, documents in research remain vital and the advantages superseded the disadvantages.

### 3.8.6 Livelihood Strategy Tools

Key summary stages in Sustainable livelihood (Project) were limited to livelihoods strategy tools and the asset pentagon tools.
Figure 3:5 key stages in carrying out a Sustainable livelihood Project


Data was synthesised and organised into topic areas. The researcher thematically grouped the data and put in placemats and the data were presented in tables, pie-charts and asset pentagons. The main purpose of using this method was to evaluate the lived experiences of the post-secondary BEAM beneficiaries in order to come up with valid recommendations. To come up the results interviews questions and written exercises were given to participants.

3.9 Data Presentation, Analysis and Interpretation Procedure

3.9.1 Data Presentation

Data were presented qualitatively and quantitatively. During data generation or collection both numerical figures and explanations were derived from the use of questionnaires and interviews. The mixed method approach allowed for both quantitative and qualitative results analysis. The approach was pragmatic for it defined an opinion, attitude, behaviour held by a group of people on
a given subject and by grouping responses into predetermined choices. This provided statistically inferable data. In short a pragmatic approach was either quantitatively or qualitatively analysed since the researcher used mixed methods.

### 3.9.2 Data processing

Data processing was one of the methods of progressive data processing techniques. Data processing was started immediately after the first interview of this inquiry. Tape records and audio videos were also used during the interview session. According to Mafuwane (2012, p96) “tape recording contributes to the reliability of the data, because it allows for the confirmation of the data.” Taking of field notes was done not only as a means to capture data but it served as a means to enhance trustworthiness of the research. The data audio tapes were properly labelled with” pseudonyms to make sure recorded data were not missed during data coding and transcribing.

### 3.9.3 Analysis

This was transforming unlikely experiences into an authoritative written account. It is the process of systematically applying statistical and, or logical techniques to describe and illustrate, condense, recap, and evaluate data (https://ori.h.hs.gov/education/products/n_illinois-u/datamar7/02/17;8.30pm). Analysis addresses the identification of essential features and interrelationships. It answers the question how do things work. The researcher read through the data and made notes of associations and organised them into similar categories” (Finlay 2015, p18). In this research analysis was based on an assessment of how BEAM support has influenced the livelihoods of orphans and vulnerable young persons in Dzivaresekwa High Density Suburb which is a Situational Analysis Study based on issues surrounding the different livelihoods of former BEAM
beneficiaries such as skills acquisition and challenges faced by BEAM beneficiaries after leaving secondary school.

3.9.3.1 Mixed Analysis Approach

Onwuegbuzie and Combs (2010) state that mixed analysis involves the use of both quantitative and qualitative analytical techniques within the same framework, which are guided by either priori, a posterior, or iteratively (representing analytical decision that occur both prior to the study and during the study). This study involved triangulation analysis again. The researcher incorporated both quantitative and qualitative research techniques for it to suit the modern standards of a research.

3.9.3.2 Qualitative data analysis

Cohen e.t al (2007, p479) “Qualitative data analysis involves organising, accounting for and explaining the data, in short, making sense of data in terms of the participants’ definitions of the situation, noting patterns, themes, categories and regularities”. The process of analysing data was inductive and deductive in nature. The researcher transcribed notes from the interviews. The researcher coded the data and established themes. Data was analysed as it was being collected and this is a simultaneous process. The phases were iterative meaning that data was recycled between collection and analysis as different data collection methods were used i.e. focus group, interviews, face to face interviews and semi structured and open ended questions. The researcher revisited the data several times and conducted an analysis each time the data was analysed. Creswell (2009, p261) states “qualitative research is ‘interpretive’ research in which you make personal assessment as to a description that fits the situation or themes that capture the major
categories of information.” The data was placed in a database and organized into file folders and developed intro matrix or tables. During the transcription of data the researcher used audio tapes for interviews and focus group discussion as well as observational notes and field notes.

The researcher used content analysis. Cohen e.t al (2007, p493) defines content research as the “process of summarising and reporting written data- the main content of data and their message”. It has been viewed as an alternative to numerical analysis of qualitative data. It extracted numerical data from word-based data. It has proven in this research, that pie-charts, graphs, chi-squares, asset pentagons and percentages were extracted from word-based data. The researcher finally used the computer to process the word data for proof reading and to carry out other tasks such as quoting data and the establishment of linkage. The Statistical Package for the Social Sciences software was used.

3.9.3.3 Quantitative data analysis

Cohen e.t al (2007) state that quantitative data analysis which is a powerful research form, emanated from the positivist approach tradition. It has no greater or lesser importance than qualitative analysis but it only depends on the purpose of the area under study. In this research it has been used to complement qualitative research as figures could not be avoided. The researcher used qualitative data to explore quantitative data findings. Creswell and Wisdom (2013) state that qualitative data collection is a phase in which the qualitative data builds directly on the results from the quantitative phase. Finally, the qualitative results were explained in a more detailed way through interpretation and description.

The researcher managed to confirm the findings of the research. The findings managed to address the research questions and fulfil the objectives of the research. Data presentation and analysis took
a period of six solid months and it was an on-going process before making recommendations. Most of the research techniques were explored to make the research a more practical assessment of the impact of BEAM on the livelihoods of the former BEAM beneficiaries as post-secondary youths.

Finally data responses were statistically and mathematically calculated depending on the determination of the number of factors underlying the themes and patterns through interpretation of data. Credibility and trustworthiness were very important at that juncture and involved in establishing the results of the research as believable depending on the richness of the information gathered. The accuracy of the findings was a result of triangulation. The data were a classic example of quality not quantity and were centred on the richness of the information gathered. The researcher generated data from research through both qualitative and quantitative analysis. From quantitative analysis the researcher enumerated data through the presentation of mathematical and statistical inference data and illustrated it in form graphs, pie-chart, histograms, tables and chi-squares.

3.9.4 Data transcription and interpretation

Interpretation of data was simply the assigning meaning to data. The research addressed the issue of interpretation in this study starting with data gathered through the interviews. During data gathering, interpretation was an on-going process in this research. For example, research question number four (How best can life skills be imparted on BEAM beneficiaries after leaving secondary education?). Interpretation was a quantitatively done. The interpretation was based on data gathered for research question two (How can the different livelihoods of former BEAM beneficiaries be determined?) and interpretation was qualitatively done. Objective three (How can
the challenges faced by former BEAM beneficiaries be alleviated?) was qualitatively done as well. The researcher incorporated both methods of data interpretation. The researcher studied the pattern of data. The researcher transcribed the interview data from the audio videos used during the interviews and group discussions to come up with themes and eventually results.

The researcher further transcribed data in written form and this is an interpretive process. This is the first step the researcher took to analyse both in-depth interviews and focus group discussion qualitatively. The interpretations enabled the researcher to come with patterns or themes on responses on the different livelihoods, challenges and skills acquisition by former BEAM beneficiaries. The researcher was then able to code the data. It was important to note that transcribing and interpretation of data were done simultaneously by the researcher.

Wolcott (1998) states that interpretation is well suited to mark a threshold in thinking and writing at which the researcher transcends factual data and cautious analysis begins to probe into what is to be made of them. Interpretation was more subtle than analysis.

3.9.5 Coding

Cohen e.t al (2007) defines coding as the process of disassembling and reassembling the data. Coding is an interpretive technique and most coding in qualitative research requires reading and demarcation of segments within it. The researcher coded data using pseudo names. Participants were given codes for their responses. Coding was done to transform raw data into a format that could be used in computer analysis in questionnaires. It helped to pick out repeated data and ensured responses from participants did not give dissimilar data. Driscoll e.t al (2007), states that
the qualitative data can be analysed using codes and be quantified in dichotomous variables of 0 or 1 based in the absence or presence of each coded response. This was a pattern of theory substantiated by looking at recurring ideas.

The researcher used the basic interpretive approach as a human instrument. The researcher generated comprehensive data and considered three basic concepts of data generation such as stating the claim of interpretative, supporting the claim with evidence of data and interpreting the claim with evidence of data.

3.9.5.1 Coding of interviews, questionnaires and focus group

The researcher went through the interview scripts and direct notes in a systematic way. Lists of coding categories were prepared, where each category was assigned numbers, words or phrases. Ideas, concepts and themes were coded to fit into the categories prepared and these were called pre-set codes. This was done in small numbers of 10-20 codes and the researcher created a code book. Emergent codes were also used where data had emerged during analysing. For example the researcher used words like pass rates, attitude, skills and comfortable i.e. during interviews as headings for pre-set codes.

In this study, responses from interviews, questionnaires and focus group discussion were coded to show how reliable the data were. Reliability or precision is referred to the repeatability of the measure, which is the degree of closeness between repeated, measurements of the same value. Reliability works hand in hand with validity, where validity addresses the question “how close is the measured value to the true value” (Getu & Tegbar, 2006). The data were quantified through
the use of pie-charts, chi-squares and were statistically presented in percent ages and in tabular form. In short this study is a product of mixed of analysis.

### 3.9.6 Triangulation

Van Rensburg and Wigston (2010, p90) define triangulation “as based on the assumption that any bias inherent in a particular data source be it the research or method, would be neutralised when used in conjunction with other sources”. The researcher used several triangulation methods namely the theoretical triangulation, methodological triangulation, investigator triangulation and combined levels of analysis triangulation.

In this study the researcher used data triangulation as shown by the use of questionnaires, interviews, focus group discussions and documents. According to Thomas (2010, p323) “triangulation is an approach that utilises multiple data sources, multiple informants and multiple methods (e.g. participant observation, focus groups, member checking and so on) in order to gather multiple perspectives on the same issue so as to gain a more complete understanding of the phenomena”. Creswell (2003) states that triangulation is used to compare data to decide if it corroborates and that is to validate research findings. It also improves the trustworthiness of the qualitative research findings and increases reliability of data. It is a very important aspect for uncovering biases if only there is one researcher investigating a problem. In this study bias is avoided since the researcher managed to train other teachers to carry out the interview on the livelihoods of the post-secondary beneficiaries. The use of triangulation enabled the researcher to distinguish between true information and false information.
The researcher used mixed methods as was seen through the use of quantitative and qualitative research methods as well as triangulation to analyse the same set of data, especially in all the research questions. This helped in establishing trustworthiness, credibility and reliability of data.

3.9.7 Validity

According to Cohen et al. (2007, p151) “validity is an important key to effective research. If a piece of research is invalid then it is worthless”. Validity is an important aspect in both qualitative and quantitative research. The research was guided by internal validity. Cohen et al. (2007), state that internal validity seeks to demonstrate that the explanation of a particular event, issue or set of data which a piece of research provided can actually be sustained by the data. It is concerned with accuracy and can be applied to both qualitative and quantitative research. Precisely, the findings described phenomena. According to Cohen et al (2007,p154) “member checking is respondent validation, to assess intentionality, to correct factual errors, to offer respondents the opportunity to add further information on record and to provide summaries and to check the adequacy of the analysis.”

Validity refers to the appropriateness of the specific interferences made from a test source. It is important when there is need to produce valid in research. Validity works hand in hand with credibility, transferability and dependability and trustworthiness. Below are the different ways of checking for trustworthiness:

- Member checking
- Interview corroboration
- Peer debriefing
- Prolonged engagement
- Negative case analysis
- Auditability
- Confirmability
- Bracketing and balance

(Source: Cohen e.t al 2007, p155)

Qualitative research was evaluated on its trustworthiness through a detailed description, appropriate contextualisation, historical and cultural generation of data within the context. Quantitatively, the research also incorporated two types of validity namely the internal validity and the external validity:

1) Internal validity- is the extent to which results can be accurately interpreted (Tichapondwa 2013, p34). It shows contextual completeness, richness and fullness of description. It makes inferences about whether there is casual relationship between variables e.g. physical aggression and poor peer relationships. It is the degree to which one can make inferences to measure the degree of accuracy.

2) External validity- is the extent to which results can be generalised to populations and conditions (Tichapondwa 2013, p34). It results in generalizability and deals with the degree to which the results are generalised across persons or settings.

The analysis was linked to the Sustainable Livelihood Approach as well as the CARE livelihood framework to measure the livelihood status and poverty of OVYPs. This form of validity led to generalisation of data which was quantitative in nature and this resulted in translatability and comparability of data. Only quantitative data could be generalised but qualitative data could not be generalised because it was narrative. Comparability was based on the ability of the researcher to extend knowledge based on the richness and depth of description, for example on research
question three (How can the challenges faced by former BEAM beneficiaries can be alleviated?). This was where descriptive data were turned into numerical data and was based on the number of challenges.

3.9.7.1 Interpretive Validity

In essence this is the degree to which data interpretation and conclusion are considered accurate so as to be reflective of the subjects, phenomenon and reality. Validity is the extent to which the report informs and stimulates further research. It aids to contextual completeness. The fullness or richness of the description in the report leads to rigour and correct research positioning. The reporting style was the degree to which the report and the description were considered authentic. The researcher described what was relevant to this research. Reading on the line was what gave an immaculate perception of the research.

In qualitative research data interpretation should speak for itself. The selection of the necessary data was done using the researcher’s own discretion. The data were selected according to the purpose of the research. Description was logical, chronological and was narrative in order. The researcher adopted a funnel or narrowing approach and described raw data as the information was obtained from the participants.

3.9.8 Trustworthiness

Streubert and Carpenter (1999) in Langen (2009) state that trustworthiness of the research depends on the extent to which it delves into the participants’ experience apart from their theoretical
knowledge. In simple terms, trustworthiness was a true value of the piece of research. For data to be trustworthy it encompasses concepts such as of credibility, dependability, confirmability and transferability. In this research dependability measures the trustworthiness of qualitative data. Mamabolo (2009, p32) states “since there can be no validity without reliability (and thus no credibility without dependability), a demonstration of the former is sufficient to establish latter”. In a nutshell the concepts are interlinked. Holloway (2005) states that dependability is related to consistency in the research findings. Basically the researcher and the participants were known to be tools of consistency.

Qualitative data were evaluated on its trustworthiness. Triangular use of multiple data collection devices, multiple sources of data analysis, member checking (respondent validation) were methods of finding accuracy and representativeness of data in this research. The chain of evidence, the local relationship between research questions and research procedures resulted in raw data which when analysed resulted in giving similar findings which made the data highly reliable. The use of multiple data collecting methods contributed to the trustworthiness of the data. The use of multiple methods was commonly known as triangulation as alluded before.

The purpose for the use of methods such as triangulation was not the simple combination of different kinds of data but to relate them so as to counteract the threats to validity. Triangulation increases confidence in research findings. Deception refers to misinforming or withholding information from potential participants and this destroys trustworthiness of data. Coding checks were done to deduce pattern of data and find out whether the answers from different research instruments were similar. Once there is trustworthiness, then there is credibility and reliability of data. The researcher made sure there was trustworthiness of data by using the suitable data collection methods reiterated before.
3.9.9 Reliability

Shodhanga.inflibnet.ac.in/bitstream/10603/7670/9/09_chapter%204.pdf 17/12/17 Time 6:06pm states that reliability is an indication of how consistent the findings are based on the method of data collection and analysis. Reliability and validity of the quality of data is important for the measurement of service quality and for obtaining results. Reliability is an umbrella terms for ‘credibility’, ‘neutrality’, ‘confirmability’, ‘dependability’, ‘consistency’, ‘applicability’, ‘trustworthiness’ and ‘transferability’ in particular to the notion of dependability. These were the major ingredients of this study. It was a matter of whether a particular technique applied repeatedly to the same objects or participants would yield the same result each time it was used. It referred to the degree of consistency among scores earned by an individual. Reliability can be influenced by the observer’s characteristics such as perception, motivation, attitude and methodology. The observed results may also influence the reliability or unreliability of the data if they behave differently from other participants.

The researcher worked with a large group of one hundred and fifty beneficiaries to enhance reliability of data. A very small group of sample of participants gives less reliable data because of subjectivity and a smaller the sample for observation gives less reliable data or reliability is low. Self-reported data gives unreliable data. Reliability is concerned with accuracy. Some methods of checking reliability were pretesting and retesting for example through interviews and the pilot survey was an example of a pre-test. The researcher tape recorded on face to face interviews helped to easily transcribe the data to check for reliability. The results of the research were to some extent reliable.

3.9.10 Member Checking
Member checking is a technique of verifying the interpreted data by the participants. It checks for the accurate descriptions of data. According to Mafuwane (2012, p32) “verification of the data is important in enhancing the notion of objectivity and trustworthiness of the study”. Triangulation also enhances trustworthiness of data. Polit (2001, p314) in Langen (2009) states “this involves giving feedback regarding preliminary findings and interpretation to participants and securing their reaction”. The researcher checked data supplied by the participants by repeating words of the participants as well as paraphrasing responses which was a form member checking. The researcher also discussed the responses to check on the interpretation of data. This was a continuous process which was done during data collection and data analysis stages. This worked pretty well with focus group discussion.

3.9.11 Confirmability

According to Mamabolo (2009, p71) “confirmability is a natural criterion for measuring the trustworthiness of qualitative research.” Confirmability works hand in hand with credibility. In short it means it is quality control of data. It confirms neutrality of data and that data are free from bias. Streubert and Carpenter (2003) postulate that the purpose of confirmability is to illustrate that the evidence and thought processes gives another research the same conclusion as in the research context. Data were re-contextualisation and de-contextualisation to check for confirmability. To sum up, the researcher managed to come up with themes and categories of data on the livelihoods and lived experiences of post-secondary beneficiaries making the research study more credible, transferable and dependable.

3.9.12 Credibility
According to Thomas (2010, p76), “credibility in qualitative research is defined as the extent to which the data and data analysis are believable and trustworthy. It is analogous to internal validity that is how research findings match reality”. Credibility is a systematic attempt to describe and explain needs to answer critical questions. The researcher kept a diary or log during the analysis of work and the researcher always referred to the log. Qualitative research was judged by the researcher while quantitative research was judged by theory or was institutionalised. Clarity of objectives was appropriate. Treatment of relevant literature and logical reasoning were constituted. Credibility of research work was coupled with methodological rigour through the use of appropriate methods such as interviews and questionnaires. Sufficient data and rigorous analysis produced a credible piece of research. It was noted that qualitative research involves a lot of writing while quantitative research deals mostly with numbers. Patton (1999, p1190) states the issue for credibility for qualitative inquiry as depending on three distinct but related inquiry elements;

- Rigorous technique methods for gathering high-quality data that are carefully analysed, with attention to issues of validity, reliability and triangulation;

- The credibility of the researcher, which is dependent on training, experience, track record, status and presentation of self; and

- Philosophical belief in the value of qualitative inquiry that is a fundamental appreciation of naturalistic inquiry, qualitative methods, inductive analysis, purposeful sampling, and holistic thinking.

The points above summed up the essence of credibility in qualitative research as demanded by this research.

3.10 Ethical and Legal Considerations and Conduct during the Study
Ethics means what is morally justifiable. Makore-Rukuni (2001, p46) defines ethics as “that branch of philosophy of relation to human conduct, with respect to the rightness and wrongness of certain actions and their badness and goodness of the motives and ends of such actions.” The researcher sought informed consent from parents and guardians where necessary, where the former BEAM beneficiaries were below the age of eighteen years before administering questionnaires. According to Cohen et al (2007, p70) state, “consent thus protects and respects the right of self-determination and places some of the responsibility on the participant should anything go wrong in the research”. In short it means choosing to be a participant and it is procedural. Informed concern involves four elements; competencies, voluntarism, full information and comprehension.

Basically the research participants were mostly adults. Cohen et al (2007, p74) state “it must be remembered that hosts will have perceptions of researchers and their intentions and that these need to be positive”. The researcher viewed such perceptions by presenting them as competent, trustworthy and accommodating. Specifically, the researcher had a great role play for the former beneficiaries to cooperate and volunteer data involving their livelihoods.

Finally, the following facts helped to make the involvement of research participants effective;

- All participants must be given a chance to remain anonymous.
- All data must be given strict confidentiality.
- Interviewees should have chance to verify statements at the stage of drafting the report (respondent validation).
- Permission for publication must be gained from the participants.
- If possible the research report should be of benefit to the school and participants.

The points raised above were the cornerstones in the involvement of all the participants in this study.

Getu & Tegbar (2006, p80) state, “in research autonomy is protected by ensuring that any consent to participate in the study is informed or real for it is the understanding and free choice whether or not to participate that is the key issue”. The researcher stuck to the motivation of this inquiry and fulfilled the mandate of carrying out the research. The time and length of interview was made known to the former BEAM beneficiaries.

Confidentiality was observed at all cost by the researcher and the respondents’ rights were considered where the respondents refused to answer a question. In this research confidentiality was observed basically on the research questionnaires. The word confidentiality was written on the top of the first page of the questionnaire. The researcher used numbers to code instead of names. There was no any coercion of any kind. Ethics have to do with respect for human rights. Ethics consist of aspects such honesty, fairness, respect for integrity and dignity of the individual. Therefore, the researcher did not publish any information concerning the participant without the participant’s authority. All individual responses were kept and destroyed as soon as the study was complete.

Ethics is an important matter for researchers who have human beings as participants of the study. All information was gathered for professional purposes. Embarrassment, irritation, anger, loss of self-esteem and emotional stress were avoided by all means during interview sessions. In short the participants proved that the researcher was a responsible person by the way the researcher conducted herself during the research period.
Deception or experiments of any nature were avoided, when carrying out interviews. The researcher avoided harming the participants in any way through, for example, dehumanising, humiliating and discomforting (non-maleficence). According to Cohen e.t al (2007, p76) “non-maleficence (do not harm) is enshrined in the Hippocratic oath, in which the principle of the primum non nocere (first of all, do no harm) is held as a guiding precept.” Generally throughout the research investigation the researcher minimised harm to the participants either emotionally or psychologically.

The researcher ensured justice, meaning that every participant was treated equally in every aspect. The truth was always told (veracity). Lying by the researcher was totally unacceptable. The privacy of the research respondents was highly regarded. Strict ethical codes were adhered to. Plagiarism was avoided by all means. The researcher made sure there was proper acknowledgment of sources to make the research more concrete. The crafting of language regarding sources was not juxtaposed but was synchronised logically. The researcher used correct spellings, grammar, effective sentences and unified paragraphs. This study was done by researcher and some other few trained interviewers. Results were fairly and accurately reported without bias.

Ethics motivated the researcher to plan the research and make wise decisions on whether it could be feasibly conducted. They actually served as guidelines for the study and actual depicted issues of beneficence, maleficence or non-maleficence. The researcher made sure that no false or unsubstantiated claims to results of the research were made before verification. Last but not least trust, transparency and authenticity were an essential component in this research. The results of the study were discussed with the participants as they so wished as soon as the data were ready for dissemination.
Lastly, fidelity means keeping of promises of respondents. The researcher avoided negligence with information by all means. Legitimacy was obligatory to promote the interest of the participants. Maore-Rukuni (2001, p130) sums it all by citing maleficence as “violating the ethical principle that research is for promotion of human welfare, for advancement of the worth dignity, potential, and uniqueness of each individual and thus to the service of society”. The researcher adhered to the ethical considerations to give the research rigour.

3.11 Chapter summary

The researcher started by defining the terms methodology, the research design, philosophy and paradigms. Pragmatism, ontology, epistemological philosophies and theories were discussed. Interpretivism and constructivism in qualitative research were contrasted to positivism in quantitative research. Basically, the researcher used a mixed model approach where the quantitative and qualitative paradigms were used to generate and collect data. The selected data generation or collection tools were the interviews, questionnaires, focus group discussion, tests documents, observation, livelihood strategy tools and asset pentagons. The advantages and disadvantages were looked at in relation to the procedures of these data collecting instruments.

Data presentation, analysis and interpretation procedures were based on the application of skills like interpretation, analysis, coding recording and transcribing of data. Terms such as triangulation, validity, reliability and credibility or trustworthiness were applied in this research as the need arose. Quantitatively, data were collected numerically, mathematically and statistically presented.
and illustrated through graphs, tables, pie-charts, histograms and chi-squares coupled by interpretation and descriptions of the illustrations to complement the qualitatively generated data.

The philosophical theories of pragmatism were discussed in detail in this research. Research paradigms used in this inquiry were mainly qualitative and quantitative research paradigms. Interpretivism and constructivism were used as paradigms. Positivism was partially used as a complementary aspect since the study weighs heavily on the quantitative side. The researcher employed sustainable livelihood frameworks and theory concepts to give weight to the inquiry since these were the basics of a livelihood assessment study.

Research instruments were basically interviews, questionnaires, observation, documents, tests and focus group discussion. Triangulation was used as the basic tool of reliability, credibility, validity, confirmability and transferability of data. Member checking provides feedback regarding findings. Pragmatism was a more flexible approach which suited this inquiry. Sampling methods and samples were derived from the population under study. Some participants underwent training to help carry out the practical interviews and focus group discussions during the participatory approach. Ethical considerations showed the conduct and ethical values the researcher applied during the research inquiry.
CHAPTER IV

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

The chapter looks at data presentation, analysis, interpretation and discussion. Generally, data presentation was done in accordance with the objectives of the study. To collect the data, the researcher mainly used a variety of data generation instruments namely interviews, questionnaires, focus group discussion, observation and documents from secondary schools. The sustainable livelihood analysis approaches such as the asset pentagon and the livelihood strategy chart were used were used to display data and this data was basically numerical in nature. Statistical data in percentages and numerical figures were used to depict data. Qualitative data analysis techniques such as interpretation, coding and description were used in analysing data in-depth interviews and the focus group discussion. Quantitatively data were presented numerically and statistically inferences to qualitative data were made. Histograms, pie charts, tables, chi-squares and diagrams were used to present results and responses from questionnaires, interviews and focus group discussions were indicated. Data were both qualitatively and quantitatively analysed and presented.

4.1 Data Presentation and Analysis

As it has been alluded in chapter three, the study used a mixed methods methodology and the design was a mixed methods research design which collaborated the use of qualitative and quantitative research. The mixed methods research design showed that data were collected sequentially or con-currently and the design chosen was the sequential exploratory design. The analysis of data was done in two phases that is qualitatively and quantitatively.
The study started with a pilot test where forty-five former BEAM beneficiaries were invited through posters dotted around Dzivaresekwa Township. The small sample of beneficiaries responded to questionnaires pertaining to their livelihoods. The asset pentagon and livelihood strategy tool chart were used to determine livelihoods of the former BEAM beneficiaries and results showed that there was need to embark on this research. The pilot test opened a can of worms. The questionnaire survey made it possible for the researcher to quantitatively assess the livelihoods of OVYPs using different variables hence the quantitative results helped to complement the qualitative aspect of the study.

Phenomenology is qualitative research. The researcher explored, in depth, experiences and documents to clarify the livelihoods of former BEAM beneficiaries. The researcher first presented data qualitatively using different stages of the data presentation of and analysis.

### 4.2 A Narrative Presentation and Description of Qualitative Data

#### 4.2.1 Ideographic Mode

In this presentation qualitative data was analysed to understand the participants’ lived experiences that is their quality of life and biographic data. The researcher first of all generated data through interviews, focus group discussion, documents and observation. To begin with the generated data were raw data. The recording and transcription of raw data and analysis were done concurrently with data collection. The ideographic mode of gathering of closely connected concepts was used. Data on the identification and selection were generated from interviews and focus group discussion with Community Selection Committees members, school heads, social welfare officers and the beneficiaries themselves. Several responses were given on the selection
process. Firstly, the researcher organised the data by transcribing, translating and cleaning it. The data was restructured to identify frameworks in order to define it. The researcher coded data on selection using these frameworks. Coding using roman numerals was done on gender as biographic data. The researcher established themes on selection by gender. The implication was that more males access BEAM as compared to girls. Identification and selection by ages was coded using numbers and results proved that the ages of eighteen to nineteen and twenty-four years formed the bulk of the OVYPs’ livelihoods under study. From content analysis data spoke for itself where the identification and selection were deemed fair by most of the participants although there were sporadic responses pertaining to issues of corruption, nepotism and favouritism.

4.2.2 Use of Documents

Research documents such as registers and BMU records confirmed these ages. Pre-set codes basically numbers established that most of OVCs were double orphans since the majority of these OVCs indicated that whilst the second group of OVCs were single orphans. The same stance of presenting data was viewed on identification by status and custodians. Selection process was found to be as fair highlighted by most policy makers although most of the former beneficiaries indicated that the practice was not comfortable with other situations. The majority of the teachers cited that their selection process was unfair since it was marred by corruption, favouritism and nepotism and lack of their involvement.

4.2.3 Selection of themes

Data were placed into selected themes which were central to the experiences of participants. The themes were ranked in order of importance as interpretive themes for example on the response
on their fairness of identification and selection process favouritism had the highest number of participants, followed by nepotism, corruption and discrimination. These interpretive themes helped to give meaning and the significance of the research on the implication of the identification process. The data which were gathered numerically were then presented in figures in terms of tables, pie-charts and chi-squares calculated statistically using the Analysis of Variance (ANOVA) to test the significance of the difference between means of two or more groups. This inference was quantitatively done as a complementary measure to qualitative data and as an attempt to test hypothesis. The Gender Parity (GPI) only complemented the responses on gender which showed the more males were enrolled for BEAM than females.

On the determination of different livelihoods, tests were used on former BEAM beneficiaries. This was the apex of this research where most former BEAM beneficiaries stated their strengths and weaknesses with acquiring of knowledge through BEAM topping the list. This was done using the livelihood strategy chart. The former OVYPs were able to narrate their individual experiences with rigour and this was placed under pre-set codes to come up with interpretive themes and this time these were placed under sub-themes. Most beneficiaries indicated that lack of income, employment and skills were their most serious barriers coupled by lack of capital, savings, equipment and machinery and shelter as indications of lack of assets and capabilities.

Interview questions asked to parents on whether household poverty had changed revealed that most households of former BEAM beneficiaries were still languishing in poverty and these were explicative themes and the majority of the OVYPs indicated that they were still vulnerable as before. The researcher has alluded before in the study, the asset pentagon is a livelihood framework ‘within’ the vulnerability context. The asset pentagon analysis has indicated that most
of the former beneficiaries failed to access the five capitals which promote one’s life in any society and help to alleviate poverty, exploitation and vulnerability.

4.2.4 Explications and Reflections

On explication, reflective actions and comprehensiveness on the pattern of life and the challenges beneficiaries face, the former BEAM beneficiaries’ parents and guardians explained and reflected themselves differently. The highest percentages stated ‘nothing’ as answer when asked about what the former BEAM beneficiaries were doing for a living. Taking of drugs was on second position as well as gambling. The highest population indicated that they spent most of their time doing piece jobs. The researcher also noticed that the attitudes of the BEAM beneficiaries had an impact on their future livelihoods. Reflective actions shown such as not serious and misguided patterns were relationships created through observations and were based on attitudes and the behaviours of the beneficiaries. This helped the researcher to create synthesis and bring together data for display for example on pass rates at ‘O’ Level and ‘A’ Level with the majority of the OVYPs failing to attain just five ‘O’ Level passes.

Reflections demonstrate the deeper meaning of contexts and the relationship among contexts. The majority of the beneficiaries indicated that they had serious challenges after leaving secondary school and were even more vulnerable since their hierarch of needs would also had risen and lack of skills featured most as portrayed by parents during interviews. The former BEAM beneficiaries indicated lack of employment as their biggest challenge and lack of further funding as well as skills. These responses showed some of form patterns and relationships leading to the graphical display of concepts and their interrelations, useful in the formulation of theory.
4.2.5 Creative synthesis

On how life skills can be imparted on former BEAM beneficiaries several human capital issues were raised by participants which were of great value with the highest number of participants advocating for technical-vocational skills, with a tallying on tertiary education and entrepreneur skills. This was supported by the advocacy for policies such as policy creation for skills acquisition for OVYPs by former BEAM beneficiaries. Policy innovation on skills acquisition and a proposal for ZIMDEF to further fund beneficiaries topped the lists. The greatest wish of the stakeholders was on creation of policy. This showed the immersion of the stakeholders in a bid to try and help impart skills on the former BEAM beneficiaries to improve their livelihoods. They had become totally involved and this has called for the creative synthesis in a qualitative style.

4.3 Findings

The researcher found out that the selection process was fair although more selection strategies can be sought. The research unearthed different livelihood styles of OVYPs which compromised their quality of life and this research might appeal to the policy formulators and makers to help bring intervention sound mitigation so as to empower the former BEAM beneficiaries holistically. The researcher also discovered that most of the former BEAM beneficiaries’ lives were marred by challenges which were sometimes beyond their control for example lack of employment and lack of capital to start their own projects coupled by lack of skills. Finally, it has been proven through research that most of the beneficiaries lacked skills and the majority of these beneficiaries were quite aware of the skills they needed to upgrade their lives and participants came up with several intervention programmes which might help capacitate these
OVYPs. In a nutshell examples of such programmes were based on innovation and creation of policies that would benefit the OVYPs either for further funding for further training in skills orientation programmes such as technical vocational training for hands on programmes.

To show that this was a mixed analysis the statistical data tested for the interdependency of stakeholder’s view on challenges. The researcher singled out some of the choices as to influential than others. A depiction of chi-squares was used on interdependency of stakeholders’ views. This was blending qualitative analysis and quantitative analysis as demanded by the methodology of the study.

Statistical inference to such data made the researcher to display data statistically and test the hypothesis through the use of chi-squares on skills suitable for post-secondary BEAM beneficiaries. What was interesting to note was that most of BEAM beneficiaries were aware of the skills that they needed.

4.4 Statistical Data Presentation and Analysis (Nomothetic mode)

Data were presented using different data presentation forms such as tables, graphs, histograms, pie-charts, chi-squares, asset pentagons, livelihoods strategy chart. Tables showed the frequency, the distribution and contingency of ordinal and nominal data on tables, which have been summarised categorically and numerically data. Histograms were used to illustrate and distribute data in a convenient form. Pie-charts were used to display some sets of categorical data while the asset pentagon and the livelihood strategy chart depicted the livelihoods styles of the post-secondary BEAM beneficiaries. The data were presented contextually and analysed according to the research questions of the study. The data were also mathematically and statistically presented in percentages using inferential analysis such as Analysis of variance (ANOVA) which was used
to test the significance of differences between means of two more or groups. Chi-squares were used to test hypotheses about the proportion of elements that fall into various cells of a contingency table. Chi-squares represented data statistical inference to qualitative research.

The findings from the research have elaborated and uncovered several issues surrounding the identification and selection of BEAM beneficiaries. The identification and selection process seemed to have ripple effects in the later lives of the OVCs in Dzivaresekwa Township. It is important at this juncture to look at the research questions and present, analyse, interpret and discuss according to the demands of the research questions.

1) What are the implications of the identification and selection process on former BEAM beneficiaries?

4.5 Results of the identification of former BEAM beneficiaries by Gender.

From the sample of one hundred and fifty BEAM beneficiaries, it was noted that 49% were females and 51% were males. The research participants were 76 males and 74 females as shown in the table below:

Biographic Data

*Table 4:1 Gender of post-secondary beneficiaries*
<table>
<thead>
<tr>
<th>Gender of post-secondary beneficiaries</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>74</td>
<td>49</td>
</tr>
<tr>
<td>Male</td>
<td>76</td>
<td>51</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>

4.5.1 Analysis of the data on the gender of post-secondary beneficiaries

The table above showed a slight unfairness on the selection of BEAM beneficiaries by gender by Community Selection Committees members.

Graph 4.1 Showing gender representation of post-secondary BEAM beneficiaries

The difference of 2% showed a selection gap between boys and girls although the gap was minimal and this was an indication that both boys and girls were not given equal opportunities under the social protection programme. The 2% difference showed that there was a slight gender bias or discrimination by the Community Selection Committees (CSC). The low percentage rate of girls could be a result of gender stereotype where girls fail to access equal opportunities as postulated by the African patriarchal society where male chauvinism always dominate in our African society.
4.6 Identification by Ages of the Post-Secondary BEAM beneficiaries

The table 4:2 shows the identification of the former BEAM beneficiaries by age and the responses came from the beneficiaries themselves. The researcher also used documents such as birth certificate and identity cards to verify ages.

*Table 4:2 Age of post-secondary BEAM beneficiaries*

<table>
<thead>
<tr>
<th>Age</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 years and less</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>18-19 years</td>
<td>42</td>
<td>28</td>
</tr>
<tr>
<td>20-21 years</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>22-23 years</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>24 years and above</td>
<td>43</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>

**4.6.1 The analysis by age**

The findings indicated that 3% of the post-secondary BEAM beneficiaries were less than seventeen years of ages while 28% were beneficiaries with eighteen to nineteen years of age. The former beneficiaries with twenty to twenty-one years of age were at 20% while another 20% constituted the of ages twenty-two to twenty-three years old beneficiaries. The above twenty-four year old beneficiaries topped the list with 29%. The results showed that at seventeen to nineteen years beneficiaries were still at their prime ages where they were supposed to be at college doing vocational or tertiary education. At twenty years of age, the post-secondary BEAM beneficiaries were expected to be running their own self-reliant projects or engaged in some form of profitable employment. These were the ages when beneficiaries could be more productive than ever in serving and improving the socio-economic status of the country.

**4.7 Identification by Orphanage and vulnerability status**
Most of these post-secondary beneficiaries had different status as shown below. The information was gathered from the former beneficiaries themselves as they responded to the question on their status from the questionnaire.

**Table 4:3 Status of post-secondary beneficiaries**

<table>
<thead>
<tr>
<th>Status</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single orphans</td>
<td>45</td>
<td>30</td>
</tr>
<tr>
<td>Double orphans</td>
<td>55</td>
<td>37</td>
</tr>
<tr>
<td>Vulnerable children with parents</td>
<td>44</td>
<td>29</td>
</tr>
<tr>
<td>Disabled children</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Fig 4:1 Pie-chart distribution showing the status quo of post-secondary BEAM beneficiaries*

### 4.7.1 Analysis of data by status

The results showed the different status of the former BEAM beneficiaries in terms of their orphanage and vulnerability status. The former beneficiaries with both parents dead were at 37%.
Those one parent dead were at 30%. Those from poor backgrounds were at 29% while the 4% was constituted by members from the disabled parents. The results indicated that selection of the beneficiaries was done using the criterion selection form from the Social Welfare Department however, the 4% from the disabled showed that the disabled people were not well represented as people in need of assistance. It generally showed that the selection process was not fair to the disabled society and it was discriminatory. The low percentage could be a result of stigmatisation where some parents with such conditions were not being given enough recognition by society.

4.8 Identification by relationship with custodians

The responses below were provided by parents and guardians when they responded to question on their relationships with the OVYPs that they lived with from the questionnaire.

*Table 4:4 Relationship between custodians and beneficiaries*

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guardian</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>Parent</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.8.1 Analysis of relationships among beneficiaries and custodians

Right from the beginning of the study, researcher discovered that out of the twenty-five questionnaires given to parents and guardians, 60% were guardians, 32% were parents and 8% were either church people or other well- wishers as shown by graph above. The 60% showed that
most of the OVYPs were staying with guardians which showed that their future in most cases was oblique.

This was an indicator that there was a need for the State to introduce more intervention programmes at vocational technical and tertiary education to make these beneficiaries realise their dreams. It was good to note that guardians were still taking it upon themselves to look after the orphaned and vulnerable children of their relatives. This research has showed that there was a still gap in providing basic needs to include basic learning resources. These basic needs would enable beneficiaries to improve their learning or education. The provision of basic needs would promote good future livelihoods and cushion the efforts of these guardians. The researcher discovered that the 8% showed that stakeholders such as churches and well-wishers in Dzivaresekwa were taking the initiative to help vulnerable children in their society.

![Graph 4.2 Relationship between custodians and beneficiaries](image)

4.9 Identification through selection of beneficiaries

The responses on whether the selection process was fair came from the former beneficiaries, school heads, teachers and policy makers. Data were generated from a two research tools namely questionnaires and interviews. The tables and graphs below the showed the responses.
Table 4:5 BEAM selection process responses by policy makers

<table>
<thead>
<tr>
<th>BEAM selection process</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Unfair</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

4.9.1 Analysis on the responses on selection by policy makers

Generally, policy makers recognised the selection process as fair as shown by the 60% fair and 40% felt it was unfair. Through the analysis of all the responses, it showed that the selection process was fair although sentiments expressed by some of the research participants were allegations of nepotism, favouritism and corruption which have become cancerous in almost all the spheres of life in Zimbabwe.
The policy makers who included local Members of Parliament (MPs) and ward councillors who responded to questionnaires had reservations on whether the OVCs selected were the real beneficiaries of the programme and also wondered whether the selection committees had received some form of training to carry out the exercise.

4.9.2 Responses from BEAM beneficiaries on selection

The post-secondary BEAM beneficiaries responded to questionnaires on whether they were comfortable with the selection process. The results of their responses were shown on the table below:

Table 4:6 Showing whether the post-secondary beneficiaries were comfortable with the selection of beneficiaries

<table>
<thead>
<tr>
<th>Comfortable with selection process</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>64</td>
<td>43%</td>
</tr>
<tr>
<td>No</td>
<td>86</td>
<td>57%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
</tr>
</tbody>
</table>

4.9.3 Analysis on the responses given by post-secondary beneficiaries

The researcher found out that 43% of the former BEAM beneficiaries were comfortable with the selection while 57% was not comfortable. The table above serves as a guide on what went on during the selection process. The researcher has discovered that the beneficiaries themselves view the selection process differently. The 57% signalled some weaknesses in the selection process. About 10% of beneficiaries aired the view that poor selection may have a serious impact on
beneficiaries for assistance may be given to unsuitable students for example children with both parents living or to children of influential people for example councillors, School Development Committee members, school heads and teachers.

![Graph 4:4 Responses on whether the post-secondary beneficiaries were comfortable with the selection process.](image)

The former beneficiaries were not comfortable with selection process since they highlighted that they were on and off the BEAM selection list several times before they finish school and that could have affected the educational performance of some of the beneficiaries at forms one, two and three as shown by the 9% pass rate at form one, 11% pass rate at form and the 14% pass rate at form three. These results were obtained from table 19 showing educational progression of former beneficiaries under the different livelihoods. The researcher discovered that 10% of the former beneficiaries argued that they had seen their friends who were removed from the BEAM list and ended up being school drop outs when in actual fact some of them had situations which were worse
off than theirs. About 5% echoed that they had seen some children of well to do parents being put on BEAM. Some former BEAM beneficiaries alleged that they learnt with relatives of the members of the CSC, making one wonder whether the selection process was being fairly done.

4.10 The responses of teachers on the selection of BEAM beneficiaries

The teachers responded to the interview question on whether the selection of BEAM was fair. They cited different reasons which made the selection unfair as shown in the table below.

Table 4:7 Reasons why identification and selection of beneficiaries was not fair as alleged by secondary school teachers.

<table>
<thead>
<tr>
<th>Reasons why identification and selection of beneficiaries is not fair</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corruption</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Favouritism</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>Nepotism</td>
<td>4</td>
<td>27</td>
</tr>
<tr>
<td>Discrimination</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.10.1 Analysis on teachers’ responses

The researcher discovered that 20% of the teachers cited corruption. The other 40% and 27% indicated that the selection was spoiled by favouritism and nepotism respectively. The other 13% cited discrimination where only the selection committees selected a large group of OVCs with dead parents leaving out vulnerable children with poor and disabled parents.
Figure 4:2 Reasons which depict lack of fairness

The pie-chart summed up the responses by teachers

Statistical Inferential Data

4.11 Response on selection process’s using ANOVA

The analysis of variance to test the significances of differences between two or more groups was done when the research findings had shown different responses from different groups of people on the fairness of the selection process.

4.11.1 An analysis of Variance (ANOVA) to test the significance of differences between means of two or more groups

The different groups responding to questions on the selection process were the policy makers, school heads, teachers and the post-secondary BEAM beneficiaries themselves, parents and Community Selection Committees.
Table 4:8 Was the selection process fair?

<table>
<thead>
<tr>
<th>Response</th>
<th>Parents</th>
<th>Policy makers</th>
<th>Teachers</th>
<th>Heads</th>
<th>Community selection Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair</td>
<td>60</td>
<td>60</td>
<td>6.7</td>
<td>67</td>
<td>68</td>
</tr>
<tr>
<td>Not fair</td>
<td>40</td>
<td>40</td>
<td>6.7</td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td>Not sure</td>
<td>0</td>
<td>0</td>
<td>86.4</td>
<td>33</td>
<td>0</td>
</tr>
</tbody>
</table>

It could be seen from the table 4:8 that three out of the five groups were not sure about whether the selection process was fair or not. However, the researcher sought to use the Analysis of Variance to test whether there was any significant difference between the six stakeholders’ groups in terms of judging the selection process, though it looked like there was no difference between stakeholders’ groups. A judgment of the selection process as being fair was the major choice by the five groups since above fifty-two of the respondents concurred that the selection process was fair.

Calculating degrees of freedom (\(v\))

\[
v_1 = r - 1
\]

\[
= 3 - 1
\]

\[
= 2 \text{ degrees of freedom in the numerator}
\]
\[ v_2 = r(c - 1) \]
\[ = 3(5 - 1) \]
\[ = 3 \times 4 \]
\[ = 12 \text{ degrees of freedom in the denominator} \]

Where \( r \) is the number of rows and \( c \) is the number of columns.

At 5% level of significance the ANOVA (\( F \)) critical value from tables \( = 3.89 \)

This means that at 5% (0.05) level of significance the ANOVA (\( F \)) critical value is,

\[ F_{critical} = 3.89 \]

\( H_0: \) There are no major differences between the stakeholders’ views about major challenges being faced by post-secondary BEAM beneficiaries.

\( H_1: \) There are major differences between the stakeholders’ views about major challenges being faced by post-secondary BEAM beneficiaries.

That is; \( H_0: \mu_{PostsecondaryBEAMbeneficiaries} = \mu_{Each\ stakeholder\ group} \)

\( H_1: \mu_{Post\ secondary\ BEAM\ beneficiaries} \neq \mu_{Each\ stakeholder\ group} \)

Decision rule: Reject \( H_0 \) if \( F_{calculated} > F_{critical} = 3.89 \)

Table 4:9 The ANOVA calculated value

<table>
<thead>
<tr>
<th>Response</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>( \sum x(T) )</th>
<th>( \sum x^2 )</th>
<th>( (\sum x)^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair</td>
<td>60</td>
<td>60</td>
<td>6.7</td>
<td>67</td>
<td>68</td>
<td>261.7</td>
<td>18 206.89</td>
<td>68 486.89</td>
</tr>
</tbody>
</table>
Not fair  |  40  |  40  |  6.7  |  0  |  32  |  118.7  |  7'517.89  |  14'089.69  \\
Not sure |   0  |   0  |  86.4  | 33  |  0  |  119.4  |  8'553.96  |  14'256.36  \\

\[ \sum \]

|       | 499.8 | 34'278.74 | 9'6832.94 |

**Total variability SS(T)**

\[
SS(T) = \sum_{i=1}^{r} \sum_{j=1}^{c} x_{ij}^2 - \frac{1}{rc} (T)^2
\]

\[
= 29'180.74 - \frac{1}{15} (499.8)^2
\]

\[
= 34'278.74 - 16'653.34
\]

\[
= 17'625.4
\]

**Variability due to treatment SRR (Tr)**

\[
\frac{1}{r} \sum_{i=1}^{r} (\sum x)^2 - \frac{1}{rc} (T)^2
\]

\[
= \frac{1}{3} (9'6832.94) - \frac{1}{15} (499.8)^2
\]

\[
= 32'277.65 - 16'653.34
\]

\[
= 15'624.31
\]

**Expected variability SS (E)**

\[
SS (T) - SS(Tr)
\]

\[
= 17'625.4 - 15'624.31
\]

\[
= 2'001.09
\]

*Table 4:10 ANOVA (F) table*
<table>
<thead>
<tr>
<th>Degrees of freedom</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>$F_{calculated}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS(Tr) $v_1 = 1$</td>
<td>15624.31</td>
<td>$\frac{15624.31}{2} = 7812.16$</td>
<td>7812.16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$\frac{15624.31}{2} = 7812.16$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2001.09</td>
<td>$\frac{2001.09}{4} = 166.76$</td>
<td>166.76</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$= 46.85$</td>
</tr>
</tbody>
</table>

**Graphical representation**

*Figure 4.3 ANOVA graph*

$$F_{critical} = 3.89 < F_{calculated} = 46.85$$

The ANOVA (F) value is far less than the calculated ANOVA (F) value, so I reject $H_0$ and conclude that there were major differences between the stakeholders’ views about major challenges being faced by post-secondary BEAM beneficiaries. This clearly showed that there was no major difference between stakeholders’ group and views. It entails that the ANOVA test validates that the selection process was fair since there were no major differences between views of respondents groups.
The teachers indicated that there was need for training or staff development of Community Selection Committee members. The secondary school heads and teachers suggested there was need for them to be involved in the selection process to help avoid corruption, favouritism and nepotism. Some teachers also noticed that the child’s performance should be considered when selecting the beneficiaries. Others thought that the Ministry of Labour and Social Welfare must make sure that beneficiaries were not dropped out of school before the completion of secondary education as some assurance of a better future livelihood. Some school heads stated that in some cases Community Selection Committees were just co-opted, some were handpicked by the primary school heads whilst some were voted in at Annual General Meetings (AGMs) and their levels of education were not considered.

The selection process is the foundation of the beneficiary and if it is not done properly, wrong candidates may be selected on the expense of the needy orphaned and vulnerable children. The right candidates may never get the opportunity to go to school hence, they would remain vulnerable. The numbers of school drop outs would increase and livelihoods would also be affected.

4.12 Interpretation and Discussion

Besides the patriarchal effects, the difference in the selection of beneficiaries by gender could have been a result of the bias by the Community Selection Committees or abuse of the selection criteria. Smith e.t al (2012) carried out BEAM evaluation research and came up with results showing dissatisfaction with the application of the selection criteria as children who were clearly in need were not beneficiaries. Similar research findings were depicted.
To sum up this discussion, findings have revealed that there was this bias or abuse of the criterion procedure which could have led to gender discrimination during selection, where committees may feel that first preferences could be given to boys. Complementary facts have shown that money given to BEAM to assist the beneficiaries was not enough and it forced Community Selection Committees to select boys leaving girls stranded. This, then created barriers which affected the girl child from accessing education. An increase in BEAM allocation would improve the accessibility of education by girls as there was need to balance gender equality and equity. BEAM is basically about the well-being of beneficiaries, enrolment and attendance to education. Therefore the identification and selection has serious effect on livelihoods.

This discrimination is contrary to Article 10 of the United Nation Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1991) which promoted positive discrimination to advance women and girls. This discrimination has led to more girls dropping out of school. The discussion underneath is involves gender parity index.

4.13 Gender parity index (GPI)

It was important at this point of the research to find out the gender parity index of the total enrolment of students. This was carried out to find out the ratio of girls to boys at the secondary schools. It also helps to deduce the number of students enrolled at each given time. The gender parity index (GPI) would link the results to the reasons of the high dropout rates amongst OVCs both females and males on BEAM as those who were not.

*Calculating Gender Parity Index (G.P.I)*

\[ G.P.I = \frac{\text{Total no of females enrolled}}{\text{total number of males enrolled}} \]
Table 4.11 Showing Gender Parity Index at enrolment at Dzivaresekwa 2 High School

<table>
<thead>
<tr>
<th>Year</th>
<th>Total enrolment</th>
<th>Male enrolment</th>
<th>Female enrolment</th>
<th>G.P.I</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>1750</td>
<td>950</td>
<td>800</td>
<td>0.84</td>
</tr>
<tr>
<td>2013</td>
<td>1700</td>
<td>920</td>
<td>780</td>
<td>0.85</td>
</tr>
<tr>
<td>2014</td>
<td>1695</td>
<td>990</td>
<td>705</td>
<td>0.71</td>
</tr>
<tr>
<td>2015</td>
<td>1680</td>
<td>950</td>
<td>730</td>
<td>0.76</td>
</tr>
</tbody>
</table>

In a normal set up G.P.I should be 1 which means that the schools were enrolling the equal number of females and males. In the table, the G.P.I is less than 1 means the number of males enrolled is greater than that of females due to the reasons stated below. It means 0.84 showed that the number of girls enrolled in 2012 was less than the number of males enrolled in that year. The 0.85 showed that 2013 depicted the same result. In 2014 BEAM did not enrol form 1 students and the 0.71 findings showed that the number of females enrolled was very low and this showed that BEAM enrolment seems to have a great impact on the lives of the girl child and subsequently the future livelihoods.
Graph 4:5 Gender Parity Index on the school enrolment for the past four years. (High school Blue 2) as one example

Gender Parity index in this study as shown in graph 4:5 helps to explain that from the onset the number of females enrolled was lower as compared to males due to reasons such as patriarchy and poor socio-economic status where parents prefer to send the boy child to school with the belief that the boy child would become the breadwinner in any family set up.

Table 4:12 School dropout rates of Dzivaresekwa Township OVCs Dropout rates of Secondary Education for the past four years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Gross Enrol</th>
<th>Drop Outs</th>
<th>Drop Outs</th>
<th>Drop % age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>2012</td>
<td>1750</td>
<td>230</td>
<td>145</td>
<td>85</td>
</tr>
<tr>
<td>2013</td>
<td>1700</td>
<td>224</td>
<td>130</td>
<td>94</td>
</tr>
<tr>
<td>2014</td>
<td>1695</td>
<td>255</td>
<td>165</td>
<td>91</td>
</tr>
<tr>
<td>2015</td>
<td>1680</td>
<td>210</td>
<td>122</td>
<td>88</td>
</tr>
</tbody>
</table>

It also explains the participation of BEAM in schools since BEAM absorbs not more that 25% of the OVCs in schools. The findings in Table 4:12 showed that in 2012 the percentage drop out for girls was at 63% whereas for boys was 37%. This might have been caused by the harsh socio-economic conditions of the decade. In 2014 the percentages ratios were 64,7% for girls and 35,3% boys. Girls had the highest percentage of drop outs because there was no BEAM selection for form ones in 2014. To be precise BEAM has been found to be a special entity in reducing school dropping out rates. Smith et al. (2012) echoed the sentiments that BEAM support has made an important contribution on the improvement of school attendance of BEAM beneficiaries and
reducing the school drop-out rate. This could anticipate the supposedly beginning of a positive feature with perhaps an improved livelihood for tomorrow.

These sentiments were not new but what made them an issue was still, they still existed today. The researchers who wrote their work before me, the likes of Mangwaya (2004), Manyanye (2012) Nyatsanza and Hlatywayo (2014) and Mutasa (2015) have already found similar findings. Suggestions made were that a biometric machine should be used to store data for former BEAM beneficiaries. The monotonous exercise of making parents and guardians renew the process every year made some beneficiaries miss the selection process because of lack of communication. The finger prints of the beneficiaries can be entered into a biometric machine to avoid the removal of the OVCs from the BEAM records before end of the period of form six. This might help to reduce bias and abuse of the selection criteria as well as other logistical problems. The identification of the beneficiaries at post-secondary level may not be challenge if ever BEAM beneficiaries were going to be recalled for further assistance in future.

Smith e.t al (2012) from their final BEAM Evaluation Report found out that the BEAM criterion for selection was being abused and recommended that the BEAM selection criteria needed to be reviewed to foreground the poverty criterion. Hlatywayo and Nyatsanza (2014) however, reverberated that the unbiasedness in the selection of orphans and vulnerable children in any community must be also done through the talent or abilities of the child and then BEAM would support the child through its funding until the child becomes independent.

Mangwaya (2004) cited the sentiments that the selection process was not done in a transparent manner and accused BEAM selection committees of selecting their own children and children of
members of the School Development Committees on the pretext that they come to school regularly for meetings.

The livelihoods of former BEAM beneficiaries have been viewed in relationship with time utilisation benefits of BEAM. The attitudes of beneficiaries, educational performance, asserts and capabilities were derived or based on the assert pentagon and the livelihood strategy chart. The research question which brought out the different livelihoods encountered by beneficiaries in and out of school was:

_**How can the different livelihoods of former BEAM beneficiaries be determined?**_

### 4.14 Former BEAM beneficiaries’ livelihoods and lifestyles.

The researcher has covered areas of education and pass rates, attitudes, lived experiences, assets and capabilities to include the five capitals for human development. The participatory approach was used. The former beneficiaries gave responses on an exercise on their barriers and strengths and these were shown below:

_**Table 4:13 Responses on the exercise on the livelihood strategy chart tool showing barriers and strengths of the OVYPs**_

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good health</td>
<td>25</td>
</tr>
<tr>
<td>Acquiring of knowledge through BEAM</td>
<td>35</td>
</tr>
<tr>
<td>Ability to read and write</td>
<td>14</td>
</tr>
<tr>
<td>Local buzzers soccer player</td>
<td>10</td>
</tr>
<tr>
<td>Dancing Choreographies</td>
<td>8</td>
</tr>
</tbody>
</table>
### 4.14.1 An Analysis of the livelihood strategy chart

The results of the livelihood strategy chart showed that 25% of the post-secondary BEAM beneficiaries were in good health and 35% had acquired education through BEAM. The other 14% were able to read and write while 10% were local buzzer soccer players. The other 5% were band members while 8% were dancers. Only 3% were youth church leaders.

**Graph 4:6 Showing the livelihood strategy tool for STRENGTHS**

**Table 4:14 Responses on the exercise on livelihood strategy chart showing barriers and strengths in percentages**
On barriers, 5% of the beneficiaries were in poor health and 30% of them lacked employment, skills and income. Research results showed that 10% of them had no shelter of their own and 15% of them lacked equipment to use to start projects. Results reflected that 15% lacked cell phones or their own transport and 25% lacked savings.

From this inquiry it was discovered that barriers out-numbered strengths which was an indicator to show that livelihoods were compromised. They lacked both the economic and financial capitals which were the vehicles for economic development. Lack of shelter was another serious predicament which made life very unstable for the beneficiaries. The results indicated that there was definitely lack of capital and savings or just equipment to start self-help projects.
Graph 4.7 Livelihood strategy chart showing barriers

The graph indicated that beneficiaries have strengths which need to be supported by stakeholders especially on the social capital side for example on dances, music, church and sports activities. The main worry was on the high levels of barriers which need mitigation as a matter of urgency since theirs barriers were the backbones of their livelihoods. Only quick solutions to address these barriers would help to eradicate poverty and exploitation amongst beneficiaries. The 5% of poor health is an indicator of poverty.

4.15 Household responses

Table 4.15 Responses of twenty-five former households of BEAM beneficiaries on whether BEAM support has influenced the household poverty of their families
Responses | Households | Percentage
--- | --- | ---
Yes | 20 | 80
No | 5 | 20
Total | 25 | 100

4.15.1 An Analysis on household responses

The results showed that 80% of the households interviewed indicated that their livelihoods never changed because they were already vulnerable. The other 20% indicated that they have realised some changes in their homes in terms of reducing household poverty since they were able to channel the money for fees and levies to food and rentals.

They still felt that the provision of basic necessities such as stationery, uniforms and other levies like bus levy and building levy were still a challenge to them. However, the five households which responded positively acknowledged their gratitude to the programme for helping them to reduce
poverty since they were able to channel their meagre resources towards other needs such as food and health care. Three households managed to confirm that their three sons managed to become police officers and two females managed to become nurses and they managed to improve their household livelihoods.

Table 4:16 Livelihoods improvement by former BEAM beneficiaries

<table>
<thead>
<tr>
<th>Livelihood improvement</th>
<th>Number of respondents</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great improvement of livelihoods</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Moderate improvement of livelihoods</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>No improvement of livelihoods</td>
<td>126</td>
<td>84</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>

Fig 4:5 Pie-chart to indicate livelihoods improvement by former BEAM beneficiaries

4.15.2 Analysis of livelihood improvement of beneficiaries
The livelihoods of some the BEAM beneficiaries seemed to have improved by 6%. Some of the beneficiaries managed to make it in life. The majority of these beneficiaries were still languishing in poverty as indicated by the 84% of the former beneficiaries who indicated that their livelihoods were still haunted by the experiences of their childhood as OVCs. They explained that they were still vulnerable as before. They stated that their lives were full of misery. Only a moderate improvement of livelihoods of about 10% was indicated by some households of the beneficiaries. This was exacerbated by a number of variables such as the environment that they were exposed to as OVYPs. The saying goes “the environment that children are raised in moulds not only their mind, but also brain” (https://www.huffingtonpost.cm/dr-douglas-fields-of-two-minds-on-morality: 22/10/17: Time 12:21pm)

4.15.3 Interpretation and Discussion

Generally most OVCs suffer different forms of abuse during their developmental growth. There was lack of self-awareness which may have led to the majority of the beneficiaries to perform badly in class. Field (2010) states that when the environment is hostile or socially unhealthy, development of the brain is affected and often impaired, early childhood sexual and physical abuses have been shown to cause abnormal physical changes.

Besides medical established facts the former beneficiaries had their own share of faults which led to continuous poverty and vulnerability based on their poor attitudes during their schooling periods. The majority of these beneficiaries were not serious at all during the learning period as already portrayed by the results analysis. Some of the beneficiaries absented themselves from school unnecessarily.

4.16 The Asset Pentagon
4.16.1 The Asset Pentagon’s Implications

According to department for International Development (2015, p4) “the Asset pentagon lies at the core of the Livelihoods framework, ‘within’ the vulnerability context. The pentagon was developed to enable information about people’s assets to be presented visually thereby bringing to life important inter-relations between the various assets.” However, the diagram below presented the capital assets of the former BEAM beneficiaries in terms of percentages. This actually showed the different livelihood outcomes of these beneficiaries. The pentagon has created debate on how the livelihoods of the beneficiaries could be transformed since the pentagon was showing a representativeness of all capital assets.

![Asset Pentagram Diagram]

- **ECONOMIC CAPITAL**
  - Savings 3%
  - Debt 5%

- **HUMAN CAPITAL**
  - Good health 25%
  - Skills 10%
  - Knowledge 30%

- **PHYSICAL CAPITAL**
  - Infrastructure 5%
  - Equipment 5%

- **NATURAL CAPITAL**
  - Land 2%

- **SOCIAL CAPITAL**
  - Social Relations 5%
  - Associations 10%
4.16.2 Asset Pentagon analysis according to post-secondary BEAM beneficiaries

Under human capital good health was at 20%, skills acquisition at 10% and knowledge acquisition at 30%. On physical capital infrastructure and equipment were at 5% respectively. Natural capital with land was at 2% whilst the economical capital had 3% for savings and 5% for debts. Social capital indicated 5% for social relations and 10% for associations. The most interesting thing was that there was a link between the economic capital and the natural capital where savings were at 3% and land was at 2%, basically it means that a small percentage of beneficiaries own land. The financial capital was low and, then, there was need for funding in form of loans. Generally, it showed that most of the capitals were signified by very low percentages hence there was a need to look beyond the assets themselves and develop some form of financial capital assistance to help promote the livelihoods of these beneficiaries.

To be precise social capital involves social networking, social relations, afflictions and association within individuals and groups of people. The research has shown that there was low social networking amongst former BEAM beneficiaries although they sometimes engage in community soccer playing and drug taking. According to Portes (1998) human and social capitals do not exist in isolation of each other. The two are linked in complex ways and, to some extent, feed into each other.
Table 4:17 How former beneficiaries spend their time as portrayed by parents and guardians.

<table>
<thead>
<tr>
<th>How beneficiary spend time?</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>At work</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Smoking dangerous drugs</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Gambling</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Reading</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>None</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.17 An analysis of livelihoods as perceived by parents and guardians

The researcher discovered that 2% of the beneficiaries were formerly employed, 24% were taking dangerous drugs and 20% were engaged in gambling. The other 8% spend most of their time reading and 40% of the beneficiaries were doing virtually nothing. The parents confirmed that smoking of dangerous drugs has become the order of the day in Dzivaresekwa Township. Most guardians stated that the most abused drugs were marijuana or cannabis, tablets for the mentally challenged, broncler (bronco), histalix and cocaine to some extent. They also highlighted that the beneficiaries took illicit alcohols such as “musombodiya”, strong spirits and some other deadly home-made beers. Gambling was at 20% and it complements drug taking. This is summed up by the diagram below.
4.18 How former BEAM beneficiaries spend their times as they portrayed

The table 4:18 below shows the responses given by the former BEAM beneficiaries when they responded to the questionnaire. The responses came from 150 former BEAM beneficiaries. The results were as follows:

Table 4:18 Shows what beneficiaries say on how they spend their time of the day

<table>
<thead>
<tr>
<th>Ways of spending time of a day</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing piece jobs</td>
<td>91</td>
<td>61</td>
</tr>
<tr>
<td>At work</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Smoking and drinking</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Doing virtually nothing</td>
<td>41</td>
<td>27</td>
</tr>
<tr>
<td>At college</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.18.1 An analysis of livelihoods as perceived by former BEAM beneficiaries
The researcher found out that 61% of the beneficiaries were doing piece jobs while 7% were formally employed. It was discovered that 3% of the beneficiaries engaged in smoking and drinking illicit beers and only 2% was at Higher and Tertiary colleges pursuing some courses. Results indicated that 27% were doing virtually nothing. The beneficiaries stated that they were not comfortable with the type of life they were experiencing. They highlighted that in most cases they were doing piece jobs where they were being exploited by those with the means. Those who did these piece jobs indicated that they were desperate to survive the current harsh economic conditions.

![Pie chart showing time spent by beneficiaries]

**Figure 4:8 How do the beneficiaries spent their time?**

Whilst BEAM gave basic support to the OVYPs, its good cause was being hampered by a number of factors surrounding its worthwhile. Firstly, the beneficiaries were not selected on merit. The beneficiaries selected might have been very dull with 36 units at grade seven but they benefitted. Secondly, the beneficiaries still lag behind when it comes to issues concerning education and
absenteeism. Worse still the attitudes of the beneficiaries leaves a lot to be desired, they concentrate on irrelevant things such as drug taking and smoking. There was lack of enough sensitisation and this had a bearing on their future livelihoods. The researcher was not blaming the policy but was looking at life after BEAM.

These figures did not portray what Zimbabwe as a country needs for this youthful generations. Accordingly, ZIMASSET Blue Print was trying to address pertinent issues such as indigenisation and empowerment, creation of employment, eradication of poverty and hunger, value beneficiation, infrastructure development, nutrition and food security are the key sectors of economic growth.

4.19 The Extent to which BEAM has assisted OVYPs

Table 4:19 below shows the responses given by parents and guardians during interviews when they were asked about the extent to which BEAM has assisted orphan and vulnerable young persons in Dzivaresekwa Township. Twenty-five parents and guardians responded and results are shown below in Table 4:19

Table 4:19 The extent to which BEAM assisted beneficiaries as portrayed by parents/guardians

<table>
<thead>
<tr>
<th>Extend of BEAM in assisting beneficiary</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquiring knowledge</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>Becoming university graduate</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Obtaining a course (Tech-Vocational training)</td>
<td>3</td>
<td>12</td>
</tr>
</tbody>
</table>
4.20 An analysis on the extent to which BEAM assisted beneficiaries

The researcher discovered that 76% of the former BEAM beneficiaries acquired knowledge whilst 8% became university graduates. It was also discovered that 12% gained skills through Technical Vocational Training whilst 4% obtained skills through non-formal training and became partially skilled builders, welders, carpenters and motor mechanics.

![Figure 4:9 Extent to which BEAM assisted beneficiaries](image)

*Figure 4:9 Extent to which BEAM assisted beneficiaries*

The researcher looked at the extent to which BEAM had gone in assisting beneficiaries to gain knowledge. It was discovered that BEAM was a worthwhile programme which was basically vital
in enhancing knowledge and most of the post-secondary beneficiaries were able to read and write with a percentage literacy rate of 76%. The challenge was on whether this knowledge had benefited them in acquiring skills for self-reliance. From the interviews carried out, some of the former beneficiaries have been assisted by different stakeholders, for example well-wishers, church organisations, non-governmental organisations, guardians, friends and business people. The researcher discovered that the 8% which graduated with degrees had challenges in paying school. There was definitely need to assist this vulnerable group by government and stakeholders especially in Dzivaresekwa area to make the livelihoods of the beneficiaries better than before. It is important to remember that the beneficiaries were already vulnerable when they were selected to be beneficiaries, so without skills they still remain vulnerable.

4.21 The attitudes of the BEAM beneficiaries towards school

The table below shows the attitudes of former BEAM beneficiaries. This information was obtained from teachers as they narrated the attitudes of the beneficiaries when they were still at school. When the teachers were asked to describe the attitudes of the former beneficiaries towards school, they highlighted a variety of attitudes which had a bearing on their performances.

Table 4:20 Attitudes of BEAM beneficiaries towards their education as narrated by secondary school teachers

<table>
<thead>
<tr>
<th>Attitude of BEAM OVC towards their education</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed bag</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>No difference</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>Lack of commitment</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>Laissez-faire</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>Misguided</td>
<td>2</td>
<td>13.2</td>
</tr>
</tbody>
</table>
4.21.1 Analysis on the attitudes of former BEAM beneficiaries whilst at secondary school

From the fifteen school teachers who were interviewed on the attitudes of former BEAM beneficiaries during their secondary education, 6.7% stated that the attitudes of the former BEAM beneficiaries were a mixed bag. Another 6.7% cited lack of commitment. Some 6.7% cited reluctance and 13.2% described the former beneficiaries as misguided young people. The 26.6% of teachers highlighted that the beneficiaries were not serious whilst 6.7% stated that some beneficiaries felt inferior. Another 6.7% indicated that some beneficiaries had a laissez-faire attitude. It was, however, noted that 13.3% indicated that some beneficiaries had good and positive attitudes towards their education whilst 6.7% of the teachers noticed no differences at all in terms of attitude. Generally, their attitudes impacted on their livelihoods.

4.22 The educational progression of beneficiaries when they were still at school according to the school records.

The data on the educational performance of former BEAM beneficiaries was picked from documents at the two secondary schools. These documents were mark schedules for the period 2010 to 2015. The mark schedules showed marks for every subject and the researcher calculated the form percentages and percentage pass rates cumulatively. The results were shown below:

<table>
<thead>
<tr>
<th>Attitude Description</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not serious</td>
<td>4</td>
<td>26.6%</td>
</tr>
<tr>
<td>Reluctant</td>
<td>1</td>
<td>6.7%</td>
</tr>
<tr>
<td>Some are positive and good</td>
<td>2</td>
<td>13.3%</td>
</tr>
<tr>
<td>Feels inferior</td>
<td>1</td>
<td>6.7%</td>
</tr>
<tr>
<td>Not good</td>
<td>1</td>
<td>6.7%</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100%</td>
</tr>
</tbody>
</table>
**Table 4:21** Records showing the educational performances of former BEAM beneficiaries as depicted by mark schedules for six years cumulatively from Form 1-3

<table>
<thead>
<tr>
<th>Education</th>
<th>Number of responses</th>
<th>Form percentage</th>
<th>Pass rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 1 fail</td>
<td>112</td>
<td>75</td>
<td>25%</td>
</tr>
<tr>
<td>Form 1 pass</td>
<td>38</td>
<td>25</td>
<td>9%</td>
</tr>
<tr>
<td>Form 2 fail</td>
<td>100</td>
<td>67</td>
<td>22%</td>
</tr>
<tr>
<td>Form 2 pass</td>
<td>50</td>
<td>33</td>
<td>11%</td>
</tr>
<tr>
<td>Form 3 fail</td>
<td>85</td>
<td>57</td>
<td>19%</td>
</tr>
<tr>
<td>Form 3 pass</td>
<td>65</td>
<td>43</td>
<td>14%</td>
</tr>
</tbody>
</table>

4.22.1 Analysis of the educational progression of former BEAM beneficiaries as depicted from the school records.

The school records depicted that at Form 1 level the pass rate was 25% per Form and cumulatively was at 9%. At Form 2 the pass rate was at 33% per Form and cumulatively 11%. At Form 3 level the pass rate was 43% per Form and cumulatively 14%. It was generally observed that their performance passes were not pleasing at all since the percentage passes rates were below average. This was an indication that although the fees and exam fees were paid, the beneficiaries lacked commitment in some areas. These pass rates reflected a poor performance. There was lack of seriousness although the effects on their poor socio-economic backgrounds could not be ruled out.

The failure rates superseded the pass rates with form ones registering a 21% failure rate, form twos with 22% failure rate and with form threes scoring 19% failure rate.
This was an indication that attitude may also be a contributing factor to poor performance, although factors such as poverty and stigmatisation may have played a role. Mwoma and Pillay (2016:85) argue, “as a result of their poverty stricken conditions they were often sad, depressed, angry; which could negatively affect their concentration and academic performance”. Other factors could be a result of lack of other basic needs such as clothes, food, stationery, shelter which have effects on one’s life which have already been highlighted by many authors who wrote before me, the likes of Nyatsanza and Hlatywayo (2014).

![The Education Progression of the former BEAM beneficiaries cumulatively for six years](image)

**Figure 4:10** The educational progression of BEAM beneficiaries as from Form 1 to 3 as from 2010 to 2016 according to the school records (mark schedules)

### 4.23 Tracing of the Educational Pass Rates of BEAM beneficiaries up to ‘O’ & ‘A’ Level

This part of the research was a grey area which still had a lot to be desired. From the research, it seemed as if the educational pass rates record of the BEAM beneficiaries was not taken seriously
by the school heads or even the social welfare department for future planning and strategic management, and to keep track of good performers and poor performers for future references or placements. Results indicated that 100% of the school heads and teachers stated that no specific records were kept for the educational progression or pass rates analysis at ‘O’ and ‘A’ Level as monitoring tools specifically meant for BEAM beneficiaries. It meant that there was lack of proper monitoring and guidance at secondary school level, which in any case was a serious omission since most OVYPs lacked parental guidance and have no learner exit profiles. The laxity in record keeping has a bearing on the future livelihoods of beneficiaries which the researcher has discovered through this research.

4.24 Keeping of educational progression records by teachers and school heads

*Table 4:22 Keeping of progression records specifically for BEAM beneficiaries by teachers*

<table>
<thead>
<tr>
<th>Do teachers keep progression records specifically for BEAM beneficiaries?</th>
<th>Number of responses</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

*Table 4:23 Analysis for pass rates for BEAM beneficiaries by teachers*

<table>
<thead>
<tr>
<th>Do you keep analysis pass rates for BEAM beneficiaries?</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.24 Keeping of progression records by School Heads specifically for BEAM beneficiaries

<table>
<thead>
<tr>
<th>Do School Heads keep progression records specifically for BEAM beneficiaries?</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No, as per say but are inclusively put with other students’ records</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.25 Responses on the keeping of specific pass rates records for BEAM beneficiaries by teachers

<table>
<thead>
<tr>
<th>Do you specifically keep pass rate records for BEAM beneficiaries?</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

4.24.1 Analysis of the education progress of former BEAM beneficiaries

The teachers and school heads registered 100% for not keeping O’ level and A’ level examination analysis records for Post-secondary beneficiaries. The results shown in the tables above show a “no” response from the teachers and secondary school heads on whether they kept records on the educational pass rates of the former beneficiaries at “O” level during face to face interviews with the researcher. The 100% negative response showed lack of monitoring by the Social Welfare representatives to check for progress and recommend other intervention programmes for the orphans and vulnerable young persons to get to other levels of education. The researcher interviewed the Social welfare representative who repelled BEAM as not a scholarship and highlighted that the Social welfare representative indicated that the department does not check on
the educational pass rates record per say but it checks on attendance to schools by beneficiaries using the new instrument 5/1.

From this research it was observed that 100% school heads and teachers pointed out that it was necessary to keep a track record for the educational pass rates of BEAM beneficiaries for it would help to map the way forward if these beneficiaries were found to be lacking at a tender age. In a nutshell, there was no result analysis and no learner exit profile for BEAM beneficiaries. From the researcher’s observations educational progression records and exam analysis pass rates were inclusively done in schools. Educational progressions were a special entity of the whole learning process of the beneficiary in that it would set the pace for what the beneficiary was capable of doing and what the beneficiary would want to achieve in future.

### 4.25 Calculated pass rates at “O” Level at ZIMSEC examinations of former BEAM beneficiaries cumulatively for the past 6 years

The researcher picked the results of the post-secondary BEAM beneficiaries from the duplicates of the ZIMSEC examination slips for the years of 2011 to 2016. The researcher calculated the pass rates accumulatively from the examinations records provided by the two secondary schools. The results of the calculated percentages were shown on the table below.

*Table 4.26 Responses on subjects passed at Ordinary Level examinations by beneficiaries for the past 6 years cumulatively as given by the post-secondary beneficiaries.*

<table>
<thead>
<tr>
<th>Subjects passed at Ordinary Level examinations</th>
<th>Number of responses</th>
<th>Percentage Cumulatively</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 subject</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>1-2 subjects</td>
<td>46</td>
<td>30</td>
</tr>
<tr>
<td>3-4 subjects</td>
<td>43</td>
<td>29</td>
</tr>
<tr>
<td>5 subjects and above</td>
<td>31</td>
<td>21</td>
</tr>
</tbody>
</table>
Graph 4:8 number of subjects passed by beneficiaries for the past six years

4.25.1 An Analysis of the “O” Level results for the past 6 years cumulatively.

The results reflected that 20% of the former beneficiaries did not pass a single subject. Those who passed one to two subjects had a percentage pass rate of 30% while three to four subjects had a pass rate of 29%. The beneficiaries who passed five subjects and above had a pass rate of 21%.

Generally the performance was not good. It has led to serious repercussion in future such as livelihoods marked by poverty, lack of employment, income and savings. A survey carried out on one hundred and fifty BEAM beneficiaries showed that the failure rate was at 79%. The pass rate was at 21% cumulatively for the BEAM beneficiaries who completed ‘O’ level as from 2011-2016. The percentage failure rate of 79% cumulatively was rather too high. It was an indication that the majority of these post-secondary beneficiaries did not proceed to “A” level education.
It showed that the majority of the beneficiaries were suitable candidates for technical-vocational education especially the beneficiaries with three to four subjects. With a percentage pass rate of 29%, this was really a catchment area of most of the potential candidates for tech-vocational education. Exposure and lack of funding may have been the stumbling blocks for this vulnerable group.

4.26 Calculated Subject Pass Rates at “A” Level of Former BEAM beneficiaries cumulatively for the past 6 years

The researcher calculated the pass rates of former BEAM ‘A’ Level students from the duplicates of ‘A’ Level result slips from ZIMSEC. The results are shown in the table below:

<table>
<thead>
<tr>
<th>Subjects at Advanced Level examinations</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 subject</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1 subject</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2 subjects</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>3 subjects</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td>Did not write (I did not reach that level)</td>
<td>120</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4:27 Subjects passed at Advanced Level examinations as taken from the records of the post-secondary BEAM beneficiaries from schools

4.26.1 An Analysis of the ‘A’ Level Results of the former BEAM Beneficiaries

The “A” Level results reflected that 2% of the BEAM beneficiaries did not any subject. The results also indicated that 1% of the beneficiaries passed one subject whilst 4% of the beneficiaries passed two subjects. The results also showed that 13% of these beneficiaries passed all the three subjects whilst 80% of the beneficiaries failed to progress to A level.
The beneficiaries who left secondary at both ‘O’ and ‘A’ Level had no skills at all. Skills are earned through training. The percentage pass rate for those who proceeded to either tech-vocational or Higher Tertiary education was at 13%. The questions were, where were they going to be absorbed in the labour market and was it not a big loss for the government to produce 80% of the beneficiaries without skills at all? The failure to obtain skills may lead to further vulnerability and poverty. Kelly (2002) argues that growth in education may positively influence growth out of poverty.

4.26.2 Interpretation and Discussion

This was the most crucial period of their lives which would later on, in future impact on their livelihoods. This was a real problem that the researcher has witnessed since her entire teaching period in government secondary schools. These were the bulky of the post-secondary beneficiaries found roaming the streets of Dzivaresekwa, engaging in drug and alcohol abuse to mention a few.
The researcher, however, tried to sensitize educators to see to it that it was necessary to provide the required educational, moral, emotional and social support to the beneficiaries so as to avoid the challenges of post-secondary life.

The theorem included the application of the concepts as a predictor of, among others, schools attrition and academic performance. It might create children’s intellectual development and sources of employment. It may boost the occupational attainment, juvenile delinquency and its prevention and immigrant and ethnic enterprise. This alone has shown the benefits and barriers of social capital.

Social Capital emanates or finds classical roots in Durkheim (1893)’s 1984 theory of social integration and sanctioning capacity of group rituals. Social capital is relatively intangible and its strength lies inheres in the structure of relationships and social networking. Social Capital is a very important aspect in this research as the livelihoods of OVYPs were looked at in relation to a family support unit and sources of social control.

The participatory approach started by planning the data analysis procedure before the analysis of data. The assessment divided the participants into five categories, human, social, physical, financial and public assets. The results produced the asset pentagon which showed a vivid relationship amongst asset and capitals as highlighted by study. The already discussed diagram was a representation of capital assets of the former BEAM beneficiaries in Dzivaresekwa high density suburb which has an impoverished society loaded with orphans and vulnerable young persons.
Assessing the challenges being faced by former BEAM beneficiaries and coming up with solutions on how the challenges could be alleviated was a mammoth task. The challenges of BEAM beneficiaries started with backdates way back when they were still at school. The childhood challenges still affect the adulthood life of most of the beneficiaries. Research question 3 shows an attempt to help alleviate some of the challenges at adulthood level. The researcher presents research question three as follows:

*How can the challenges being faced by the former BEAM beneficiaries be alleviated?*

**4.27 Reflection on whether former BEAM beneficiaries faced challenges after completing school**

The table below shows the response given by the former BEAM beneficiaries when they were asked whether they were encountering challenges after completing secondary school.

*Table 4.28 A Reflection on whether former BEAM beneficiaries faced challenges after completing school*

<table>
<thead>
<tr>
<th>Faced challenges after completing school</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>135</td>
<td>90</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>

The beneficiaries showed that they had challenges as indicated by the 90%, only 10% did not indicate any challenges. The percentage with challenges was too high and that was an indication to show that the former beneficiaries needed help socially, psychologically and economically.
Fig 4:12 Responses on whether former BEAM beneficiaries faced challenges after completing secondary education

The answer was an overwhelming, ‘yes’. 90% of the OVYPs were affected by poverty and both teachers and parents felt intervention would help serve the OVYPs form this predicament. The intervention and mitigation by the government should be done in areas of skills acquisition. Mutambanengwe (2014) states that from research inquiries it has been observed that some informal training was very possible especially with trades which run in the family, which was a common practise in the Indian community and amongst Zimbabwean indigenous and small scale traders in areas such as basketry, carpentry, pottery and welding. This was also a good dimension if stakeholders were involved in the impartation of life skills to young disadvantaged OVYPs. This was a very crucial area for OVYPs hence, the old adage ‘teach people how to fish rather than to give them fish’.

The researcher viewed the lives of post-secondary beneficiaries to have been marred by lots of challenges, of which the twenty-five parents and guardians interviewed stated that challenges were
the order of the day for these orphaned and vulnerable young persons (OVYPs). The table below shows some of the challenges.

Table 4.29 greatest challenges as portrayed by parents and guardians

<table>
<thead>
<tr>
<th>Greatest challenge as portrayed by parents and guardians</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of skills</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>Lack of employment</td>
<td>13</td>
<td>52</td>
</tr>
<tr>
<td>Lack of cash</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Lack of shelter</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>

4.28 An analysis showing the greatest challenges of beneficiaries as portrayed by parents and guardians

The research showed that 28% of the former beneficiaries lacked skills and 52% were in need of employment. The results also reflected that 4% of the beneficiaries lacked shelter while 16% were in need of cash. To sum up, the majority of the beneficiaries had serious challenges in their lives and their household livelihoods were not bright. The challenges shown above were mostly economic, financial, human and physical and these are capitals of sustainable livelihoods. Sustainability is considered in terms of available capitals and these help to examine vulnerability contexts of trends, shocks and stresses. The capitals showed the non-existence of assets and capabilities among the BEAM beneficiaries in this study. From observation and interviews 10% of the beneficiaries did not own houses, assets such as cars and had no cash savings bank accounts at all. Accessing employment has been a major challenge.
The unemployment rate of BEAM beneficiaries is 52% as indicated by parents and guardians. This was the thinking of parents and guardians who still believe that after secondary education one has to be employed by someone. The researcher was also fighting the colonial mentality which had its basic characteristic as getting employed and doing white collar jobs after school. This has resulted in the post-secondary BEAM beneficiaries encountering numerous challenges after school. The post-secondary beneficiaries cited many challenges that they faced after leaving school since BEAM ended at secondary level. Early marriages due to poverty and lack of technical-vocational and entrepreneurship skills as topped the list.

4.29 Challenges faced by the former BEAM beneficiaries as portrayed by the beneficiaries

The post-secondary BEAM beneficiaries responded to the questionnaire which was asking them to list the challenges that they were facing after completing secondary education.

Table 4:30 Challenges faced by former BEAM beneficiaries after completing secondary school
<table>
<thead>
<tr>
<th>Faced challenges after completing secondary education</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of money</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Lack of tech-vocational/entrepreneurship skills</td>
<td>40</td>
<td>27</td>
</tr>
<tr>
<td>Unemployment</td>
<td>19</td>
<td>13</td>
</tr>
<tr>
<td>Lack of further funding</td>
<td>38</td>
<td>25</td>
</tr>
<tr>
<td>Early child marriage</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Lack of food</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Drug addiction</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>No challenges</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.29.1 An analysis on the responses given by BEAM beneficiaries on the challenges they were facing

Lack of funding to proceed with education was at 25%, whereas lack of employment was at 13%, early marriages 3%, drug addiction 5% and lack of food at 10%. The beneficiaries who indicated lack of money were at 10%. Those who were in need of Technical Vocational and entrepreneurship skills were at 27%. The beneficiaries who indicated that they had no challenges were 7%. These were serious issues which needed to be resolved by the government and all stakeholders before the lives of the youngsters deteriorate and become irretrievable.

The table above showed the different challenges faced by post-secondary BEAM beneficiaries. The post-secondary beneficiaries did not hesitate to blow the whistle on their challenges they were experiencing. They further stated that life was but just a nightmare for most of them. Some explained that they were now street urchins, beggars and some had nowhere to call a home. Life was really tough and most of them were desperate cases. Some of the post-secondary beneficiaries were living on the banks of Mukuvisi River near Mbare, Magaba. The researcher gathered this information from some of the former BEAM beneficiaries who had come to fill in the
questionnaires forms. The researcher has no doubt to assume that some of these former beneficiaries were living along Mukusi River and were also involved in criminal activities. It is believed that some few beneficiaries might have migrated from Dzivaresekwa to Mukusi River.

These life styles could have been resulted in lack of psycho-social support on OVCs at all their stages of human growth by parents and guardians. According to Mwoma and Pillay (2016, p91) “Educational status is an important indicator of children’s well-being and future life opportunities and it can predict growth, potential and economic viability of a state, while this is an ideal situation for all children, the case may be different for orphans and vulnerable children due to the challenges they go through on a daily basis”. Indeed challenges may have seriously contributed in spoiling the future of the OVYPs.

The school Heads and teachers who were interviewed noted lack of further funding to technical vocational and tertiary education as a major hindrance after completing both ‘O’ & ‘A’ Level

![Figure 4:14 Challenges faced by former BEAM beneficiaries after completing secondary school]

Figure 4:14 Challenges faced by former BEAM beneficiaries after completing secondary school

The school Heads and teachers who were interviewed noted lack of further funding to technical vocational and tertiary education as a major hindrance after completing both ‘O’ & ‘A’ Level.
education whether one has passed or not. The researcher discovered that such scenarios made the former beneficiaries more vulnerable and exposed to more life threatening escapades such as exposure to HIV/AIDS, sexually transmitted diseases, drug abuse, engagement in robbery, poor health, lack of food, poor nutrition, theft and prostitution, hence the saying, an idle mind is the devil’s workshop.

**Statistical Inference to data**

The statistical data tests for independency of stakeholder’s view on challenges so that she could single out some of the choices too influential than others.

### 4.30 The major challenges post-secondary BEAM face as indicate by different stakeholders.

*Table 4:31 Stakeholders’ views on major challenges of pre and post-secondary BEAM beneficiaries*

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Parents</th>
<th>Policy Markers</th>
<th>Post-secondary Beam beneficiary</th>
<th>Teachers</th>
<th>Community selection Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of further funding</td>
<td>32</td>
<td>60</td>
<td>25</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Lack of skills</td>
<td>28</td>
<td>20</td>
<td>13</td>
<td>50</td>
<td>26</td>
</tr>
<tr>
<td>Lack of employment</td>
<td>52</td>
<td>60</td>
<td>27</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lack of cash</td>
<td>16</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lack of shelter</td>
<td>4</td>
<td>20</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
The table 4:32 above showed different views on the challenges faced by post-secondary BEAM beneficiaries with no clear line for the researcher to clearly point out the challenges which are affecting the beneficiary most. This led the researcher to use the Chi-Square test as statistical test to test for independence of stakeholder’s view on challenges so that she could single out some of the choices too influential than others.

Calculating degrees of freedom \( v = (r-1)(c-1) \)

\( = (8 - 1) (5 - 1) \)

\( = 7 \times 4 \)

\( = 28 \) degrees of freedom in the denominator

The Chi- Square \( (X^2) \) critical value from tables \( \chi^2_{critical} \) = 41.337

This means that at 5% (0.05) level of significance the Chi-Square \( (X^2) \) critical value is, \( X^2_{critical} = 41.337 \)

H₀: There is no relationship between the stakeholders’ views about major challenges being faced by post-secondary BEAM beneficiaries.
H1: There was a relationship between the stakeholders’ views about major challenges being faced by post-secondary BEAM beneficiaries.

That is; $H_0: \mu_{PostsecondaryBEAMbeneficiaries} = \mu_{Each\ stakeholder\ group}$

$$H_1: \mu_{Post\ secondary\ BEAM\ beneficiaries} \neq \mu_{Each\ stakeholder\ group}$$

Decision rule: Reject $H_0$ if $X^2_{calculated} > X^2_{critical} = 41.337$

Table 4:32 Chi-Square ($X^2$) Calculated value calculation

<table>
<thead>
<tr>
<th>Challenge</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Σ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of skill</td>
<td>28</td>
<td>20</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>55</td>
</tr>
<tr>
<td>Lack of employment</td>
<td>52</td>
<td>60</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>125</td>
</tr>
<tr>
<td>Lack of cash</td>
<td>16</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>Lack of shelter</td>
<td>4</td>
<td>20</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>Lack of stationery</td>
<td>0</td>
<td>0</td>
<td>29</td>
<td>66.7</td>
<td>16.6</td>
<td>112.3</td>
</tr>
<tr>
<td>Stigmatisation</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>13.3</td>
<td>50</td>
<td>69.3</td>
</tr>
<tr>
<td>Lack of uniforms</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>6.7</td>
<td>16.7</td>
<td>35.4</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>13.3</td>
<td>16.7</td>
<td>33</td>
</tr>
<tr>
<td>Σ</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>500</td>
</tr>
</tbody>
</table>

*The formula for calculating the Chi-Square value is,

$$X^2 = \frac{(f_0-f_e)^2}{f_e}$$
Where $f_0$ is the observed frequency and $f_e$ is the expected value: 

$$f_e = \frac{RT \times CT}{n}$$

Where $RT$ is row total, CT is column total and $n$ is the sum of row and column totals.*

For view reading 1.1 which is 28

$$f_e = \frac{55 \times 100}{500} = 11$$

$$X^2 = \frac{(28 - 11)^2}{11} = 26.27273$$

Table 4:33 Calculating the Chi-Square ($X^2$) critical value of stakeholders’ views

<table>
<thead>
<tr>
<th>Rows</th>
<th>Observed frequency ($f_0$)</th>
<th>Expected frequency</th>
<th>Chi-Square value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$f_e = \frac{RT \times CT}{n}$</td>
<td>$X^2 = \frac{(f_0 - f_e)^2}{f_e}$</td>
</tr>
<tr>
<td>1.1</td>
<td>28</td>
<td>11</td>
<td>26.27273</td>
</tr>
<tr>
<td>1.2</td>
<td>20</td>
<td>11</td>
<td>7.363636</td>
</tr>
<tr>
<td>1.3</td>
<td>7</td>
<td>11</td>
<td>1.454545</td>
</tr>
<tr>
<td>1.4</td>
<td>0</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>1.5</td>
<td>0</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>2.1</td>
<td>52</td>
<td>25</td>
<td>29.16</td>
</tr>
<tr>
<td>2.2</td>
<td>60</td>
<td>25</td>
<td>49</td>
</tr>
<tr>
<td>2.3</td>
<td>13</td>
<td>25</td>
<td>5.76</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>2.4</td>
<td>0</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2.5</td>
<td>0</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3.1</td>
<td>16</td>
<td>5.6</td>
<td>19.31429</td>
</tr>
<tr>
<td>3.2</td>
<td>0</td>
<td>5.6</td>
<td>5.6</td>
</tr>
<tr>
<td>3.3</td>
<td>12</td>
<td>5.6</td>
<td>7.314286</td>
</tr>
<tr>
<td>3.4</td>
<td>0</td>
<td>5.6</td>
<td>5.6</td>
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<tr>
<td>3.5</td>
<td>0</td>
<td>5.6</td>
<td>5.6</td>
</tr>
<tr>
<td>4.1</td>
<td>4</td>
<td>6.6</td>
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<td>4.2</td>
<td>20</td>
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<td>27.20606</td>
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<td>9</td>
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<td>6.6</td>
<td>6.6</td>
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<td>4.5</td>
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<td>6.6</td>
<td>6.6</td>
</tr>
<tr>
<td>5.1</td>
<td>0</td>
<td>22.46</td>
<td>22.46</td>
</tr>
<tr>
<td>5.2</td>
<td>0</td>
<td>22.46</td>
<td>22.46</td>
</tr>
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<td>29</td>
<td>22.46</td>
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</tr>
<tr>
<td>5.4</td>
<td>66.7</td>
<td>22.46</td>
<td>87.14059</td>
</tr>
<tr>
<td>5.5</td>
<td>16.6</td>
<td>22.46</td>
<td>1.528923</td>
</tr>
<tr>
<td>6.1</td>
<td>0</td>
<td>13.86</td>
<td>13.86</td>
</tr>
<tr>
<td>6.2</td>
<td>0</td>
<td>13.86</td>
<td>13.86</td>
</tr>
<tr>
<td>6.3</td>
<td>6</td>
<td>13.86</td>
<td>4.457403</td>
</tr>
<tr>
<td>6.4</td>
<td>13.3</td>
<td>13.86</td>
<td>0.022626</td>
</tr>
<tr>
<td>6.5</td>
<td>50</td>
<td>13.86</td>
<td>94.23518</td>
</tr>
<tr>
<td>7.1</td>
<td>0</td>
<td>7.08</td>
<td>7.08</td>
</tr>
<tr>
<td>7.2</td>
<td>0</td>
<td>7.08</td>
<td>7.08</td>
</tr>
</tbody>
</table>
\[ X^2 = \sum \left[ \frac{(f_0 - f_e)^2}{f_e} \right] \]

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.3</td>
<td>12</td>
<td>7.08</td>
<td>3.418983</td>
</tr>
<tr>
<td>7.4</td>
<td>6.7</td>
<td>7.08</td>
<td>0.020395</td>
</tr>
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<td>16.7</td>
<td>7.08</td>
<td>13.07124</td>
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<td>8.1</td>
<td>0</td>
<td>6.6</td>
<td>6.6</td>
</tr>
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<td>8.2</td>
<td>0</td>
<td>6.6</td>
<td>6.6</td>
</tr>
<tr>
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<td>6.6</td>
<td>4.418182</td>
</tr>
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<td>13.3</td>
<td>6.6</td>
<td>6.801515</td>
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<tr>
<td>8.5</td>
<td>16.7</td>
<td>6.6</td>
<td>15.45606</td>
</tr>
</tbody>
</table>

\[ X^2 = 609.218 \]

**Graphical representation**

Figure 4:15 Chi-Square graph on stakeholders’ view

\[ X^2_{calculated} = 609.22 > X^2_{critical} = 41.337 \]

222
The Chi-Square ($X^2$) was less than the calculated Chi-Square ($X^2$), so I reject $H_0$ and conclude there was a relationship between the stakeholders’ views about major challenges being faced by post-secondary BEAM beneficiaries. This meant that all the challenges were equally affecting the post-secondary BEAM beneficiaries regardless of the nature of the group. It also indicated that the data collection process was very effective reliable since there was consistence of responses. This clearly indicated that post-secondary BEAM beneficiaries were facing challenges such as lack of technical skills, employment, income, shelter, stationery, stigmatisation, uniforms and many other challenges including furthering education, guardian support and many more. It clearly indicated that not only school fees was a necessity to these learners but other needs such as good accommodation, uniforms, food and stationery were a prerequisite for effective learning including meaningful results. These challenges affect one’s life and subsequently paralysing livelihoods.

4.31 Responses on what the beneficiaries benefitted from BEAM

The table below shows what the beneficiaries benefited from BEAM as they responded to the questionnaires

*Table 4:34 Showing responses on what was not a benefit of BEAM*

<table>
<thead>
<tr>
<th>Not a benefit of BEAM</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payment of school fees and levies</td>
<td>28</td>
<td>19</td>
</tr>
<tr>
<td>Gaining of knowledge and education</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Guidance and counselling</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Skills and training</td>
<td>115</td>
<td>77</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.31.1 An analysis on what the beneficiaries benefitted from BEAM

The beneficiaries indicated that skills and training were not a benefit of BEAM as shown by the 77% response. The beneficiaries who picked payment of school fees and levies were at 19% and
those who chose gaining of knowledge and education were at 3%. Only 1% indicated that they gained guidance and counselling skills.

![Figure 4:16 Responses on what was not a benefit of BEAM](image)

The post-secondary beneficiaries cited lack of skills and training as a major drawback in their endeavours to lead a good livelihood and self-reliance. Out of a hundred and fifty beneficiaries under study, one hundred and fifteen did not benefit any skills whilst on BEAM, which was statistically at 77%. Basically, the former BEAM beneficiaries have minute skills. From the research it has been observed that when the beneficiaries were asked about the skills they wanted to acquire, they expressed themselves respectively, 38% indicated tech-vocational, 29% indicated tertiary, 4% indicated food for work and 29% indicated entrepreneurship. The analysis showed that the former BEAM beneficiaries were hungry for skills in order to earn a decent living and their quest was in line with the objectives of ZimAsset. Fleming (2015, p22) states “the policy
framework on orphans and other children made vulnerable by HIV and AIDS spelt out a series of activities to support Southern Africa’s educational needs.”

4.31.2 Interpretation and Discussion

The challenges were linked from primary school to secondary and from secondary to post-secondary education. Most of the researchers, the likes Nyatsanza and Hlatywayo (2014) and Masdar (2006) highlighted some of the challenges as lack of financial support, food uniforms, stationery and shelter. From the findings of this research these challenges still prevail today, however, the researcher’s area of concentration was an assessment of challenges at post-secondary level. Mutasa (2015) echoed the problems of foods, uniform shortages and lack of access to information by BEAM beneficiaries. However, this research concentrated on the research gap on the scope of orphan-hood, vulnerability, the challenges and the needs among OVCs after secondary education. This area has received little or no attention from the government. The research findings showed that basically the former BEAM beneficiaries lacked a sustainable future.

The fundamental principle of studying orphans and vulnerable young people under BEAM was to try and foster human development. The underlying factor behind a social a protection policy is to make the orphans and vulnerable people develop independent skills. This assertion was buttressed by Nyatsanza and Hlatywayo (2014) who stated that one of the fundamental principles in teaching orphans and vulnerable children is that they would develop independent living skills. According to the findings of this research, this was not the case with BEAM beneficiaries hence, the research questions was developed to excavate the post-secondary life of the BEAM youths.
How best can life skills be imparted on former BEAM beneficiaries after leaving school?

4.32 Skills needed by post BEAM beneficiaries (human capital) to improve livelihoods for former BEAM beneficiaries

The former BEAM beneficiaries responded to the questionnaire giving the responses on the skills that they wanted to acquire so that they can become self-reliant. The table below shows some of the skills that they wanted to acquire.

*Table 4: Skills that need to be acquired at post-secondary education (human capital)*

<table>
<thead>
<tr>
<th>Skills to be acquired at post-secondary education (human capital)</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical-vocational skills</td>
<td>58</td>
<td>38</td>
</tr>
<tr>
<td>Tertiary Education</td>
<td>43</td>
<td>29</td>
</tr>
<tr>
<td>Entrepreneurship skills</td>
<td>43</td>
<td>29</td>
</tr>
<tr>
<td>Food for work programmes</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.32.1 An analysis on the skills that the beneficiaries wanted to acquire

The research findings indicated that 38% of the former BEAM beneficiaries wanted to acquire technical vocational skills while 29% wanted to acquire entrepreneurship skills. The other 29% wanted to advance to tertiary education while 4% stated that they wanted food for work.
Figure 4:17 Skills area the former beneficiaries want to acquire after leaving secondary school

The post-secondary beneficiaries were however, aware of the skills that they needed to acquire for them to become productive and useful citizens. These were shown on the diagram above. The responses reflected the desperate position of the former beneficiaries. From the research it has been viewed that most of the former BEAM beneficiaries lacked knowledge in human capital. Entrepreneurship had 29%, food for work programmes with 4% and Technical-vocational leading with 38%. This was evidence to show although BEAM has not been given good support in terms of skills to influence livelihoods, more has still to be done by the State to enable the OVYPs to change their livelihoods through acquiring of collective knowledge skills or intangible assets.

The intangible assets would help individuals to become self-reliant. The analysis showed evidence of abject poverty amongst former OVYPs who were under BEAM. Lack of industrial, entrepreneurship knowledge and economic capital has a serious impact on sustainable livelihoods of these beneficiaries. This makes it imperative that this special group be supported by the State in order to improve their standing in the community.

4.33 Responses on whether BEAM Funding should end at secondary level
When the BEAM beneficiaries were asked whether BEAM funding should end at ‘O’ and ‘A’ Levels it was big ‘no’. They felt that BEAM should not end after the completion of secondary education for they still needed assistance in order to acquire skills for self-reliance. The responses were shown on the table below:

*Table 4.36 Responses on whether BEAM funding should end after completion of Ordinary or Advanced Level education*

<table>
<thead>
<tr>
<th>Should BEAM funding end after completion of Ordinary/Advanced Level education?</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23</td>
<td>15</td>
</tr>
<tr>
<td>No</td>
<td>127</td>
<td>85</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>

An analysis on whether BEAM funding should end at ‘O’ or ‘A’ Level? The results indicated 85% of the beneficiaries did not want BEAM to end at ‘A’ Level while the other 15% was comfortable with BEAM ending at ‘A’ Level.
Graph 4:9 reflections of the responses on whether BEAM should end at secondary school.

The former beneficiaries’ responses really justified the purpose of this research, where the researcher had become the voice of the voiceless. Why really, for the government to pour in huge sums of money from primary to secondary for the majority of people who will never realise their dreams or become a useful nation. The statistics above showed that skills were a pre-requisite for the BEAM school leavers.

4.34 Ways of capacitating former BEAM beneficiaries with life-skills

The researcher through the transcribing of data from the beneficiaries, teachers and school heads picked the commonly depicted ways of capacitating the former BEAM beneficiaries as shown below;

Table 4:37 Ways of capacitating former BEAM beneficiaries with life-skills

<table>
<thead>
<tr>
<th>Suggested ways of imparting life-skills to former BEAM beneficiaries after school by the former BEAM beneficiaries themselves</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment creation policy</td>
<td>50</td>
<td>33</td>
</tr>
<tr>
<td>Policy creation for skills acquisition for OVYPs</td>
<td>56</td>
<td>37</td>
</tr>
<tr>
<td>Sponsorship to tech-vocational programmes by government</td>
<td>34</td>
<td>23</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Adult Education provision</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

### 4.34.1 An analysis on the ways of capacitating Former BEAM beneficiaries

The results indicated that 37% of the former BEAM beneficiaries needed new policy creation for skills acquisition for OVYPs, 33% advocated for employment creation policy while 23% was lobbying for a sponsorship programme to help them pay fees for technical vocational programmes. The researcher noted that 7% of the beneficiaries indicated that they wanted a provision of adult education.

The results shown above indicated different ways of how the beneficiaries view their lives. Their suggestions reflected a cry for different needs besides school fees for example the 33% which suggested the employment creation policy. The other three suggestions required further funding. The researcher interpreted that the 7% of those who selected adult education provision could be those who would have failed ‘O’ Level and perhaps wanted to get a second chance through adult education provision. This was also a noble idea if funds permit. In Dzivaresekwa Township, it has been discovered that when parents die, some orphans were left under the care of very aged grandparents or under siblings. This arrangement may negatively influence performance, hence the need to write again. Low self-esteem among OVYPs was also found to be a contributing factor and aggravated poverty.
4.35 Responses of ways of imparting skills on former BEAM beneficiaries

The post-secondary beneficiaries cited new interventions on skills acquisitions as the way to go. Employment creation policy and sponsorship to technical-vocational education and training topped the list. According to Mutambanengwe (2014, p14), “technical-vocational education and training is educational training that provides practical experience in a particular field, for example motor mechanics, home economics or agriculture.” Mutambanengwe (2014, p14) further describes it “as instruction intended to equip individuals with relevant skills for a specific industry or trade which can be done formally at secondary school level, technical college, University or on the job-
training.” The findings showed that this could have been the trend to follow and equip the post-secondary BEAM beneficiaries with different life skills for survival.

4.35.1 Suggested ways of imparting human skills to former BEAM beneficiaries by parents

The table below is showing the suggested ways of imparting human skills by parents and guardians. The results from the interviews carried out were as follows:

4.35.2 An analysis showing the results of the suggestion

The researcher noticed that 60% of guardians and parents wanted ZIMDEF to fund the training skills of the beneficiaries whilst 32% was lobbying for the assistance from Non-Governmental Organisations. The other 4% was lobbying for stakeholder assistance and suggested that the government should come up with semi-skilled training courses.

*Table 4:38 Suggestions on the best ways of imparting life skills to former BEAM beneficiaries by parents and guardian*

<table>
<thead>
<tr>
<th>Suggestions on players to be involved in the imparting of life skills</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lobbying for stakeholders' assistance</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>ZIMDEF to fund beneficiaries</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>Lobbying for assistance from NGO</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>Government need to create semi-skilled</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Parents and guardians felt that a number of players have to help impart skills to orphans and vulnerable young persons. Findings indicated that 60% of the former beneficiaries showed that the government should be the key player and channel funds to this noble cause through ZIMDEF. Others thought that NGOs and other stakeholders could be convinced and be involved as well. Stakeholders were encouraged to adopt what was happening in countries like Rwanda, Burundi, Swaziland and Botswana to mention a few. Stakeholders and community involvement was powerful for some skills could be imparted at family, community and industrial levels. The Corporate World needed left out in this fight against poverty amongst OVYPs. They have to be involved in the planning and preparations of such initiatives.

According to the International Open and Distance Learning Journal 4th ACDE (2014), Rwanda has turned to vocational skills and training as a means of enabling the orphaned and vulnerable children to realise their right to education, through the establishment of low cost non-formal
education centres, teaching in literacy and numeracy, training in vocational skills and simple business development. Techniques and provision of tool kits that unable programme graduates to establish income generating activities was being done. This has spread to most of the provinces in Rwanda starting with Nyamugali District of Ruhengari Province and subsequently expanding to Gitarama, Umutara, Gikongoro, Gisenyi and Cyungugu Provinces. The researcher strongly believes that if this can be done to our own Zimbabwean OVYPs, definitely, it would result in an effective socio-economic development programme which would create access to economic capital for the former BEAM beneficiaries. This would contribute to the Gross Domestic Product (GDP) of the country.

4.36 Suggested ways of imparting life skills to BEAM beneficiaries by Community Selection Committee Members

The responses came from a focus group discussion. The researcher held the discussion with community selection members and the most common responses which came out when data were transcribed through pattern and themes were shown in the table below.

4.36.1 Suggested ways of imparting life skills to BEAM beneficiaries after leaving secondary schools by Community Selection Committee Members

*Table 4:39 suggested ways of imparting life skills to BEAM beneficiaries after leaving secondary schools by Community Selection Committee Members*

<table>
<thead>
<tr>
<th>Best way of imparting life skills to BEAM beneficiaries after leaving secondary schools by CSC</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving the beneficiaries land and inputs to embark farming</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Short practical technical/ vocational courses sponsorship through ZIMDEF</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Creating new policy for skill acquisition by OVC</td>
<td>2</td>
<td>33.3</td>
</tr>
</tbody>
</table>
Creating youth centres to train vocational subjects | 1 | 16.7
---|---|---
Total | 6 | 100

### 4.36.2 An analysis to show the responses of the focus group discussion

The results were as follows, 33% suggested that former beneficiaries should do practical short courses or technical-Vocational courses sponsored through ZIMDEF. Another 33.3% suggested that there should be created a new policy for skills acquisition for OVCs. The researcher also noted that 16.7% indicated that Youth Centres should be created in schools to train vocational subjects while the other 16.7% suggested that the beneficiaries be given land and inputs for farming.

In the endeavours to impart life-skills to former BEAM beneficiaries, Community Selection Committees had different opinions. One Community Selection Committee suggested that the OVYPs should benefit from land reform programmes by being trained to farm. These were new findings which the researcher viewed as very valid in the acquisition of financial resources allocated land and agro-inputs as this would enhance their income generation through farm produce sales. This programme would add value to the country’s food and nutritional security. The provision of land may help to strengthen the Command Agriculture Programme launched in 2017 which has been adopted from a Brazilian farming model where it has been successfully executed.

It was mandatory that all, young people deserve quality education regardless of their status, which would equip them with knowledge, skills and competences to increase their personal earnings and contribute to economic productivity (Nsubuga and Botha 2014). The creation of new policy for skills acquisition for OVYPs may find the solution to the plight of OVYPs in Zimbabwe. The aid of the Zimbabwe Development Fund has been identified as the most popular request made by the CSC and was at 33.3% statistically.
4.36.3 School heads and teachers suggestions on ways of imparting skills

Finally, school heads came up with several ways of imparting skills to beneficiaries with some of them concurring with the CSC suggested ways. The table below sums it all.

Table 4:40 Suggested ways of imparting life-skills to BEAM beneficiaries after leaving school by school heads and teachers
<table>
<thead>
<tr>
<th>Way of imparting life-skills to BEAM beneficiaries after school (Heads and teachers)</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer a skills Training Curriculum and keep track of beneficiaries</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>New Policy at Higher Education for OVC</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Introduce Community Centres for skills development</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Lobbying for assistance from stakeholders NGOs</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

### 4.36.4 Analysis of results on the suggestion by school heads and teachers

The results indicate that 33.3% concurred with the community selection committee’s suggestion of introducing community centres for skills development whilst another 33% lobbed for a new higher and tertiary education policy for OVYPs. Other 16.7% was lobbying for assistance from stakeholders and NGOs whilst the other 16.7% hoped that the Government would offer a new skills training curriculum.
Fig 4.20 Suggested ways of imparting life-skills to BEAM beneficiaries after school.

At least every participant of this research suggested ways of how skills can be imparted on the OVYPs as well as the sources of funding. The findings suggested that the research was worthy embarking on as it opened a can of worms on the life experiences of the OVYPs at post-secondary education. The former BEAM beneficiaries who were at higher and tertiary level saw policy innovation on skills for OVYPs as the way to go as they indicated that in the table below.

### 4.37 Best way of imparting life skills to BEAM beneficiaries after leaving school

The table below shows the responses made by Higher and Tertiary former BEAM beneficiaries when they responded to the question on how skills can be imparted on them.
Table 4:41 Best way of imparting life skills to BEAM beneficiaries after leaving school

<table>
<thead>
<tr>
<th>Best way of imparting life skills to BEAM beneficiaries after leaving school (Higher/Tertiary Students)</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment creation</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Policy innovation on skills acquisition for OVYPs</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>Adult education provision</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Scholar to tech-vocational programmes by government</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.37.1 An analysis on the suggested ways by Higher and Tertiary students

The researcher discovered that 60% of the higher and tertiary students indicated that policy innovation on skills acquisition for OVYPs was the way to go while 32% advocated for Technical Vocational programmes funded by the Government. The researcher also cited that 8% of the Higher and Tertiary education students suggested that more employment quarters should be created by the government and stakeholders to cater for the OVYPs.

Figure 4:21 suggested ways of imparting skills to BEAM beneficiaries by Higher and Tertiary students

239
Despite the opinions of various participants the bottom line facts remain, former BEAM OVYPs need both life skills and skills for self-reliance in order to improve their livelihoods and they need to be financially aided in order to achieve this. Therefore, implying that the intervention to mitigate the effects of ending of BEAM funding at ‘O’ and ‘A’ level leave these disadvantaged groups without reaching the peak of their lives.

**Statistical Inference to data**

The research findings for research question 4 showed commonalities on the ways of imparting skills to orphans and vulnerable young persons. The participants shared the same attributes thereby making the researcher use a Chi-square to test hypotheses about the proportions of elements that fall into various cells of the contingency tables, reflecting different common findings on ways of imparting skills to former BEAM beneficiaries.

**Using a Chi- square to test hypothesis about the proportion of elements that fall into various cells of the frequency tables or contingency tables**

**4.38 Way of imparting life skills to the post BEAM beneficiaries after leaving school**

*Table 4:42 suggestive way of imparting life skills to the post BEAM beneficiaries after leaving school*

<table>
<thead>
<tr>
<th>Response</th>
<th>Policy makers</th>
<th>Post-secondary Beam beneficiaries</th>
<th>Teachers</th>
<th>Heads</th>
<th>Community selection committee</th>
<th>Social welfare officers</th>
</tr>
</thead>
</table>

240
<table>
<thead>
<tr>
<th>Policy innovation on skill acquisition of OVYPs</th>
<th>0</th>
<th>37</th>
<th>100</th>
<th>33.3</th>
<th>33.3</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult education provision</td>
<td>100</td>
<td>23</td>
<td>0</td>
<td>16.7</td>
<td>33.3</td>
<td>0</td>
</tr>
<tr>
<td>Tech-Vocational programs by government</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>33.3</td>
<td>16.7</td>
<td>32</td>
</tr>
</tbody>
</table>

**Calculating degrees of freedom**

\[ \nu = (r-1)(c-1) \]

\[ = (4 - 1)(6 - 1) \]

\[ = 3 \times 5 \]

\[ = 15 \text{ degrees of freedom in the denominator} \]

The Chi-Square \( (X^2) \) critical value from tables \( = 24.996 \)

This means that at 5% (0.05) level of significance the Chi-Square \( (X^2) \) critical value is,

\[ X_{critical}^2 = 24.996 \]

\( H_0: \) There is no relationship between the stakeholders’ views about major challenges being faced by post-secondary BEAM beneficiaries.

\( H_1: \) There is a relationship between the stakeholders’ views about major challenges being faced by post-secondary BEAM beneficiaries.

That is; \( H_0: \mu_{PostsecondaryBEAMbeneficiaries} = \mu_{Each\ stakeholder\ group} \)
\( H_1: \mu_{\text{Post secondary BEAM beneficiaries}} \neq \mu_{\text{Each stakeholder group}} \)

Decision rule: Reject \( H_0 \) if \( X^2_{\text{calculated}} > X^2_{\text{critical}} = 24.996 \)

The information presented on the table above calls for the need for testing the relationship between stakeholders’ views to see whether the views a common response of all the groups since the chi-square test showed that the response was not subject to bias.

*Table 4:43 Chi-Square (\( X^2 \)) Calculated value calculation imparting life skills*

<table>
<thead>
<tr>
<th>Response</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>( \sum )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment creation</td>
<td>0</td>
<td>33</td>
<td>0</td>
<td>16.7</td>
<td>16.7</td>
<td>8</td>
<td>74.4</td>
</tr>
<tr>
<td>Policy innovation on skill acquisition of OVYPs</td>
<td>0</td>
<td>37</td>
<td>100</td>
<td>33.3</td>
<td>33.3</td>
<td>60</td>
<td>263.6</td>
</tr>
<tr>
<td>Adult education provision</td>
<td>100</td>
<td>23</td>
<td>0</td>
<td>16.7</td>
<td>33.3</td>
<td>0</td>
<td>173</td>
</tr>
<tr>
<td>Tech-Vocational programs by government</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>33.3</td>
<td>16.7</td>
<td>32</td>
<td>89</td>
</tr>
<tr>
<td>( \sum )</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>600</td>
</tr>
</tbody>
</table>

*Table 4:44 Calculating the Chi-Square (\( X^2 \)) critical value of stakeholders’ views*

<table>
<thead>
<tr>
<th>Rows</th>
<th>Observed frequency (( f_0 ))</th>
<th>Expected frequency ( f_e ) = \frac{RT \times CT}{n}</th>
<th>Chi-Square value ( X^2 = \frac{(f_0 - f_e)^2}{f_e} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>0</td>
<td>12.4</td>
<td>12.4</td>
</tr>
<tr>
<td>1.2</td>
<td>33</td>
<td>12.4</td>
<td>34.22258</td>
</tr>
<tr>
<td>1.3</td>
<td>0</td>
<td>12.4</td>
<td>12.4</td>
</tr>
<tr>
<td>1.4</td>
<td>16.7</td>
<td>12.4</td>
<td>1.491129</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1.5</td>
<td>1.7</td>
<td>12.4</td>
<td>9.233065</td>
</tr>
<tr>
<td>1.6</td>
<td>8</td>
<td>12.4</td>
<td>1.56129</td>
</tr>
<tr>
<td>2.1</td>
<td>0</td>
<td>43.93333</td>
<td>43.93333</td>
</tr>
<tr>
<td>2.2</td>
<td>37</td>
<td>43.93333</td>
<td>1.094182</td>
</tr>
<tr>
<td>2.3</td>
<td>100</td>
<td>43.93333</td>
<td>71.55095</td>
</tr>
<tr>
<td>2.4</td>
<td>33.3</td>
<td>43.93333</td>
<td>2.57362</td>
</tr>
<tr>
<td>2.5</td>
<td>33.3</td>
<td>43.93333</td>
<td>2.57362</td>
</tr>
<tr>
<td>2.6</td>
<td>60</td>
<td>43.93333</td>
<td>5.875673</td>
</tr>
<tr>
<td>3.1</td>
<td>100</td>
<td>28.83333</td>
<td>175.6542</td>
</tr>
<tr>
<td>3.2</td>
<td>23</td>
<td>28.83333</td>
<td>1.180153</td>
</tr>
<tr>
<td>3.3</td>
<td>0</td>
<td>28.83333</td>
<td>28.83333</td>
</tr>
<tr>
<td>3.4</td>
<td>16.7</td>
<td>28.83333</td>
<td>5.105817</td>
</tr>
<tr>
<td>3.5</td>
<td>33.3</td>
<td>28.83333</td>
<td>0.691947</td>
</tr>
<tr>
<td>3.6</td>
<td>0</td>
<td>28.83333</td>
<td>28.83333</td>
</tr>
<tr>
<td>4.1</td>
<td>0</td>
<td>14.83333</td>
<td>14.83333</td>
</tr>
<tr>
<td>4.2</td>
<td>7</td>
<td>14.83333</td>
<td>4.136702</td>
</tr>
<tr>
<td>4.3</td>
<td>0</td>
<td>14.83333</td>
<td>14.83333</td>
</tr>
<tr>
<td>4.4</td>
<td>33.3</td>
<td>14.83333</td>
<td>22.98998</td>
</tr>
<tr>
<td>4.5</td>
<td>16.7</td>
<td>14.83333</td>
<td>0.234907</td>
</tr>
<tr>
<td>4.6</td>
<td>32</td>
<td>14.83333</td>
<td>19.86705</td>
</tr>
</tbody>
</table>

\[ \sum \]

\[ X^2_{calculated} = 503.704 > X^2_{critical} = 24.996 \]
The Chi-Square ($X^2$) was less than the calculated Chi-Square ($X^2_{calculated}$), so I reject $H_0$ and conclude there was a relationship between the stakeholders’ views about major challenges being faced by post-secondary BEAM beneficiaries.

4.39 Skills required by post-secondary BEAM beneficiaries

The table below indicated the response distribution of views pertaining to skill requirements of post-secondary BEAM beneficiaries according to sex. This showed that about thirty-nine percent of all post-secondary BEAM beneficiaries were in favour of being given tech-vocational skills, while equal percentage of twenty-nine percent requires the government to give them tertiary
education and entrepreneurship skills. It can be concluded that these post-secondary school BEAM beneficiaries were really in need of tertiary education for them to be able to fend for themselves since the bulk of secondary education learning work did not offer self-reliance skills hence these beneficiaries ended up struggling in life. The choice of food for work programme showed the government did not only need to offer these learners with school fees but also other basic needs such as food, clothes and shelter, hence there was also need for government not to focus on fees payment only. This would help to improve household livelihoods of beneficiaries through securing of income savings, behaviour change and characteristics of sustainability.

**Statistical data**

A Chi-square was used to test hypotheses about the proportion of elements that fall into various cells of the frequency table showing skill suitable for post-secondary beneficiaries. The findings indicated the beneficiaries had different opinions on what was wanted to benefit in form of skills. Some of their requests differed from other stakeholders for example some school heads and teachers advocated for the introduction of Youth Community Centres in Dzivaresekwa Township. Others suggested that the government needs to offer a Skills Training Curriculum and keep track of beneficiaries in secondary schools.

4.40 Skills suitable for post-secondary beneficiaries

Using a Chi-square to test hypothesis about the proportion of elements that fall into various cells of the frequency tables or contingency tables: Skills suitable for post-secondary beneficiaries
Table 4.5: Skills required by post-secondary BEAM beneficiaries

<table>
<thead>
<tr>
<th>Response</th>
<th>Male post-secondary BEAM beneficiaries</th>
<th>Female post-secondary BEAM beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical – Vocational skills</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td>Tertiary education</td>
<td>25</td>
<td>18</td>
</tr>
<tr>
<td>Food for work programs</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Entrepreneurship skills</td>
<td>23</td>
<td>20</td>
</tr>
</tbody>
</table>

The information gathered in the table above led the researcher to search for the relationship in views amongst male and female post-secondary BEAM beneficiaries using the Chi-Square test.

**Calculating degrees of freedom**  

\[ \nu = (r - 1)(c - 1) \]

\[ = (4 - 1)(2 - 1) \]

\[ = 3 \times 1 \]

\[ = 3 \text{ degrees of freedom in the denominator} \]

The Chi-Square \( (X^2) \) critical values from tables \( = 7.815 \)

This means that at 5% (0.05) level of significance the Chi-Square \( (X^2) \) critical value is,

\[ X^2_{critical} = 7.815 \]

\( H_0: \) There is no relationship between the stakeholders’ views about major challenges being faced by post-secondary BEAM beneficiaries.
**H1:** There is a relationship between the stakeholders’ views about major challenges being faced by post-secondary BEAM beneficiaries.

That is; 

\[ H_0: \mu_{\text{Postsecondary BEAM beneficiaries}} = \mu_{\text{Each stakeholder group}} \]

\[ H_1: \mu_{\text{Post secondary BEAM beneficiaries}} \neq \mu_{\text{Each stakeholder group}} \]

**Decision rule:** Reject \( H_0 \) if \( X^2_{\text{calculated}} > X^2_{\text{critical}} = 7.815 \)

**Table 4:46 Chi-Square (\( X^2 \)) Calculated value calculation**

<table>
<thead>
<tr>
<th>Response</th>
<th>Male</th>
<th>Female</th>
<th>∑</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical – Vocational skills</td>
<td>30</td>
<td>28</td>
<td>58</td>
</tr>
<tr>
<td>Tertiary education</td>
<td>25</td>
<td>18</td>
<td>43</td>
</tr>
<tr>
<td>Food for work programs</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Entrepreneurship skills</td>
<td>23</td>
<td>20</td>
<td>43</td>
</tr>
<tr>
<td><strong>∑</strong></td>
<td>81</td>
<td>69</td>
<td>150</td>
</tr>
</tbody>
</table>

**Table 4: 47 Calculating the Chi-Square (\( X^2 \)) critical value of stakeholders’ views**

<table>
<thead>
<tr>
<th>Rows</th>
<th>Observed frequency (( f_0 ))</th>
<th>Expected frequency ( f_e )</th>
<th>Chi-Square value ( X^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>30</td>
<td>31.32</td>
<td>0.055632</td>
</tr>
<tr>
<td>1.2</td>
<td>25</td>
<td>23.22</td>
<td>0.136451</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1.3</td>
<td>3</td>
<td>3.24</td>
<td>0.017778</td>
</tr>
<tr>
<td>1.4</td>
<td>23</td>
<td>23.22</td>
<td>0.002084</td>
</tr>
<tr>
<td>2.1</td>
<td>28</td>
<td>26.68</td>
<td>0.065307</td>
</tr>
<tr>
<td>2.2</td>
<td>18</td>
<td>19.78</td>
<td>0.160182</td>
</tr>
<tr>
<td>2.3</td>
<td>3</td>
<td>2.76</td>
<td>0.02087</td>
</tr>
<tr>
<td>2.4</td>
<td>20</td>
<td>19.78</td>
<td>0.002447</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$\sum$</td>
<td>0.460751</td>
</tr>
</tbody>
</table>

**Graphical representation**

*Figure 4:23 Chi-Square graph*
The Chi-Square \((X^2)\) was greater than the calculated Chi-Square \((X^2)\), so the researcher accept
\(H_0\) and conclude there was no relationship between the post-secondary BEAM beneficiary about
the nature of skills required. It could be noted that there was bias on this stakeholders’ group views
hence the skills might only be either centred on male needs or female needs. However, it can be
concluded that most female beneficiaries enjoyed going for tertiary education and many more,
than technical or vocational skills. In general it can be concluded that even though the test indicated
some bias, the ideas highlighted in the questionnaire covered any person’s personal skills and
needs since, even such jobs as farming, business management, music although many more were
part of tertiary education. The new curriculum is also addressing these issues by including the
learner exit profile at every level.

The researcher discovered that most of the post-secondary BEAM beneficiaries knew the type of
skills that they wanted to achieve. The secondary education they achieved was formal education
without skills, with which might have had little values to attitude to propel these OVCs to greater
heights. Nyatsanza and Hlatywayo (2014) clearly put it, when they clearly stated that life skills
training cover areas that are often neglected in formal school education, which included values and
attitudes. The United Nations (2007) echoed the same values that there was need for this training
for orphans and vulnerable children since they would be tackling the real challenges of life faced
by children at school and after school.
This was where the gap of the study emanated from. According to Nyatsanza and Hlatywayo (2014), the World Health Organisation in (2017) defined life skills programmes as training that aims to develop abilities for adaptive behaviour that enables individuals to deal effectively with demands and challenges of every life. Findings showed that human capital and the economic capital were lacking and these had a serious impact at the livelihoods of the former BEAM beneficiaries.

What was important to note from the findings was that the BEAM beneficiaries advocated for three policies innovations that they felt may help to improve their livelihoods. Policy innovation is one of those areas which may help to influence the lives of people positively. Policy innovation could be one of initiatives which may help the government and advocacy executives to creatively use data to make, communicate and execute decisions. The findings showed that most of the participants highlighted the policies such as the employment and creation, skills acquisitions for OVYPs policy and sponsorship policy to technical vocational education. The findings showed that the majority of the participants of this research advocated for policy innovation so that a new social protection meant for OVYPs could be put in place to further assist the orphans to acquire proper skills for survival.

4.41 Chapter Summary

This researcher justified the use of different research instruments which were used to gather and generate data. The analysed data were grouped and coded, interpreted and analysed in relation to objectives of the study. Results from both questionnaires and interviews concurred. Results were quantitatively and qualitatively analysed. Graphs, pie-charts, tables, livelihood strategy charts and asset pentagons depicted the findings. The interpretation and discussions of the analysis were
related to several aspects of the study such as the conceptual frameworks, theoretical frameworks and the review of related literature. Quantitatively data were presented numerically. Qualitatively data were presented through interpretation and description. The research was more of a practical assessment of an appraisal process. The results of the research showed that selection of BEAM beneficiaries was not very fair because of circumstances surrounding the selection for example corruption and nepotism.

Basically the research indicated that the ages of the former BEAM beneficiaries ranged from seventeen to twenty-four years old. Twenty-four years old beneficiaries marked the highest percentage age of beneficiaries as well as eighteen to nineteen which were the prime ages. Research also proved that 60% of custodians were guardians. The research highlighted that there was need for training the Community Selection Committees on selection process, so that they effectively execute their job. The study indicated that most of the former BEAM beneficiaries spent their time on irrelevant activities such as gambling and smoking dangerous drugs. The research has shown that the majority of beneficiaries were exploited and used as cheap labour.

The researcher analysed that if interventions suggested were to be implemented, it should be holistically done with stakeholders also playing their role in assisting the disadvantaged young people in society. From research it was discovered that the former BEAM beneficiaries knew what they wanted in life. In a nutshell they indicated that they wanted employment, skills both technical and vocational as well as entrepreneurship skills. The frameworks like CARE and SLA were used to try and provide interventions which would give hope to the beneficiaries. Definitely, the research has shown that former beneficiaries needed skills for economic development. Social policies of other countries were studied so as to learn how other countries were doing it.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

Chapter five is mainly centred on the summary of thesis, findings, conclusion and recommendation. The findings of the study developed an impression that this study was significantly necessary to understand the livelihoods of the former BEAM beneficiaries after secondary education. Basically the study started with the summary of the thesis which was constituted of the objectives of the study, the statement of the problem, methods and results. The study has sensitised different stakeholders on the issues affecting the livelihoods of the former BEAM beneficiaries and has set to address the major findings of the study. The study highlighted the contributions of the research in improving these livelihoods. The challenges affecting the former BEAM beneficiaries have concretised the worthiness of research. The chapter summarises the research problem and outlines the findings and recommendations for future research related to the study.
5.1 Thesis Research Summary

The focus of this study was to investigate the impact of BEAM support in influencing the livelihoods of orphans and vulnerable young persons in Dzivaresekwa high density suburb. The results have enabled the reader to get a total picture of the importance of BEAM as a Social Protection Policy. The researcher attempted to bring the research findings together and come with a conclusion to extract the principles of the research findings. It is important to note that the purpose of the study was to understand the different livelihoods at post-secondary education. The study was a situational analysis where the strengths, weaknesses, opportunities and threats of BEAM were integrated with the findings of the research.

5.2 An Overview of the Objectives of the Study.

The objectives of the study were significant in providing the strategic plan for the study within a specific time frame. In this study, objectives measured the extent to which they had generated data and the objectives of the have been addressed. Below is a recapitulation of the research objectives:

- To deduce the implications of the identification and selection process of BEAM beneficiaries in Dzivaresekwa.
- To determine the different livelihoods of former BEAM beneficiaries.
- To assess the challenges faced by former BEAM beneficiaries.
- To determine the life skills acquisition programmes for BEAM beneficiaries.
Chapter 1: The researcher started with the background to the study and highlights on the motivation of the researcher as well as the site area of the study. The research design was declared as sequential exploratory design with the methodology used as mixed method methodology. The purpose of BEAM strengths, weaknesses, opportunities and threats were highlighted using a situational study. The study was delimited to OVYPs who were on BEAM in Dzivaresekwa Township. The samples of participants were mainly stakeholders from the locality who were (6) school heads, (15) teachers, (6) community selection members, (5) legislators and (150) former BEAM beneficiaries. Basically, probability and non-probability sampling were used to get the samples mentioned above. Common definitions which were used in the study were also stated. The research study was pragmatic in nature.

Chapter 2: The researcher showed a reflection of literature related to the selected area of study. Literature was understood to have the ability to evaluate, summarise and clarify the concepts related to the topic. The conceptual framework was based on the sustainable livelihood approaches while the theoretical framework was a compounded effort of integrating the three theories namely the transformation theory, the poverty and the social vulnerability theories whose proponents were equality and equity. Empirical literature was based on the objectives of the study hence study gaps were established. The use of literature on how other countries were helping their OVYPs was aimed at examining the interventions programmes which were being offered by other countries to assist their OVYPs and perhaps borrow the same interventions for Zimbabwe.

Chapter 3: The chapter appears to be heart of the research. The research was a mixed methodology research. The research design was a mixed methods research design namely, the sequential
exploratory design which amalgamated qualitative and quantitative research methods. The philosophy was basically pragmatism and the research paradigms were positivism, constructivism and interpretivism. The researcher also touched on pragmatism as a paradigm in passing. Research methods used to generate data were interviews which were both face to face and in-depth in nature, focus group discussions, observation and use of documents. Questionnaires, asset pentagons, tests and livelihood strategy chart tools were used to gather quantitative data concerning the BEAM beneficiaries. Philosophical terms such as epistemology and ontology were explored and related to the study. Ontology referred to the furniture of the world and describes this furniture of the world (meaning what is there) whilst epistemology refers to knowledge. The research was more of a quantitative study with qualitative data being statistically inferred.

**Chapter 4:** The chapter is pivotal in the presentation of data. Qualitative data were generated as raw data and were transcribed, organised, coded, themed and analysed to established patterns and relationships through interpretation. The discussions served as anchorages of results and findings. Both qualitative and quantitative analysis techniques were applied. Numerical data was statistically presented using colourful tables, pie-charts, graphs, histograms and chi-squares to establish the null and alternative hypotheses. Results revealed different findings. The asset pentagons summarised findings on the different livelihoods being experienced and reflected by the former BEAM beneficiaries. The hypothetical implications which emerged showed that the majority of the stakeholders or participants in this research confirmed that the former BEAM beneficiaries were facing very serious challenges which caused a retrogression in their lives.

**Chapter 5:** The researcher presented the thesis research summary which depicted the highlights of the whole thesis. The researcher presented the research findings on the livelihoods of former BEAM beneficiaries at post-secondary life. Findings and recommendations were based on the
research questions. The researcher registered new insights of the study at theoretical level in an attempt to address the problem at hand which spells out the concept of a community development theory with an integrated approach.

5.3 Findings

The research came up with various research findings. The chapter presents and discusses different issue from the interviews conducted with the head teachers, teachers and the community selection committees. The findings were displayed according to research questions of the study as follows;

What are the implications of the identification and selection process of former BEAM beneficiaries in Dzivaresekwa Township?

The findings in this case revealed that there was gender bias in the selection of BEAM beneficiaries by selection committees. Besides the selection of BEAM beneficiaries, the gender parity index revealed that there are more males than females enrolled in Dzivaresekwa Blue and Red high schools. This has shown that there was a significant relationship between sex and enrolment. These findings also suggest that there was abuse of criteria procedure as well discrimination of beneficiaries by Selection Committee Members. Lack of education on girls might result in the creation of barriers against access to education by the girl child leading to dropping out of school, early pregnancy and marriages. The results also showed that the dropping out rate for girls was high. Finally, the findings indicated that the majority of the former beneficiaries lived with guardians. Generally results depicted that the selection process of BEAM was not very fair.
Determining the livelihoods of the former beneficiaries was a not a joke. The researcher started assessing their livelihoods whilst they were still at school. Several techniques were used to ascertain performance and research question two may help to establish the findings of the question;

*How can the different livelihoods of former BEAM beneficiaries be determined?*

The asset pentagon and livelihood strategy charts were used to determine livelihoods through the interviews and exercises. Questionnaires on how beneficiaries spent their time revealed that most of the former BEAM beneficiaries lacked very important aspects of the socio-economic conditions namely the human, physical, social, capital, to include assets and capabilities. Poor attitudes also compromised the future livelihoods of most of the former BEAM youths.

The researcher discovered that the beneficiaries experienced challenges. When they were asked whether they had challenges in their lives, the responses were overwhelming ‘yes’ response. The Research question 3 helped to investigate and come up findings of the study.

*How can the challenges faced by the former BEAM beneficiaries be alleviated?*

The findings revealed that the challenges were numerous to include lack of skills, money, shelter, food, employment and further funding for technical vocational education or to tertiary education. The findings may have suggested that some beneficiaries would be victims of abuse and exploitation. The findings indicated that challenges would be alleviated by embarking on suggestive ways from different participants or of the participants for example, addressing issues surrounding the lives of beneficiaries such as lack of skills for self-reliant, entrepreneurship skills
and lack of access to higher secondary and tertiary education. The findings also showed that the majority of the former BEAM beneficiaries were not in favour of BEAM funding to end at “O” and “A” Levels. The researcher discovered that this was some form of bottle-neck education.

The acquisition of life skills or self-reliant skills by the post-secondary beneficiaries was a prerequisite. It was interesting to note that the post-secondary BEAM beneficiaries knew the types of skills they wanted to acquire although funding could be the hindering fact. This takes the study to research question 4 which states that;

*How best can life skills be imparted on former BEAM beneficiaries after leaving secondary school?*

The findings revealed that most of the post BEAM beneficiaries lacked proper skills for the industry. The findings from this study indicated several ways in which former BEAM beneficiaries could be helped to acquire life skills.

Participants advocated for a number of interventions and some of them have been listed below;

- Advocated for policy innovation for skills
- Employment creation policy
- Sponsorship to technical vocational programmes
- Adult Education provision

The community selection committees suggested that post-secondary beneficiaries be given land and inputs after farming training. Other suggestions were the establishment of Youth Community Centres.
5.4 Conclusions

The research was based on the impact of BEAM support on the livelihoods of orphans and vulnerable youths in Dzivaresekwa high density suburb. It is important to note that Dzivaresekwa Township is commonly known for its densely populated population. However, the purpose of the study was to understand the different livelihoods of post-secondary BEAM beneficiaries in Dzivaresekwa Township. This study was a situational study where the strengths, weaknesses, opportunities and threats of BEAM were highlighted in the study. The assessment of the livelihoods of the former BEAM beneficiaries were from childhood to adulthood thus from secondary school up to post-secondary life.

It was basically hinged on assessing whether BEAM support has influenced the livelihoods, household behaviour regarding the securing and use of income in relation to household assets and capabilities. The researcher found out that 60% of the former BEAM beneficiaries’ livelihoods have been characterised by poverty, exploitation and vulnerability and lack of a sustainable future. The philosophy for the study was the pragmatism and the study was rooted in the lived experiences of former BEAM beneficiaries before and after secondary education. The 60% of the former BEAM beneficiaries under poverty was depicted through a pilot study. Research methods were applied and presented under qualitative and quantitative research methods. Under qualitative research methods were interviews, observation, and focus group discussion. Quantitative research methods complemented qualitative research methods since figures could not be avoided in the study. Statistical analysis was applied as the need arose, by the use of statistical inferences based on chi-squares and the ANOVA.
The research brought with it positive results for intervention meaning that former BEAM beneficiaries lacked skills for self-reliance, skills for life skills, values and attitudes. Apart from that more males were placed under BEAM than girls. The conclusions were that there was bias and discrimination during the selection process of males and females. The results further more revealed that orphans and vulnerable young persons still needed funding after receiving high school education. In addition to that there were no government infrastructure for technical-vocational education in Dzivaresekwa area. The findings made the situation worse than before by the failure of the government to avail government funding programmes for OVYPs who intend to proceed to technical-vocational colleges or tertiary education. Results showed that if these beneficiaries would receive inputs and land they could help fund for themselves. This study was very exhaustive but the researcher was motivated to research on OVYPs because that is a special group.

The research participants supported the idea of a new policy creation which would cater for their beings and their socio-economic status. The former BEAM beneficiaries requested for further funding to technical-vocational education. The research further recommended that a similar research be carried out at national level by government funded researchers to determine poverty, exploitation and vulnerability rates amongst former BEAM beneficiaries and institute sound corporate governance to urgently deal with the challenges of OVYPs. To gather data, the researcher collaborated the data collection instruments such as observation, interviews, questionnaires, focus group discussion and documents with sustainable livelihood analysis techniques. These different data collection tools were used with different participants and effectively produced a meaningful piece of research work which the researcher hopes would one
day effect a new policy change on the plight of orphans and vulnerable young persons after completing secondary education.

Theories which were used in this research were depicted from the discussion of the research. The different conceptual framework emanated from the CARE and SLA as livelihood approaches while the social vulnerability theory looked at addressing of social inequalities. The transformation theory looked at the high order level where beneficiaries have been likened to an organisation which when it does not transform when it needs to get to the next level it fails to survive.

The OVYPs need to be capacitated in order to gain self-reliance skills. In order to achieve this, the government needs to lobby for more players to carry out intervention programmes. From the research, it has been discovered that the Social Welfare Department was not doing enough to support the vulnerable young people of the country as aligned by its mission statement. In a nutshell both theories and the empirical evidence in this research were aimed at mitigation, intervention and prevention. The Social Welfare Department was not doing what was being done by other private players such as Dzikwa Trust in Dzivaresekwa Township and Higher Life Foundation which was formerly known as Capernaum Trust. Dzikwa Trust monitors its beneficiaries through collection of reports from the schools and assessing performance, offering career guidance, extra lessons, exposing them to Information Communication and Technology (ICT) skills as well as engaging them in sports and cultural activities. It also offers moral support through religious meetings coverage and has a feeding programme for the OVYPs.

Lastly, tracking of skills acquisition showed that majority of these former beneficiaries had no skills and there was need for further funding to enable them to break the chains of poverty within their families. Surely, this research has been an epiphany to the plight of the OVYPs. BEAM has
played its part and is a very noble policy but still more has to be done in the areas of capacity development, empowerment, indigenisation and entrepreneurship. Imperatively, from the study, the government should lobby for all stakeholders, non-governmental and governmental organisations to link with the Corporate World to mobilise funds or offer skills to the orphans and vulnerable young persons in the country.

The majority of the former BEAM youths indicated that they had acquired knowledge but the knowledge seemed not to be compatible with the needs of the 21st century where ICT tools are the current trends and the advocating of a learner-centred approach. The education of that time lacked skills competences and skills orientation programmes. It was education for convenience and not education for transformation. The research has shown that this was a very big loss to the country as a nation when products of an intervention programme fail to commensurate the money put into the programme. The researcher suggested that the engagement of different stakeholders with some from the education fraternity, law makers and community members would help to cushion the different livelihoods of former beneficiaries. Findings showed that sustainable livelihood approaches such as the asset pentagon and the livelihood strategy chart helped in setting the direction of the research.

The conclusion is on the lobbying of an intervention programme that can be achieved through changing the existing social protection policy. The key aspect of the research was that it gave a hope of change to the OVYPs. The final stage of the research was that the researcher came up with
recommendations that might help to bring about change in the lives of the former BEAM beneficiaries.

5.5 Recommendations

The researcher came up with a number of valuable recommendations to improve the livelihoods of the orphans and vulnerable young persons at post-secondary life. Exploitation by those who own the churn of wealthy remained the order of the day amongst former beneficiaries. The recommendations are to be forwarded to a number of ministries which have been linked to this research. These are the Ministries of Higher and Tertiary Education, Primary and Secondary Education and Labour and Social Welfare.

The researcher indicated that there was need to sensitise Community Selection Committee members to enforce compliance since it was voluntary to be a member of the community selection committee. For one to actively participate, one does not need to get remunerations. The selection process has to be treated with the respect it deserves since BEAM contributes to the progressive realisation of the relevant provisions of the Constitution of Zimbabwe (2013) especially Sections (75-Right to Education) and (81-Rights of Children) respectively. The researcher’s recommendations were shown below;

1. More assistance is still needed by these beneficiaries whilst still at school to boost their moral and motivation for them to perform well in class.
2. There was need for the government to introduce a vehicle programme that would advocate for a new policy formulation framework which would encourage the funding of OVYPs at Tech-Vocational and, or Tertiary so that they acquire the necessary self-reliance skills.
3. The Government needs to create Youth Centres in schools where they train short tech-vocational courses such as flower arrangement, manicure, brick laying, baking, catering and chicken rearing.

4. BEAM has to continue to fund OVYPs up Tech-Vocational or tertiary education and grants can also help to alleviate the plight of OVYPs.

5. Government needs to create a new Policy for skills acquisition by OVYPs and the suggested name was (SEAM) meaning Skills Education Assistance Module policy.

6. The Government needs to train the post-secondary beneficiaries’ short agricultural courses and provide them with land and inputs so as to empower them socially and economically.

7. Further funding to tech-vocational and tertiary is a key to success.

8. The community needs to lobby for assistance from stakeholders non-governmental organisations and the corporate world.

9. The government needs to develop National OVCs Research Agenda with implementation strategy backed by resources.

10. Provide Funding Mechanisms for OVCs Research by setting up OVCs Research Fund or allocating at least 10% of OVCs budget to research.

11. The government needs to introduce an OVC levy for beneficiaries below the age of eighteen years.

12. The researcher is encouraging the government to carry out a similar research at national level to compare it with the results of this research in order to cause decision making and the generation of a new intervention policy on OVYPs.

5.6 New Insights of the study at theoretical level in attempt to address the problem at hand
The study has provided an integrated framework linked to the sustainable livelihoods approaches with community development based approaches to help understand the livelihoods of the orphaned and vulnerable young persons who were assisted by BEAM in Dzivaresekwa Township. The assessment of livelihoods and household poverty surveys carried out, demonstrated the importance of an integrated approach towards the empowerment and improvement of the former BEAM beneficiaries’ lives. The results elucidated the vulnerability of this group of people and a range of interlocking and multi-dimensional factors contributing to the poverty of this community. The results also showed peoples’ assets, capabilities and activities which would enable them to cope and survive despite the constraints and shortcomings of BEAM. The research depicted that an integrated sustainable livelihoods approach and community development frameworks might help to understand the strengths and weaknesses of a vulnerable society. This would help to plan and implement sustainable community development strategies.

The new insights at theoretical level would bring up the concept of the community development theory which is an integration of the former BEAM beneficiaries’ livelihoods and asset-based community development approaches. The integration of the two might help to address the problems and challenges the former BEAM beneficiaries were encountering at post-secondary education through government intervention.

5.7 Summary

The researcher presented and discussed different findings from the interviews conducted with head teachers, teachers, focus group discussion with Community Selection Committee as well as the social welfare representative. Questionnaires responses brought a wealth of data which assisted
the researcher in driving the point home, that there was need for the skills acquisition by OVYPs. The responses from school heads, teachers, CSCs, guardians and parents, social welfare representatives and higher and tertiary students and the post-secondary beneficiaries concurred. Results were analysed quantitatively and qualitatively.

The researcher analysed the livelihoods of the beneficiaries so as to establish change which may benefit the beneficiary in future. Both qualitative and quantitative research techniques were used by the researcher to come up with a comprehensive research study. The research findings showed the authenticity of the study, while the conclusion wrapped it.

The inquiry was aimed at making a justification of the research problem which read that 60% of the former BEAM beneficiaries were affected by poverty, vulnerability and lack of a sustainable future. Indeed this scenario still exists as portrayed by their lived experiences or livelihoods of the post-secondary BEAM beneficiaries under study. There was definitely need for empowering and capacitating the former BEAM beneficiaries so that they become self-reliant. BEAM funding ended at high school and there was no other funding that could assist the beneficiaries through their education, therefore making the creation of new funding and policy innovation imminent. The chapter summarises the findings of the research according to the objectives of the research.

The findings also answered most of the research questions. The research findings alluded the purpose of the study thus to understand the different livelihoods of former BEAM beneficiaries after leaving school as well as the research gaps. It has been discovered through this inquiry that poverty has not yet been alleviated amongst the beneficiaries’ households. The problem still vexes one’s imagination. The findings have indicated that the way to go and this was to generate new sustainable livelihood intervention programmes in order to bring change to the livelihoods of the
post-secondary beneficiaries. Accordingly, the research, findings enabled the researcher to make recommendations for the research. The researcher encouraged future researchers to carry out a similar research at national level.

To sum up this discussion, the former BEAM beneficiaries have gained socially and psychologically and their confidence has been boosted, ambitions, raised and humility was restored (Ubuntu or hunhu) but the government should not watch this group wasting away in streets doing virtually nothing.

**5.8 Further Research**

The researcher recommends that a similar research on the impact of BEAM on the livelihoods of the post-secondary BEAM beneficiaries was necessary and was supposed to be carried out by government funded researchers to determine the level of success, poverty, exploitation and vulnerability amongst former BEAM beneficiaries in order to institute sound corporate governance to urgently deal with the challenges of the OVYPs at post-secondary education.
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APPENDIX 1

Questionnaires for post-secondary BEAM beneficiaries

Instructions

Tick in the box for preferred answers
Fill in the answers on the spaces provided below the questions

1. Gender  F [ ]  M [ ]

2. How old are you
   18-19 years [ ]
   20-21 years [ ]
   22-23 years [ ]
   24 years and above [ ]

3. Are you comfortable with the selection process of BEAM beneficiaries?
   Yes [ ]  No [ ]
   Give the reason for your answer
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................

4. What is your status?
   Single orphan [ ]
   Poor parents [ ]
   Disabled [ ]
   Double orphan [ ]

5. Show me your educational progression record as from form one to three
6. How many subjects did you pass at ‘O’ Level?
   - Zero
   - One-two
   - Three-four
   - Five and above

7. How many subjects did you pass at ‘A’ Level?
   - Three
   - Two
   - One
   - Zero
   - Did not write

8. What challenges did you face whilst at school?
   - Lack of stationery
   - Stigmatisation
   - Lack of uniforms
   - Lack of education

9. Which is not a benefit of BEAM?
   - Payment of school fees and levies
   - Gaining of knowledge and education
   - Guidance and Counselling
10. Did you encounter any challenges after completing secondary school?

Yes □
No □

If your answer is yes, briefly explain
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................

11. How do you spend your time of the day?

Doing piece jobs □
At work □
Smoking and drinking □
Doing virtually nothing □

12. What skills do you wish to acquire at post-secondary education?

Technical-vocational skills □
Tertiary education □
Food for work programmes □
Entrepreneurship skills □

13. Should BEAM funding end at ‘O’ or ‘A’ Level?

Yes □
No □

If you answer is no, explain further
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
14. What do you understand by capacitating and sustainable living?

Empowering and self-reliance
Living well
Good livelihood
Skills and motivation

15. How best can life skills be imparted to BEAM beneficiaries after leaving secondary school?

Employment creation policy
Policy innovation on skills acquisition for OVYPs
Adult Education provision
Sponsorship to tech-vocational programmes by government
APPENDIX 2

CONFIDENTIAL

Questionnaires for Policy Makers

Instructions

Tick in the box for the preferred answers
Fill in the answers in the spaces provided below the questions

1. Gender  F  M

2. As policy makers, are you aware of the role of BEAM?
   □ Yes
   □ No

3. If the answer for question 2 is yes, can you explain in brief the role of BEAM
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………

4. Which documents are not required by the Community Selection Committee?
   □ Birth Certificate
   □ Parents’ death Certificate
   □ IDs of the deceased parents
   □ Drivers’ license

5. How do you view the BEAM selection process?
   □ Fair
   □ Unfair
6. Do you think BEAM is a worthwhile programme for the Zimbabwean OVC?
   - Yes
   - No

7. To what extent has the BEAM Programme benefited the learner?
   - It has enabled the beneficial to live well
   - It has improved the education of beneficiaries
   - It has enabled beneficial to become rich
   - It has enabled the beneficiaries to grow

8. BEAM provides the beneficiaries with:
   - Stationery
   - Clothing
   - Food
   - Fees

9. The rest are challenges faced by post-secondary BEAM beneficiaries, which one is not
   - Lack of employment
   - Lack of life skills
   - Lack of money
   - Lack of education and knowledge

10. As policy makers which Educational policies will you not advocate for post-secondary beneficiaries to improve in their lives?
    - Tech-vocational programmes
    - Food for work
    - Stem educational policy
11. Which do you think is not an educational limitation of the BEAM programme?

☐ Lack of continuation to tertiary level
☐ Lack of provision of educational resources
☐ Lack of school levies and examination fees
☐ Lack of provision of food and clothing

12. Have you ever analysed the pass rate of BEAM beneficiaries?

☐ Yes
☐ No

13. How best can life skills be imparted to BEAM beneficiaries after leaving secondary education?

☐ Employment creation
☐ Policy innovation on skills acquisition for OVYPs
☐ Adult education provision
☐ Sponsorship to tech-vocational programmes by government

14. How do you think funds can be sourced for post-secondary education for former BEAM beneficiaries?

☐ Stakeholders
☐ ZIMDEF through government
☐ Non-governmental organization
☐ All
APPENDIX 3

CONFIDENTIAL

Questionnaire for Parents/ Guardians of post-secondary education of BEAM beneficiaries

Instructions
Fill in answers on the space provided below the question
Tick the box for correct answer

1. What do you understand by the term Basic Education Assistance Module?
   - [ ] Pro-poor educational funding for OVC
   - [ ] Funding for HIV and AIDS patients
   - [ ] Funding for Uniforms and stationery
   - [ ] Funding for examinations only

2. What is the relationship between you and the post-secondary beneficiary
   - [ ] Parent
   - [ ] Guardian
   - [ ] Other

3. Is the beneficiary
   - [ ] Male
   - [ ] Female
4. How old is the beneficiary now
   - 7 years old
   - 18 years old
   - 20 years old
   - Above 21 years old

5. How many subjects did the former beneficiary pass?
   - Zero subjects
   - 1 subject
   - 3 subjects
   - Five and above

6. What is the former beneficiary doing for a living?
   - At college
   - Has completed college education
   - Nothing really
   - At work

7. Is the post-secondary beneficiary encountering challenges?
   - Yes
   - No

8. Which one do you think is the greatest challenge of former beneficiaries?
   - Lack of skills
   - Lack of employment
   - Lack of shelter and clothing
Lack of cash

9. What is the behaviour of the beneficiary like at home?
   - Excellent
   - Very good
   - Good
   - Satisfactory

10. What statement best describes the attitude of the beneficiary to you?
    - Very good
    - Good
    - Satisfactory
    - Unsatisfactory

11. How does the beneficiary spend his time?
    - At work
    - Smoking dangerous drugs
    - Gambling
    - Reading
    - None of the above

12. To what extent has the Basic Education Assistance Module programme gone in assisting learners?
    - Has acquired knowledge
    - Has become university graduate
    - Has gone to obtain a course
Has gained life skills

13. What is the life style of the BEAM beneficiary like?
   - [ ] Fighting and bullying
   - [ ] Behavioural problems
   - [ ] Stealing
   - [ ] Taking drugs
   - [ ] None of the above

14. In your own opinion, how best can life skills be imparted on BEAM beneficiaries after leaving secondary school whether they have passed or not?
   - [ ] Lobbing for stakeholder assistance
   - [ ] Government to fund BEAM beneficiaries through ZIMDEF
   - [ ] Government need to lobby for assistance from NGOs
   - [ ] Government need to create semi-skilled employment for beneficiaries
APPENDIX 4

INTERVIEWS

Interview Questions Administered to Head Teachers and School Teachers

1. What is the role of the Basic Education Assistance Module in the High School?

2. How often does one Community Selection Committee last in authority?

3. How many members are in the selection committee?

4. What method is used to elect the members into the committee?

5. What is the role of the Community Selection Committee?

6. Is the identification and selection process of BEAM beneficiaries for high school transparent since selection is done by the community selection committee?

7. Are you comfortable with the selection process of BEAM beneficiaries for high school since selection is done at primary school level?

8. What is the attitude of OVC towards their education?

9. What life skills does the national school syllabus offer to BEAM beneficiaries?

10. Do you as school heads keep educational progression records for BEAM beneficiaries, (if you say yes) give statistics for questions 11-12

11. State the ‘O’ level and ‘A’ level pass rates for years 2009 to 2014 for BEAM beneficiaries only.

12. Comment on the pass rates, stating reasons for the type of pass rates.

13. What challenges are faced by BEAM beneficiaries whilst still at school?

14. At post-secondary education, what challenges do the former BEAM beneficiaries face?

15. How best can life skills be imparted to BEAM beneficiaries after leaving secondary school?
APPENDIX 5

Interview Questions Administered to post-secondary education beneficiaries

1. What is your gender?

2. How old are you?

3. Are you comfortable with the selection process of BEAM beneficiaries?

4. What is your orphanage status?

5. Tell me your educational progression pattern up to ‘O’ level or ‘A’ level that is from one up to ‘O’ level or ‘A’ level

6. How many subjects did you pass at ‘O’ level or ‘A’ level?

7. What challenges did you face whilst at school?

8. What did you benefit from the BEAM Programme?

9. What life skills did you acquire whilst at school?

10. Do you encounter any challenges at post-secondary? If yes explain further

11. How do you spend your time of the day?

12. What skills do you wish to acquire at post-secondary education?

13. Do you think funding should end at ‘O’ level or ‘A’ level? Explain further

14. What do you understand by capacitating and sustainable living?

15. How best can life skills be imparted to BEAM beneficiaries after leaving secondary school?
APPENDIX 6

Interview Question Administered to Higher and Tertiary Officers

1. What do you understand by the Basic Education Assistance Module policy?

2. Do you think the funding policy should go as far as Ordinary or Advanced level only?

3. Comment on whether the beneficiaries should continue to tertiary level or tech-vocational irrespective of their performance.

4. What is the current position in terms of policy of orphans and vulnerable children (OVC) at Technical -Vocational Education?

5. Do you have short hands on skills courses meant for the OVC which are government aided despite that they have passed or not? Explain.

6. Capacity reduces vulnerability and promotes sustainability of OVC. What is your comment?

7. What is the role of the Zimbabwe Development Fund?

8. Do you have a policy meant for BEAM OVC at ZIMDEF? Explain.


10. Do you have any plans for policy innovation to accommodate BEAM beneficiaries in ZIMDEF?

11. How best can life skills be imparted on BEAM beneficiaries after leaving secondary school?

12. What is your general comment on the government paying fees at O and A level for thousands of BEAM OVC who in turn may not become productive citizens in future who are not self- reliant and innovative?
APPENDIX 7

Interview Questions Administered to Social Workers

1. What is the purpose of the Basic Education Assistance Module?

2. Who qualify for the BEAM programme?

3. What is the role of the Social Welfare Department in relation to helping orphans and vulnerable children in the country?

4. Do you monitor the Community Selection process? If yes, explain further.

5. Comment on the Community Selection Committees which remove OVC from the BEAM list when they are proceeding to the next form for example from form 1 to 2 or form 3 to 4

6. Do you check the educational progression and performance of OVC on BEAM at Secondary level? Elaborate

7. What do you do when a beneficiary is not performing well?

8. Is the assistance being offered to beneficiaries adequate? Elaborate

9. Do you think at Ordinary and Advanced level vulnerability will have been curbed? Explain

10. How often do you carry out audits in schools to establish whether the fee allocation of schools tally with number of beneficiaries in schools?

11. Has the Social Welfare department ever checked the end result of the beneficiaries? Elaborate

12. Has an evaluation been made to make sure that the money was put to good use by the government? Explain

13. What challenges do you anticipate former BEAM beneficiaries would face at post-secondary education?

14. Are you satisfied with the assistance ending at “O” or “A” level? Expand

15. How best can life skills be imparted on BEAM beneficiaries after leaving secondary school?
APPENDIX 8

Interview Questions of thirty family households of BEAM beneficiaries

1. Has the BEAM support managed to influence the Livelihoods of Orphans and Vulnerable Young Persons at your household?
   Yes [ ] No [ ]

2. In which way has the support of BEAM influenced the livelihoods of the former BEAM beneficiaries? Explain.

3. What do you understand by human and economic capital?

4. Does the BEAM beneficiary own any assets?

5. What are the capabilities of the BEAM beneficiaries currently?

6. What do you recommend should be done for the post-secondary BEAM beneficiaries in order to improve their livelihoods?
APPENDIX 9

Interview Questions based on the livelihoods of the former BEAM beneficiaries

1. How do you rate your household livelihood poverty?
   Above moderate
   B Moderate
   C Below moderate

2. As BEAM beneficiaries, how has your livelihood been influenced by the support given by BEAM? Explain.

3. What are you doing for a living?

4. What do you own in terms of assets?

5. What are your capabilities?

6. Are you comfortable with your level of education?

7. What other skills do you hope to achieve in future?
APPENDIX 10

Focus Group Discussion Questions Administered to the Community Selection Committee

1. What is the role of the committee?
2. What is the composition of the Basic Education Assistance Module selection committee?
3. Which level of education is required to be a Community Selection Committee member?
4. Which documents do you require from the orphaned and vulnerable children?
5. What criteria are used by the selection committee to select BEAM beneficiaries?
6. How transparent is the identification and selection of BEAM OVC?
7. Do you face any challenges during the course of your job of selecting BEAM beneficiaries?
8. What is your opinion on the fact that selection of secondary student is done at primary level?
9. What is your comment on the post-secondary education life of OVC?
10. Do you think the programme is benefiting the right candidates, what about the allegations of corruptions?
11. What do you understand by the term skills acquisition?
12. How best can life skills be imparted on BEAM beneficiaries after leaving secondary education?
APPENDIX 11

Interview Questions on Participatory Work

1) Could you begin by telling me a little bit about yourself?

2) What is the best thing about your life at the moment?

3) Do you face at the moment e.g. health, income, services?

4) Who or what makes life better or worse?

5) Do you use public transport? What do you think about public transport in your area?

6) What sort of accommodation do you live in?

7) Who owns your property? Who is responsible for paying rent or mortgage?

8) Do you own any equipment that you use to bring in extra income or favours from people you know e.g. sewing machines?

9) How would you describe your health?

10) How did you do at school / college?

11) Who are the people you depend on for support?

12) What groups/ networks, formal organisations are you members of?

13) What is your main source of income?

14) What about other people in the household? What income do they have?

15) How do they spend it?

16) How is the household getting by on the current income?