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**SOCIAL PROTECTION AND SECONDARY EDUCATION IN ZIMBABWE: THE CASE OF  
MASVINGO DISTRICT IN MASVINGO PROVINCE.**

**BY**

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## **Abstract**

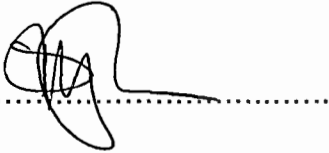
The study sought to examine the role of social protection in reducing school dropouts in secondary education in Masvingo District of Zimbabwe. The study was motivated by the idea that despite the social assistance interventions that are in place, the school dropout phenomenon is still continuing among secondary school learners in the Masvingo District. This was achieved by discussing various programmes delivered by Non-Governmental Organisations (NGOs) and the government in reducing the number of school dropouts. The thesis also outlined various economic, social and political depressions that affected secondary education since Zimbabwe's gaining of independence. From 1962 until 1980 the colonial government catered for the European child, this meant that secondary education was difficult to be accessed by blacks. Education maintained a bottleneck structure that favoured whites more than black people. After gaining independence, the Zimbabwe African Union Patriotic Front (ZANU PF) introduced laws that allowed the black majority an opportunity to proceed with their education. Over the years the number of school dropouts is still increasing. This was curtailed by the introduction of the Structural Adjustment Programmes (SAPs) in 1991 to 1995. The introduction of the SAPs led to the introduction of user fees in education and health. This raised poverty levels which were curtailed by the macroeconomic situation in Zimbabwe. This was beyond the reach of many and led to the increase of school dropouts in Zimbabwe. The major objective of the study was to assess the effectiveness of social assistance in the reduction of school dropouts in Zimbabwe. The specific objectives are to analyse the role played by social assistance on the provision of secondary education and reduction of school dropouts and examining the impact of assistance on the education of the girl child. The last objective in the study was to identify a more comprehensive social assistance intervention for the support of secondary education. A more

comprehensive social assistance intervention is intervention that provides support to secondary learners that includes among them uniforms, transport food and school fees. The study adopted the qualitative research methodology. The qualitative research methodology was used because it seeks to go deeper in what people experience on day to day activities. In-depth information helps to understand the successes and failures faced by NGOs and government in reducing the number of school dropouts. The study looked at how effective government and NGO assistance has been in reducing the number of school dropouts. Today there are a majority of NGOs, private organisations and government programmes that are working in secondary education assistance in Masvingo District. What matters most is that despite the growing rate of assistance by NGOs, individual help and government assistance the number of school dropouts is still increasing. The study's theoretical framework is based on the Human rights based approach and the Transformative paradigm. The analysis relates to social assistance programmes focusing on the Basic Education Assistance Module (BEAM) and NGOs and their contribution in reducing the number of school dropouts. From the research findings, the research established the way forward that can be used to reduce the rate of school dropouts in Masvingo District and Zimbabwe at large. Lack of school fees, school uniforms, food and transport are the major causes of school dropouts in Masvingo District. The findings of the study revealed that Zimbabwe's social assistance programmes are not adequate in reducing the number of school dropouts. The way forward that was proposed in the study in that the assistance to children at secondary education should be holistic approach. NGOs and government should work together to educate parents and children on the importance of secondary education.

## Declaration

The undersigned, David Mago, do hereby certify that the dissertation is my own work and has not been reproduced elsewhere or taken from someone else. The sources that were used in the study have been properly cited and acknowledged. The dissertation will not be reproduced in any institution of learning for the attainment of another fellowship, degree, diploma or similar titles.

Signature.....



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I would like to thank the Almighty God who gave my supervisor zeal to work on this dissertation. I am grateful to my supervisor Dr P.B Monyai who worked tirelessly for the success of the study. The financial assistance of the National Research Foundation (NRF) towards this reach is hereby acknowledged. Opinions expressed and conclusions arrived at, are those of the author and are not necessarily attributed to NRF. I also like to thank the Govan Mbeki Research and Development Centre (GMRDC) for contributing to my study by providing financial support for my data collection. Many thanks to the Mago family who supported me both materially and spiritually during the trying time of my research study. Many thanks to my sister Mary Mashila, Respina Mahachi, Rebekah Mahachi and Ruth Makova for their support and prayers during the trying time. Many thanks to my friends Nelson Chikwana and Sydney Tengani for the support during my studies. I want to thank my brothers Stephen Mago, Joshua Mago, Tawanda Mago and Erick Madi who supported me during the time of need. I would also like to thank my sisters in law Mary Mago, Stella Mago Shamiso Mago and Tecla Mago for the unwavering support and prayers they offered for me.

## Dedication

This dissertation is dedicated to my parents Samson Mago and the late Vinece Mago. I love you all.



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## List of acronyms

<b>AIDS</b>	<b>Acquired Immunodeficiency Syndrome</b>
<b>BEAM</b>	<b>Basic Education Assistance Module</b>
<b>BHASO</b>	<b>Batanai HIV/AIDS Support Group</b>
<b>CDC</b>	<b>Children in Difficult Circumstances</b>
<b>CHH</b>	<b>Child Headed Households</b>
<b>CRC</b>	<b>Convention on the Rights of the Child</b>
<b>CSCs</b>	<b>Community Selection Committees</b>
<b>D.E.O</b>	<b>District Education Officer</b>
<b>ESAP</b>	<b>Economic Structural Adjustment Programmes</b>
<b>FMSI</b>	<b>Marist International Solidarity Foundation</b>
<b>GoZ</b>	<b>Government of Zimbabwe</b>
<b>HIV</b>	<b>Human Immunodeficiency virus</b>
<b>ICESCR</b>	<b>International Covenant of Economic Social and Cultural Rights</b>
<b>IMF</b>	<b>International Monetary Fund</b>
<b>LDCs</b>	<b>Less Developed Countries</b>
<b>MDGs</b>	<b>Millennium Development Goals</b>
<b>MTO</b>	<b>Assisted Medical Treatment Orders</b>

<b>NANGO</b>	<b>National Association of Non-Governmental Organisations</b>
<b>NAP</b>	<b>National Action Plan</b>
<b>NGOs</b>	<b>Non-Governmental Organisations</b>
<b>OVCs</b>	<b>Orphans and Vulnerable Children</b>
<b>P.E.D</b>	<b>Provincial Education Director</b>
<b>PAS</b>	<b>Poverty Assessment Study</b>
<b>PRRO</b>	<b>Protracted Relief and Recovery Operation</b>
<b>RUDO</b>	<b>Rural Unity for Development Organisation</b>
<b>SAPs</b>	<b>Structural Adjustment Programmes</b>
<b>SDF</b>	<b>Social Development Fund</b>
<b>SIDSEC</b>	<b>Sustainable Integrated Development Services Centre</b>
<b>TRSC</b>	<b>Training and Research Support Centre</b>
<b>UN</b>	<b>United Nations</b>
<b>UNESCO</b>	<b>United Nations Educational, Scientific and Cultural Organisation</b>
<b>UNICEF</b>	<b>United Nations Children's Fund</b>
<b>UNRISD</b>	<b>United Nations Research Institute for Social Development</b>
<b>WFP</b>	<b>World Food Programme</b>
<b>ZANU-PF</b>	<b>Zimbabwe African Union Patriotic Front</b>

<b>ZDS</b>	<b>Zimbabwe Economic Development Strategy</b>
<b>ZEDS</b>	<b>Zimbabwe Economic Development Strategy</b>
<b>ZIMSEC</b>	<b>Zimbabwe School Examination Council</b>
<b>ZIMTA</b>	<b>Zimbabwe Teachers Association</b>



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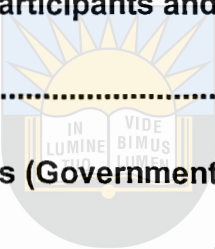


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## Chapter 1: Overview and Background of the Study

### 1.1 Introduction and Background

Globally the Non-Governmental Organisations (NGOs), national governments and policy makers in the field of social service delivery see social protection as an important tool for the development of human well-being. As a result, social protection has become key in the development projects and initiatives that are aimed at eradicating extreme poverty. Social protection, particularly the social assistance aspect has come to be widely recognised due to the major challenge of increasing poverty. Social protection can be categorised into three dimensions that is, social assistance, social insurance and social security. Social assistance consists of benefits that are channelled to the poor people in cash or in kind and they are financed by the state (Barrientos, 2010). Social assistance provides minimal assistance to targeted groups of people, especially those that are not able to work, the destitute and those with disabilities (Kabeer and Cook, 2009). Social insurance provides protection against life contingencies such as work related contingencies, old age, maternity unemployment or sickness (Barrientos, 2010). Under normal circumstances, social insurance is financed by workers and their employers whilst social assistance is tax financed. Social insurance can also come in the form of old age pensions that are meant to help the vulnerable groups of people. Social insurance programmes include the public sector and formal private employment including pensions, unemployment benefits, health and disability (Kabeer and Cook, 2009:4).

The other aspect of social protection is social security, whereby the poor and communities are helped to sustain their livelihoods in the event of shocks or risks and it helps to minimise the likelihood of such risks. Social security is the security that is given to the labour and employment

standards and it advocates for rights to organisations and voice at work (Kabeer and Cook, 2009).

Among these three dimensions, this study will look at the effectiveness of social assistance of cash transfers in secondary education in Masvingo District in Masvingo province; located in the southern part of Zimbabwe.

After gaining independence in 1980, Zimbabwe focused on the provision of education for blacks. Colonial Education had maintained a bottleneck structure and most of the blacks were not equally acquiring education compared to the white minority classes during the colonial era (Jenjekwa, 2013:555). As a result, the ZANU (PF) made it clear that secondary education was open to all whether one was black or white. The argument was that secondary education was a basic human right and everyone had a right and equal opportunity to acquire education. Therefore, a state grant was provided by the new government for all registered secondary students during this period. Following this, there was an increase in the number of people that were enrolled in secondary education. Kaseke et al (1998) indicate this by stating that, recipients of public assistance were also assisted with the payment of tuition fees for their children who were attending secondary school. It can be said that secondary education in Zimbabwe went under rapid transformation after the gaining of independence in 1980 (Kanyongo, 2005:67). Kanyongo (2005:67) points out that the government transformed the education system by building schools in disadvantaged areas and embarked on training of teachers in schools. This saw the increase of enrolment in schools in secondary schools.

Despite these achievements in secondary education, the introduction of the Economic Structural Adjustment Programmes (ESAP) during the 1990s reversed the progress made on the post-independence period in Zimbabwe. The introduction of the Structural Adjustment Programmes

(SAPs) wiped out the gains made in the attainment of secondary education (Kanji, 1995:40). The right to education was neglected after the introduction of SAPs. Zimbabwe re-introduced user fees in secondary education. This meant that children had to depend on their parents for their school fees and levies. School fees were raised by forty per cent (40%) to Z\$ 70 and twenty per cent (20%) to Z\$150 in low density areas. Secondary schools in rural areas continued to charge Z\$50 to students (Kanji, 1995:40). Examination fees were also raised during this period. Poorer households found it difficult to pay school fees for their children. This led to a large number of children dropping out of school because the government had reduced its spending on secondary education. The impact of the SAPs made it harder for families and they were forced to withdraw their children from school. The girl child was the most affected by the SAPs since girl children are the first target in dropping out of school. This was caused by the general belief that it is better for a male child to go to school than a girl child. Most people in Zimbabwe believe that sending a girl child to school is a complete waste of resources because girls get married and leave the parents.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2001) notes that the Zimbabwean government was no longer able to subsidise the social services like education health and agriculture after the introduction of ESAP as a result, the government introduced different development programmes to try and assist secondary education. NGOs came in to fill the gap to assist secondary education. They provided a block grant with the aim to improve education. NGOs for example Save the Children, United Nations Children's Fund (UNICEF) and the World Food Programme (WFP) were major players in school feeding programmes. Despite these assistance programmes being in place, they were inconsistent and unpredictable. Political and economic problems further worsened the conditions of students at secondary level since most of them withdrew from school because their parents or guardians could not afford to pay

school fees. Acosta et al (2011:6) notes that, Zimbabwe used to spend fifteen per cent (15%) of GDP on social expenditure in 2005. However, due to economic decline and inflation public expenditure accounted for only six per cent (6%) with budgets for education and health cut by more than half in 2009 compared to 2005. Given the minimum funding by the end of 2008, most schools and hospitals closed down (Zimbabwe Public Expenditure Report, 2011:6).

Zimbabwe was faced by high socio-economic and political instability during late 1999 and early 2000. As a result, the Basic Education Assistance Module (BEAM) was introduced in January 2001 to assist children at secondary education. However, BEAM faced a number of challenges, among them inflation. United Nations Children's Fund (UNICEF, 2008) indicates that BEAM was facing challenges because of the macro-economic problems. This led to a number of pupils at secondary level of education withdrawing from school and absconding classes. BEAM was introduced to help with funding for the marginalised and the vulnerable children in Zimbabwe. The BEAM programme provided assistance in the form of school fees, examination fees and building assistance funds (Gandure, 2009). Gandure (2009) states that, the BEAM programme is the government's main social assistance mechanism in the country alongside other interventions by private sectors, NGOs individual families and countries. BEAM's objective was to target twenty five per cent (25%) school enrolments in primary, secondary schools and special schools (Gandure, 2009:24).

Despite the BEAM programme being in place, its assistance to beneficiaries is limited to school fees, examination fees and school levies (Gandure, 2009). This excludes non-fees related needs such as uniforms, transport, feeding schemes and medical aid. The BEAM programme faces a number of challenges that include inadequate funding, late disbursements of funds to schools and inadequate monitoring activities. In Africa, in general the real reasons on school dropouts

have been a contested issue. The problems range from economic hardships, cultural and traditional beliefs, religious beliefs and abject poverty. The Acosta et al (2011:25) found that “households with children attending school consumed ten comma two per cent (10.2%) of their budget on school fees , uniforms and other expenses from eight comma eight (8.8%) in 2001”. This is impacting negatively on household expenditure of parents and this leads to them withdrawing their children from school. While this is in the case in Africa, it is important to examine whether the same problems are affecting secondary schools in Zimbabwe.

### **1.1 Statement of the problem**

The major problem of this study is that despite social protection interventions in the assistance of education being in place, most of the youth still cannot afford to go to school and the school dropout phenomenon is continuing in Zimbabwe. Most of the youth are excluded from the attainment of secondary education because of the inadequacy of social grants to cover all the needs. The cash transfers put more emphasis on covering school fees to children in secondary education. This excludes things such as food, transport and school uniforms.

Most of the schools in Zimbabwe do not allow students to attend school without uniforms, thus, some students abscond as they are not allowed to be in class until they buy a uniform. This situation results in students dropping out of school. As the inadequacy of state support continues to threaten even household livelihoods, most of the parents respond to fees hikes by withdrawing their children from school. Acosta et al (2011:36) argues that, “dropout rates for secondary education were estimated at twenty three comma eight (23, 8%) in 2004. Parents were opting to send their children to work than to continue in school (Acosta et al, 2011). Secondary education enrolment declined from fifty one percent (51%) to forty six per cent (46%) from 2001 to 2006. The number of students that enrolled at this level was 88,000 in 2006 however by 2009 it was

merely 783,000; a twelve per cent (12%) drop (Acosta et al. 2011:36). The girls are particularly affected in that they are the first targets to be asked to withdraw from school given the cultural belief systems that educating a girl child is a waste of resources. Girls are usually viewed as care givers or marriage materials. Most girls also dropout of school because of unwanted pregnancies and early marriages (Mawere, 2012:3). Mawere (2012:9) found that, the majority of respondents in Zimbabwe, about eighty per cent (80%) felt that the girl child dropouts in schools are as a result of religious and traditional beliefs of some parents. Some of the parents believe that as long as a girl child is able to read and write she would have been educated (Mawere, 2012). School dropouts in Zimbabwe are a liability of the society in that dropouts are unable to contribute meaningfully to nation building (Mawere, 2012:10). Mawere (2012:11) notes that, Zimbabwe with a population of fourteen comma five million (14, 5 000 000) has an estimated literacy rate of eighty per cent (80%), one of the highest in Sub-Saharan Africa. This is corroborated by Zim Asset (2013:64) that notes that in 2013 literacy levels have raised and now range between ninety two (92%) to ninety five per cent (95%), one of the highest in Africa. However, despite transformation in the education system, secondary education still lacks in the transformation of other structures like the cultural beliefs and religious systems that are causing school dropouts in Zimbabwe.

In addition to this, the tuition fees and levies that are being provided by the NGOs and the government are not able to cover all children in Zimbabwe; some children are left out of the assistance programme. This violates the right to education in that the social assistance does not cover everyone but only a small proportion of children at secondary education. This study looks at both formal and non-formal social protection. Erudo (2010) argues that in-formal social protection is provided through social networks. This can be an extended family or households,

individuals or community support. Erudo (2010:18) notes that “social protection arrangements provided by families can be classified on the basis of protective, preventive and promotive measures”. Formal social protection is the protection given by the state, for example public actions by the state (Erudo, 2010). Therefore, a question rises as to whether the funding given to secondary school children is adequate to cater for all the needs such that they are able to pursue and finish their education in time?

## **1.2 Research objectives**

This study is set with the main objective of assessing the effectiveness of social assistance in the reduction of school dropouts in Zimbabwe. The specific objectives are to:

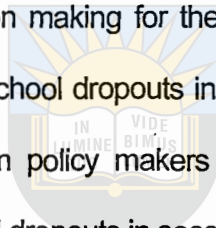
- Analyse the role played by social assistance in the provision of secondary education and reduction of drop-outs.
- Examine the impact of the assistance on the education of the girls
- Identify a more comprehensive social assistance intervention for the support of secondary education in Zimbabwe

## **1.3 Significance of the study**

The study contributes to knowledge about social assistance as a tool for reducing school dropouts in Zimbabwe. The dissertation is of importance in that it looks at both the formal and non-formal social protection mechanisms on secondary education. Writers have emphasised on formal social protection and less on non-formal social protection that is existing in Zimbabwe's secondary schools. Chitambara (2010) has written about social protection on education in Zimbabwe, however, he emphasised more on formal social protection and put little emphasis on non-formal social protection. Kanyongo (2005) has written about education in Zimbabwe and different policies that support both primary and secondary education. However, did not

acknowledge that there is need for reducing the rate of school dropouts in schools. Moreover, Kanyonyo (2005) did not emphasise the other causes of school dropouts in secondary education. The study is of importance in that it looks at social protection; that is, the study looks at both formal and non-formal social protection as important.

The practical importance of this study is that it will assist NGOs, policy makers, the government parents and students in understanding the importance of social assistance to sustain and reduce the rate of school dropout in secondary education. NGOs and government must recognize this process and work together in decision making for them to bring out improved and extended programmes in reducing the rate of school dropouts in Zimbabwe. This dissertation is of prime importance in that it needs to inform policy makers on the importance of adequate social assistance to reduce the rate of school dropouts in secondary schools by regarding education as a human right.



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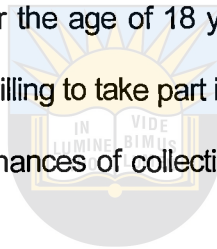
This study adopted a comparative approach in explaining the causes and effects of school dropouts in Zimbabwe by looking at both the urban and the rural secondary schools. Moreover, the Zimbabwe Public Expenditure Report (2011) also wrote about secondary education in Zimbabwe. However, it did not emphasise on other social challenges that cause school dropouts, for example lack of shelter, school uniforms, transport.

#### **1.4 Delimitation of the study**

The research focused on the human rights based approach in discussing ideas. The human rights based approach is applicable in that it advocates for the dignity of the individual and equality of opportunity in the attainment of education. The research was conducted on a specific geographical location of Masvingo District in Zimbabwe. The study covers two secondary schools in Masvingo District. These schools were chosen so as to come up with a comparative

analysis between the two. The study is methodically limited to purposive sampling and snowballing sampling technique in collecting data.

The research is conceptually limited to social protection and social assistance on secondary education. The study will not focus on the overall social protection but will focus on one component of social protection that is, social assistance. In Zimbabwe, secondary education is classified as those people that are attending form one up to form six. This study describes every learner that has an age or 15 to 18 years as a child. This is supported by Memzur (2008:16) who argues that every human being under the age of 18 years is defined as a child. Some of the senior people in the NGOs were not willing to take part in the study because they would be busy or be in a meeting. This limited the chances of collecting relevant information that is related to education and social protection.



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### **1.5 Conclusion**

This chapter has argued the rate of school dropouts is still increasing in Zimbabwe despite the social assistance programmes being in place. In a highly monetised economy like Zimbabwe, secondary education is the required qualification for one to go in the industry. As a result of the inadequacy of social assistance, school dropouts are very high among the poor. Learners that drop out of school are vulnerable; parents practice extreme coping mechanisms like withdrawing their children from school. The girl child is the first target since the majority of people do not value girl child education.

The same chapter also outlined the major objective and the specific objectives of the study which are to assess the role played by social assistance in reducing the rate of school dropouts in Zimbabwe and to examine the assistance that is coming specifically for girl child education. The important of the study is that it will look at both formal and non-formal social protection practices.

The study will also look at social assistance in the rural areas and in the urban areas to adopt a comparative analysis.

The study is organised in six chapters followed by references. Chapter one (1) has given introduction and background of the study by explaining the context of the study and the location in which the study is focussed. The statement of the problem, objectives and significance of the study were highlighted showing the importance of the study and how it will influence policy making. Lastly, delimitations of the study are discussed in the chapter showing what the study includes and excludes. Chapter two (2) gives a review literature that speaks to the problem under study, definition of concepts in the research and the human rights based approach and the transformative approach that underpin the study. Empirical reflection on other studies elsewhere has been done. Chapter three (3) covers the historical overview and background of social protection on secondary education in Zimbabwe and in particular the background information on Masvingo District area. The chapter points out the dimensions of social protection in Zimbabwe with the main focus being social assistance through the provision of social grants in secondary education. Chapter four (4) discusses the research methodology, methods and research design that was used in order to address the problem that was identified by the study and also to answer the research questions.

The research's target population, units of analysis is discussed in the chapter. Chapter five (5) focuses on the presentation of findings from fieldwork as well as the interpretation and analysis of responses from field work. Chapter six (6) outlines the conclusion and a way forward. The chapter identifies other gaps in the research which include the need to support disabled children in Zimbabwean secondary schools. The following chapter focuses on the historical overview of

social protection and secondary education in Zimbabwe, showing the prospects and challenges of social assistance activities.



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## **Chapter 2: Social protection and Secondary Education: Conceptual and Theoretical Overview**

### **2.1 Introduction**

This chapter discusses the main concepts used in this study on social protection issues and secondary education. The chapter deals with theoretical issues as well as conceptual issues that underpin the study. The theoretical issues are the human rights perspective and the transformative paradigm on social assistance on secondary education and the reduction of school dropouts. In this chapter the researcher begins with the conceptualisation of social protection, cash transfers, social assistance, school dropouts and secondary education. The principles, origins, strengths and weaknesses of the transformative paradigm and the human rights based approaches are also discussed. This study adopted the human rights based approach as the main theory that informs the study. The main reason why the human rights based approach is the main theory is that it helps to inform policy makers on how to approach human rights and how they can effectively use human rights as a working tool for reducing school dropouts in academic settings. Human rights based approach provides an important theoretical framework for understanding education as a human right. This theory gave a social, theoretical framework in examining the reasons behind school dropouts among learners in Masvingo District.

### **2.2 Social protection as a human right**

Social protection is defined from different angles by different writers. Although social protection has become a mainstream in the development cycle, the definition of social protection remains unfamiliar to many and the term carries different forms of definitions among actors in local, regional and international development. It is known that social protection is a component of social

policy and has helped in informing social service delivery in Africa. According to Devereux and Sabates-Wheeler (2004:3) most writers see social protection in a narrow way, that is, they view social protection as the old-style social welfare that used to be provided to the “deserving poor” for example the orphans, widows, or people that have disabilities. Others view social protection as programmes that include education, job creation health provision, provision of microcredit and safety nets to those vulnerable groups of people (Devereux and Sabates-Wheeler 2004). Social protection might be viewed as the full cover of income transfers and in-kind assistance that will make it possible for inclusion of those that are marginalised, vulnerable and empowering the poor people (Devereux and Sabates-Wheeler 2004). Kabeer and Cook (2009) agree with this assertion and say that, social protection gained prominence with the main goal for poverty reduction. The NASI (2008) notes that, social protection is the large economic umbrella in which socio-economic policies lay, policies that include child protection, health, social insurance and social security. Social protection covers those people that have insecurity, that have the possibility to decline in well-being; in this instance, the youth at secondary education risk to drop out of school if they are not fully assisted in the achievement of their rights to education.

Moreover social protection programmes assist individuals, communities and households to better manage income risks that leave people vulnerable (World Bank, 2004). The discussions of social protection in the European countries limit their thinking to a narrow definition of state managed programmes or programmes that are funded by the state. Social protection in the developing countries is viewed as involving both the private and the public sector in the provision of cash transfers to the vulnerable and those who are facing risks of falling into poverty (Kabeer and Cook, 2009).

Social protection can assist the living standards in general and it provides basic consumption levels to those people who are at risk of falling in poverty (Monyai, 2011). Child sensitive social protection must focus on the aspects of human well-being that include the access to adequate services for the poor children, especially amongst the vulnerable children. Child sensitive social protection should also support households and families that have care giving roles. Marginalisation of households in the assistance projects results in children dropping out of school. Children will also leave school and go to work so that they will earn a living. Chinyoka (2014) collaborates with this and say that, due to poverty, children dropout of school and they go and look for employment and survival of the family.

Therefore social protection can be described as all forms of initiatives that provide social assistance to the chronically poor that include households, groups of people and individuals. Social provisioning seeks to reduce the level of suffering that most people get into given the harsh economic environments. This shows that social protection is a broad phenomenon that needs to be studied on a broader spectrum.

Social protection can also provide basic social services to groups of people who are in need of special care for example, old age grants, and children in difficult circumstances, the ill and those that are unemployed. Hence there is need for equity in secondary education in most African countries. This will help in reducing the increasing rate of school dropouts in African countries and in Zimbabwe. In Zimbabwe, for example, most girls are denied access to secondary education because of the traditional beliefs and practices. Some parents believe that it is less important to send a girl child to school because they will get married and benefit the other family. According to Malaki (2007:25) in Africa, fifty four per cent (54%) of all girls do not even complete primary education, and only seventeen per cent (17%) go to secondary education. Under such a

circumstance, it clearly shows that there is still a gender gap in secondary education which is yet to be achieved. This undermines the overall belief of the attainment of human rights to education. This is against the demands of the Constitution of Zimbabwe Amendment (No. 20) Act 2013:23 that states that “the state must take measures to ensure that girls are afforded the same opportunities as boys to obtain education at all levels”. Most of the girls are forced into early marriages and hence they drop out of school. This shows that governments should do more to educate the girl child about the existing retrogressive religious beliefs, abuse, child labour and cultural beliefs that deny the girl child the opportunity to attain secondary education. Girls are sometimes married when they are under the age of fifteen because of unwanted pregnancies.

Schools in Zimbabwe apply the policy of expulsion of pregnant girls. This is the same as the law that is applied in Tanzania, where girls that get pregnant in schools are expelled as a way of discipline and reducing pregnancy in school (Malaki, 2007). The expulsion of pregnant girls from secondary school is a violation of the girl child’s right to education. An additional issue which is bordering on denial of access to education is the fact that state schools in Zimbabwe do not allow a child to attend class without a uniform. However, most of the children cannot afford to buy uniforms and they are expelled from school if they go to school without a proper uniform. This demotivates a child and this saw an increase in the rate of school dropouts in Zimbabwe. It deprives a child’s right to education.

The majority of students quit school and go and look for employment. In some cases learners are forced to work in the fields and they skip classes. Hunt (2008) criticises child labour and points out that in some cases child labour leads to learners dropping out of school. Malaki (2007:23) argues that, “education can contribute to sustainable development”.

According to Monyai (2011:87) "in the rest of Africa, the most popular social protection interventions are food security inputs, food transfers to the destitute, social pension for older persons, cash transfers and the provision of public works programme". Social protection is a multidimensional issue and it must not be approached in a narrow view, it is a broad based theme. Social security, social assistance and social insurance fall directly under social protection. Social assistance deals with deprivation and vulnerabilities that affect the poorest. It is essential to increase funding in secondary education to reduce the rate of school dropouts. In Zimbabwe, secondary education is the basic qualification required for one to be employed in the industry or to go for tertiary education.

Devereux and Sabates-Wheeler (2004:9) argue that, "social protection describes all the public and private initiatives that provide income or consumption transfers to the poor, protect the vulnerable against livelihood risks, and enhance the social status of the marginalized with an overall objective to reduce economic and social vulnerability of the poor". In this instance the marginalized are those children in secondary education who are not included in assistance of their education resulting in them dropping out of school. This can be a result of problems that include lack of adequate fees, lack of food, transport or uniforms. This is a direct violation of an agreement in the constitution of Zimbabwe Amendment (No.20) Act 2013 that education is a basic human right that must be achieved by every child.

The goal of social assistance interventions in different countries is to increase people's opportunities, therefore social protection is meant to enhance human development. Social assistance interventions can differ depending on the country context; that is, the definitions of social protection differ according to the cultural, geographical, economic and social state of every country.

A full cover in social protection does not tolerate marginalisation and discrimination of the most vulnerable groups. Most of the short term cover of social protection is not sustainable to fulfil all the needs of the vulnerable people.

The majority of the developing countries face difficulties in offering adequate social protection services to their citizens because they lack the capacity to invest in social protection provision. Critics of social protection on economic grounds argue that social protection puts a financial burden to the Less Developed Countries (LDCs) and this has a negative impact on the overall economy of the country. However, this argument is limited given the fact that many government officials in low income countries will be living luxurious lives at the expense of the poor. This gives a general view that a great number of the less developed countries have corrupt leaders who channel public resources to their own selfish motives.

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The Government of Zimbabwe sees social protection as a set of private and public, formal and informal measures that are implemented to assist people to manage risks and minimize impact of welfare losses that might lead to living standards that are not acceptable (GoZ, 2002). In support of this, the Zimbabwe Economic Development Strategy (ZEDS) states that, social protection interventions are a set of interventions whose aim is to minimise the economic and social risks and vulnerability and alleviate poverty and deprivation (GoZ, 2002). It should therefore be realised that due to the different interpretation of the term social protection, it is difficult to arrive a universally acceptable definition of the term social protection.

Monyai (2011) notes that, social protection provides consumption necessities and social services in the form of health care, water and sanitation, education and public transport. Public transport is a problem in most of African countries given the situation that most governments have neglected the people in the provision of cheaper and affordable transport. A good example is that of

Zimbabwe where the government has neglected the majority of citizens in the provision of public transport. In South Africa, social protection has three pillars that include public services, (education, health and housing), insurance scheme for the employed and means tested social assistance that includes the provision of old age grants and care for the children (Monyai, 2011). The reason for the provision of social protection, according to Monyai, is that most of the children, poor people, old age and the chronically ill cannot be employed and therefore they have no access to income (Monyai, 2011).

Most African countries offer social protection services to their citizens, for instance Botswana holds activities to ensure that social protection is vibrant to its citizens. They care for the orphans, old age pensions and drought relief programmes to those people in the remote areas (Botswana Federation of Trade Unions, 2007). Similarly, Mozambique embraced social protection activities in its policies. The activities included food aid programmes and targeted nutrition programmes. Despite all these efforts, social protection is not being adequate in a number of African countries. Most of African countries, for instance Zimbabwe weak and insufficient social assistance programmes that are not consistent and this is increasing poverty among the poor. Poverty has various manifestations that include the lack of income and productive resources that are sufficient to ensure a decent standard of living, eradication of hunger, inadequate or lack of easy access to basic education and other basic social services. Moreover, poverty can be viewed in terms of one being homeless inadequate housing; unclear and safe environments and social discrimination and exclusion. Poverty is a state in which certain groups of people, households or individuals show important deficits in human wellbeing.

Monyai (2011) notes that, social protection programmes can take two forms that are universal or targeted coverage. UNRISD Report cited in Monyai (2011:98) defined universal social protection

as a minimal level of consumption that is granted as a right by the state to all the citizens of a country, treating every person with “equal consideration and respect”. Therefore the aim of universal social protection is to provide a decent standard of living for all and the provision of basic income and social services accessible to the whole population. Devereux and Sabates-Wheeler (2004:1) are of the view that social protection rose as a critical response to “safety nets” of the 1980s and early 1990s. However, during the 1990s safety nets were criticized as “residualistic” and “paternalistic” and more alternatives began to be proposed (Devereux and Sabates-Wheeler, 2004:1). Currently most of the studies are considering and recognizing claims of what social protection should achieve and what it can achieve.

Different definitions on human wellbeing and development interpret different perspectives in which poverty can be approached and measured. Those that are in poverty will not be able to have social participation and inclusion. People who live in poverty will not be able to participate in the social life of a community at an expected level (Kanbur, 1987:64). This dimension of the explanation of poverty is based on access to resources and this will be depended on forms of inclusion and participation. Amartya Sen (1985, 1999) criticises that the “resourcist” explanation of poverty reduction has limitations. Moreover, Sen argues to enhance human wellbeing, there is need for capabilities and “functionings” to be understood to achieve the rational life plans. Vulnerability cannot be viewed as only a dimension of poverty; it can be a cause of persistence of poverty (Barrientos, 2010). This means that, when a person is vulnerable, it can lead to a situation of them being in chronic poverty.

Vulnerability does not mean only those people who are likely to fall into poverty because of expected shocks but it includes those individuals or groups of people or groups that remain poor. Chambers (1989) argues that the best way of conceptualizing vulnerability is to view it as a

product of two components that include exposure to hazard and resilience. Vulnerability gives an insight of what is coming, that is, vulnerability is comprised of possibilities of other outcomes that can put people in worse situations than the present situation (Barrientos, 2010). In this study, the vulnerable are those learners in Ordinary Level in Zimbabwe who are dropping out of school or fail to attend school due to difficult circumstances.

There are different forms of vulnerabilities, that is, vulnerabilities that are caused by relative deprivation, horizontal inequalities (structural inequalities), and lack of access to basic rights or chronic poverty. There are vulnerabilities in which people are able to cope with the surroundings and there are situations whereby people are able to cope. For example, if an individual falls below the specified poverty datum line may be considered as a person who is unable to cope.

### **2.3 Social assistance and secondary education**

Cash transfers must address risks and vulnerabilities that learners face in ensuring that they finish their education in time. Social assistance in secondary education in the form of cash transfers must promote human dignity, respect and the inclusion of children at secondary education despite gender, ethnic differences or status. Students in secondary education must be fully funded for them to finish their studies in the required time. Cash transfers must be treated as a right to enhance secondary education which is a stepping stone to venture into industry and the job market.

Sen (1999) analyses development as the freedom that individuals need to choose to lives they have reason to value. Education has the potential to reduce poverty because if a child acquires education, it contributes to their autonomy and they will make decisions and choices about their lives. Development must also widen its focus to human development and not only economic development of a country. In this regard, economic development of a country does not

automatically mean that there is human development. Human development must be a holistic approach to developing the individual. This is different from the distribution of food hand-outs whereby the help is only limited to food. Cash transfers allow people to employ a wide range of uses that include buying clothes, food, groceries and education. In Zimbabwe, there is need for a well-structured and predictable cash transfer programme. This requires adequate and sustainable finances, political will management and administrative capacity.

In Zimbabwe, the providers of cash transfers include the local government, for example, the Ministry of Labour and Social Services, the Basic Education Assistance Module (BEAM), NGOs (both local and international) and faith based organisations. NGOs provided the block grant scheme in which schools received a lump sum of money at the beginning of the year (Gandure, 2009). These NGOs includes among them C.Cafe and WFP which provided grants that were used to assist Orphans and Vulnerable Children (OVCs) in Zimbabwe and reducing the overall cost per child in education assistance. The grants were used to purchase books, uniforms and financing education refurbishments (Gandure, 2009:6). Gandure (2009:6) criticises the assistance given by these NGOs by asserting that “school feeding programmes were less predictable, inconsistent in timing and duration”. They heavily relied on donor funding and yearly appeals which are not guaranteed (Gandure, 2009:6). Mushunje and Mafico (2012:267) concurred with this by pointing out that in Zimbabwe “national and international NGOs has provided support to orphans for instances block grants systems that provided school fees. However, these NGOs do not provide uniforms or stationery.

The situation in Zimbabwe is different from the case in Ghana where NGOs play a very important role in providing secondary schools with feeding schemes (Fielmua and Bandie, 2012). Fielmua and Bandie (2012:53) note that in the Nadowli district in the upper west region of Ghana, “school

feeding schemes programmes of Sustainable Integrated Development Services Centre (SIDSEC), an NGO has reduced the dropout rate as indicated by both parents and teachers. This means that food was playing a major role in school children's attendance in school. SIDSEC school feeding programme's objectives were to increase enrolment and retention in schools. This clearly shows that non-formal social protection practices play a major role in reducing the rate of school dropouts in schools.

As in the case of Zimbabwe, it is very important for government and NGOs to work together in assisting secondary education. Secondary education should be supported to enhance economic transformation and also to prepare citizens to face requirements of new labour market and productive employment. A full cover of cash transfers in secondary education will help citizens in diverse economies and industrialization. In Zimbabwe, a child sensitive approach to cash transfers needs to be informed by understanding multiple vulnerabilities that are faced by secondary school children that includes lack of school fees, transport food and uniforms.

Mawere (2012:2) argues that, school dropouts are a serious liability in any society as the youths and adults that do not have enough education will not be able to have a meaningful contribution to nation building. Mawere (2012:2) notes that, "many school dropouts engage in anti-social and criminal activities that leads to further disharmony and socio-economic instability". Therefore, it is important to harness social assistance on secondary education. This will empower the youth to have a voice and to know their human rights. Education helps youth to have freedom to express themselves and for them to break from the circle of excessive poverty. Thus, social assistance of grants on secondary education should be introduced as a right, in which the state should be answerable if they fail to deliver the promise. Every child in secondary education should have

adequate fees and also pocket money that they can use to purchase food, use for transport and buy school uniforms.

Secondary education has been left out in many African countries in that it was never declared to be free during the launch of the Millennium Development Goals (MDGs). The United Nations Millennium Development Goals (MDGs) predicted that by 2015 all nations would have achieved adequate education. The MDGs express the commitment of the international community to universal development and poverty eradication captured in the United Nations Millennium Declaration in September 2000. The goals included the achievement of universal primary education. Secondary education is a very essential tool that is needed in human development. For education to be a success, secondary education should be fully funded so that all children will have an opportunity to complete secondary education. In Zimbabwe, the basic qualification that is regarded for one to get employment is secondary education, that is, those pupils that have completed and passed their Ordinary Level. Therefore, secondary education plays an important role in economic and social development (Malaki, 2007). In Zimbabwe there is need for social assistance in the villages and communities to facilitate higher enrolment in secondary schools. Villages and communities still manifest a concentration of cultural constraints that hinder the education of girls at secondary level as stated earlier in this study.

Most schools in Masvingo district in Zimbabwe are characterised by a shortage of learning material, resources which in turn leads to low academic performance. This applies to state funded secondary schools in the rest of Zimbabwe where lack of resources include inadequate stationery, poor infrastructure (library facilities) textbooks, computers and laboratories. UNESCO (2004) notes that, about 30% of children in most African countries dropped out of school due to discrimination and financial incapability. Chinyoka (2014:294) defines school dropouts as those

people who cease to attend school temporarily or permanently before they complete their education. This is supported by Mawere (2012) who points out that a school dropout is a person who leaves school before completing the educational circle without the consent of the school. Under such circumstances, most of the children that drop out of school prematurely will be lacking adequate funding for them to complete their education. In addition to this, Chivore (1986: 11) defines a dropout “as a pupil that ceases to attend school either permanently or temporarily before completing the given educational cycle”. Chinyoka (2014:298) asserts that the likelihood of school dropouts are associated with smoking, teenage pregnancies and illegal drug abuse.

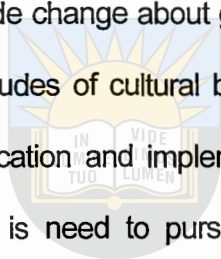
The school dropout phenomenon undermines the overall objective of enhancing human rights to youth in secondary education. School dropouts are seen as a bad example in the society as they are associated with bad behavior such as engaging in criminal activities of beer drinking, prostitution and stealing.



#### **2.4 The Transformative approach**

The transformative paradigm emerged because of dissatisfaction with the dominant research paradigm and practices and because of limitations in research articulated by feminists, people of colour, indigenous people and post-colonial peoples and others who have experienced discrimination and oppression (Mertens 2010:21-22). Transformation is very important in addressing social needs of pupils in secondary education because it deals with the *status quo* of an individual. The transformative paradigm seeks to address social imbalances, social exclusion and it is there to uphold human rights of individuals in a given society and it is important for achieving transparency and accountability in the provision of cash transfers on secondary education (Devereux and Sabates Wheeler, 2004).

Social assistance development initiatives are supposed to bring socio-economic transformation to the marginalised group of people, that is, learners in secondary education who are not benefiting from government and NGO assistance programmes. The transformative measures include the protection of the powerless, the voiceless and the vulnerable groups of people, and this includes those learners in secondary education. Transformative paradigm is of significance because it helps in the promotion of equality of opportunity and equality in the societies. In this regard, strategies used to decrease school dropouts should have a transformative element. Transformation should focus on attitude change about girl child education in communities. It is the government's role to change attitudes of cultural beliefs that girl child education is of low value. The government's role in education and implementing policies for attitudes change in communities is very crucial. There is need to pursue policies that balances opportunities between boys and girls in education.



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According to Devereux and Sabates Wheeler (2004) "transformative" refers to the need to pursue policies that relate to power imbalances in the society to encourage, create and sustain vulnerabilities". For instance supporting marginalised secondary school learners to claim rights to adequate social assistance. This can be done through awareness campaigns that can help to transform public attitudes towards learners. There is also need to transform perceptions and attitudes between boy and girl child education. Devereux and Sabates Wheeler (2004:9) supports this by stating that "many of the difficulties involved in the provision of social protection for women relates to socio-cultural values that leave women in vulnerable positions".

The transformative element to social assistance is very important in that there is need to redefine the narrow sense of social provision in response to secondary education. For example, children at secondary level must be able to advocate for their assistance from the government and

development agencies. There is also the need for affirmative action groups to raise awareness on the need for the inclusion of the girl child in education. There is need to guard the girl child from issues that deny them to get adequate education and finish their education in time due to cultural laws and beliefs.

Education is a human right that must be accessed by every individual, whether male or female, hence there is need to eradicate all forms of discrimination against the girl child to achieve a transformative nature in secondary education. Efforts in transformative approach to social assistance can range from teaching men and women on the importance of their human rights. As women are not allowed to have primary rights to land and property, this will later on transfer to their children whereby a girl child will not be allowed to continue with her studies because of cultural beliefs (Devereux and Sabates Wheeler, 2004).

The transformative approach has strength in that it questions the privileges and position of the elites and calls for the inclusion of the discriminated and silent voices in societies and public sphere. In this regard, this theory may be helpful in the selection criteria that is set in Zimbabwe on the selection of who should get assistance and who should not get assistance and why. The transformative theory also calls for the removal of blockages or barriers to full access to participation and to individual freedom.

Since the study is also focusing on the provision of cash transfers on secondary education, the transformative theory is the most appropriate framework to understand the conditions of social assistance in Zimbabwe. Moreover, social protection instruments designed for many categories of women must include a substantial “transformative” element, in the sense that power relations between men and women become more balanced (Devereux and Sabates Wheeler, 2004). Mertens (2010) states that transformative ideas must have respect for cultural norms, promotion

of human rights and increase in social justice. Mertens (2010) argues that the transformative paradigm addresses social oppression at whatever level it occurs. In this study those learners that are excluded from funding are being oppressed by the government since they will fail to finish their education in time. Devereux et al (2012:17) there is need for measures aimed to transform the social and political conditions that generate poverty and vulnerability. There is need to campaign against discrimination on the basis of gender so as to protect the vulnerable group of people (Devereux and Sabates Wheeler, 2004).

## **2.5 The human rights based approach**

Human rights are interpreted in a variety of ways by organisations and in different countries. Despite these different views, the international community met in 1948 to try and universalise human rights ideas in different political, social and economic environments. The human rights are interpreted in a variety of ways which include being viewed as a tool for human development, equality, fairness, freedom of speech justice and peace. On December 10 1948, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human rights. The main goal of the Universal Declaration of Human rights was the recognition of the dignity, equality, justice and peace of human beings in the world (United Nations, 2011). Given the different dimensions and categories of human rights discourses, this study has its focus on the human rights that are directed to secondary school children.

The human rights based approach is supported in relation to social assistance and secondary education because it offers a holistic thinking in understanding equality which may in turn help in reducing school dropouts. This study defines children as those pupils that are under the age of 18 as indicated in UNICEF 2008 Article (1) definition of a child. UNICEF (2008:4) points out that

“a child is recognized as a person under 18, unless national laws recognize an earlier age of majority”.

Marks (2001:5) defined human rights approach as one that puts people first and promotes equality between men and women and equal opportunities and choices for all. According to Marks (2001:6) “the principle of human rights includes equality, accountability, empowerment, participation and non-discrimination”. It is evident that the above definition of the human rights based approach emphasises on the importance of non-discrimination and equal opportunities between man and women. This theory applies to this study in that this research speaks against the discrimination of the girl child from education attainment on the basis of gender. This is caused by different traditional beliefs in communities in which some groups of people believe that girl child education is less important than boy child education. Moreover, in Zimbabwean secondary schools, if a girl child falls pregnant whilst in school, she is not allowed to continue with her studies even after delivery. This is totally against female school children’s rights to education. Expelling children who get pregnant in school is a total violation of human rights.

After the Second World War, the United Nations General Assembly signalled the International community’s commitment to prevent atrocities in the future (Drolet, 2014). The Universal Declaration of Human rights stresses that education must be directed to the development of the human being’s personality and human freedoms. The Universal Declaration of Human rights Article 25 (1) states that everyone has the right to a standard of living adequate for the health and well-being of himself and his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age and lack of livelihood in circumstances beyond his control (United Nations, 2011).

The United Nations General Assembly (1948) Article 26 (1) pointed out that everyone has a right to education; education shall be free and compulsory to all people; elementary education shall be compulsory and that technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit (Drolet 2014). The United Nations General Assembly (1948) Article 26 (2) says that education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. Education shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace (Drolet, 2014).



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Article (9) of the International convention on Economic, social and cultural Rights provides that 'the state parties' to the present covenant recognise the right of everyone to social security and social insurance (Devereux, 2012:25). Higher education shall be equally accessible on the basis of merit. The human rights were considered important and led to a number of conventions regard full cover of social assistance the Convention on the Rights of the Child (CRC) which was adopted on November 29, 1989 by the United Nations General Assembly which specifies the basic rights that every child should enjoy. The Convention required different governments to advocate for free and compulsory education at primary level, increase access to tertiary education on the basis of capacity of the individual (UNICEF, 2008). Peters (2007:98) states that participants from 155 countries and one hundred and sixty (160) representatives' governmental and Non-Governmental agencies met in Jomitein, Thailand for a World Conference of Education for All (EFA). Delegates reaffirmed education as a fundamental right. Moreover, in 2000, delegates to the World Education Forum convened in Dakar, Senegal to try and minimise discrimination in education. Betcherman et al. (2004:4) notes that "education shall be directed to

the full development of the human personality and to the strengthening of respect of human rights and fundamental freedoms”.

Human rights are a new development that can “lend moral legitimacy and principle of social justice” (UNDP, 2000:3). It is often argued that social assistance development in secondary education cannot be achieved without a full cover of needs in secondary education that includes uniforms, transport and food. This argument emanates from the idea that school dropouts in secondary schools are not only caused by school fees shortages but by other factors as mentioned above. This is supported by Freeman (2000:278) who argues that, “children starve or lack adequate nutrition, and many are deprived of even basic education”.

Hence it is of great importance to regard full cover of social assistance as a right to minimise school drop outs. Social assistance should be a holistic approach if it is to succeed. The state is the one that is responsible for upholding human rights in different countries. Learners must also be protected against household child labour that is also depriving children to attend and complete their education cycle. This can be done by giving children a voice so that they will be able to hold their parents and guardians accountable if they discourage them to go to school. Stakeholders can help to uphold human rights to learners in secondary education. The stakeholders include NGOs, governmental organisations, policy makers and communities. The state has the responsibility of providing secondary school learners with adequate resources for them to finish their studies in time. The necessary resources include the provision of uniforms, transport, food and adequate school fees.

In Zimbabwe, Gwirayi and Shumba (2011) argue that Zimbabwe is a signatory to the United Nations Convention and African Charter of the Rights and Welfare of the Child and Zimbabwe always joins other nations in commemorating the rights of the child on 16 June every year.

According to Gwirayi and Shumba (2011:198) “children’s awareness of their rights is considered as a powerful tool which they can use to create a conducive learning and living environment”. The human rights based approach has its own strengths as it focuses on the marginalised and disadvantaged group of people. People are recognised as key actors in development programmes and not as passive recipients. This means that upholding human rights in secondary education assistance is the best way that can be adopted to decrease the rate of school dropouts and to achieve the most effective social assistance mechanism in education (Gwirayi and Shumba, 2011).

Despite the fact that the rights based approach is certainly appealing, it has got its own shortcomings. In drafting these human rights codes the United Nations overlooked various political, social economic and religious environments that exist in different countries. Human rights are universalised hence some countries do not have the capacity to follow and meet the agreements (Robeyns, 2006:75). For example, Zimbabwe, particularly Masvingo district, is going under strenuous economic conditions meaning that it has little or no capacity to fully assist all learners in secondary education. It therefore becomes difficult to universalise the human rights based approaches as they will work differently in different economies. The other weakness of the human rights based approach is that the UN committee does not fully monitor and evaluate progress of the human rights for children in different countries. This makes the UN agreements more of rhetoric since they do not follow up to enforce the agreements that were met with different countries. Robeyns (2006:75) stresses that the problem of the rights based discourse is that it often sounds overtly rhetorical. There is therefore need of “rethinking of children’s rights” (Freeman, 2000:286).

Different governments, especially in the developing world, have granted every child a right to education, but still millions have no education at all. This however cannot be blamed on the human rights based approach but the blame is on the UN which does not follow up to find out whether the agreements are kept and followed in individual countries. The silence of the UN international community leaves one to be sceptical of the grant statements of the UN agencies with some calling it a “toothless bulldog”. The UN General Assembly overlooked some of the monitoring and evaluation of the agreements. This leads to a majority of students deferring their studies or dropping out of school completely. In this regard, the claim of the right to education for all loses its meaning.



## **2.6 Conclusion**

It is evident that social protection cannot be defined accurately given the different ways and angles this term is defined and perceived by individuals, countries and development programmes. However, different models of social protection have been introduced to meet the needs of secondary school learners. The human rights based approach was adopted in the chapter. This is the most appropriate approach since human rights are to be recognised to reduce exclusion of learners in secondary education. The girl child is the most affected since the majority do not value girl child education because of cultural, religious beliefs. This is mostly practiced in the rural areas in Zimbabwe. Therefore the human rights based approach is the most appropriate since it will inform policy practices in secondary education. The human rights based approach and the transformative paradigm is the most appropriate theories engaged in the chapter. The researcher engaged the theories on the basis of empirical evidence that surrounds social protection and secondary education in Africa and internationally. The following

chapter discusses social protection on secondary education in Zimbabwe before independence and the present state of social protection in secondary education.



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## **Chapter 3: State of social protection and education development in Zimbabwe**

### **3.1 Introduction**

This chapter of the study outlines the emergence of social protection during the colonial period. It shows how social protection changed after 1980, its failures, successes and operations and the incorporation of secondary education in social assistance. The chapter outlines the historical overview of social assistance and secondary education in Zimbabwe. It also brings out the rate of school dropouts in Zimbabwe and the roles that are being played by government and NGOs to reduce the rate of school dropouts in schools. The current state of social assistance in Zimbabwe is also discussed.

### **3.2 Social protection in pre-independence period in Zimbabwe**

Before the gaining of independence in Zimbabwe, only a third of the black majority were able to have access to primary and secondary education because of racial imbalances. Very few blacks managed to acquire secondary education compared to the white minority class. This was because social assistance in different sectors of the economy was highly discriminatory. The white people, coloureds and the Asians were categorised differently from the black majority. Education in the then Rhodesia was based on one's race and this in turn determined one's economic position (Maravanyika, 1990). Zhou and Zvoushe (2012:214) support this by pointing out that the British South African Company of 1890 to the Rhodesian Front of 1965 pursued racist education policies to incorporate whites more than blacks in education. This was done to minimise competition of blacks in the job market (Zhou and Zvoushe, 2012). The education system in the then Rhodesia favoured mostly white children and black people were marginalised in formal education. Mission schools were a source of formal education to blacks, with the government favouring mostly white children (Kanyongo, 2005:65). The colonial administrators

wanted black people to be given education that was practical in nature. This was done so that blacks will be shaped into labourers (Kanyongo, 2005). This is supported by Jenjekwa (2013:555) who notes that, “colonial education provision was marked by bottlenecks”. The colonial education catered for hundred per cent (100%) white children and fifty per cent (50%) of African students leaving the other fifty per cent (50%) as dropouts (Jenjekwa, 2013:556).

The education sector is not the only sector that had racial imbalances between the blacks and the white minority. The health sector was also hit hard with structural imbalances. The black people were also being discriminated in the health sector in Zimbabwe based on their skin colour. This is supported by Zhou and Zvoushe (2012:215) who states that in Zimbabwe, black people in both rural and urban areas were not involved in the medical aid schemes that covered the white people. The Zimbabwean situation during this time was similar to the history of social protection African countries, for example, South Africa. South African social protection programmes during the Apartheid period were highly discriminatory. Monyai (2011:5) indicates that during the Apartheid period in South Africa, social organisation was based on economic and political exclusion of the black majority. This means that social provisioning was allocated on the basis of race (Monyai, 2011). In addition to this, in Zimbabwe, from pre-independence period up to being independent in 1980, there was no formal social security that was extended to the black majority (Chitambara, 2010). After the attainment of independence, Zimbabwe developed a ‘socialist principle’ ‘Growth with equity’ that was meant to address the colonial injustices in the access to health, education and basic needs (Kanyongo, 2005).

During the colonial era the indigenous people relied on extended family for social protection. Chitambara (2010:6) notes that “the indigenous blacks were expected to take their own initiative or use traditional support systems such as the extended family”. During the colonial era, the

extended family offered extended social protection for the aged, sick and the destitute (Chitambara, 2010:6).

### **3.3 Social assistance and secondary education in Zimbabwe post-independence period**

Since the 1980 independence, the government of Zimbabwe tried to redress the racial inequalities and other inequalities in the country. The government focused on social reforms with the aim of providing social protection for all in Zimbabwe. Under the rule of the ZANU (PF) party, removed discriminatory laws that discriminated the black people. The highly discriminatory old age pension scheme was repealed and replaced by a law that enforced pension scheme for all people whether black or white. Zimbabwe also introduced reforms in the highly discriminatory education system that existed during the colonial period. The argument was that education was a human right and everyone had a right to access education whether black or white. This was meant to increase access to education in Zimbabwe (Kanyongo, 2005). The Education Act of 1987 stated that there was need for compulsory education. Moreover part IX of the Education Act pointed out that there was need to assist schools and colleges with grants. The Act noted that every child has a right to school education. No school child was to be refused to be admitted to any school in terms of race, gender, religious affiliations, colour, political opinion and place of origin or creed. According to the Education Act (Chapter 25:04) part II 8 June 1987 Sub section (2). Subsection (5), proposed that primary education shall be compulsory. Subsection (6) stated that the Minister shall provide grants and other subsidies to schools. It also proposes that schools should maintain the lowest possible fees (Ministry of Labour and Social Services, 2011).

The Education Act of Zimbabwe had some similarities with the Geneva Declaration of the rights of the child of 1924. It advocated for the overall rights of children in education. However, the Act

had limitations in that it only included free primary education and left out free secondary education. The government assisted secondary education by the provision of grants so as to increase enrolment in secondary education.

Despite all these laws and achievements in the assistance of secondary education, the coming of the ESAP in the 1990s changed the situation. Jenjenkwa (2013) supports this by stating that the coming of the SAPs saw a number of parents losing their jobs. This meant that it became difficult for parents to send their children to school. Mwanza (1999) indicates that, the budget allocation in education reduced rapidly over the ESAP years. UNICEF (1992:94) as cited in Mwanza (1999:94) shows that, "per capita government expenditure on education peaked at Z \$ 42, 23 in real Zimbabwean dollars in the 1990/1991 fiscal years". This implied that most of the teachers were not giving quality education to students during work times (Mwanza, 1999). The majority of learners could not afford the fees because they were from poor families.

Kanyongo (2005) points out that the government introduced the Social Development Fund (SDF) which was meant to help and fund fee waivers and examination fees to the orphans and to those children who had parents who are physically challenged. The SDF faced problems in that the funding was too small and in some instances the funds took too long to be distributed to the schools (Kanyongo, 2005). Kanyongo (2005) points out that due to the problems that were brought by the SAPS the government introduced an amended Education Act of 1987 (No.5/1987). This was meant to bring education cash transfers in line with the existing socio-economic environment that was caused mainly by the introduction of the SAPS. Currently in the Zimbabwean constitution of April 2014, the Fundamental human rights and freedoms section in part two (2), page twenty eight (28), outlines that every citizen of Zimbabwe has a right to education and a basic state funded education. Despite this assertion the government went on to

request parents to continue paying teacher incentives because the government salary is way below the poverty datum line. Not all parents are able to pay teacher incentives and parents respond to this by withdrawing their children from school.

The impact of Economic Structural Adjustment programmes did not affect Zimbabwe alone; it also affected other African and Latin American countries. In Cote D'vore (Ivory Coast) the Economic Structural Adjustment Programmes had an adverse effect on social spending. This brought about user fees in education and health as education budgets were cut. This led to more poverty in the country that rose from seventeen comma eight per cent (17, 8%) to thirty seven per cent (37%). Cote D'vore experienced a decline in per capita spending on education from 1990 to 1995 (Kingston et al 2011:118). This clearly shows that social assistance in education was affected in most African countries because of the SAPS.

The Structural Adjustment Programmes affected both the urban and the rural areas in many African countries, but the rural areas were the most affected. These countries experienced retrenchments of workers and most of them were left in the vicious cycle of poverty. This compromised government intervention in education and most of the youth dropped out of school. In terms of Zimbabwe, as it probably is with most African countries, the human right to education and the transformative nature of social protection was compromised. It is for this reason that this study is raising concern on the inadequacy of social assistance in supporting secondary education. This study argues for the re-introduction and enforcement of education as a right. This might also help in poverty reduction among the youth in Zimbabwe. Very little has been done to address secondary education as a right in schools around the country. Transformative measures point out, as outlined in chapter two (2) above, that every child has a right to educational entitlement and must not be excluded in acquiring secondary education. The following section

outlines the present state and challenges that are facing social protection on secondary education in Zimbabwe.

### **3.4 Zimbabwe social protection and secondary education present status- 2000 and beyond.**

In the year 2000, Zimbabwe introduced the Enhanced Social Protection Programme (ESPP). This was meant to protect vulnerable groups of people against risks and shocks (Ministry of Labour and Social Services, 2011). The government carried out this programme in conjunction with the World Bank and UNICEF and other development partners. Given the continued problems in the provision of social services, Zimbabwe introduced the Basic Education Assistance Module (BEAM) in 2001. The major objective of BEAM was to prevent parents from withdrawing their children from school in response to the worsening household poverty (Ministry of Labour and Social Services, 2011). According to the Poverty Assessment Study of 2003, about twelve per cent (12%) of children in primary schools were assisted by BEAM and about ten per cent (10%) of children in secondary schools were sponsored by the BEAM assistance programme (Ministry of Labour and Social Services, 2011:13). In the year 2005, the budget was Z\$ 195 billion and the BEAM programme assisted about 969,962 children representing twenty seven per cent (27%) of enrolment. In the year 2006, the budget was Z\$ 414 billion and it aimed to assist 905,724 children (World Bank Assisted GoZ Study 2006). BEAM programme was launched in January 2000. It was launched as a component of the Enhanced Social Protection Project (ESPP). It was the one that replaced the Department of Social Welfare school fees assistance programme (World Bank Assisted GoZ Study, 2006).

The main aim of BEAM is to assist those children that are dropping out of school due to difficult circumstances. BEAM programme is a national school fees assistance programme targeted at

vulnerable children. This is supported by the Ministry of Labour and Social Services (2006) that argues that BEAM has a goal of reducing the number of vulnerable children dropping out of school due to economic hardships and other disadvantages. BEAM targets orphans, children that have dropped out of school due to economic hardships and those children that have never been to school (World Bank Assisted GoZ Study, 2006). The BEAM programme assists both the primary and secondary school children in difficult circumstances. However, BEAM is failing to assist children with enough resources for them to finish their education in time. Gandure (2010) collaborates with this by noting that due to inadequate funds, BEAM only limits its funding to school fees and examination fees provision. Despite these efforts by BEAM, some beneficiaries lose continuity of support due to lack of funds. Inconsistency of funding has led to some beneficiaries withdrawing from school (Gandure, 2010). The BEAM programme requires the poor parents to apply for funding for their children in difficult circumstances. The applications are screened by the District Education Officer (D.E.O), social Welfare officer and the school physiological services (World Bank Assisted GoZ Study, 2006). BEAM money is deposited late in the school accounts. Deadlines for application submissions are sometimes missed and people miss out on the funding. BEAM is being administered by the department of Social Services in the Ministry of Labour and Social Services in collaboration with the Ministry of Education Sports and Culture. BEAM also works with the community selection committees (CSCs).

The Children in Difficult circumstances (CDC) was also introduced in Zimbabwe to try and assist vulnerable children 2011 to 2010. The budget allocation for this covers cash transfers for children and provides grants in children's homes and institutions. The budget allocation was Z\$ 4, 8 billion in 2005 and Z\$ 23.0 billion in 2006 (World Bank Assisted GoZ Study, 2006). According to the Training and Research Support Centre (TRSC), The Zimbabwe Teachers Association ZIMTA

(2012:8) argues that “the BEAM programme has been underfunded from the treasury since its inception as a result of the country’s constrained fiscal space. Of the three comma six million (3, 6 000 000) children of secondary children, one million are in need of social assistance. The evaluation found that about twenty four per cent (24%) needed assistance at secondary education but only seventeen per cent (17%) received assistance” (Training and Research Support Centre (TRSC) Zimbabwe Teachers Association (ZIMTA) (2012:8). This clearly shows that the BEAM programme is inadequate in funding all children in secondary education in Zimbabwe.

### **3.5 Legislative framework on social protection and secondary education in Zimbabwe**



The government is a signatory to international agreements that include the Convention on the rights of the child. Article six (6) of the Convention recognises the right to life, survival and development, whilst Article 28 recognises the child’s right to education (Ministry of Labour and Social Services, 2011:14). In Zimbabwe, the legislative framework includes the children’s protection and Adoption Act (1996), Chapter 5:06, the Children’s protection and Adoption Amendment Act (2001), Social Welfare Assistance Act (1998) and the Disabled persons Act Chapter 17:01 Act 5/(1992), 6/(2001) (s.151), 22/(2001) (s.4) 2. Zimbabwe also introduced the National Orphan Care Policy in (1999) , the National Strategy on children in Difficult circumstances (1996) and lastly the National Plan of Action for Orphans and Vulnerable children (2011) (World Bank Assisted GoZ Study 2006:37). The Ministry of Labour and Social Services notes that there is the statutory instrument, namely, Section 28A of 2003 which provides for the control of tuition fees and levies charged at both non-governmental organisation schools and

government schools (Ministry of Labour and Social Services, 2011:14). BEAM is now the first phase of the National Action Plan and Vulnerable children (NAP for OVC) (Goz, 2011).

In Zimbabwe, the government, United Nations and NGO based programmes support the agenda of social protection. The United Nations introduced a programme in 2005-2006, the UN Food Programme. This was done under the Protracted Relief and Recovery Operation (PRRO) for November 2005 to June 2006. The programme was for vulnerable group feeding, school feeding, urban supplementary feeding, home based care and the family child health nutrition support (World Bank Assisted GoZ Study, 2006). In Zimbabwe, the UNICEF orphan and vulnerable children study indicated that over forty per cent (40%) of children who were under eighteen (18) were either vulnerable or orphaned (World Bank Assisted GoZ Study 2006:26)

The World Bank Assisted GoZ Study (2006:26) further noted that the “much needed social protection transfers linked to public works programmes have proved to be impossible to manage or keep in place”. This is mainly because Zimbabwe do not have the capacity to cater for all social protection programmes. The local and international political tensions faced by Zimbabwe complicated the implementation of social protection interventions further that health shocks can hinder a student’s attendance and participation in school. The health shocks were mainly caused by financial market failures, lack food, droughts and lack of user fees for acquiring services (World Bank Assisted GoZ Study 2006:26). The limited number of clinics and hospitals in Zimbabwe, especially in rural areas, impacted disastrously on children’s attendance in school because of lack adequate medication. Most of the children cannot afford the higher user fees in hospitals and clinics. The World Bank Assisted GoZ Study (2006:31) notes that, while seventy per cent (75%) of the national households are found to be within the recommended distance (8-10) kilometres of a health facility, ‘poorer’ rural sector dwellers have to travel longer distances.

The 'very poor' were found to be about 10 km from the nearest health facility (World Bank Assisted GoZ Study 2006). The dichotomous effect of HIV/AIDS which is increasingly adding the number of child headed households. Most of the children at secondary school have to balance their duties between looking for food for their households and going to school at the same time. This has increased the rate of school dropouts in secondary schools.

### **3.6 Description of the study area**

The total population in Masvingo province was 1 485 090 during the year 2012 which constitutes 697 992 males and 781 098 females (Zimbabwe Population Census Report, 2012). The national population of Zimbabwe is about 1 3061 329. Masvingo District is located on the south of Zimbabwe; it is comprised of high temperatures and poor soils. Zimbabwe has a high rate of school dropouts especially to those children at secondary education. About seventy two (72%) of school going age has dropped out of secondary education (Ministry of Labor and Social Services 2011:52). The total enrollment in secondary schools is 53 331 this is less than half of enrollment in primary schools (Parliament of Zimbabwe 2011:5). About forty eight per cent (48%) of males participate in secondary schools less than forty eight per cent (48%) of females. Fifty two per cent (52%) of females had completed secondary education at the time compared to forty eight per cent (48%) of males (Zimbabwe Population Census 2012:12).

The Zimbabwe Population Census (2012:12) reveals that thirteen (13%) of three to twenty four (3-24) years of school going age have never been to school, sixty one (61%) of school going age were at schools and twenty six (26%) had left school during the time. The Zimbabwe Population Census (2012:12) notes that the proportion of the population aged three (3) to twenty four (24) that had left school at the time of the census was twenty six per cent (26%). Of those that had left school forty four per cent (44%) were males and fifty six (56%) were females. The whole

province of Masvingo is divided into nine (9) districts that include Bikita, Chiredzi rural, Chivi, Masvingo rural, Mwenezi, Masvingo urban and Chiredzi Urban. Masvingo urban has a total population of about 87886 people, whilst the rural set up is estimated at about 1336581 people (Zimbabwean Population Census 2012:15). The combination of the two make up Masvingo District. Masvingo urban has six (6) secondary schools. Out of the six (6) secondary schools only three (3) schools are owned by the government. The secondary schools in Masvingo urban do not have the capacity to accommodate all students so they offer double sessions. Some of the students come in the morning and others come to school in the afternoon. Ministry of Labor and Social Services 2006:14) notes that poverty levels in Zimbabwe have risen between 1995 and 2003 in rural and urban areas with fifty three (53%) of households in urban and sixty three (63%) of the households in rural areas living at less than a dollar (\$ 1) a day. In comparison with the national norm, Masvingo District is one of the most affected with a high rate of poverty. However, most of the people in the district are involved in agriculture. About seventy three (73%) of the population is involved in agricultural activities (Zimbabwe Population Census 2012:12).

### **3.7 Conclusion**

This chapter focused mainly on social assistance in Masvingo District area in particular. The chapter pointed out the prospects and challenges that secondary education is going through in Zimbabwe. Masvingo District has a high rate of school dropouts especially among poorer households. The chapter showed the disastrous effects of the Structural Adjustment Programmes on secondary education. SAPS led to a high rate of school dropouts in Zimbabwe during 1991 and 1995. The chapter noted the causes of school dropouts at the present moment in Zimbabwe despite the social assistance programmes being in place. Both the government and NGOs are assisting secondary education hence the assistance is not adequate for learners to

complete their secondary education particularly girls .The following chapter will outline the research methodology, research instruments and the procedures that were followed in carrying out the field work



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## Chapter 4: Research Methodology

### 4.1 Introduction

This chapter discusses the research methodology, research design, pilot study and methods that were used to address the problem that was identified by the study and also to answer the research question. The research's target population and sampling, units of analysis are discussed in the chapter. Purposive sampling and snowballing sampling techniques were used in choosing respondents. Neuman (2006) argues that purposive sampling is best to select unique cases that are informative. The major objective of this research was to assess the effectiveness of social assistance in the provision of better secondary education and reduction of school dropouts in Masvingo District. Of great significance the research sought to have an understanding of strategies used by the government and NGOs in reducing the rate of school dropouts in Masvingo District and the extent to which this has been achieved. The research also tries to analyse the role played by social assistance programmes on the education of the girl child as well as identifying a more comprehensive social protection intervention in secondary education. Two schools were identified in Masvingo District to represent the sample in the research; these are Mucheke High School and Mushandike Secondary School. Mucheke High School is located in the urban area and Mushandike Secondary School is located in the rural areas. These schools were chosen mainly because they receive assistance from the government and NGOs in the district. They were thus the most appropriate schools that were in a better position to inform the researcher about the study. The section of the chapter concludes with ethical considerations which are significant for consideration in the study.

## **4.2 Research Methodology**

The qualitative research methodology was used because it seeks to go deeper in people's experiences and behaviors. Qualitative approach was useful in that it helped the researcher to recognize the behaviors and attitudes that might escape other studies using experiments or surveys that included facial expressions and non-verbal communication. The qualitative methodology helped in describing existing conditions of attitudes, perceptions of participants on the effectiveness of the government and NGO assistance programmes on secondary education. The research sought to establish perception of learners, parents, school authorities and community leaders towards social assistance. The researcher was unable to study the whole population given the fact that the population was too large. The research used only a sample, a subset of the population, based on the sampling procedure that is explained below. The methodology used had the advantage that it sought to understand the human experiences in relation to school dropouts and social assistance.

## **4.3 A case study Research design- descriptive technique**

This study adopted the descriptive technique. Since the study sought to find in-depth information of the people's feelings and views of the cash transfer programmes in their area, the descriptive technique was the most appropriate in the research. A research design is the blue print of how one intends to carry out the research (Mouton, 1996:108). It is the format in which the researcher responds to a question or a set of questions. A research design helps the researcher to be able to link ideas and concepts to the actual evidence and experiences of people. According to Webb and Auriacomber (2006:589) "a research design is a road map that allows the researcher to test the hypotheses or answers of his or her questions, taking into account the factors that the researcher believes might affect the relationship between the dependant and the independent

variables". The study used descriptive technique in the sense that participants were answering open ended questions. The purpose of using descriptive technique was to define social reality. A descriptive study believes that before solutions to the problem are sought, one needs to know the existing problems on the ground (Webb and Auriacomber, 2006).

#### **4.4 A pilot study**

A pilot study was carried out before the major study. Participants in the pilot study were not part of the final sample. The pilot study was done to evaluate time, cost and feasibility in order to predict a proper sample of the study before the carrying out the major research. The pilot study is also used to correct the data collection in instrument. This helped in finding out the real time each respondent can spend on each interview which was between eight to ten (8-10) minutes. The researcher was able to make adjustments before doing the major research to find out whether the research instruments are too complicated or inappropriate. The pilot study was made up of fourteen (14) respondents that included four (4) parents, three (3) learners, four (4) government officials and three (3) NGO officials. Respondents in the pilot study were not part of the major study. The total number of respondents included in the study is presented and explained below.

**Table 4- 1: The total number of respondents, their gender and age**

Categories	Age	No. of Males	No. of Females	Beneficiaries	Non-Beneficiaries	Total Number of respondents
Parents and guardians	-	6	10	-	-	16
Leaners	15-18	8	8	9	7	16
Government officials	-	2	2	-	-	4
NGO officials	-	2	2	-	-	4
School Heads	-	-	2	-	-	2
Teachers	-	2	1	-	-	3
Bursars	-	1	-	-	-	1
Community Leaders	-	2	2	-	-	4
Total		23	27	9	7	50

#### **4.5 Population and Sampling**

The table above shows the total sample gender and age of participants. The number of beneficiaries and non-beneficiaries of social assistance is also presented above. The total number of parents, learners, government officials, NGO officials, school authorities and community leaders interviewed is presented. A sample of the populations is only a representation of the entire population, that is, it is only a subset of the population. The selection of the sample of the population is an important stage in that the results are hoped to be a representation of the entire population.

Again the research population helps to set boundaries on the research units and it refers to individuals or organisations that possess specific characteristics under the study. According to de Vos et al (2005) a research population simply refers to the total set from which individuals or units of the study are chosen. The interview schedules were in four (4) categories, that is, interviews with parents and guardians, learners, government officials and NGO officials and lastly school authorities. Each interview schedule had an average of about eight to ten (8-10) questions. A small sample was chosen because including all people in the study proved to be time consuming.

#### **4.6 Data Collection and instruments**

Data was collected through field work that involved face to face interviews. The study collected data using questions that were constructed in English and translated in the local language. Shona language is the local language in Masvingo District. The interview guide was carefully translated in the local language before carrying out the major study. Babbie (1986) postulates that, interviews are seen as an interactive process between the researcher and the subjects and they consist of a general plan of inquiry but not specific questions. This created trust between the

interviewer and the interviewee. It facilitated easy participation of illiterate respondents. The researcher, with the help of two research assistants also took notes during the interviews.

Face to face interviews were appropriate in that they helped in saving time and costs. Interviews comprised of open ended questions. Using open ended questions was an advantage since it allowed the respondents to express themselves more. This was appropriate to the study since this study seeks to go deep into people's feelings, attitude, perceptions and views about the social assistance programmes for secondary education. The questionnaire was used as an interview schedule and it therefore helped to probe into the question why the school dropout phenomenon was continuing despite the assistance in cash transfers provided by NGOs and the government in Masvingo District. The field research was carried out in two phases. The first phase the interviewer used face to face interviews that consisted of unstructured a set of predetermined questions which guided the interviews as explained above. This helped in bringing out important information about schools, the community and the respondents. The researcher made use of an interpreter who helped to interpret the interview guide into the local language. Due to unavailability of classrooms during the time of the study at Mucheke High School, interviews were held under a tree shade. At Mushandike secondary school interview sessions were held in a quiet classroom.

#### 4.6.1 A breakdown of the categories of respondents included in face to face interviews

**Table 4- 2: Parents, learners and community leaders**

Secondary schools	Learners	Parents and guardians	Community leaders	Total number of respondents
Mucheke community	8	8	2	18
Mushandike community	8	8	2	18
Total	16	16	4	36

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The table shows the total number of parents and learners that were interviewed on a face to face basis. Interviews were made with households' heads, that is, those care givers who have learners at Ordinary Level who were benefiting from either the BEAM programme or NGO programmes in secondary schools. This allowed the researcher to find out the real experiences that these parents were facing in assisting their children to acquire education. Parents in Mushandike rural were busy during the day so there was need to look for them and book appointments with them. The interviewers spend two days in Mucheke community and two days in Mushandike community. Concerning learners, meetings were held with Ordinary Level students at each school. Students were invited by making announcement at school assembly points. The main purpose for making announcements was to be able to choose a central venue for meeting. Learners that were included in the study were from fifteen (15) to eighteen (18) years of age. Community leaders helped the researcher in identifying households. Community leaders

in Mucheke and Mushandike community were the most appropriate since they are in the selection committee of BEAM beneficiaries so they had knowledge on the selection criteria and requirements for qualifying as a beneficiary in the BEAM programme.

**Table 4- 3: The number of NGOs and government officials**

Government and NGO organizations	Name of NGO or Ministry	Total Number of respondents
NGOs	RUDO	1
	Hope Tariro Trust	1
	Capernaum	1
	NANGO	1
Government Ministries	Ministry of primary and secondary education	2
	Ministry of Child Welfare	1
	Ministry of Labor and social services	1
Total		8

The table above shows the number of officials that were interviewed on a face to face basis in government and NGOs. The researcher identified one official at the Ministry of Labour and Social Welfare, government official then linked the researcher to other government officials and NGOs that assist children in secondary schools. The researcher had appointments with government officials from various ministries. Appointments were crucial since some officials pointed out that

they would be busy with work. Interviews were held with officials from the Ministry of Primary and secondary education, Ministry of Child Welfare and the Ministry of Labour and Social Welfare. The researcher was only able to interview officials from four (4) NGOs as listed above. In this study, interviews were held with officials from the Rural Unity for Development Organisation (RUDO), Hope Tariro Trust, Capernaum Trust and the National Association of NGOs (NANGO). The total number of NGO officials interviewed is presented above. RUDO, NANGO, Hope Tariro Trust and Capernaum Trust were chosen because of their assistance programmes in secondary schools. The main aim of choosing these organisations was to examine the overall strengths, weaknesses, challenges and opportunities confronting the government and NGOs in assisting secondary education.



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**Table 4- 4: School authorities (teachers, school heads and bursar)**

Secondary schools	Teachers	School heads	Bursar	Total Number of respondents
Mucheke High school	1	1	1	3
Mushandike secondary school	2	1	-	3
Total	3	2	1	6

The table above shows the total number of secondary schools that was included in the study. It also shows the number of school authorities that were interviewed at Mucheke High School and Mushandike Secondary School. Teachers that were interviewed in the study included those ones

who were teaching Ordinary Level students. The researcher was able to interview one bursar at Mucheke High School. The bursar at Mushandike High School was unavailable during the period of the study. The researcher selected the secondary schools by putting pieces of paper with names of secondary schools written on them in a hat and picked two of them at random. Two schools were picked at random, that is Mucheke High school and Mushandike Secondary School that are both in Masvingo District. Mucheke High school is located in Masvingo town whilst Mushandike Secondary School is located in the rural areas of Masvingo District.

#### 4.6.2 Focus group discussions

**Table 4- 5: Number of focus group discussions respondents**

Category of focus groups	No. of Males	No. of Females	No. of Beneficiaries	No. of Non-Beneficiaries	Total number of respondents
Mucheke High School (Focus Group 1)	4	4	5	3	8
Mushandike Secondary school (Focus Group 2)	3	4	4	3	7
Total	7	8	9	6	15

This study included two (2) focus group discussions. Focus group discussions were comprised of pupils from both schools that were included in the sample. Focus groups were used in this study for the major purpose of argument the reliability and validity of information obtained from face to face interviews with learners at Ordinary Level. Focus group discussions were a reliable form of data collection technique in obtaining in-depth information and gave a picture of how people view social assistance on secondary education in Zimbabwe. It also helped to bring out how social assistance is helping to reduce the rate of school dropouts.

Focus group discussions improved the reliability and validity of the study. Babbie (2010) is of the view that one of the advantages of focus group discussions is that they are flexible, cheap as compared to experiments. Focus groups have a disadvantage that some people tend to hide important information because they would be afraid of victimization. The researcher explained clearly that the research was strictly for academic purposes and no identity will be attached to their responses. This helped in that the respondents felt relaxed to express themselves in issues pertaining social assistance and school dropouts. Respondents in the focus groups were a homogeneous group of people in that they were all learners at Ordinary Level. This is a very important part in forming group discussions. This helped in that these children had the same level of interaction and engagement. They were able to talk for themselves about issues that surround their education. The researcher was unable to carryout focus group discussions with parents and school authorities since they were busy. Focus groups were an advantage since they allowed students to speak comfortably and express themselves. Focus group discussions were comprised of learners at Ordinary Level.

#### **4.6.3 Secondary sources of data**

The study also used secondary sources of data to carry out the research. The research utilised information from online reports on the social assistance programmes in secondary schools. These include the BEAM programme and the NGO programmes in Masvingo District. Secondary sources of data are based on the information that was previously researched by other scholars. This helped the study to formulate hypotheses from previous researches. Haralambos and Holborn (2000) are of the view that secondary research instruments comprise of written literature such as annual reviews, journals, books and documents. Reports from the Ministry of Labour and Social Services in Masvingo and various reports and journals on the provision of grants, food and nutrition to children in secondary education were also engaged in the study. These reports were used to augment the results that were obtained from the field.

#### **4.6.4 Methodology challenges**

It was not easy to access the letter of permission from the Ministry of Primary and Secondary education of Zimbabwe. This had a disadvantage in that this was time consuming. Interviews could not be held with two organizations, namely Batanai HIV/AIDS Support Group (BHASO) and National Aids Council (NAC) for the reasons that the programme manager of BHASO was busy with workshops hence he was unavailable for interviews and the officials of NAC were unavailable since they were busy with workshops and fieldworks. As a result the researcher managed to hold interviews with only four NGO officials from Hope Tariro Trust, RUDO Capernaum and NANGO. The researcher was not able to hold interviews with some teachers since they were busy with Ordinary Level examinations therefore the study included those teachers that were willing and available.

#### **4.6.5 Data Analysis**

The data was analyzed according to themes that were found in the research findings. Data was presented using tables showing the total number of respondent's data. In this study, the data was arranged according to themes or main ideas on the causes of school dropouts that were found in the field. The main themes in this study are home related factors, inadequate social assistance, school related factors, unpredictable home environments financial problems and poverty and lastly drug or alcohol abuse. The research findings were also linked to the existing body of literature to be able to compare and contrast the findings from the findings of others. The data was analysed using main themes from the research findings. These main themes helped in the formulation of ideas that addressed social assistance on secondary education in Zimbabwe.

#### **4.7 Ethical considerations**

The research obtained an ethical clearance certificate from the University of Fort Hare Ethics Committee which shows the purpose of the study. The researcher also obtained a letter of support from the Department of Development Studies at the University of Fort Hare. The researcher considered ethical issues as these helped as guidelines on the structure of the research. Ethical issues include among them acknowledgment of sources, consent forms and the assurance of identity protection of the participants. The aspect of confidentiality was outlined during the interviews. Consent was sought from parents before carrying out interviews with their children. The researcher signed consent forms with parents and learners showing that they were willing to participate in the study. After getting consent from the parents the researcher went to schools on a set date and sought consent from school authorities and children before carrying out interviews. After getting the consent, the researcher was able to carry out interviews with children and school authorities. Ethical issues are a very important stage in because there is

need protect the rights of the respondents. During the study, it was clearly explained that no names were going to be attached to the research since the study is purely academic. However, some parents and teachers would not understand why they had to sign consent forms. This proved to be a challenge in that some of the parents and teachers were not willing to take part in the research. Those that were unwilling to participate in the research were not forced to take part in the study. Replacements were made of those respondents that did not sign consent and confidentiality forms.

#### **4.8 Conclusion**

This chapter was mainly concerned with methods and techniques that were used to collect data in the field. The study was covering two communities in Masvingo District that are Mucheke community and Mushandike community. The researcher only managed to get information from 4 NGOs and four (4) government officials. This study faced methodological challenges that included respondents that gave excuses that they were busy therefore they were not available for interviews. The study used interview guides and two focus group discussions. Data was analyzed using main themes and categories in the research findings. The chapter outlined the case study research design in the dissertation. The study finally showed the ethical considerations that are a very important part in the research. The qualitative method was used to analyze and gather research data. The thesis adopted a case study research design where Masvingo District was the case.

## Chapter 5: Data presentation and Analysis

### 5.1 Introduction

This chapter presents the findings and analysis of data that was collected from the field. The study's findings are presented in the form of main themes and categories that emerged from interview questions. Main themes that were derived from the findings include financial problems and poverty, unpredictable home environment, inadequate social assistance, school related factors and drug/alcohol abuse. Main themes are followed by sub-themes that emanate the study as explained below. The identification of themes provided understanding about the causes and effects of school dropouts among secondary level students in Masvingo District. The research findings will also be analyzed in line with the statement of the problem, literature review, objectives and the research questions.



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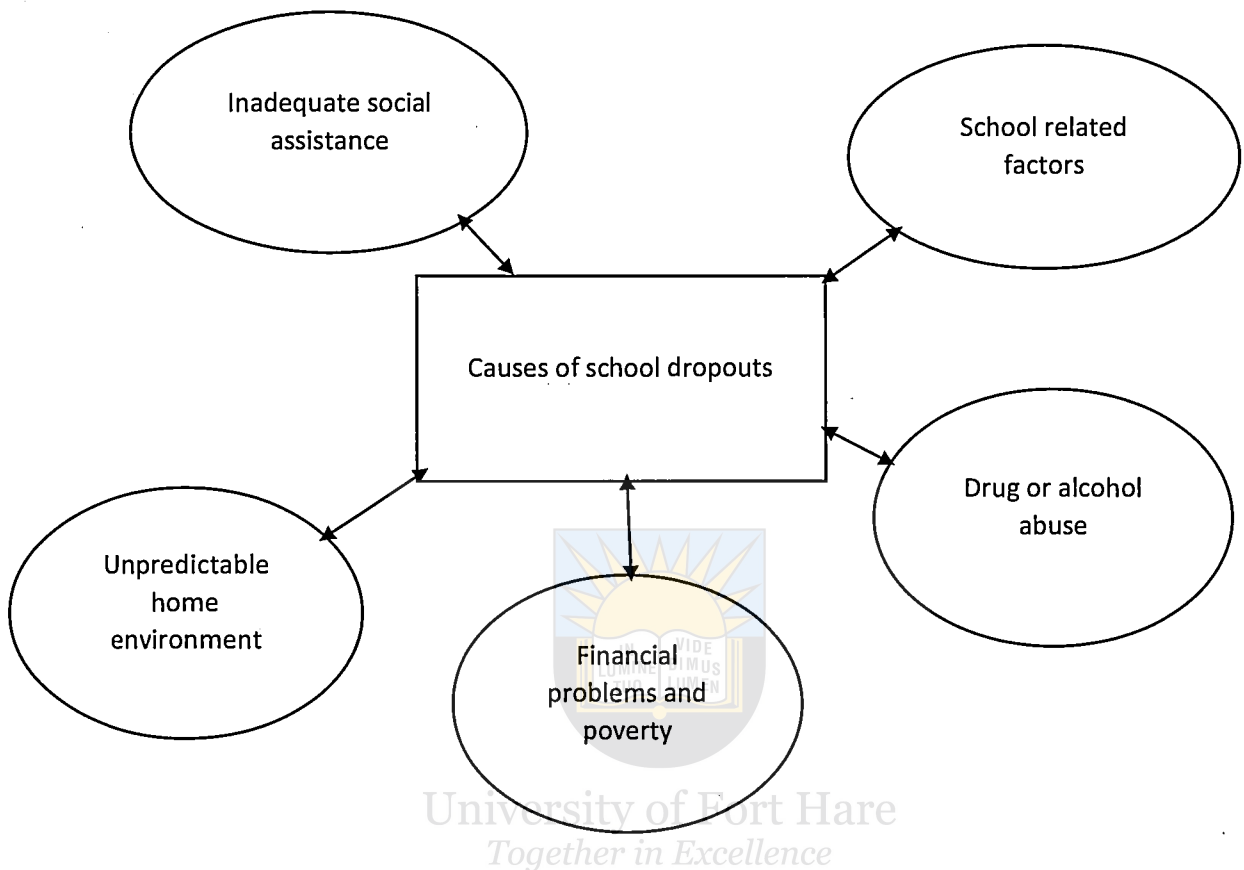


Figure 5- 1: Themes derived on the causes of school dropouts in Masvingo District

### 5.2 Financial problems

Household respondents, learners school authorities, community leaders, NGO officials and government representatives revealed that financial problems and poverty are major causes of school dropouts in Masvingo District. Household respondents indicated that they were facing financial problems. It was revealed during the time of the study that the majority of parents and guardians were facing financial constraints and some of them responded to this by withdrawing their children from school. The majority of learners and parents from both communities opened up that they could not afford to buy uniforms, stationery, pay school fees at the same time. School levies were paid separately from school fees. Learners have to pay US\$100 for their

school levies and US\$75 for their school fees. This is beyond the reach of many poor parents in Masvingo District. The findings established that seventy per cent (70%) of parents and guardians blamed financial problems as the major cause of school dropouts. This has forced many guardians to withdraw their children from school. The majority of parents and guardians showed interest in the inclusion of uniforms in the assistance programmes.

About eighty per cent (80 %) of learners pointed out that they struggle to buy uniforms, pay school fees and examination fees on time. Those learners who sometimes manage to pay school fees; it is always late payments after the deadlines. Respondents also indicated that learners are being expelled from school because they cannot afford to buy complete uniforms that are required by the schools. If a child comes to school without a proper uniform at secondary level, it is misconduct and the issue is punishable by expulsion from school. Furthermore, school authorities lamented that beneficiaries of BEAM lose continuity of support due to lack of government funds. Many teachers indicated that they were aware that BEAM cash transfers were not reliable for learners to complete their education cycle in time. Therefore BEAM is less effective in solving the problem of school dropouts.

Respondents also indicated that the BEAM inconsistencies led to some beneficiaries withdrawing from school. The headmistress at one of the schools agreed with this by stating that, *"it is a problem to exclude uniforms, feeding schemes and transport in assisting children since the financial requirements that are needed in school is not only school fees"*. A senior teacher at one of the secondary schools also supported this by stating that, *"the BEAM programme does not cover uniforms and this is impacting negatively on the school attendance of children"*. At Mucheke High School participants revealed that school fees per term are \$75 and \$35 per term at Mushandike Secondary School. Respondents expressed their fear that the school fees could

increase anytime. Three NGO officials and four (4) government officials indicated that financial problems were the major cause of school dropouts in Masvingo District. Notably, an interesting and crucial concern was raised by an NGO official that schools increase fees from time to time. They added that BEAM funding is fixed and the government does not even bother to check if schools have increased fees or not. This leads in students dropping out of school. In response to what the government and NGOs must do, respondents revealed that the government must assist all students in secondary schools. Participants added that there was need for government to provide uniforms and adequate school fees for learners.

When comparing the rural to the urban responses, concerns on financial problems were the same in the rural community and in the urban community. Another aspect which have contributed to none attendance of school is that of health. Some learners dropped out of school because of chronic illnesses. These children skip classes and delay coming to school because they take time to get medication due to financial constraints. Learners have to defer their studies because they struggle to raise finances for medication. The senior teacher at Mushandike Secondary School added that *“even if these children go to government hospitals, they are referred to private surgeries which are more expensive”*. Out of four (4) community leaders interviewed, three (3) felt that financial problems were being worsened by the prevailing economic problems in the country.

- **Poverty**

Concerning poverty participants indicated that learners from disadvantaged backgrounds come to school with empty stomachs. Some students faint at assembly points and in classes because of lack of food as such, students end up absconding classes and in most cases they end up not excelling in their studies due to hunger and undernourishment. Another reason is that those

school children who do not benefit from either BEAM or NGO assistance dropout of school often due to poverty. Eighty percent (80%) of the learners pointed out that poverty is the major cause behind school dropouts with. Findings pointed out that due to poverty the only way for learners to survive was to quit school and go to neighboring countries to look for employment.

An official from RUDO, a local NGO operating in Masvingo District, also supported this by stating that poverty was the major cause of school dropouts in secondary schools. She said that *“as an organization, we realized that students drop out of school because they have nothing to eat in their homes, and thus we started providing food handouts to children to minimize school dropouts”*. An official from Hope Tariro Trust corroborated this view by stating that *“learners who come from poor households faint at assembly points because they do not have enough food to eat in their homes”*. Thus learners end up absconding classes because learners feel discouraged. Thus poverty is one of the major problems that are increasing school dropouts in Masvingo District. One learner at Mushandike Secondary School said that *“BEAM is not adequate since they fund school fees only but they do not care whether we have something to eat or not”*. In response to what is needed to be done by the government and NGOs in social assistance, participants indicated that there was need for feeding schemes in secondary schools since hunger and poverty are increasing the rate of dropouts. The majority of participants felt that there was need to include food in the assistance of secondary education. Most of the students that come from poverty stricken backgrounds have lower performances in school. This is supported by Grant and Hallman (2008) who argues that poor school performance in Sub Saharan African has been seen as a product of poverty.

- **Transport problems**

The respondents pointed out that there is need to include transport in BEAM and NGO assistance. Learners walk for long distances and they end up skipping classes and the majority quit school completely because they cannot walk for long distances every school day. A focus group learner interview indicated that learners have to walk for long distances of up to 10 kilometers to school. It was revealed that the majority of learners stay far away from school and they cannot cope with these long distances to school, hence they end up absconding classes. A bursar at Mucheke High School stated that *“transport is a problem because some students cannot afford to walk more than 7 kilometers to school, and this is causing school dropouts”*. The majority of learners pointed out that they stay away from school and there was need for transport. Participants gave a reason of distance by stating that learners walk for long distances and they reach school tired and this discourages them. A student at Mucheke High School revealed that walking for long hours discourages him since he reaches school tired and he feels demotivated. A notable point was raised by one of the students who said that *“sometimes I come to school late and reach school tired and sometimes find myself sleeping in class during lesson time”*. Because of long distances learners found it hard to concentrate in class because they would be tired. This meant that they produced poor results and the majority of them are discouraged to come to school. This was the same case with one of the girls who mentioned that she has to walk for a long distance to school and that she feels tired during lessons. She said that *“sometimes I feel like I want to stop coming to school completely”*. A headmistress at one of the schools emphasized that *“some learners stay away from school and due to poverty their parents cannot afford to provide them with transport fares for each and every school day to and from school”*.

Findings indicated that the BEAM programme is missing the point in that they are not considering some of the most important issues that are increasing school dropouts. A parent at Mucheke community noted that, *“school fees provision alone is not enough since some school children stay very far away from schools and they skip classes, so there is need to help those school children with transport problems”*. A learner at Mushandike Secondary School confirmed that *“transport is a major problem and is causing some of the learners to abscond classes because of poverty”*. About sixty per cent (60%) of parents and guardians felt that transport was a problem that is causing school dropouts in Masvingo. Moreover, ninety per cent (90%) of learners indicated that transport was a problem and it was increasing school dropouts. The concerns about transport were a problem both in the urban and the rural community as even learners in both schools equally complained about transport as a problem. However, about ten per cent (10%) of learners felt that transport was not a major problem since they stayed closer to school.

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Transport problems demotivate students and they do not complete their education in time and in some instances drop out of school completely. A student at Mushandike High School expressed that *“some of us have to walk for more than 10 kilometers to school and when we go back home our parents expects us to do household chores”*. This discourages learners to keep coming to school, hence the majority of them dropout in the long run.

In response to what needs to be done participants felt that excluding transport from education assistance is problematic since the majority of learners stay far away from school. A learner from Mushandike Secondary School said that, *“I have to leave school at about 1 O'clock in the afternoon so that I can be able to arrive home in time”*. Participants pointed out that, NGOs were trying their best to provide food and uniforms, but they do not provide transport. Three of the community leaders interviewed noted that there was need to include transport in social

assistance. One of the community leader in Mushandike community said that *“exclusion of transport is not a problem since parents should complement the BEAM funding”*.

Despite these views, other respondents had a different view about transport altogether in which they believed that excluding transport in secondary education assistance was not a problem. The head mistress at Mushandike Secondary School said that, *“transport is not a problem; there is nothing that can be done since it is a rural set up where transport is limited”*.

An official from Hope Tariro Trust supported this by stating that, *“transport is not a problem especially in the rural areas since children always walk for long distances with no problems, walking a long distance is not a hindrance to a learner’s performance”*.

#### **5.4 Unpredictable home environments**

Unpredictable home environments refer to situations where learners are negatively affected at home leading to school dropouts. These are obstacles that hinder students to finish their education cycle in time or drop out of school completely. Circumstances of unpredictable home environments that were identified in this study are child labour and cultural beliefs as explained below.

- **Child labour**

Findings revealed that child labor was increasing school dropouts among secondary school goers. Respondents revealed that parents and guardians use children for labor. Respondents revealed that parents use their children for family labour during the farming season. This means that parents and guardians depend on their children for free labour to put food on the table. Under such circumstances there is no free time for learners to concentrate with their school work. Child labor demotivates learners from going to school and that this results in them skipping

classes or dropping out of school completely. A student at Mushandike High School referred to labour at home as a *"discouraging situation"* as she is demotivated to continue coming to school. A senior teacher Mushandike Secondary School supported this by saying that, *"parents use children for cheap labour in their irrigation schemes"*. Children work for long hours and they end up absconding classes because they are encouraged to work in the fields at home. A parent in Mushandike community raised the same sentiments and said that, *"some of the parents make children to work for long hours in the fields and this result in students skipping classes for a long time"*. This usually affects a learner's performance in school and they end up giving up their studies before completing the education cycle.

Four NGO officials noted that child labour was increasing school dropouts, especially in the rural areas. The findings revealed that child labour was more in the rural areas as compared to the urban areas. A representative from Hope Tariro Trust collaborated with this by stating that *"some parents do not know the importance of education and because of that, during the farming season, children are stopped coming to school with their parents because they have to go to the fields or go and herd cattle"*. An official that works at NANGO (the coordinator of NGOs) supported this by saying that *"child headed families were a problem in that they had to work in the fields and go to school at the same time"*. The researcher found that all through the year, children have to work either as housemaids or herding cattle for the sustenance of the family. This reveals that when children go back to class they cannot grasp or revise the concepts that they have been taught in school hence poor results that lead to the increase in school dropouts. Two (2) government officials also pointed out that child labour was problematic in the rural areas and it is increasing school dropouts. All the four (4) community leaders interviewed regarded child labour as a problem that is increasing school dropouts.

- **Cultural beliefs**

Respondents revealed that learners dropped out of school because of cultural beliefs in which parents and guardians hold a general belief that girl child education is less important. Findings revealed that parents and guardians do not value girl child education because they believe that a girl will get married and will go and benefit the other family.

Participants revealed that girl child dropout is more than the male child with culture being the major cause of girl child dropouts. One (1) of the parents at Muccheke community pointed out that *“some of us parents believe that girl child education is less important, this is simply what we believe”*. One (1) of the parents at Mushandike community argued that, *“it was better to send a male child to school because they are the ones that will become a father one day and look for their families”*. She also noted that the boy child will help them in future that is, a boy child is likely to help in the future if he becomes successful. She said she believed in the local belief whereby parents and guardians believe that educating a boy child was likely to produce positive results in the future. In this instance, it was better to invest in boy child education. Three (3) of the parents interviewed in Mushandike community said held a different view that they were not aware of school dropouts in their area.

A representative from RUDO pointed out that the girl child dropout out of school more than boys because they are trapped in the general belief that, *“a girl child is a care giver so she should stay home and look after children”*. Participants opened up that girls are left in the homes to look after children, the elderly and the sick. This means that more male children are encouraged to enroll for secondary education than female children. In support of the above, an official from Hope Tariro Trust (an NGO), pointed out that *“girls dropout out of school because in the homes the majority of parents prefer to pay school fees for the boy child than a girl child”*.

It was revealed that parents and guardians, especially in the rural areas believe that girl child education is less important than boy child education; a girl child is the first target to be withdrawn from school in times of crisis. It was outlined that few of the parents were enlightened but the majority of parents do not value girl child education. Participants in Masvingo town felt that in towns, people were civilized and they valued girl child education. They indicated that the affirmative action groups and the quota system have helped to enlighten parents on the importance of girl child education.

The majority of teachers noted that cultural beliefs are a problem that is increasing school dropouts. Three teachers interviewed pointed out that, parents and guardians do not value female children's secondary education. A teacher at Mushandike Secondary School corroborated this by noting that, "*parents stop sending girl child to school since they believe it's valueless to send a girl child to school*". Three (3) government officials blamed culture as a problem that is increasing school dropouts in Masvingo District. It was noted that most of the uneducated parents do not value girl child education.

The respondents revealed that the problems of culture were practiced more in the rural areas than in the urban areas. Two school teachers at Mucheke High School pointed out that the dropout rate between males and females is proportional. However, one of the school authorities stressed that the girl child drop out more than boys in school. In the rural areas all the three (3) school authorities interviewed at Mushandike Secondary School revealed that the dropout rate for girls was higher than that of boys in Masvingo District. This is mainly because of cultural beliefs and practices.

One government official pointed out that "*some parents regard girl child education as an expense and waste of resources*". Furthermore, the participants said that the government should

work hard to eliminate these practices and instill change of attitudes towards female children. This will therefore make difference in education of the girl child. Respondents noted that BEAM focuses on providing school fees to secondary school children hence the government did very little to educate the community of change of attitude towards girl child education.

### **5.5 Inadequate social assistance**

Participants felt that BEAM and NGO assistance are important tools in supporting secondary education. However, social assistance is not adequate to cater for basic requirements of learners to complete their education. Respondents had a feeling that NGO assistance was better than government assistance since NGOs provide food and uniforms. Government assistance is inadequate to cater for all children in secondary education.

Respondents also indicated that they have no confidence in the BEAM assistance programme since it lacks consistency. About seventy per cent (70%) of parents pointed out that BEAM assistance is not adequate for children to finish their education cycle in time. This is because sometimes BEAM drops beneficiaries, it stops funding without even giving the affected children notice. This shows lack of trust on BEAM that they cannot fully rely on it as an education assistance programme. About ninety per cent (90%) of learners believed that BEAM is partially helping even though it is inconsistent. In both schools the majority of students pointed out that social assistance by the government is not adequate since it excludes a greater number of people who are in need. Accordingly, this demotivates students and results in learners skipping classes and eventually dropping out of school. This is different from primary school in which all children are included in the BEAM assistance. In secondary schools few children are included and many are excluded by both NGOs and government. Such inconsistency led to some

beneficiaries withdrawing from school. As a result, there is general uncertainty as to whether BEAM will continue the funding.

NGO officials share the same sentiment that BEAM assistance is not adequate. This was supported by an official from Hope Tariro Trust who said that *“BEAM does not cover every registered child in school and this shows that BEAM does not have the capacity to help all children”*. Participants said that the government has stopped a number NGOs from assisting children in secondary education, insisting that all NGOs should put money in government channels since they claim that they are the ones with the responsibility of funding education. An official from Hope Tariro Trust said that, *“BEAM is not supporting secondary education enough compared to the support they give at primary level”*. One (1) government official argued that, *“BEAM can be a useful tool, however, the help that they are offering is inadequate to cater for all the requirements in secondary education”*. Representatives from government also held a general feeling that BEAM assistance was not adequate. One (1) government official from the Ministry of Primary and Secondary Education in Masvingo District stated that, *“BEAM has focused more on assisting primary education and thereby neglecting secondary education”*. He said that BEAM is not adequate to cover for all the Orphans and Vulnerable Children (OVCs) in Zimbabwe. He pointed out that, *“only one third of a million OVCs are getting assistance from the government”*. This is not sustainable since the majority of learners withdraw from school because they lack funding.

The school head from one of the schools said that *“BEAM stops funding children and removes children from the beneficiary list before they complete their studies”*. It was revealed that secondary school children have to renew their scholarships each year. Learners are sometimes turned away and told that their names are no longer appearing in the beneficiary list or that their

forms are lost. This leaves children with large debts to schools which they fail to pay and they are expelled from school.

BEAM drops learners that has been benefiting for a year or two to allow room for other students to access BEAM. This is done through the Community Selection Committees (CSCs). This was confusing learners, parents and guardians since they believed that BEAM helps a learner until he or she finish their education cycle. Furthermore, school authorities in both schools noted that there are other children with both living parents who cannot afford to pay school fees for their children. The headmistress at Mushandike Secondary School outlined that BEAM should not assist orphans only but should also assist those children that have both parents who are poor. She described such parents as the “*dead whilst they walk*”. This means that even though they are available and able bodied yet they have no capacity to send their children to school. Moreover, respondents revealed that BEAM cash transfers are disbursed late in schools. School authorities stated that this is disturbing their day to day running of the schools. The headmistress at Mushandike Secondary School said that “*BEAM pays fees late in schools, for instance, fees for first term and second term are received at the end of their term*”. This was a disadvantage since schools will be forced to expel learners from school.

## **5.6 School related factors**

School related factors refer to rules and regulations that are enforced by schools in Masvingo District that lead to school dropouts. School rules emanate from the fact that there are certain guidelines in schools which define some forms of behavior as misconduct which is punishable by expulsion. Such school rules at times disadvantage learners since learners are forced to defer their studies or even dropout of school completely. These rules include among them expelling students without a proper uniform and teenage pregnancies and marriages.

- **Lack of Proper uniform**

This study found that learners are usually expelled from school if they come to school without a proper school uniform. The findings indicated that if a child in secondary school happens to come to school without a proper uniform recommended by the school, it becomes misconduct and the punishment is by expulsion. The majority of NGO officials confirmed that most of the secondary schools, if not all, do not allow students to attend without a proper uniform. An official from RUDO lamented that BEAM does not provide school uniforms, school shoes and sports uniforms. This results in learners skipping crucial lessons or dropping out of school completely. An official from Capernaum Trust also said that their organization embarked on a programme that provided uniforms to learners. He added that, *“as an organization, we had to include school uniforms in our funding because schools do not allow learners to attend class without a school uniform”*.

Notable and interesting and crucial concern was raised by the school head at Muccheke High School who stated that, *“some learners abscond classes because they cannot afford to buy a pair of school shoes”*. The headmistress added that, *“according to our school law we expel learners from school if they do not have complete school uniforms”*. She said that students take a lot of time before coming to school because they cannot afford to buy school uniforms in time.

Government officials pointed out a few things that are causing school dropouts, and among them they noted that school uniform was one of the factors behind school dropouts. The school head at Muccheke High School corroborated this by pointing out that *“school children are not allowed to attend classes without a proper uniform”*. The findings also revealed that learners felt demotivated to attend classes without school shoes. One child at Mushandike Secondary School expressed that coming to school without shoes made them to *“feel out place”*. It was revealed that uniforms have stigma since lack of uniforms lead some school children to label

others as 'poor' or 'suffering'. This also creates stigma among children themselves. Due to the above factors the majority of students stop coming to school and some start to abscond classes. However, one government official from the Ministry of Labor and Social Services held a different view from other respondents completely; he stated that, uniforms were not a problem since parents could afford to buy uniforms for their children. It was not important for the government to assist learners with school uniforms since the government allows school children to attend school without uniforms. He said that, *"it is not the responsibility of the government to provide uniforms, the responsibility of the government is to provide school fees only, parents can afford to buy uniforms on their own"*.

- **Teenage pregnancies, early marriages and prostitution**

The findings revealed that teenage pregnancies, early marriages and prostitution are causing learners to drop out of school. School authorities and teachers interviewed were of the view that learners dropped out of school because of teenage pregnancies, prostitution and early marriages. Girls engage in prostitution because they are looking for money to buy food and to pay their school fees. Most of them get unwanted pregnancies and they quit their studies before completing the education cycle. Secondary schools do not allow pregnant school children and women to attend school. This was supported by the headmistress at Mushandike Secondary School who said that *"we cannot allow pregnant learners in school since it will give wrong influence on other children"*. However, despite this, she openly said that they usually do not expel boy children from school if they impregnate other students, but they punish them or suspend them for a short period then they come back to school. As for the girls, they are not allowed to return to school even after giving birth because they would be having a bad record already. The headmistress at Mushandike Secondary School pointed out that *"girls are lured by soldiers and*

*gold panners in the area and they get unplanned pregnancies*". Out of eight (8) parents interviewed in the urban area of Masvingo town, six (6) parents pointed out that the girl child dropped out of school because of prostitution and unwanted pregnancies. In Mushandike Community, five (5) parents noted that girls are the most affected in dropping out of school than boys. This was because of teenage pregnancies and early marriages. It was established in this study that teenage pregnancies pose a challenge for children to finish their secondary school. Pregnant girls usually feel embarrassed by pregnancy and they stop going to school. The majority of parents also noted that female children drop out of school mostly because of prostitution. One of the girls in Mushandike High School said that *"we call the outside man sugar daddies"*. This is because the outside man offers money or gifts in exchange for sexual favors.

### **5.7 Drug or alcohol abuse**

Participants revealed that learners drop out of school because of drugs and/or alcohol. Teachers and children also outlined that learners dropped out of school because of drug/alcohol abuse. Twenty percent of school authorities at Muccheke High School pointed to drug abuse as a problem that is increasing school dropouts in education. Twenty percent of school children at Muccheke High School pointed to alcohol as a factor that is causing school dropouts at their school. In Mushandike Secondary School, the school head was complaining about bottle stores that are a few meters away from school. She complained that learners often get in beer halls and they buy drugs. The headmistress pointed out that *"just imagine there is a beer hall just few meters from our school, children go there and buy drugs during lesson time"*. Children in secondary education get tempted to take drugs at nearby beer halls resulting them dropping out of school. A boy at Muccheke High School concurred with this by stating that *"male school children indulge in alcohol and drug abuse and they stop coming to school"*. This this affects their

studies negatively since they get tempted and they go for drugs and alcohol abuse. Learners will start by skipping classes and later on stop coming to school. This is increased by the fact that there are beer halls that are very close to schools.

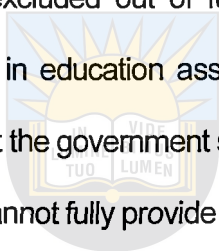
- **Truancy, crime or peer pressure**

Respondents stated that truancy, crime and peer group pressure are other causes of school dropouts. The headmistress at Mucheke High School pointed out that children drop out of school because of crime. She said that some learners, especially boys are engaged in dirty deals and they end up absconding lessons. One parent at community revealed that, *"girls are the most dropouts because of prostitution and truancy"*. A parent at Mucheke community said that *"girl children dropout of school because of truancy and peer pressure and some of them do not go to school because they choose not to go to school"*. The headmistress concurred with this by stating that *"girls are lured by soldiers who train at a nearby base during lesson time and they eventually stop coming to school"*. Girls influence each other as peers and they get involved in prostitution. One school authority at Mushandike High School blamed truancy as a cause of school dropouts. Two children in Mushandike High School pointed out that peer pressure was one of the factors that were causing school dropouts. This was underscored by two officials in the government who blamed school dropouts on truancy stating that children dropout of school because they make friends with non-school goers and they end up absconding classes.

## **5.8 Perceptions on social assistance for secondary education in Masvingo District**

School authorities held a general view that there was no coordination between them and the community leaders. They felt that community leaders held their decisions independently and they do not consult teachers and headmasters on who should benefit from the BEAM assistance

programmes. This meant that there was a sour relationship between community committees and school authorities. One (1) teacher said that *“community leaders do not consult us on who should benefit or should not benefit hence we are the ones who teach children on daily basis and we happen to know those that are in need”*. The majority of participants view BEAM as a programme that has potential to reduce school dropouts, but that there is too much corruption in the selection criteria of beneficiaries. The findings revealed that those community leaders with influence are the ones that make decisions and they give first preferences to their friends and relatives. This leaves the very poor excluded out of funding. The findings revealed that the government is involving much politics in education assistance and thereby they are stopping NGO programmes. Participants felt that the government stops from NGO funding school children yet at the same time the government cannot fully provide adequate resources to education.



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**Table 5- 1: A summary of the activities implemented by RUDO, Hope Tariro Trust, NANGO Capernaum and BEAM on secondary education in Masvingo district**

Organization	Category	Programmes	Coverage
RUDO	Development and Welfare NGO	Food distribution Cash transfers HIV/AIDS	Masvingo District
Hope Tariro Trust	Development NGO	Orphans and vulnerable children School programmes Food distribution School fees payment	Masvingo District
NANGO	Welfare and Development NGO	School fees payment Food distribution Life orientation Orphans and vulnerable children	Masvingo District
Capernaum	Development NGO or Charity	Buying uniforms School fees payment Food distribution Information dissemination Orphans and	Masvingo District

		vulnerable children	
Private organizations		School fees Uniforms Food	
BEAM		School fees	

The table above shows the various activities that are being carried out by NGOs and government in assisting secondary education in Masvingo District. Various activities range from school fees payment, provision of food, uniforms and stationery. These activities will be discussed in full detail below.

NGOs provide some scholarships from primary level up to tertiary level. Participants held a view that NGOs were assisting secondary education much better than BEAM programmes. This is because NGOs provide uniforms, food, stationery and life skills assistance that was not being provided by the government. Participants opened up that NGOs and private organisations give better assistance than the government. NGOs provide food hand-outs like food packs and groceries. They also provide stationery and complete uniforms to their beneficiaries. NGOs identify the needy students, that is, mainly those school children that have lost one or two parents.

Respondents pointed out that Capernaum was an NGO that provided food, uniforms and food to children. The other four (4) were not aware of Capernaum programmes. One parent pointed out that *“Capernaum Trust helps orphans by paying school fees, providing uniforms and groceries”*. Learners also expressed the same sentiments by stating that Capernaum Trust is assisting

learners in secondary schools by providing uniforms, food and school fees. One girl at Mucheke High School said that “*Capernaum provides uniforms but not at all times, only when the teachers recommend*”. One teacher said that “*Capernaum Trust is more reliable than BEAM in that Capernaum offers school fees, uniforms, food, pays for holiday lessons and provides students with examination fees*”. Learners felt that Capernaum Trust as a reliable organisation that provides uniforms, food and school fees to children. They said that Capernaum identifies talent in children; however it has a disadvantage that if a learner fails one subject they are removed from the list of beneficiaries. Respondents revealed that NGOs assist children in both primary and secondary schools, especially those schools in the rural areas. NGOs like Capernaum identify the needy children and help fund them with school fees. However, respondents pointed out that NGO assistance is not covering all the children in secondary schools.

Findings established that other private organizations that assist children in secondary education in Masvingo District are Mufuka Trust, Ebenezer, and BHASO, Roman Catholic sisters Mufuka Family Trust, Agape Family and Kyle College (a private school). A student at Mushandike Secondary School said that “*the Lutherans help students at our school but the number of beneficiaries is very low*”. This is comprised of former school students and private well-wishers who are funding secondary education in Masvingo District.

### **5.9.1 Discussion of findings**

Analysis of findings has confirmed the problem statement that there is a continued rate of school dropouts despite government and NGO assistance in secondary education. The study sought to assess the effectiveness of social assistance in reducing school dropouts. From the findings above it is apparent that the government is mainly concerned with the provision of school fees for orphans and vulnerable children in secondary schools to the total exclusion of other related and

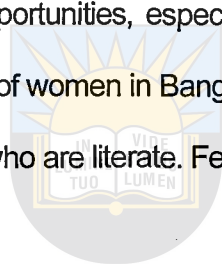
necessary needs such as uniforms, food and transport. While government assistance is a step in the right direction, not all needy children benefit from the provision due to inconsistencies and inadequacies of the government system. There is therefore need to put human rights at the center of education assistance. The human rights based approach expresses that the state plays a central role in promoting and guiding secondary education. This approach claims that every learner has a right to education and no one should be deprived of the right to education (Ministry of Labour and Social Services, 2011). Therefore, emphasizing on children's rights to social assistance is the right path to increase secondary school enrollments and reducing the rate of school dropouts.

### **5.9.2 Impact of social assistance on the girl child**

It is evident from the findings that the government is partially assisting the girl child in the attainment of secondary education. There is a slow increase of women and girls in secondary education in spite of cultural preferences for boys. The research findings reveal that girl children drop out of school more than male children.

Literature shows that, in Zimbabwe, female secondary education has been greatly undermined and neglected. There are still cultural and religious beliefs that hinder and discourage education for girls. The Marist International Solidarity Foundation (FMSI) (2011:2) notes that "in difficult times parents often choose to send boys to schools at the expense of the girl child". There is still a challenge in Zimbabwe on the education of the girl child. This means that male children enroll more in secondary education than female children. This is supported by Musingafi and Mafumbate (2014:194) who argue that "in Zimbabwe, it is more of a tradition that girl school dropout is higher than boys school dropout". This leads to low performance of the girl child compared to the boy child in school. This is against affirmative action ideas that affirm the

importance of ensuring that female recipients are offered the same opportunities in school with boys. It is a complete violation of the human rights of female secondary school children hence there is need of rule of the law and political will to end these problems. This is supported by the evidence given by FMSI (2011:2) that the “dropout rate” is higher in primary and secondary schools among girl children than among boys”. It is difficult to have a successful transformation without the rule of law and political will as the majority of the parents still hold the belief that the education of girls is less important. Liang (1996) laments this by stating that in Bangladesh cultural factors constrain schooling opportunities, especially at secondary level. Liang (1996:1) points out that “educational attainment of women in Bangladesh is among the lowest in the world with twenty per cent (20%) of women who are literate. Female literacy in Bangladesh is as low as fourteen per cent (14%) in rural areas”.



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Parents have gender bias in education, with the poorest families having low expectations for future returns on schooling. This view of education is increasing school dropouts in secondary education since parents do not value education, particularly female child education. This strips school children of their right to education and they end up not completing their studies. Pallas (1986) confirms that school dropouts are a result of low academic performance by learners. Poor performance discourages them and when girls are underperforming they drop out of school. Moreover, there are additional issues of prostitution, teenage pregnancies or early marriages. Schools in Masvingo District do not allow pregnant learners to attend school. This means that if a girl becomes pregnant she is no more regarded as a student and this misconduct is punishable by expulsion. Pregnant girls are not allowed to attend school, they are forced to withdraw from school and there is a likelihood of them not returning to school. This includes even those girls that have fallen pregnant because of rape. This idea is supported by Grant and Hallman (2008:379)

who notes that in South Africa, Kwazulu Natal there is a likelihood of girl children not returning to school after a pregnancy related dropout. This is in direct contrast to the human rights based approach, which advocates that it is a right for every student to continue with their studies even if they get pregnant. Therefore, the expulsion of pregnant girl children in school is a direct violation of their right to education.

Another issue against girls is that of sexual abuse is perpetuated by outside men who exchange sex for money or gifts. These men are often called “*sugar daddies*”. Girls end up trapped in unwanted pregnancies and they are expelled from school. There is need to put harsh laws that deny outsiders to engage in relationships with female children in Zimbabwean schools.

It is known that the laws that protect girls from child abuse are weak since the law neglects female children’s rights, therefore there is need to transform laws that protect girl children in order to minimize the number of children that drop out of school because of unwanted pregnancies. Men that impregnate school girls should be dealt with harshly because they violate children’s rights to education. This is supported by Jenjekwa (2013:562) who notes that “girl children drop out of school because of marriage and unplanned pregnancies and boy children dropout to find employment as touts, informal money changers and gold panners”. Grant and Hallman (2008:369) collaborate with this by stating that thirty per cent (30%) of female students in Kwazulu Natal of South Africa who are between fifteen to eighteen (15-18) years old name pregnancy as the primary reason for not continuing with their education. In this study, hundred per cent (100%) of respondents revealed that there are no NGO and government programmes that come specifically to the assistance of girls. Thus this proves that the girl child is being neglected by various organizations and the assistance is merely rhetorical.

The same situation of gender differences in secondary education was also discovered in Ghana where female enrollment in schools was lower than that of their male counterparts. Ghana introduced affirmative action in which they tried to address gender equality between males and female students (Musingafi and Mafumbate, 2014). This shows that government needs to go to the ground to educate and enforce laws that protect girl child education. In the case of Zimbabwe, the government is doing very little to protect its claim of education as a human right. Human rights are a fundamental step to reduce the increasing rate of school dropouts in Zimbabwe. This means that, with the denial of students' rights school dropouts will still continue to increase.

### **5.9.3 Effectiveness of social assistance in reducing school dropouts**

The government's strategies do not meet the needs of the poor people and that is the reason school dropouts are increasing in the Masvingo District. BEAM's strategies are insufficient for reducing school dropouts simply because they only fund school fees neglecting uniforms, food and transport. Food is very important for nutrition and helps learners to concentrate in class. Chinyoka (2012) supports this by stating that in Masvingo resettlement areas the majority of learners have nothing to eat in the morning at home and at school. This disturbs attendance motivation and performance of learners (Chinyoka, 2012). However, there are those children who continue attending school despite coming from disadvantaged backgrounds. This is in the face of the fact that they are still being expelled from school if they do not have a proper uniform. This goes against the government's law that no child is supposed to be expelled from school because of lack of a uniform. Regarding transport, the Marist International Solidarity Foundation (FMSI) (2011:3-4) notes that, " some secondary school pupils have to travel long distances to schools and some pupils in urban areas fail to raise development levies charged by school

development committees". This is in way increasing the rate of school dropouts among secondary school pupils. The Marist International Solidarity Foundation (FMSI) (2011:1) added this by stating that, "high costs of books and uniforms have led to high school dropouts in rural areas". Despite the prevalent of these problems, BEAM is not supporting students with transport. This leaves one with questions whether they have the capacity to remove all obstacles to the attainment of secondary education.

BEAM is struggling to pay school fees simply because of inadequate funds. BEAM sometimes removes beneficiaries from the beneficiary list without even notifying them, disburses money late to schools thus disturbing the day to day running of schools and leading to schools expelling students because of late payment. While the majority of students are poor in Masvingo only a few are beneficiaries of BEAM. This is caused by the fact that BEAM has inadequate resources. This is a violation of the right to education that is being claimed by the government of Zimbabwe because those students that are not able to pay their tuition fees in time are expelled from school. BEAM excludes uniforms, feeding schemes and transport and this goes against the requirements of the Universal Declaration of education as a human right. Moreover, according to the constitution of Zimbabwe Amendment (No.20) Act 2013 page 37 every citizen has a right to state-funded education, including adult basic education. The violation of these rights clearly shows that the issue of human rights is only theoretical and not practical.

Other concerns such as drug abuse, truancy and peer pressure are blamed for school dropouts in Masvingo District. Dekkers and Classeen (2001) note that "peer groups also exert pressure on students". This is because learners mix with outsiders and outsiders influence them to skip classes. In some circumstances they will drop out of school entirely. Dekkers and Classeen (2001) further note that there is lack of research on how school leavers perceive their own

circumstances. The situation in Zimbabwe is similar to other countries like Brazil. Formigoni (2003:570) states that in Brazil students dropped out of school between 2000 and 2002 because of alcohol abuse. Forty eight percent (48%) of learners dropped out of school because of tobacco, and five percent (5%) dropped out of school because of cocaine. Alcohol abuse is increasing the rate of school dropouts among learners, especially male learners.

While NGOs are helping to reduce school drop outs in Masvingo and including uniforms, food, and stationery in addition to school fees, their coverage is very limited and still leaves out the majority of the deserving poor. Moreover, NGOs and the private sector are doing very little to address problems of traditional beliefs that hinder girl children from pursuing their education. As humanitarian organizations, this is against their claim of regarding human rights in secondary education. NGOs have a weakness that their beneficiaries are not selected by the poor people themselves. Saifuddin (2006) who researched on NGOs in Bangladesh found that NGOs beneficiaries were not being selected by the people. This means that when they assist learners they just impose their assistance on the learners with or without their input. Findings established that NGOs are doing very little to support households in Masvingo District. Most of their assistance is just in the form of food handouts food parcels to learners which is not sustainable. This means that NGOs and the private sector do not empower in schools and in households. It clearly shows that NGOs are not fully assisting secondary education and the assistance that is being offered by NGOs is partial and thus it is not being effective to reduce the rate of school dropouts.

#### **5.9.4 Conclusion**

Based on the findings above, one may point out that there is still a lot that needs to be done in secondary education in Zimbabwe. The increase of school dropouts in Zimbabwe are not mere

lack of school fees as conceptualized by BEAM. There are other causes that include lack of uniforms, food, transport, stationery, unwanted pregnancies, truancy peer pressure drug abuse and lack of adequate school fees. The government needs to take into consideration the human rights based approach in transforming education. Denial of education of all children is a violation of human rights and increase of poverty for this group of people. The study realized that the government is the major provider of school fees for secondary education in the area of Masvingo District. However, there is no drive by the government to promote human rights in secondary education. NGOs and private organizations are doing little to support households in Masvingo District. The importance of education for girls is not only related to their human rights but also to broader issues of development and social justice. Education is empowerment for female children to take part in the development process and to break away from extreme poverty. The girl child is the most disadvantaged due to the traditional beliefs, unplanned pregnancies and child labour. There is a strong need of reviewing the current Zimbabwean school laws on expulsion of pregnant girls from secondary schools. The expulsion is totally against regarding secondary education as one of the crucial basic human rights.

## Chapter 6: Conclusion and way forward

### 6.1 Conclusion

Social protection is divided in three categories that include social assistance, social insurance and social security. Among these three, this study focused on the effectiveness of government and NGO assistance on secondary education in Zimbabwe. Changes in secondary education interventions in Zimbabwe before and after independence brought various social assistance activities from the government and NGOs. Social assistance activities in Zimbabwe were responding to the increase in the rate of school dropouts.

After gaining independence, Zimbabwe extended secondary education to the majority, particularly the black majority, this was mainly because before independence, social assistance provision on secondary education excluded black people and favored white people. Zimbabwe embarked on equal provision of education between blacks and whites. Despite these achievements, Zimbabwe plunged into economic problems after the introduction of SAPS in the early 1990s. This led to a high number of secondary school learners dropping out of school because they could not afford to pay school fees. The rate of school dropouts was increased by the current economic crisis that hit Zimbabwe from the year 2000 and beyond. Zimbabwe responded to this by introducing the BEAM programme. The BEAM programme was meant to assist those children that have dropped out of school and those that were never to school because of failure to pay school fees as outlined earlier in the study. Despite social assistance in secondary education being in place, school dropouts are still continuing. This was because of the inadequacy of social assistance to cover all secondary school children and to cater for needs of learners for them to finish their education cycle in time.

The government and NGOs are also neglecting other factors that are causing school dropouts in secondary schools. These are cultural belief systems, teenage pregnancies and prostitution. This study also identified other causes of school dropouts that include among them cultural beliefs and practices in which some parents and guardians do not value girl child education. This research looked at both the formal and non-formal social assistance programmes in Zimbabwe. The inadequacy of social assistance on secondary education this violates the right to education. This study is arguing for social assistance framework for human rights policy in Zimbabwe.

## **6.2 Way Forward**

Social assistance programmes of both the government and NGOs should work together and take a holistic approach to social protection. The holistic approach should cover needs such as uniforms, school fees stationer transport and food. The BEAM programme should consult with other NGOs in the assistance of children at secondary education. This will help in formulating ideas and finding real reasons behind school dropouts. BEAM should consider the different forms of vulnerabilities that are in schools. The BEAM selection criteria should be transparent. There is need to put in place strong mechanisms of school auditing of BEAM funds and training of those that make decisions at secondary school level. Proper monitoring and evaluation of programmes in BEAM is crucial to ensure its effectiveness in reducing the school dropout rate in Masvingo District and Zimbabwe at large. BEAM officials should make follow ups on those children that are dropping out of school. BEAM transfers need effective management strategies in order to release funds in schools in time.

The government needs to support and tighten laws that protect girls who are disadvantaged because of culture. The majority of parents or guardians in Zimbabwe believe that girl child education is less important. They are obstacles to availability of opportunity to everyone.

Education is a human right and everyone has a right to acquire education regardless of gender. NGOs and government should work together and agree on the same priorities in tackling school dropouts. There is need to have campaigns and hold workshops to educate children and care givers on the importance of education. Secondary schools should not expel students from school because they have fallen pregnant. Mechanisms should be put in place to ensure that those learners that get unwanted pregnancies during their studies are accorded an opportunity to complete their studies. The government must put in place laws that protect children from such practices. According to Sithole et al (2013:59) "Zimbabwe is a signatory to several conventions and has also introduced a number of laws which seek to improve the plight of women". These conventions include the 1989 convention on the rights of the child, the 1990 World summit for children and the 1990 World Conference on education for all held in Jomtien, Thailand. These conventions were put in place to promote women's rights. Therefore, there is need to educate parents in line with these conventions on the importance of girl child education so that they see the benefits they can get from educating their child. One can argue and say that giving children rights raises a sense of insecurity to parents who may feel that they are no more in total control of their children. The majority of parents believe that they are in total control of their children's decisions. This is supported by Freeman (2000) who argues that giving children rights can be viewed as undermining the ability of parents to make decisions. Therefore, it is the responsibility of policy makers to educate parents on the importance of children's rights to education.

The overall social protection framework should not only focus on financial availability of school fees but should address other barriers to education.

There is also need for BEAM and NGOs to educate the girl child of their rights and to guide them from all forms of abuse. This idea goes in line with Malaki (2007:39) who suggests that in

Tanzania, “family education must be included in education curriculum for the purpose of educating pupils on the consequences associated with teenage pregnancies”. Prior to 1996 in Zimbabwe, “a girl child who fell pregnant at school attracted expulsion with no possibility of readmission into the mainstream school system after giving birth” (Sithole et al 2013:59). In 2010, Zimbabwe amended and granted the maternity leave to girls that fall pregnant in school up to 3 months (Sithole et al., 2013). Despite this achievement, secondary school children in Zimbabwe are still not allowed to come back and finish their studies after leave. This is because the traditional and religious laws in Zimbabwe consider it a taboo for a teenage girl to fall pregnant in school. The “cultural values” and “norms” such as the idea that early marriage is a taboo influence perceptions people have towards the pregnancy of the teenage female children (Sithole et al., 2013:66). In Tanzania the Ministry of education Statistics indicated that a total of 28,600 girls could not complete their education due to pregnancy over the period of 2004-2008 (Assey, 2012:3). This is because girl children are expelled from school if they fall pregnant. This is a denial of a “girl’s right” to education (Assey, 2012:3).

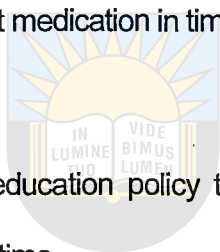
Concerning the selection of beneficiaries, the BEAM administrators can use teachers, learners and headmasters to identify vulnerable children and households. Teachers and headmasters in secondary schools have the potential to identify those groups of people that are struggling to pay school fees, buy stationery, access food and transport. Children know amongst themselves who is lacking because they talk to each other more often. It is therefore important to seek suggestions from learners themselves. The beneficiary institutions must be aware and coordinate with the selection committee. In most instances it is seen that there is no coordination and communication between the selection committee and the beneficiary institutions. The school authorities are not aware of the decisions of the selection committee since children are selected

at the primary level hence the school authorities are not well informed of the decisions made at the Community Selection Committees (CSCs). There is therefore need to select beneficiaries and the selection committees in secondary schools and not only in primary schools. Since there are children who are dropping out of school despite having both parents, there is need for the BEAM benefits to include every child who is a registered learner in the funding.

BEAM should also include medical aid in the assistance of learners since school children drop out of school due to suffering with curable diseases. Some children will eventually dropout because they do not have money to get medication in time.

### **6.3 Areas for further research**

The study identified a need for the education policy to prioritize learner's full assistance for students to complete their education in time.



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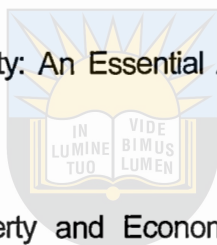
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**Appendices.**

**Appendix A: Interview guide 1**

**Interview guide for household participants and children (BEAM)**

NB: This survey is strictly for academic purposes and will be treated with confidentiality.

The main objective of this study is to assess the effectiveness of social assistance in the reduction of school dropouts in Zimbabwe.

**Section A: Participant Information**



Name of participant.....

Date.../...October.../2014

Contact Details.....

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Tell/cell.....

Occupation of informant.....

Male...../Female.....

Age of child.....

**Section B:**

- a) What do you think of BEAM as an education assistance programme?
- b) Do you think BEAM could be a useful in reducing school dropout rates?
- c) In your opinion do you think there is a problem of high school dropout in Masvingo district? Give reasons for your opinion.

- d) Who is the most affected in dropping out of school between the girl child and the male child? Give reasons.
- e) Do you think BEAM assistance is adequate to help children to finish secondary school?
- f) BEAM excludes uniforms, feeding schemes and transport. Do you think this is a problem?
- g) What do you suggest can be done for BEAM to reduce school dropouts?

### **Interview guides for household participants and children (NGOs)**

- a) What do you think is the role of NGOs in helping of secondary education? Give examples.
- b) Is their role helping to reduce school dropouts?
- c) Is there any specific help by NGOs to the girl child?
- d) Do you think the help from NGOs is adequate for children to finish their secondary education?
- e) What else can be done for NGOs to reduce school dropouts?
- f) What do you think NGOs or government should do to reduce school dropouts in secondary education?
- Let's summarize some of the key points from our discussion. Is there anything else?
  - Do you have any questions?

**Thank you for your time and contributions**

## Appendix B: Interview guide 2:

### Interview guide for key informants (Government and NGOs)

NB: This survey is strictly for academic purposes and will be treated with confidentiality.

The main objective of this study is to assess the effectiveness of social assistance in the reduction of school dropouts in Zimbabwe.

#### Section A: Participant Information

Name of participant.....

Date...../.....October...../2014

Contact Details.....

Tell/cell.....

Occupation of informant.....

Male..... /Female.....



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#### Section B:

- a) Do you think BEAM is a helpful program for children to finish their secondary education?  
Give reasons
- b) The school dropout is continuing, how do you think BEAM can assist in reducing the school dropout?
- c) Do you think there is a difference in the rate of school dropouts between girls and boys in secondary education? Give reasons.
- d) BEAM excludes uniforms, feeding schemes and transport. Do you think it's a problem?

- e) What else do you think can be done to reduce school dropouts and the problem of excluding uniforms, feeding schemes and transport?
- f) What can be done by both NGOs and Government to assist children to finish their secondary education?
- g) What is your view of government and NGOs assistance of secondary education?

- Lets summarize some of the key points from our discussion.
- Do you have any questions?

**Thank you for your time and contributions**



**Appendix C: Interview guide 3:**  
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**Interview guide for school authorities**

NB: This survey is strictly for academic purposes and will be treated with confidentiality.

The main objective of this study is to assess the effectiveness of social assistance in the reduction of school dropouts in Zimbabwe.

**Section A: Participant Information**

Name of participant.....

Date.../...October.../2014

Contact Details.....

Tell/cell.....

Occupation of informant.....

Male..... /Female.....

**Section B:**

a) What assistance programmes are at your school?

Please give comment on each assistance.

b) Is the assistance offered by BEAM adequate for the needs of children at secondary education?

c) Do you think there is a high dropout rate?

d) How can BEAM or other programmes help to reduce school dropout rate?

e) Do you think there is a difference in the rate of school dropouts between girls and boys in secondary education? Give reasons.

f) BEAM excludes uniforms, feeding and transport. Do you think that it's a problem?

g) What else can NGOs and Government do to assist children to finish their secondary education?

**Section C:**

Let's summarize some of the key points from our discussion. Is there anything else?

Do you have any questions?

## Appendix D: Translated Interview Guide for Household Participants and children (BEAM)

NB: Chinangwa chezvedzidzo izvi ndeche kuzama kuongorora kuti rubatsiro rwurikupiwa vana vechikoro rwurikusvika papi panhau yekudzikisa huwandu hwevana varikuregedza zvidzidzo zvavo panzira munyika ye Zimbabwe.

### Chikamu Chekutanga:

1. Name of participant.....

2. Date..../....October..../2014

3. Contact Details.....

4. Tell/cell.....

5. Occupation of informant....*Together in Excellence*

6. Age of child.....



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### Chikamu chechipiri:

- a) Munofungei ne BEAM sechirongwa chinobatsira zvefundo?
- b) Unofunga sekuti BEAM ingabatsira kuderredza huwandu hwevana vari kuregedza chikoro panzira here?
- c) Mumaonero enyu munofunga sekuti panedambudziko revana varikuregera chikoro panzira mudunhu re Masvingo here? Sei muchidaro?
- d) Ndevapi vanonyanya kupinda dambudziko nenhau yekuregedza zvidzidzo panzira pakati pevacomana nevasikana? Sei muchidaro?

- e) Unofunga sekuti rubatsiro rwe BEAM rwakakwanira here vana kuti vapedze zvidzidzo zvavo?
- f) BEAM haipi nhumbi dzekuendesha kuchikoro, chikafu kana zvfambiso. Munofunga sekuti idambudziko here iri?
- g) Munofunga kuti BEAM ingaita sei kuti ideredze huwandu hwevana varikuregedza chikoro panzira?

**Chikamu chechipiri:**

**Translated interview guides for household participants and children (NGOs)**

- a) Munofungei nezvemasangano akazvimiririra kubatsira zvefundo? Ipai mienzaniso.
- b) Rubatsiro rwurikupiwa nemasangano akazvimiririra rwurikudzikisa here kudzikisa huwandu hwevana varikuregedza zvidzidzo zvavo panzira?
- c) Pane rubatsiro rwunopiwa vana vechisikana chete nemasangano akazvimiririra here?
- d) Pamafungiro enyu, munoona sekuti rubatsiro rwunobva kumasangano akazvimiririra rwunokwanira here vana kuti vapedze zvidzidzo zvavo nenguva?
- e) Ndezvipi zvimwe zvingaitwa nemabato akazvimiririra kuderedza huwandu hwevana varikuregedza chikoro panzira?
- f) Pamafungiro enyu ndezvipi zvingaitwa ne hurumende kana misangano yakazvimiririra kudzikisa huwandu hwevana varikuregedza zvidzidzo zvavo panzira?

**Ndatenda nenguva yenyu nemhinduro dzenyu**

## Appendix E: Translated interview guide for key informants (government and NGOs)

NB: Chinangwa chezvedzidzo izvi ndeche kuzama kuongorora kuti rubatsiro rwurikupiwa vana vechikoro rwurikusvika papi panhau yekudzikisa huwandu hwevana varikuregedza zvidzidzo zvavo panzira munyika ye Zimbabwe.

1. Name of participant.....

2. Date.../...October.../2014

3. Contact Details.....

4. Tell/cell.....

5. Occupation of informant.....



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a) Munofunga sekuti BEAM chironzwa chinobatsira vana kuti vapedze zvidzidzo here? Sei muchidaro?

b) Huwandu hwevana varikuregedza zvidzidzo zvavo panzira hurikuwedzera, unofunga sekuti ndezvipi zvingaitwa ne BEAM kuderedza huwandu hwevana varikuregedza zvidzidzo zvavo panzira?

c) Munofunga sekuti pane musiyano pahuwandu hwevana vanoregedza chikoro panzira pakati pevana vechisikana nevechikomana here? Sei madaro?

d) BEAM haipi mbatya dzekuendesa kuchikoro, chikafu kana zvfambiso. Munofunga sekuti idambudziko here iri?

e) Ndezvipi zvimwe zvingaitwa kuderedza huwandu hwevana varikuregedza zvidzidzo zvavo panzira nedambudziko rekusapa nhumbi dzekuendesakuchikoro, chikafu uye zvfambiso?

f) Ndezvipi zvingaitwa ne hurumende uye misangano yakazvimirira kubatsira vana kuti vapedze zvidzidzo zvavo?

g) Pamafungiro enyu munofungei ne rubatsiro runobva kuhurumende uye kumisangano yakazvimirira pane zvefundo.

**Ndatenda nenguva yenyu nemhinduro dzenyu**



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## Appendix F: Translated Interview guide for school authorities

NB: Chinangwa chezvedzidzo izvi ndeche kuzama kuongorora kuti rubatsiro rwurikupiwa vana vechikoro rwurikusvika papi panhau yekudzikisa huwandu hwevana varikuregedza zvidzidzo zvavo panzira munyika ye Zimbabwe.

1. Name of participant.....
2. Date.../...October.../2014
3. Contact Details.....
4. Tell/cell.....
5. Occupation of informant.....



a) Ndezvipi zvirongwa zverubatsiro zviripachikoro chenyu?

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Tsanangurai zvishoma pamusoro pezvirongwa zverubatsiro zvamataura pamusoro.

b) Rubatsiro rwurikupiwa ne BEAM rwakakwanira zvinodikanwa nevana here pazvidzidzo zvavo?

c) Munofunga kuti huwandu hwevana varikuregedza chikoro panzira hurikuwedzera here?

d) Ndezvipi zvingaitwa ne BEAM uye misangano yakazvimirira kuderedza kuregedza kwehuwandu hwevana varikuregedza zvidzidzo avavo panzira?

e) Munofunga sekuti pane musiyano here pa huwandu hwevana varikuregedza chikoro panzira pakati pevana vechisikana nevechikomana? Sei muchidaro

f) BEAM haipei nhumbi dzekuendesa kuchikoro, chikafu uye zvfambiso. Munofunga kuti idambudziko here iri?

g) Ndezvipi zvimwe zvingaitwa nemisangano yakazvimirira uye hurumende kubatsira vana kuti vapedze zvidzidzo zvavo nenguva?

**Ndatenda nenguva yenyu nemhinduro dzenyu**



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**Appendix G: A Letter from the Department**



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# University of Fort Hare

## DEVELOPMENT STUDIES DEPARTMENT

### Alice (main) Campus:

Private Bag X 1314, Alice, 5700  
Ground Floor, Henderson Hall, Alice, 5700  
Tel: +27 (0) 40 602 2562 • Fax: +27 (0) 86 627 4870  
Email: [cmanyonta@ufh.ac.za](mailto:cmanyonta@ufh.ac.za) / [pmonyai@ufh.ac.za](mailto:pmonyai@ufh.ac.za)



University of Fort Hare  
Together in Excellence

07 October 2014

Dear Sir/Madam

### RE:ATTESTATION FOR DAVID MAGO'S RESEARCH

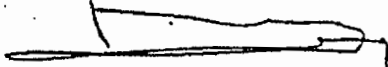
This is to certify that David Mago (201214035) is a student in the Department of Development Studies FOR 2014; at the University of Fort Hare. He is doing his second year of Masters and is doing research on "Social protection and secondary education in Zimbabwe: The case study of Masvingo district in Masvingo province". He is currently on the phase of fieldwork in his research and he therefore needs to meet people in Masvingo to talk to them about social protection and its impact on education. The sample of the study comprises learners of ages between 15 and 18, their parents, school authorities and educational officials of the two schools that will be part of the study. The aim of David Mago's study is purely for academic purposes to complete the requirements of his Masters degree.

We therefore are humbly requesting you to kindly allow David Mago an opportunity to meet with the relevant people identified for his study and to have discussions with them. Your assistance will be acknowledged in his study and a copy can be made available upon request. Should there be any need for further clarification please do not hesitate to contact me on the details given on this letter. Looking forward to your kind assistance to David Mago in his studies.

Kind Regards



University of Fort Hare  
Together in Excellence

  
Dr PB Monyai (D.Phil, Development Studies)

Senior Lecturer & HOD

Dept. of Development Studies

University of Fort Hare

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[www.ufh.ac.za](http://www.ufh.ac.za)

**Appendix H: Letter from Acting Provincial Education Director**



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ALL communications should be addressed  
to  
"The Provincial Education Director for  
Primary and Secondary Education"  
Telephone: 263585/264331  
Fax: 039-263261



ZIMBABWE

Ref: Mago David  
Ministry of Primary and Second  
Education  
P. O Box 89  
Masvingo

24 October 2014

The Head

Mucheke High School  
Mushandike High School



**RE: PERMISSION TO CARRY OUT AN EDUCATIONAL RESEARCH AT THE  
SCHOOLS MENTIONED ABOVE IN MASVINGO PROVINCE: MASVINGO  
URBAN DISTRICT: MAGO DAVID: UNIVERSITY OF FORT HARE**

University of Fort Hare

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The above matter refers.

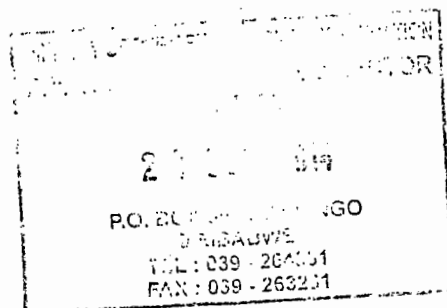
Mr Mago David, a student at Fort Hare University has been granted permission to carry out research on the above mentioned Secondary Schools in Masvingo District on,

**"SOCIAL PROTECTION AND SECONDARY EDUCATION IN ZIMBABWE: A  
CASE STUDY ON MASVINGO DISTRICT".**

Please assist him wherever possible.

F.R. Jirivengwa

**ACTING PROVINCIAL EDUCATION DIRECTOR: MASVINGO**



## Appendix I: University Ethical Clearance Letter



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**University of Fort Hare**  
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## **ETHICAL CLEARANCE CERTIFICATE**

Certificate Reference Number: **MON041MAGI01**

Project title: **Social protection and secondary education in Zimbabwe. A case of Masvingo District**

Nature of Project: **Masters**

Principal Researcher: **David Mago**

Supervisor: **Dr PB Monyai**

Co-supervisor:

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

**Special conditions:** Research that includes children as per the official regulations of the act must take the following into account:

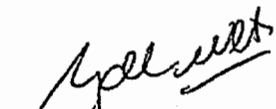
**Note:** The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
  - Any unethical principal or practices are revealed or suspected
  - Relevant information has been withheld or misrepresented
  - Regulatory changes of whatsoever nature so require
  - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely



**Professor Gideon de Wet**  
**Dean of Research**

23 September 2014

TO WHOM IT MAY CONCERN

I, Dr. K. E. Monyai, hereby certify that I received and edited the Masters Dissertation of David Mago, entitled, "SOCIAL PROTECTION AND SECONDARY EDUCATION IN ZIMBABWE: THE CASE OF MASVINGO DISTRICT IN MASVINGO PROVINCE". Corrections made for implementation were 40.

Director/ Editor/ Educator

Dr. K. E. Monyai (Ph D)

VINCE

**Tax Clearance Certificate: 0007/1/2014/0006506743**

Ph D (NWU, Tlokwe-Potchefstroom Campus)

M Th (UNISA)

B Th (Urbaniana, Rome), B Phil (University of Hull, England),

Post Graduate Diploma RE (Corpus Christi College, London)

Diplôme d'études de la langue française (Ministère de l'Education Nationale, Paris)

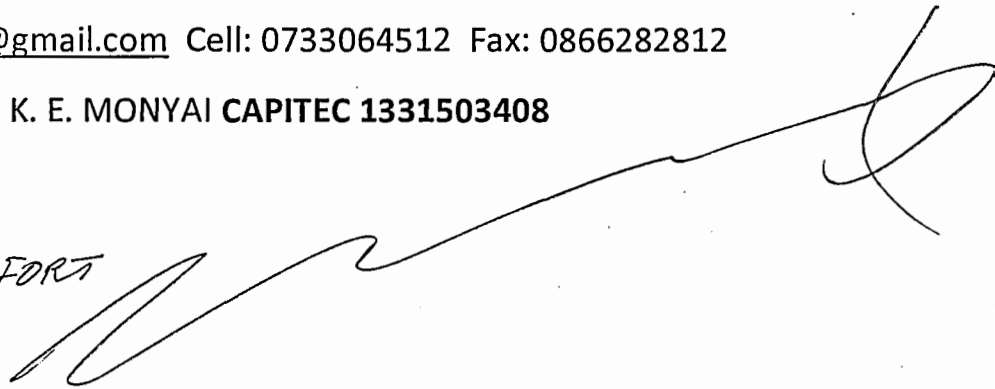
P.O. Fort Beaufort, 5720, Eastern Cape, South Africa

Email: [drkemonyai@gmail.com](mailto:drkemonyai@gmail.com) Cell: 0733064512 Fax: 0866282812

Banking Details: DR. K. E. MONYAI CAPITEC 1331503408

2015/01/30

FORT BEAUFORT



The P.E .D

Ministry of primary and secondary education

P.O.Box 89

Masvingo

Mobile Phone: +263774697602: Email magodavidd@gmail.com

David Mago

University of Fort Hare

Development Studies Department

Private Bag X 1314

Alice, 5700

09 October 2014



Dear Sir/Madam

University of Fort Hare

**R.E: REQUEST FOR PERMISSION TO CONDUCT RESEARCH.**

My name is David Mago. I am studying towards Master of Social Science in Development Studies at the University of Fort Hare in South Africa. I am carrying out a research aimed at exploring impact social assistance on secondary education in Masvingo district of Zimbabwe. The topic of my research is **Social protection and secondary education in Zimbabwe: The case of Masvingo district in Masvingo province**. I hereby ask for permission from your office to carry out a research in secondary schools in Masvingo district to talk to learners and school authorities about social assistance and its impact on secondary education. The schools are Mucheke High School and Mushandike secondary school which are in Masvingo district. The sample of the study includes learners between 15-18 years old, their parents, school authorities, NGO and government officials that assist secondary education will be part of the study. The aim of the study is strictly for academic purposes to complete the requirements of my master's degree. Pseudonyms will be used in carrying out the research thus no names will be published in data presentation. The data collected will be treated confidentially and will only be strictly be used for academic purposes. The discussion will in the interviews will take about 10 to 15 minutes. I am kindly asking you to assist me with permission to carry out a research in Masvingo district. I have been given an ethical clearance by the University of Fort Hare in South Africa and a letter of support from the Department of Development Studies. I hereby appeal to be given permission by the P.E.D's office to carry out a research in Masvingo district. I hope my application will receive a favourable response.