AN EVALUATION OF AN OUT OF SCHOOL PROGRAM TO INCREASE ACCESS TO EDUCATION FOR CHILDREN IN THE RURAL AREAS OF ZIMBABWE

by

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DECLARATION OF OWN WORK

I, Rujeko Tokotore, hereby declare that this mini-dissertation submitted for Masters' in Development Studies at the Centre for Development Support, University of the Free State is my own work and has not been previously submitted for a qualification at any other university. The work of other authors has been duly acknowledged.

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Signed:

12 February 2017

DEDICATION

I dedicate this research to God for He granted me the most precious gift of life up to this day. Without His strength, protection, wisdom, and guidance the compilation of this research would not have been successful.

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ABSTRACT

After independence, Zimbabwe made significant progress in providing access to education for almost all children. The policy environment for supporting education for all is positive as the country is party to the all the major international agreements that promote education for all and the right to education, and has domesticated these in the Constitution and other legislation. However, with the introduction of the Economic Structural Adjustment Programme in the early 1990s, followed by the economic crisis of 2000 to 2008, this momentum was not maintained. Many children dropped out of school before completion, and others did not to go to school. The Fit for Life Programme was implemented to offer second chance non-formal education to children aged between 15 to 18 years who did not complete formal primary education or never went to school. This research evaluated effectiveness of the Fit for Life Programme in increasing access to education for children in the rural areas of Zimbabwe. A process evaluation approach was applied and questionnaires were used for data collection. The results revealed that the Fit for Life Programme was effective in increasing access for Out of School children in the rural areas of Zimbabwe. The livelihoods and quality of life of the beneficiaries who graduated from the programme differ from those children within the communities who did not enrol in the programme as they are in engaged in ill social behaviours. However, the research also revealed that the programme had some shortcomings which were not anticipated and this was a setback in achieving some of the objectives in some of the programme areas. The shortcomings included a relatively high dropout rate and high levels of absenteeism by the beneficiaries and lack of a MoU. Absenteeism was a major challenge in the programme resulting in a longer training period. The study concluded that the Theory of Change was effective in analysing the implementation of the Fit for Life Programme. Recommendations were made on the improvement of the Fit for Life Programme and these included enhancement of the non-formal vocational and technical training by providing more opportunities for the children; strengthening the implementation of education policies on the ground by availing the necessary resources to monitor and evaluate progress; making education affordable and accessible to all children and conducting more research on areas that need further attention on the problem of out of school children.

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LIST OF ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
CMU	Community Management Unit
DLLC	District Long Life Coordinators
ECD	Early Childhood Development
ETF	Education Transition Fund
GDP	Gross Domestic Product
GoZ	Government of Zimbabwe
HIV	Human Immune Deficiency Virus
MoPSE	Ministry of Primary and Secondary Education
PED	Provincial Education Directors
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WEI	World Education Inc.
WHO	World Health Organisation
ZALP	Zimbabwe Accelerated Learning Programme
ZFU	Zimbabwe Farmers Union
ZIMSTAT	Zimbabwe National Statistics Agency
ZIMVAC	Zimbabwe Vulnerability Assessment Committee

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CHAPTER 1: METHODOLOGICAL ORIENTATION

In this Chapter, an introduction of the evaluation of an out of school program to increase access to education for children in Zimbabwe is outlined. The objectives of the study, conceptual frameworks, definition of concepts and research design are also presented in this chapter. Finally, an overview of the chapters of the study is outlined.

1.1   Choice of topic

Zimbabwe has made significant progress in providing access to education for almost all children. The country's education system earned a reputation by the late 1980s as one of the best and most progressive in Africa (Riddell, 2012). However, with the introduction of the Economic Structural Adjustment Programme in the early 1990s, followed by the economic crisis of 2000 to 2008, this momentum was not maintained. Between 2000 and 2008, Zimbabwe experienced a socio-economic crisis characterized by massive hyper-inflation, political uncertainty and mass exodus of qualified human resources, all leading to the deterioration of the education system. The Government's capacity to finance the education sector was severely reduced and the absence of alternative sources of financing left the education system unsupported. This situation resulted in a complex system of fees, levies and incentives, which significantly disadvantaged the poor's access to education services. Most non-formal education programs were discontinued, leaving many out-of-school children and youth with no viable alternatives to continue academic education, reversing earlier gains in the sector (UNICEF,2014).

The report of the Commission of Inquiry into Education and Training chaired by Nziramasanga in 1999 noted that the level of children dropping out of school indicated the magnitude of difficulties that parents were facing in keeping children in school, especially during drought years (Nziramasanga, *et al.*, 1999). The challenge of street children was also found to be associated with dropout rates, as children turned to the street mainly as a result of poverty and in addition, many disabled children were reportedly not attending school (Nziramasanga *et al.*, 1999). The economic situation has improved, but children are still dropping out of school (ZIMSTAT, 2013a).

Many children dropped out of school before completion, and others did not even attend school. This resulted in a cohort of youth who had little education or specialised skills. The economic situation has since improved, but children are still dropping out of school (ZIMSTAT, 2013a). The policy environment for supporting education for all in Zimbabwe is positive. Zimbabwe is party to the all the major international agreements that promote education for all and the right to education, and has domesticated these in the Constitution and other legislation (UNICEF, 2014).

According to ZIMSTAT, (2013a) the education sector gets the highest allocation in the national budget relative to other sectors. A significant amount, usually above over 20percent of GDP, is allocated to education, which is in line with the Dakar Declaration goal of education for all. However, the total GDP has been growing smaller relative to needs. In addition, there are disparities between the amounts allocated versus what was actually disbursed to education. More than 90 percent of what is disbursed to the education sector goes towards salaries, leaving very little resources for capital developments and programmes (ZIMSTAT, 2013a).

The vision of education for all is supported by numerous initiatives by government, non-governmental organisations, the private sector, and development partners, which assist children to acquire quality education. The GoZ launched the second phase of the Education Transition Fund (ETF II) in November 2011 to improve access to and quality of education. ETF II aims to support the continued revitalization of the education sector by building the capacity of the Ministry of Primary and Secondary Education (MoPSE) and focusing on three key thematic areas as outlined in MoPSE Strategic Investment Plan (2011); (1) School and System Governance, (2) Teaching and Learning, and (3) Second Chance Education. The ETF, supports and promotes the implementation of programmes that have the objective of increasing access to education for all children. This research study main focus is on thematic (3) Second Chance Education of the ETF which aims on increasing access to education for children who are out of school.

1.2   Research problem and research questions

In this section, the problem statement that resulted in this study being carried out is established. Research questions that drive this study are also presented.

1.2.1 Research problem

The Fit for Life Programme was intended to increase access to education and improve livelihoods for out of school children in the rural areas aged between 15 to 18 years. To that end, the programme provided a 'bridging course' education module to enable children who are out of school to achieve a functional literacy and numeracy level allowing them to participate in subsequent technical education in agriculture. Focus on the agriculture sector was based on the sector's relevance to the rural areas and its underutilized potential for productivity and growth. Evidence points to the fact that there are virtually no formal employment opportunities for primary school children who dropped out in the current economic environment. However, the interest in meaningful income generating projects and skill development features are high on the agenda for most of the children in the target group. For that reason, short and medium term interventions of agriculture-based technical education that aim at improving food security, increasing productivity, income generation and employment provide viable options for these children, most of who are in rural areas, out of school and mostly without any practical skills (Riddell, 2012). It is against this background that the following research problem is formulated:

The research problem that directs this study is an evaluation if the implementation of the Fit for Life Programme and the implications of the findings for the rendering of educational services to out of school children.

1.2.2 Research Questions

Given the research problem, the following research questions give direction to the investigation:

1) What does the Fit for Life Programme entail?
2) How effectively is the Fit for Life Programme implemented?
3) Did the Fit for Life Programme manage to achieve its goal?

1.3 Aim, goals, and objectives of the study

The aim goals and objectives that guide the study are indicated as follows:

1.3.1 Aim

The aim of this study is to engage in an exploratory and descriptive investigation of the evaluation of the Fit for Life Programme in order to adapt or change it if indicated in order to increase access to educational services for out of school children.

1.3.2 Goals

In an effort to achieve the above-mentioned aim, the following primary and secondary goals of the study are distinguished.

Primarily, there is striven to:

1) Conceptualize the term "out of school children", and "non-formal education,"
2) Determine and describe the factors impacting on the effectiveness of the Fit for Life Programme;
3) Assess if the Fit for Life Programme managed to increase access to non-formal education; and to
4) Examine if the Fit for Life Programme managed to serve the intended beneficiaries.

Secondarily, there is striven to:

1) Make the results of the research as well as some guidelines that may emanate from the research available to the educational structures that render services to out of school children; and to
2) Assist all stakeholders with recommendations that promote non-formal education strategies to minimize the adverse impacts faced by out of school children.

1.3.3 Research objectives

The objectives are distinguished for the literature and empirical investigation and they are outlined as follows:

Carrying out a literature study to:

a) Formulate a useful outline of the concept of out of school children;
b) Examine trends of out of school children on a global perspective;
c) Analyse the common reasons resulting in children being out of school and to;

d) Carrying out an empirical investigation to evaluate the factors that impact on the effectiveness of the Fit for Life Programme. This process is broken down into the following steps:

1) Drawing up a questionnaire on the basis of the literature study, recruiting at least 30 respondents through purposive sampling;

2) Engaging in a pilot study with at least five respondents to evaluate the questionnaire content;

3) Adjusting (if necessary) the questionnaire on the basis of the findings of the pilot study;

4) Implementing the questionnaire;

5) Comparing and interpreting the collected data using descriptive statistics; and

6) Finalising the research report.

1.4 Research methodology

A literature study, supplemented by an empirical investigation, is used as research method.

1.4.1 Literature study

In the literature study the Theory of Change and the Five Dimensions of Exclusion model applications in dealing with the effectiveness of the Fit for Life Programme are presented as the conceptual frameworks for the investigation. An overview of the available literature on out of school children is performed and includes a comprehensive description of the concept of access to education, etiological aspects of the phenomenon and the results thereof for non-formal education programs targeted for out of school children. The discussion is presented continuously through the interpretation of details from the literature that pertains to the conceptual frameworks. In this way, the implementation of the Fit for Life Programme, in terms of the stated goal of this investigation, is explored from a non-formal education perspective and the intended impact of the programme on the beneficiaries is described accordingly. Moreover, the implications of the analysis for the rendering of non-formal education services with respect to this particular phenomenon, is explored and outlined in the literature study.

1.4.2 Empirical investigation

The empirical investigation will be based on the findings in the literature study. For the purposes of the empirical study, the following aspects will be addressed:

1.4.2.1 Research paradigm

For this study, a quantitative research design will be applied. According to De Vos and Deport (2002), quantitative research derives its measurements from positivism. Data collected is transformed into number values and analysed using statistical means in most cases (De Vos and Deport, 2002). The researcher used quantitative research methods to evaluate the Fit for Life Programme in increasing access to education in Zimbabwe. The approach entails collecting data using questionnaires with open-ended and closed-ended questions.

1.4.2.2 Research design

A research design according to Lindlof and Taylor (2002) is a systematic plan or stages of decision that is used by researchers to conduct and answer the main objective of the research. The research design derives from the research objectives to be answered. The study uses a process evaluation approach. According to (WHO, 2000) process evaluations are at aimed at enhancing a current programme by understanding it more fully. Process evaluations measure what is done by the programme, and for whom these services are provided. Ideally, process evaluations assist in the assessment of whether a programme is meeting accepted standards of care. In general, process evaluations pose questions in two areas: coverage and process. Process evaluations are undertaken for a variety of reasons, which include accountability, programme development and improvement and to help others set a similar programme (WHO, 2000). This was accomplished by administering questionnaires to stakeholders who participated in implementing the programme.

1.4.2.3 Sampling

Purposive sampling is a sampling technique in which the researcher relies on his or her own judgment when choosing members of population to participate in the study (De Vos and Deport, 2002). As a result of limited resources and timeframe, the researcher will employ purposive sampling. Thirty questionnaires will be administered to key stakeholders who participated in the implementation of the Fit for Life Programme as they have full knowledge to explain the phenomenon at interest. The key informants will be selected using purposive sampling where only people with key roles in the implementation of the Fit for Life Programme will be selected.

1.4.2.4   Method of data collection

A questionnaire will be used as the method of data collection for the study. The form of questions posed to the respondents comprise a combination of open-ended and closed-ended questions to attract a limited range of responses thus having standardized answers that make it simple to compile data. These questions mainly focused on capturing quantitative data such as age group of beneficiaries, targeted number of beneficiaries, duration of the programme, etc. The use of open-ended questions allowed for a free style of investigation, pursuing particular issues in greater detail. These questions captured qualitative data, which include the reasons for dropping out of school by the beneficiaries, how the beneficiaries recruited in the programme, demographic characteristics of the beneficiaries, challenges, how beneficiaries were recruited in the Fit for Life Programme etc. The open-ended questions were useful as follow-ons from closed-ended questions to find out more about particular information as respondents formulated their own answers (Lindlof & Taylor, 2002).

1.4.2.5   Method of data analysis

The quantitative data analysis will be conducted by using MS Excel. Descriptive analysis will be done to statistically describe, aggregate, and present the constructs of interest or associations between these constructs, in this case, the effectiveness of the implementation of the Fit for Life Programme.

1.4.2.6   Ethics

The major risk foreseen for investigating this study, is the time of the participants spend on completing the questionnaire. Thus, the participants will get the opportunity to answer the questionnaire during a time most suitable for them.

Participation in the study will be entirely voluntary. Informed consent will be obtained from each participant prior to the administration of the questionnaire. See Addendum A for a copy of the informed consent form.

Although the individuals participating in the research did not benefit directly, the knowledge base resulting from this research was useful for promoting evidence-based policies and interventions that can address issues on out of school children and improve access to education, which impacted on the livelihoods of the children.

All information collected for this study will be kept strictly confidential. While the data collected will be used for research purposes, information that could identify the individual households or members will never be publicly released in any research report or publication.

1.5   Demarcation of study

Both local and international sources are used for the literature study. These sources include books, scientific journal articles, relevant legislation and policy documents and primary data collected from stakeholders who implemented the Fit for Life Programme.

The theoretical study for the evaluation of the Fit for Life Programme in increasing access to education is performed from the Theory of Change perspective. The definition of out of school children is guided by the Five Dimensions of Exclusion Model.

The study is restricted to only those who were implementing the Fit for Life Programme.

1.6   Definitions of concepts

To ensure that uniform interpretations are linked to concepts that are utilised in the report, the following concepts require closer definition.

1.6.1   Out of school children

Any student who leaves school for any reason before graduation or completion of a programme of studies without transferring to another elementary or secondary school is regarded as a child who drops out from school (UNESCO, 2005). It also refers to a temporary or permanent withdrawal from an education or training programme before its completion (UNESCO, 2005). In the context of this study, a child who has dropped out of a school used to refer to a child below the age of 18 years who withdraws from an education or training programme for any reason before its completion.

1.6.2 Fit for Life Programme

The Fit for Life Programme is an educational development project that aims to provide a second chance education opportunity to children between 15 and 18 years who did not complete primary education. The project aims to improve the livelihoods of at least 31,000 rural children by providing a literacy and numeracy module followed by an agriculture-based technical skills education in Zimbabwe (ZFU, 2016). Focus on agriculture sector is based on the sector's relevance to the rural areas and its underutilized potential for productivity and growth. Evidence points to the fact that there are virtually no formal employment opportunities for primary school dropouts in the current economic environment. However, the interest in meaningful income generating projects and skill development features high on the agenda for most of the children in the target group. For that reason, short and medium term interventions of agriculture-based technical education that aim at improving food security, increasing productivity, income generation and employment provide viable options for these children, most of whom are in rural areas, out of school and mostly without any practical skills (Riddell, 2012). Thus, the Fit for Life Programme is a programme that aims at increasing access to education for children who are out of school and also provides the children with agricultural technical skills so as to improve their livelihoods.

1.6.3 Non-formal education

Non-formal education refers to any planned programme of personal and social education for young people designed to improve a range of skills and competencies, outside the formal educational curriculum (Africa Union, 2006). Manjengwa (2015) suggests that non-formal education is about 'acknowledging the importance of education, learning and training, which takes place outside recognized educational institutions'. Manjengwa (2015) adds that in the 1970s, four characteristics were associated with non-formal education:

- Relevance to the needs of disadvantaged groups.
- Concern with specific categories of person.
- A focus on clearly defined purposes.
- Flexibility in organization and methods.

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The definition by Africa Union (2006) and Manjengwa (2015) namely, that non-formal education refers to learning and training outside formal educational institutions and is associated with relevance to the needs of disadvantaged groups, concern with specific categories of person, focus on clearly defined purposes and flexibility in organization and methods, is accepted for purposes of this study and is used as such in the context of this report.

1.6.4 Out of school children

UNICEF's (2015) definition of 'out of school' encompasses a wide range of realities and refers to children who:

- Do not have access to a school in their community
- Do not enrol despite the availability of a school
- Enrol but later than they should have
- Enrol in schools that have poor facilities / no teachers
- Drop out of the education system.
- Enrol but do not attend school and lastly
- Primary and secondary school-going age children who are not attending school (UNESCO, 2005).

In the context of this study, the term out of school children is used to refer to children of school going age, aged below 18 years who do not enrol despite the availability of a school and drop out of the education system.

1.7 Composition of the research report

In chapter one, an orientation is provided for the methodology of the research undertaken. The research problem, research questions, aim, methodology, and the demarcation of the investigation are outlined, as well as some terms that are used consistently throughout the report.

The Theory of Change and its application in evaluating the effectiveness of the Fit for Life Programme in increasing access to education and the Five Dimensions of Exclusion model in defining the children who are out of school are discussed in chapter two as the conceptual frameworks of the study. The rest of the study is presented through the utilisation of and against the background of these frameworks.

In chapter three, phenomenon of out of school children, including global trends of children who are out of school, and reasons for children being out of school are explored and described through the application of the Five Dimensions of the Exclusion Model presented in chapter two. Moreover, the analysis for the rendering of non-formal education services and the guiding policies with respect to this particular phenomenon is explored and outlined.

The processing, categorising and interpreting of empirical data based on the questionnaire are presented in chapter four. Assigning meaning to the empirical data is a process guided by both the Theory of Change conceptual framework of the study (chapter two) and the scientific basis of the phenomenon under observation in chapter three.

In the concluding chapter, chapter five, the conclusions and recommendations are outlined on the basis of both the literature study and the empirical investigation.

The research report therefore consists of four parts, viz. an orientation (chapter one), a literature study (chapters two and three), an empirical investigation (chapter four) and a conclusion (chapter five) in which conclusions and recommendations are outlined.

1.8   Summary

In this first chapter, the researcher firstly introduced the study by giving the background of the research problem and then the purpose of the study. This was then followed by the specific aims and objectives of the study and accompanied by the justification of the research. The methodology to be employed in the study was also outlined to show the scientific approach and strategies that was used to gather the data during the course of the study. In order to ensure that the terms and concepts used in the study are properly understood, some definitions of these terms were also included in this opening chapter.

CHAPTER 2: THE THEORY OF CHANGE

In this chapter, an overview of the dominant theoretical perspectives that guide the evaluation of an out of school programme to increase access to education for children in Zimbabwe is presented. This chapter discusses the theory of change from the perspective of CARE International (2012), Department of International Development (2012) and UNICEF (2011). Further the chapter presents the conceptual framework of the Five Dimensions of Exclusion model adapted from UNICEF and UNESCO Institute of Statistics, (UNESCO, 2005). These perspectives provide a theoretical background against which the study will be evaluated. A discussion and review of these perspectives will also assist in shedding light on the factors and forces that shape the purpose of implementing a programme and the out of school phenomena. The chapter will thus reveal the processes of the Theory of Change in a programme and the Five Dimensions of Exclusion model, which is used to define out of school children. Following this chapter is a review of literature on the concepts of out of school children, global trends of children who are out of school, reasons for children being out of school through the application of the Five Dimensions of Exclusion model presented in this chapter. Moreover, the analysis for the rendering of non-formal education services and the guiding policies with respect to this particular phenomenon is explored and outlined.

2.1   Theory of Change: A brief description

The Theory of Change perspective is an approach developed for effective planning, programming, implementation, monitoring and managing for results to achieve desired outcomes for different organisations and programmes. The Theory of Change offers a clearer picture of the intended result from an action, and explains how programme activities and results are connected with each other and contribute to achieving results at different levels. One aspect theory of change is that it represents a testable hypothesis examining how planned activities will sanctify the desired results for the programme (USAID, 2010). Two definitions of Theory of Change have recently been put forward that reflect both the process mapping and reflective aspects of a theory of change approach.

Davies (Intrac, 2012) defines a theory of change simply as a sequence of events expected to achieve a desired outcome, whilst James (Comic Relief Review, 2011)'s learning-based theory suggests that theory of change is an on-going process, meant to explore change and how it happens, implications in a particular context, sector or a group of people.

One common element shared by the two definitions is that the Theory of Change incorporates the principles of monitoring and evaluation since it focuses on expected processes and outcomes that are tracked over time. Organizations can use the Theory of Change as a tool for assessing contributions to change during programme implementing.

USAID (2010) indicates that theory of change has two components that involves first, the conceptualizing and operationalizing of the three core frames of the theory which are namely:

- Populations: who you are serving
- Strategies: what strategies you believe will accomplish desired outcomes.
- Outcomes: what you intend to accomplish.

Secondly, the Theory of Change involves building an understanding of the relationships among the three core elements and expressing those relationships clearly (USAID, 2010). There exist three core elements and relationship embedded in the theory. This means that when implementing the Theory of Change, close attention must be paid to the programme beneficiaries and stakeholders, as their role contributes to the context of achieving the outcome of the programme. All actions involved in a project, from activity to the achievement of the goal are supported by the Theory of Change.

The Theory of Change, then, is a tool that can be used to explain and articulate the logical connection between a lower level result and a higher-level result. In essence the Theory of Change can be used to design, monitor and evaluate social change initiatives (CARE International, 2012). People have different perspectives about the Theory of Change as it is reflected in the whole project cycle. The first perspective is that it is a tool and methodology to map out the logical sequence of an initiative, from activities through to the changes it seeks to influence (Bamberger & Marco, 2011). The second perspective is that it a deeper reflective process: a mapping and a dialogue-based analysis of values, worldviews and philosophies of change that make more explicit the underlying assumptions of how and why change might happen as an outcome of the initiative (Vogel, 2012). In other words, the Theory of Change is about generating better assumptions, learning from what happens and improving it.

According to Stein and Valters (2012), the Theory of Change requires a combination of both the above approaches. The mapping of the logical sequence is strengthened by critical thinking about the contextual conditions that influence the programme, the motivations and contributions of stakeholders and other actors, and the different interpretations (assumptions) about how and why

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that sequence of change might come about (Bamberger & Marco, 2011). Bamberger and Marco (2011) assert that the Theory of Change explains how activities are understood to produce a series of results that contribute to achieving the final intended impacts. It can be developed for any level of intervention: an event, a project a programme, a policy, a strategy or an organization. Sometimes multiple boxes are shown for each stage and the relevant boxes linked to show how particular activities lead to particular outputs, and how particular outputs lead to particular outcomes. Figure 2.1 below explains the stages of the theory of change.

Figure 2.1: Stages of theory of change

Source: Defining Theories of Change, CARE International UK (2012)

Sometimes the term is used generally to refer to any version of this process, including a results chain, which shows a series of boxes from inputs to outputs, outcomes and impacts (see figure 2.2), or a log frame, which represents the same information in a matrix.
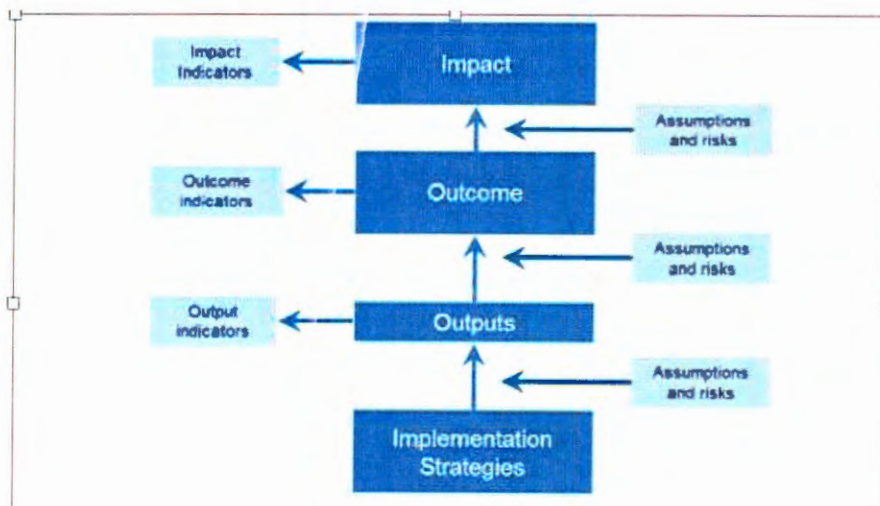
Figure 2.2: Schematic depiction of the Theory of Change

Source: Defining Theories of Change, CARE International UK (2012)

Thus, the Theory of Change helps organisations practically to map the change process and its expected outcomes and facilitates project implementation. For these purposes, the Theory of Change is often used in conjunction with log frame approaches.

2.2   Purpose of the Theory of Change

The most important criterion to guide how to approach the Theory of Change is to be clear about the purpose for which it will be used. Theories of change should help to generate understanding and clarity, be useful in supporting different aspects of the project cycle and be proportionate to the scale of the initiative (Funnell & Rogers, 2012). In this research study, the Theory of Change is used to evaluate whether the implementation process of the Fit for Life program was effective in improving access to education for children in the rural areas and whether it made a sustainable impact in the lives of the children.

The Theory of Change are increasingly becoming mandatory for implementing agencies to submit to donors. The system appears to have begun with the UK's Department for International Development (DFID), but has since marooned such that most donors now require Theories of Change as a standard component of programme design (Vogel, 2012). What is clear is that in part, whatever the donor or context, the approach seeks to address the problems inherent in existing models of analysing change, with its core aim of unpacking and critically interrogating assumptions about how change happens. In this respect, it is useful to draw a distinction between the Theory of Change as a formal document and as a broader approach to thinking about development work. Stein and Valters (2012), defined Theory of Change as a precise planning tool, more like the 'assumptions' box in a log frame. Other perspectives regard theory of change as a less formal, often implicit way of thinking 'about how a project is expected to work; or more precisely, an approach aimed at encouraging a politically informed, reflexive and complex approach to development (White & Carvalho, 2004). These different choices will reflect different ideas about what the Theory of Change approach is trying to achieve, as well as the underlying politics and ideology of those developing it (Funnel & Rogers, 2011). In other words, Theory of Change requirements by donors has made it possible for NGOs focus on programme long term change impacts rather than focusing on programme outputs and outcomes.

Not only do definitions of the Theory of Change vary widely, during literature review the researcher also discovered that organisations and donors also view the Theory of Change as having a variety of uses. Theory of Change is therefore a continuum (Vogel, 2012; Retolaza, 2011). At the far-left end

is a technical understanding of the Theory of Change representing its use as a precise planning tool, most likely as an extension of the assumptions box in a log frame. In the middle is the Theory of Change thinking suggested by many as the key element of a Theory of Change process understood as a less formal, often implicit, use as a way of thinking about how a project is expected to work. On the far-right side is an approach to the Theory of Change, which emphasises the need for practitioners to develop political literacy, a complex and nuanced understanding of how change happens, allowing them to respond to unpredictable events. This final way moves further away from formal and technical approaches and sees the Theory of Change as a way of developing a politically informed and reflexive approach to development as indicated in figure 2.3, (Retolaza, 2011).

Technical tool   Theory of Change Thinking   Political Literacy

Figure 2.3: Continuum of Theory of Change

Source: Defining Theories of Change, CARE International UK (2012)

This means that the Theory of Change allows organizations to communicate their chosen change process to internal and external partners. It helps people to clarify and develop the theory behind their organisation or programme.

2.3   Anticipated benefits of working with the Theory of Change in programmes

A number of reasons and expected benefits behind their current interest in the Theory of Change as an approach, including:

- Understanding the context and situation as a starting point for planning programmes, bringing;
- Critical thinking to bear on the assumptions around a programme, to make the views on how the programme is expected to work transparent;
- To help move beyond 'business as usual', generic programme designs through a greater awareness of the context;
- Developing a common understanding of the work and surfacing differences in perspective in a positive way;
- Strengthening the clarity, effectiveness and focus of programmes;

- More flexible alternative to working with log-frames for complex programmes and contexts;
- Using the Theory of Change as a framework from which to assess impact and improve monitoring and evaluation, to test the assumptions, demonstrate impact and learn from it;
- Improving relationships with partners and stakeholders by identifying opportunities for dialogue and collaboration;
- Providing a unifying framework for strategic decision-making, communicating and reporting;
- Wanting to have a clearer conceptualisation of 'impact' and understanding the intermediate changes that have significance for programmes and stakeholders, to enable strategies to be optimised for the context;
- Strengthening adaptive management, responsiveness to changes in the context; and
- Looking to find new ways of bringing rigour to the evaluation of complex and emergent change in difficult areas like governance;

These different reasons highlighted above demonstrate how the Theory of Change thinking can be applied at different stages throughout the programme cycle (Davies, 2012). The Theory of Change is used as an integrated project cycle planning and monitoring and evaluation framework or applied at different points. These include the pre-planning stages of scoping and strategic analysis, design and planning, and throughout implementation. CARE International (2012) points out that it can be used to support different project cycle activities, such as implementation decision-making and adaptation; to clarify the drivers, internal and external, around an existing initiative; monitor progress and assess impact.

In the context of this study, the Theory of Change, as shown in figure 2.1, is adopted to evaluate the intended activity and the intended change brought by the Fit for Life Programme in increasing access to education for the children who are out of school. Articulating the Theory of Change in figure 1, the theory will provide a clear picture of the intended results from action, and will explain how the programme activities and results are connected with each other and how they contributed to achieving results at the different levels of the programme. Thus, the Theory of Change in this study is being used to evaluate change made by the programme against the overall goal of the programme.

2.4   Conceptual framework for out of school children

The definition and analysis of out of school children employs the Five Dimensions of Exclusion model, a conceptual and methodological framework developed by UNICEF and the UNESCO Institute of Statistics. This approach identifies three different levels of schooling: pre-primary or early childhood development (ECD); primary; and lower secondary levels, as well as identifying two groups of children, primary and lower secondary, that are at risk of dropping out of school (Figure 2.4).
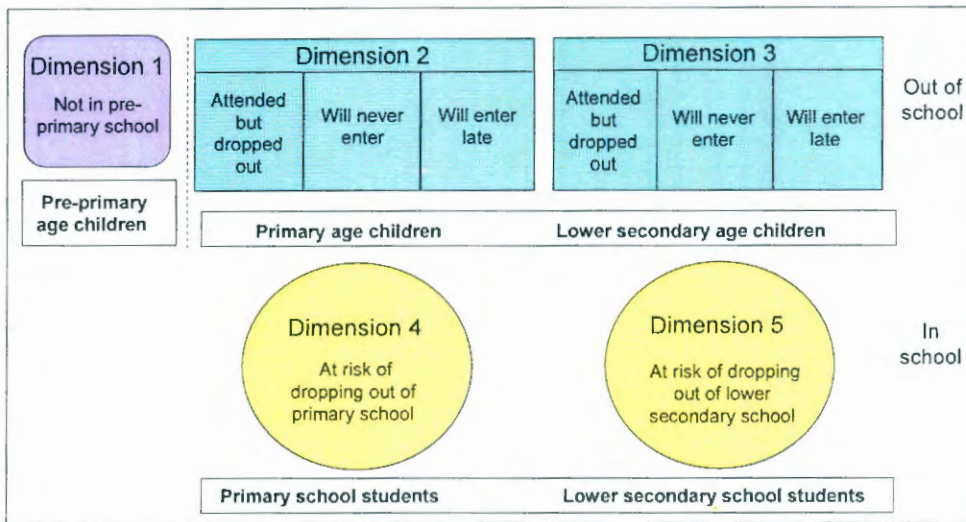
Figure 2.4: Five Dimensions of Exclusion of out of school children Initiative Framework

Source: UNICEF and UNESCO Institute for Statistics, All Children in School by 2015 Global Initiative on out of school children Conceptual and Methodological Framework (2014)

Figure 2.4 represents children of pre-primary school age who are not in pre-primary (ECD) or primary school, children of primary age who are not in primary or secondary education, children of lower secondary age who are not in primary or secondary school in dimensions 1, 2 and 3 respectively. Dimensions 4 and 5, respectively, comprise children enrolled in primary and lower secondary school who are at risk of dropping out. Children at risk of dropping out of school are calculated by comparing observed dropout rates as a percentage of children at risk. Risk of dropping out is associated with being over-age for a grade. According to a comparison that was made for 35 countries worldwide that included Zimbabwe, the Education Policy and Data Centre discovered that dropout rates are higher for over-age pupils, especially for the last grades of primary school (Education Policy and Data Centre, 2009).

Figure 2.4 provides snapshots of children at particular points in time. It differentiates between children who are in school and those who are not, and also demonstrates that even when children are in school, some are at more risk than others of dropping out. Nevertheless, when addressing out of school children, it is important to understand the flows or movements in and out of education over time. UNICEF and UNESCO Institute for Statistics (2014) propounds these movements include several factors, among them whether children will have access to primary education, whether they are expected to enrol on time, if children will complete a full cycle of primary education and whether there are enough spaces in lower secondary schools to accommodate the population of primary school leavers.

In the context of this study the conceptual framework of the Five Dimensions of Exclusion Model will be used to formulate a useful outline of the concepts of out of school children as indicated in Chapter 1. The model differentiates between children who are in school and those who are not, and also demonstrates that even when children are in school, some are at more risk of dropping out than others. The model of this framework in figure 2.4 provides a guideline to analyse the common reasons resulting in children being out of school by defining these out of school children.

2.5   Conclusion

From an evaluation perspective, the Theory of Change is utilised is utilised to evaluate how and why an initiative works. Application of the Theory of Change often involves exploring a set of beliefs or assumptions about how change will occur, often taking the form of a document and/or diagram explaining how and why the organisation believes their intervention will lead to a change. Close attention is paid to the analysis of the context, institutional analysis of power relationships and networks between actors, stakeholders and beneficiaries, the initiative's role and contribution in that context and the changes that are anticipated.

Finally, the Five Dimensions of Exclusion model provides a definition of children who are out of school and its application provides for the adoption of educational initiatives that have the mandate to reduce the proportions of out of school children. The framework will be used to provide an overview of the available literature on out of school children.

CHAPTER 3: OUT OF SCHOOL CHILDREN

An overview on out of school children, putting it in the country's context, as well as examining the global vision and situation for out of school children, including the wider issues around equity, quality, cost and benefits of education is presented in this chapter. The nature of the problem of out of school children is examined by looking in more detail at the characteristics of out of school children, why they are out of school and how the dropping out process occurs as defined by the Five Dimensions of Exclusion model. In addition, in this chapter, the availability of opportunities that have been made to improve the access, knowledge or practical skills of young people are identified. Innovative practices and recommendations to inform policy and programming in response to the problem of school children and young people are also presented. The non-formal education system in Zimbabwe is also explored, as it indicates how the adoption of alternative approaches to education has contributed to meaning human-centred development in addressing the problem of out of school children.

3.1   The Global problem of out of school children

Achievement of universal education is a serious global concern as 58 million children of primary school age (typically between 6 and 11 years of age) worldwide were not enrolled in school in 2012 (UNESCO Institute for Statistics and UNICEF, 2015). In Figure 3.1 it is demonstrated that: 23percent have some schooling but dropped out; 34percent are expected to enter school in the near future; and 43percent will probably never enter school (UNESCO Institute for Statistics and UNICEF, 2015).
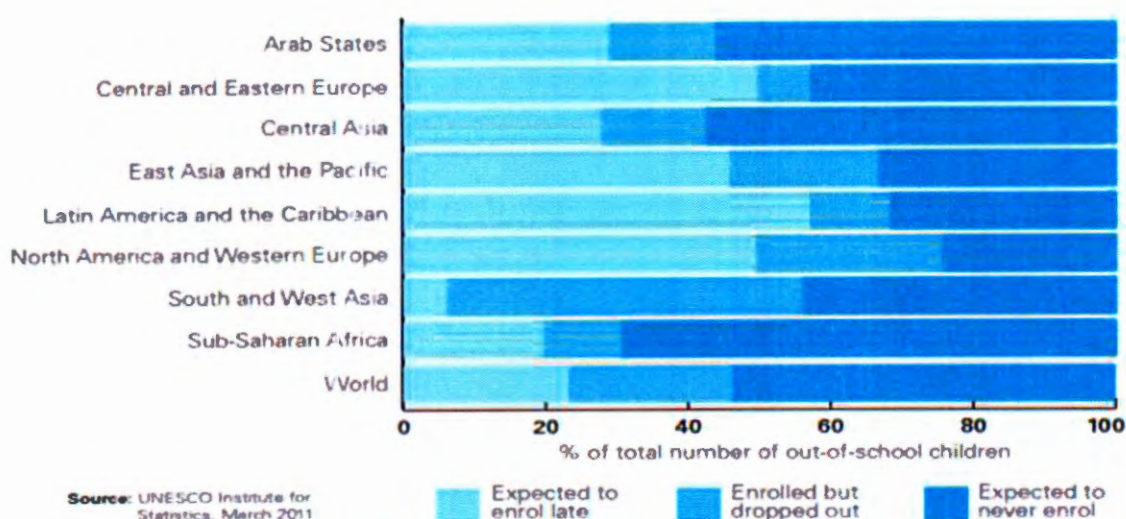
Figure 3.1: Distribution of out of school children by exposure and region, 2008

Source: UNESCO Institute for Statistics & UNICEF, 2015

Numbers of out of school children in Sub-Saharan Africa are higher than in all other regions (see figure 3.1), with an estimated 32.7 million primary school age population not in school and 22 million lower secondary age children not in school, in 2012 (UNESCO Institute for Statistics and UNICEF, 2015). In Sub-Saharan Africa, Nigeria had the highest number, 8.7 million, of out of school primary children, followed by Niger with 1 million (UNESCO Institute for Statistics and UNICEF, 2015).

There was a decrease in the number of out of school children globally between 2000 and 2012, with marked declines in Southern Asia and Sub-Saharan Africa, due to the implementation of policies that promoted education for all. However, there has been little progress since 2007 in reducing the number of out of school primary children. The global primary out of school rate has remained at about 9percent since 2007 (UNESCO, 2014). The standstill at the global level is the result of opposing trends: a significant decline in the number of out of school children in certain countries due to important policy initiatives; and a rising school-going age population that is creating an increasing demand on education in sub-Saharan Africa. While access to education has been improving globally, there has been little progress in reducing the rate at which children leave school before reaching the last grade of primary education.

There was also an improvement in the proportion of out of school children of primary age from 15percent in 2000 to 8.9percent in 2012 (UNESCO Institute for Statistics and UNICEF, 2015). South Asia recorded a dramatic decrease in proportions of children out of school, especially for girls, with

a decrease from 27.6percent in 2000 to 5.9percent in 2012, which brought them almost on par with boys (Table 3.1). These remarkable achievements in improving basic school enrolment rates in South Asia were due to commitment and strong national legislation and policies put in place by the governments of four countries in South Asia that were in line with international frameworks such as the Convention of the Rights of the Child, which aim to provide all children with basic education (UNICEF, 2014). The East and Southern Africa Region has also seen a dramatic drop, especially for girls from 37percent to 17percent (Table 1). However, although the West and Central Africa region showed a marked improvement between 2000 and 2012, from 37.6percent to 23.1percent for boys, and from 49.2percent to 31.2percent for girls, it remained the region with the highest proportion of children who are out of school (Table 3.1).

Table 3.1: Global proportion of out of school children of primary school age - 2000 and 2012

Region	2000		2012	
	Percentage		**Percentage**	
	Boys	**Girls**	**Boys**	**Girls**
Western Europe, North America, Australia	1.9	1.9	3.6	3.4
Latin America and Caribbean	5.0	7.3	6.5	6.1
Central and Eastern Europe and the Commonwealth of Independent States	5.4	7.8	4.7	4.8
East Asia and Pacific	5.2	5.7	4.6	4.6
South Asia	13.1	27.6	5.7	5.9
Middle East and North Africa	14.7	21.8	7.6	11.1
Eastern and Southern Africa	33.2	37.0	13.6	16.6
West and Central Africa	37.6	49.2	23.1	31.2
World	**12.1**	**17.9**	**8.1**	**9.7**

Source: UNESCO Institute for Statistics and UNICEF, 2014

Girls are at a disadvantage, as they comprise 54 percent of the global population of children who are out of school (UNESCO Institute for Statistics and UNICEF, 2014). However, there has been a global commitment to improve access to education for girls and the global percentage for out of school girls has declined from 17.9 percent in 2000 to 9.7 percent in 2012 (Table 3.1). Gender parity, that is ensuring an equal enrolment ratio of girls and boys, is one the first steps towards achieving the education for all goal. The goal of gender equality also demands appropriate schooling environments, practices free of discrimination, and equal opportunities for boys and girls to realize their potential.

See Figure 3.2 for an illustration of the intersection between out of school children and disparities related to household wealth, location and gender.
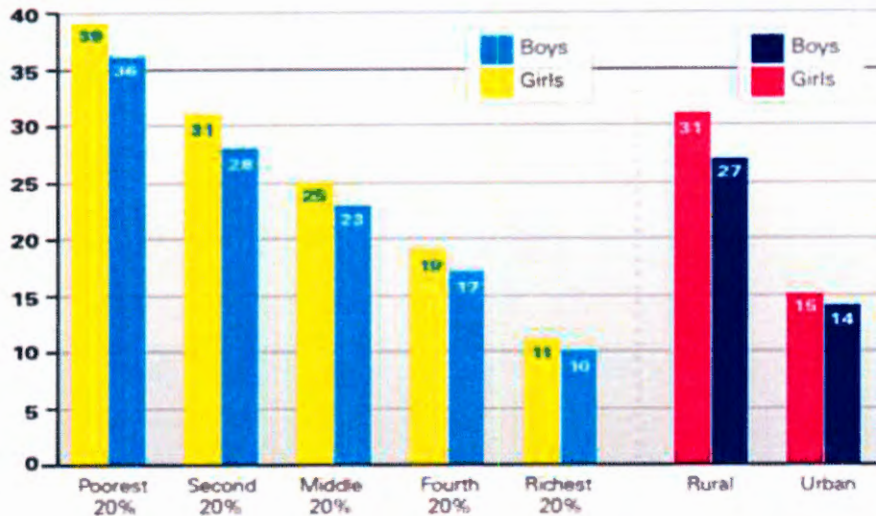
Figure 3.2: Out of school children by wealth quintile and by residence, girls and boys, 2000/2008

Source: United Nations, The Millennium Development Goals Report, 2010

Globally there are 9.7 percent of girls out of school, compared with 8.1 percent of boys, but there are wide regional variations. In West and Central Africa there are 31.2percent of girls compared with 23.1 per of boys out of school (UNESCO Institute for Statistics and UNICEF, 2015). However, in Zimbabwe, gender parity has been generally achieved (Kanamori and Pullum, 2013; ZIMSTAT, 2015).

Orphans are a particularly vulnerable group and are likely to be educationally deprived. The largest number of children have lost one or both parents to the HIV/AIDS epidemic. The well-being of orphaned children almost always suffers, which has potentially negative consequences for their socio-economic status in adulthood (UNICEF, 2015).

Some children do not make it to school or drop out because of disadvantages they are born with or acquire through injury or illness. Disability often forms a barrier to education and children who have to surmount such hurdles comprise a significant proportion of out of school children. However, precise and reliable data on the situation of disabled children are rare (UNESCO Institute for Statistics and UNICEF, 2015). Children with disabilities are among the most disadvantaged in terms of missing

out on education, being 'invisible' in the data and overlooked in responses to out of school children (UNESCO, 2014).

Poverty tends to be a major reason why children do not go to, or drop out of school. In many developing countries, poverty plays a crucial role in keeping children out of school, as not only are children from poor families less likely to be offered an opportunity to go to school, but their parents are far less likely to take advantage of schooling opportunities when they are available (UNESCO Institute for Statistics and UNICEF, 2015).

Political governance problems, conflict and insecurity can cause children to be out of school. Wars, political instability and civil unrest have been identified as major barriers to education. One-half of the world's out of school children live in conflict affected countries (UNESCO Institute for Statistics and UNICEF, 2015). Most out of school children and adolescents in conflict-affected countries are girls (UNESCO Institute for Statistics and UNICEF, 2015).

Age of starting school is another factor in determining children at risk of dropping out of school. Children are more likely to complete primary schooling if they enter at the right age, while children who are over-aged for their level or grade are more likely to drop out of school (UNESCO Institute for Statistics and UNICEF, 2015). The possibility of losing interest in education increases with age as some children may choose to work or get married.

Amongst the countries in Sub-Saharan Africa, Zimbabwe has also been experiencing the problems of children being out of school. Although the country has managed to maintain high literacy rates since the 1980 independence, children dropping out of school at various levels has continued to be a challenge.

3.2 The problem of out of school children in Zimbabwe

Zimbabwe has made significant progress in providing access to education for almost all children. The country's education system earned a reputation by the late 1980s as one of the best and most progressive in Africa. However, with the introduction of the Economic Structural Adjustment Programme in the early 1990s, followed by the economic crisis of 2000 to 2008, this momentum was not maintained. Many children dropped out of school before completion, and others did not to go to school. This resulted in a cohort of youths who had no education or specialised skills. The economic

situation has improved, but 731,528 children of ECD school going age, 298,697 children of primary school going age, and 204,416 children of lower secondary school going age were out of school in 2012 (ZIMSTAT, 2013). According to UNICEF (2008), Zimbabwe had an estimate of 300,000 to 500,000 population of children who are out of school and excludes the unknown number of vulnerable children, orphans and special needs children who are not attending school.

The problem of out of school children has long been a concern in Zimbabwe. The report of the Commission of Inquiry into Education and Training chaired by Nziramasanga in 1999 noted the level of that school dropouts indicated the magnitude of difficulties that parents were facing in keeping children in school, especially during drought years (Nziramasanga *et al.*, 1999). The challenge of street children was also found to be associated with dropout rates, as children ended up on the street mainly as a result of poverty and in addition, many disabled children were reported not attending school (Nziramasanga *et al.,* 1999). Figure 3.3 shows the numbers of children who were out of school in 2012.
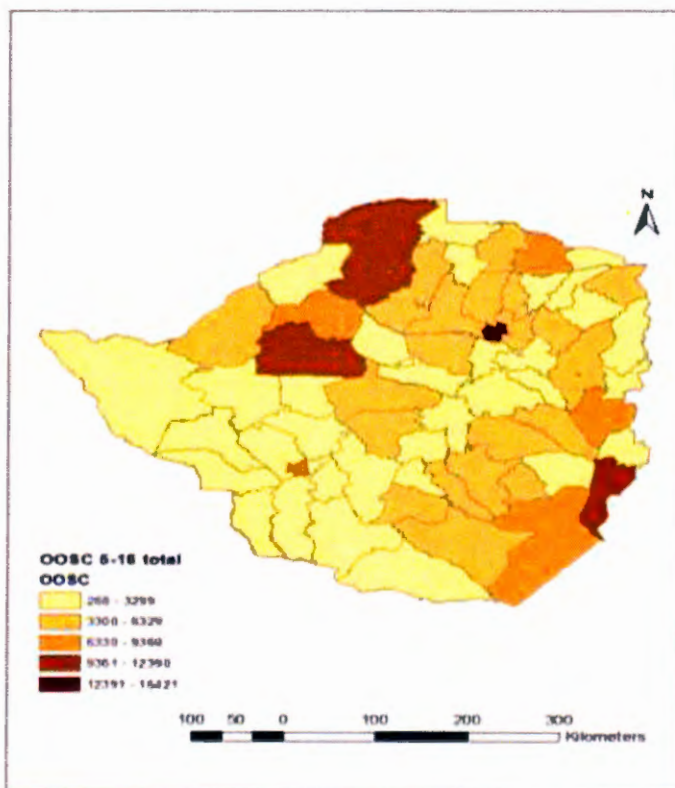
Figure 3.3: Numbers of out of school children aged 5-16 years' district by district in Zimbabwe, 2012

Source: Compiled from PICES data, ZIMSTAT, 2013

A number of situations were found to be associated with education deprivation in Zimbabwe, the majority being at the household level, in particular household poverty, while some conditions, such as illness or disability, were at the individual child level. There were a number of demand and supply-side barriers that keep children out of school. The barriers to education are frequently multiple and interlinked, and dropping out is usually not a one-off event, but rather a process. Figure 3.4 shows that financial constraints were the overwhelming reason.
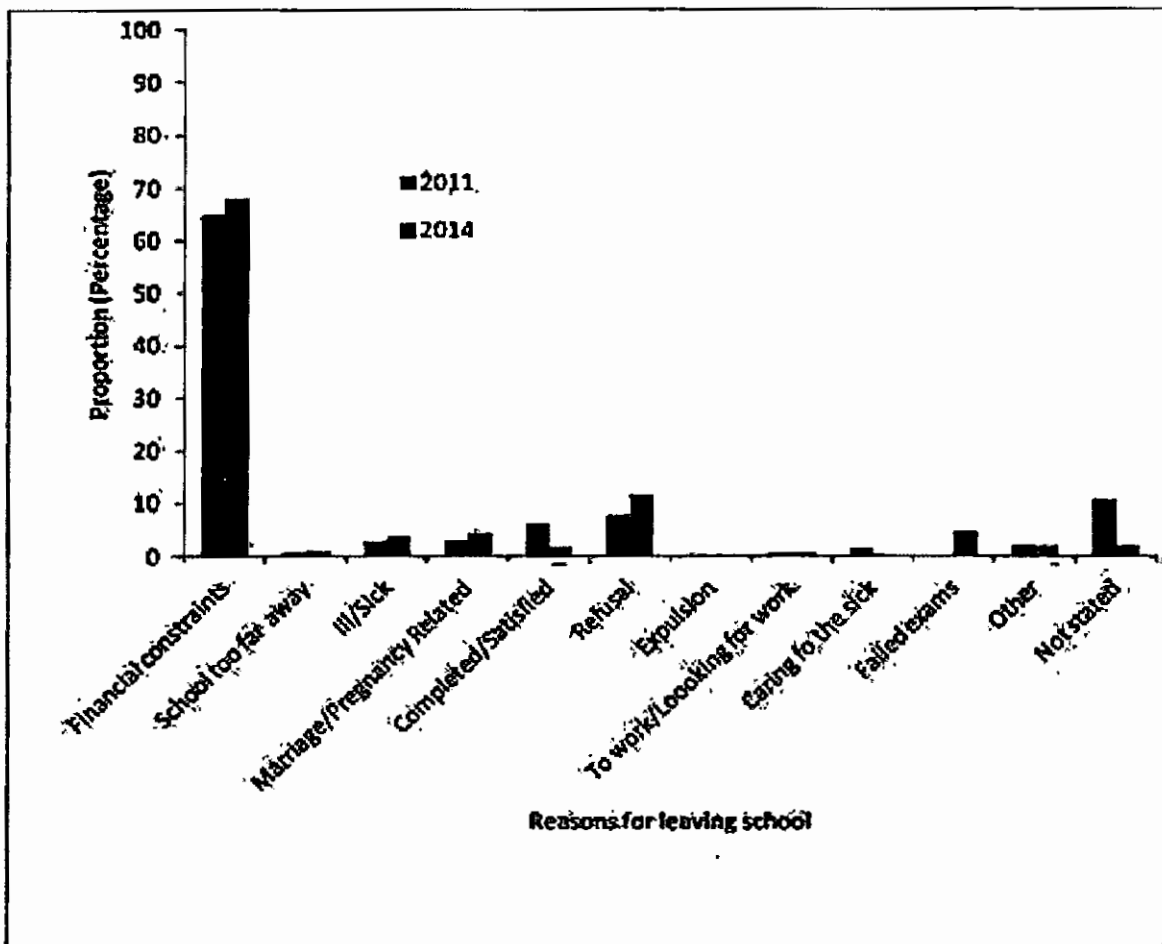
Figure 3.4: Comparison of reasons for children aged between 5 and 17 years leaving school, 2011/2014

Source: ZIMSTAT, 2012 & ZIMSTAT, 2015

Financial constraints are a barrier to the ability to pay expenses required by the school, as well as other costs involved with sending children to school. Even when school fees are affordable, there are a myriad of other costs involved in going to school, including school levies, school uniforms, shoes,

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books, stationery, teacher incentives, extra lessons, and often bus fare for travelling to school that parents are faced with.

3.3   Profile of out of school children in Zimbabwe

The problem of out of school children in Zimbabwe is influenced by physical, political and socio-economic factors which are also differ by rural or urban environments.

3.1.1 Household characteristics

A vulnerability identified by the National Assessment on out of school children is that out of school children are more likely to live in composite households, with step-parents, grandparents, guardians or extended family members. Children not living with both of their biological parents are more likely to drop out of school. In these situations, when money is limited, biological children are usually given preference and chosen to attend school. Education deprivation is more likely to occur in households where poverty is exacerbated by composite household structures.

Many of the out of school children are vulnerable in that they are orphans, or have been abandoned by one or both parents and live with guardians. National Assessment on out of school children found that being an orphan is a reason why some children are out of school. Single and double orphans, as well as *de facto* orphans where the parents are absent, often face hurdles in accessing education, and many end up dropping out. The vulnerabilities include children living in divorced, widowed and female headed households. For example, the Poverty, Income, Consumption and Expenditure Survey (PICES) of 2011/12 found that in urban areas female headed households had slightly more children suffering education deprivation than those in male headed households (ZIMSTAT, 2013). Children of never married or never lived together parents, as well as divorced or separated parents tended to be worse off, especially in urban areas (ZIMSTAT, 2013). Children of divorced mothers were particularly educationally disadvantaged (Manjengwa, *et al.,* 2012).

Manjengwa (2015) states that in the analysis of household structures, five scenarios of vulnerability for out of school children are identified, although they are not mutually exclusive. First there are children who are located in single parent households, mostly single mothers or fathers struggling to make ends meet. The other spouse has either died or the spouse is absent or divorced. In these cases, children live under the care of the remaining spouse who would not have remarried.

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Second, there are out of school children from broken families, whose parents have re-married. The children live with one of their parents who have re-married, bringing in a step-parent into the household. In this composite household, there may be two or three sets of children: from the mother's previous marriage; from the father's previous marriage and children of the new union (Manjengwa, 2015).

In the third category, there are children whose parents are absent, either in a neighbouring country such as South Africa, or in another town, and who have relegated the responsibility of their children to their relatives, usually with the arrangement that they would remit money for their children's upkeep, including for schooling. In such situation, the relatives usually have their own children and are often struggling themselves (Manjengwa, 2015).

In the fourth group of out of schoolchildren are double or single orphans, situated in households where there were other children belonging to the guardians, usually their aunts and uncles. Prioritisation of food, clothes and school fees usually go to the guardian's biological children and only when there is excess will the orphans be considered. This set of children emerge to be the more mobile of the children's groups, being moved from relative to relative as each relative perceive that they have done their part, and it will be the other relative's turn to shoulder the responsibility. This nomadic lifestyle can cause children to miss out on, or drop out of school (Manjengwa, 2015).

Within the fifth group are orphans who live with grandparents too old to engage productively in income generating activities and therefore cannot afford the demands of sending children to school. Out of school children are also perceived by the community as being failures in life with no future (Manjengwa, 2015).

3.1.2 Impoverished households

The predominant characteristic of out of school children and at risk of dropping out of school is that they live in poor households that have low levels of income and are struggling to make ends meet. These households often cannot afford to pay school fees and levies and other indirect costs of education for all the children in the household.

ZIMSTAT (2013), indicates that poor households are classified as those whose consumption of food and non-food items falls below the Total Consumption Poverty Line. A number of national surveys

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that covered poverty indices found that there is a correlation between poverty and out of school children. Analysis of the Poverty, Income, Consumption and Expenditure Survey (PICES) data set found that there is a link between poverty and education deprivation (Figure 3.5). More educationally deprived children are in the extremely poor poverty category. A lower proportion of educationally deprived children are in the non-poor category (Figure 3.5).
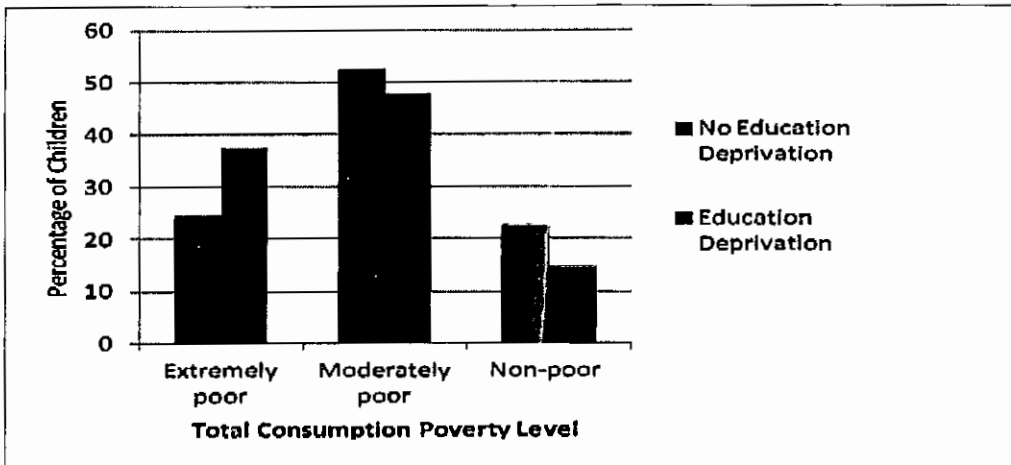
Figure 3.5: Comparison of poverty levels of children with education deprivation and children without education deprivation

Source: Compiled from child data calculated from ZIMSTAT's PICES 2011/12 database

According to Manjengwa (2012), quality employment is a key factor in providing households with adequate income that can be spent on food, education, goods and services that provide for the necessary wellbeing of all the members of the household, especially children.

The rate of unemployment in Zimbabwe is 11.3percent, using the International Labour Organisation broad definition of unemployment of being aged 15 years and above, without work, currently available for work, and actively seeking employment (ZIMSTAT, 2015). However, the majority of the economically active persons are employed in informal employment and farming, and are often under-employed (ZIMSTAT, 2015). The unemployment rate varies between urban and rural areas. The rate of unemployment in rural areas is low at 2.6percent, mainly because of the high proportion of unpaid family workers in farms, while unemployment in urban areas is 29.5percent of all economically active persons aged over 15 years (ZIMSTAT, 2015).

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The National Assessment on out of school children (2014) found that in urban areas, the majority of parents or guardians of out of school children are either unemployed, or engaged in low income livelihoods such as vending and small businesses and the income generating activities that do not produce much income. In rural areas, the majority of households are involved in subsistence farming, and parents of out of school children engaged in agricultural piece-work jobs in the fields. ZIMVAC (2014) reports that majority of children in Zimbabwe who are out of school are found in the rural areas, see figure 3.6.
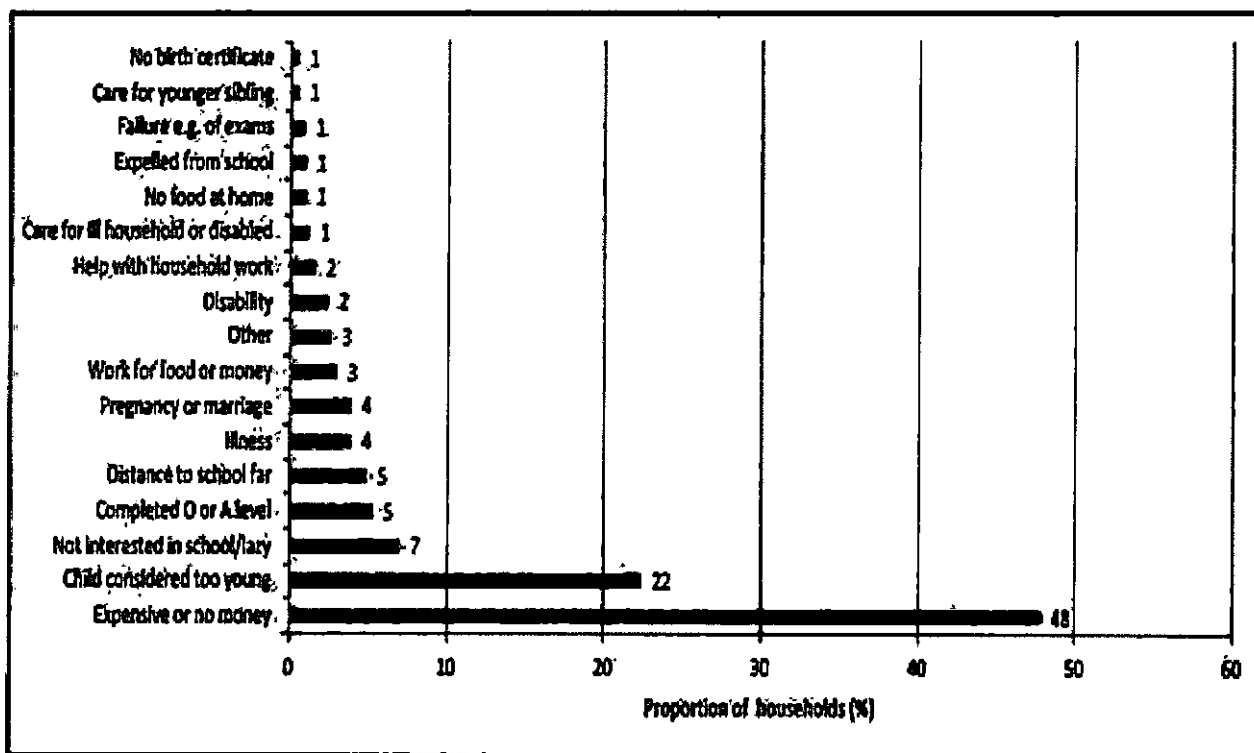
Figure 3.6: Reasons for not attending school in rural areas

Source: ZIMVAC 2014

According to Manjengwa (2015), a number of the other reasons given as barriers to education were either directly or indirectly link to financial constraints. When a member of the household falls ill, this often involves medical bills which have not been budgeted for. The issue of birth registration is often due to lack of money for transport to collect affidavits from relatives and to the registries.

3.1.3 Climate and food security

Households experience food shortages which result in children dropping out of school. Two-thirds of the rural population of Zimbabwe live in the less productive agro-ecological Regions III, IV and V which cover 82percent of the country.   These regions are dry with erratic rainfall and suitable for wildlife and livestock production, and are not suitable for rain-fed agriculture. Food shortage in the household is a barrier to going to school (Figure 3.6), as when money is limited, it is spent on food, rather than education. In urban areas, food has to be purchased. In the rural area, although in good rainfall years a farming family may have surplus, but when there is drought or irregular rainfall crops fail and yields are low. In times of drought families do not have enough money for school fees; children feel hungry during lessons and are unable to concentrate as well as travel to school (Manjengwa, *et al.*, 2014).   Thus, low agricultural production has a negative impact on access to education. The National Assessment on out of school children survey found that the recurrent droughts make it difficult for the parents since they need to make trade-offs between paying school fees or buying food for the survival of the families.

3.4   Perceptions on out of school children

The National Assessment on Out of School Children found out that out of school children are either involved in economic activities, or they are 'doing nothing' (Manjengwa, 2015). Communities have negative perceptions about the out of school children who are 'doing nothing'. Some of the out of school children, both boys and girls and especially the older ones are reported to be involved in social ills such as drug and alcohol abuse and illicit sexual activities and some end up living on the street (street kids).However, the evidence from The National Assessment on Out of School Children shows that the majority of out of school children wished that they could go back to school or participate in non-formal education opportunities to gain life skills (Manjengwa, 2015).

3.5   Non-formal education in Zimbabwe

According to Thompson (2001) non-formal education concept was introduced by Coombs (ibid.) as an alternative approach to addressing the challenge out of school children. Following his work, the International Council for Educational Development (ICED) prepared two research reports that were commissioned by UNICEF and World Bank on New Paths to Learning for Rural Children and Youth

(1973) and Attacking Rural Poverty: How Non-Formal Education Can Help (1974), which examined on how non-formal education can break rural poverty and reduced the proportion of out of school children (Thompson 2001). This resulted in the concept of non-formal education being adopted e.g. the capacity of non-formal education in improving livelihoods.

Addressing the problems of out of school children can be achieved by adopting a model that draws on approaches adopted by non-formal education programmes and, in particular, community schools (Thompson, 2001). Non-formal education provides places that are conducive to learning for children who have been out of school, a timetable that is flexible so as to accommodate the children's household responsibilities, a more inclusive regime that supports learners with families, no school's costs (no requirement for school uniform), less authoritarian and supportive facilitators and opportunities for remedial support. Lessons are conducted in a classroom-like setting. The non-formal education curriculum can be organised on a modular basis and tailored to the needs of the learners. Greater emphasis on the curriculum is mainly on meeting their basic numeracy and literacy and helping them to acquire vocational and livelihood skills (Thompson, 2001).

The Constitution of Zimbabwe reflects the international conventions on education and recognizes that all children have a right to education (Government of Zimbabwe, 2013). Section 81 of the Constitution articulates that every boy and girl under the age of eighteen years, has the right to education. Section 27 says that the State must take all practical measures to promote free and compulsory basic education for children and promote higher and tertiary education. While the Convention on the Rights of the Child states that primary education should be provided free, Zimbabwe's Constitution is less definite on this issue in that the State should 'promote' rather than 'provide' free basic education. Free primary education was the case in Zimbabwe from independence in 1980 until 1991. Beginning 1991 school fees were reintroduced with the adoption of the Economic Structural Adjustment Programme which was designed to reduce government public expenditure. Thus, the reintroduction of school fees gave rise to primary aged children being out of school as a result of financial constraints.

The Ministry of Primary and Secondary Education launched the Non-Formal Education Policy in March 2015 (ZFU, 2016). The Non-Formal Education Policy contributes to the overarching national development goal of increased and equitable access to quality and inclusive education that is relevant in the socio-economic context of Zimbabwe. The Ministry of Primary and Secondary Education leads

and coordinate cross-sectoral collaboration and partnerships with relevant stakeholders, including other government ministries and departments, United Nations agencies, the private sector, civil society, local authorities and development partners. The Non-Formal Education Policy entails the registration of all institutions that offer non-formal education in accordance with the provisions of the Education Act. The institutional mechanisms and arrangements involve national, provincial and district levels. At school level, the school head of every primary or secondary school is responsible for the establishment, administration and management of non-formal education programmes, with the support of School Development Committees in mobilizing and utilizing resources to promote their successful implementation. The curriculum for non-formal education is characterised by flexibility in order to meet the needs of various target groups (Manjengwa, 2015).

3.6   Initiatives targeting out of school children in Zimbabwe

There are a number of programmes, initiatives and opportunities provided for children who are out of school, children who have dropped out, as well as those who have never been to formal school. The Non-Formal Education Policy, launched in 2015, gives a clear framework for children who cannot continue in formal education and now needs to be implemented at all levels (Manjengwa, 2015).

Manjengwa (2015) adds that the Ministry of Primary and Secondary Education, through its Non-Formal Division, provides a number of programmes, which create an enabling environment that can benefit children and youth who have dropped out of school at various levels and did not complete their formal education. Non-Formal programmes include:

- Basic Literacy, which covers reading, writing and arithmetic and is meant for those who never had a chance to attend school.
- Functional Literacy, which is an application of basic literacy skills required for everyday activities.
- The Zimbabwe Adult Basic Education Course, which is a primary school programme for adults leading to Grade 7, and examinations are sat together with formal candidates.
- Part-Time Continuing Education which consists of afternoon or evening classes for those pursuing secondary education.
- Open and Distance Learning, which is a correspondence programme for those pursuing secondary education. It is intended to serve learners who are separated by time and distance. It also serves learners who are disadvantaged socially and economically.

The Zimbabwe Accelerated Learning Programme (ZALP)

The Zimbabwe Accelerated Learning Programme (ZALP) targets children who are out of school. ZALP is run by Ministry of Primary and Secondary Education, department of Non-Formal Education, funded by UNICEF and implemented by World Education Inc. (WEI) from 2013 to 2015. The objective of the programme is to give children who have dropped out of primary school fast track learning so that they can catch up with their age group, reducing the likelihood of dropping out of school especially as a result of over-age discrimination. WEI also provides technical support to the implementing partners who are working with district and provincial education officers (UNICEF, 2014).

The programme covers 32 districts in all provinces. To date 32,000 children were assisted by the programme. The programme offers a basic literacy/numeracy module aligned to the main four primary subjects, English, Mathematics, General Paper and Shona/Ndebele. Upon successful completion of the Accelerated Learning course the child will join the same age group at formal school (Manjengwa, 2015).

The Fit for Life Programme

Fit for Life is another second chance education programme that addresses the problem of children Out of School between 15 to 18 years who did not complete formal primary education or never went to school. The 'Fit for Life' project uses a unique combination of two key elements to accomplish its set goals and objectives: (1) a 'bridging course' education module to enable children who are out of school to achieve a functional literacy and numeracy level allowing them to participate in subsequent technical education in agriculture, and (2) practical training in agriculture-based technical skills to help students increase productivity, improve food security, income generation and improve their employment prospects as well as earn a living through agriculture (ZFU, 2016).

The "Fit for Life" project complements government efforts to help increase literacy and numeracy among the target group, enabling them to improve their employment prospects within the agricultural sector and increase their household income due to enhanced productivity. The project will leverage strategic partnerships and market linkages with the private sector to ensure that support and technical advice continues throughout the life cycle of the project. Ultimately, the project will provide opportunities for children of school-going age from all social and economic backgrounds to improve their livelihoods and unleash their potential to become catalysts for economic growth and

sustainable development in Zimbabwe. The programme targeted to reach 31,000 who did not complete primary education (ZFU, 2016).

3.7   Conclusion

The Five Dimensions of Exclusion model profiles the out of school children and summarises the high numbers of children out of school as a result of factors which include: children who start late or drop out of school, children who attend irregularly, children who are low achievers, children marginalized by language and ethnicity, and those children who are effectively excluded from education. Addressing this problem of out of school children can be achieved by adopting non-formal education strategies that draw on the Theory of Change framework such as the Fit for Life Programme. The concept of the non-formal education is that poor, vulnerable and marginalized children are able to access basic numeracy and literacy to achieve their own potentials and realities and that they should be capacitated to do so.

CHAPTER 4: EMPIRICAL INVESTIGATION

This chapter is an analysis of quantitative data, which provides the magnitude of the Fit for Life Programme in addressing the challenge of "out of school" children in Zimbabwe. As illustrated in detail in Chapter One, this analysis will be conducted by using descriptive statistics. Analysis is done on how the programme was planned, the stakeholders involved, how the programme was implemented, and programme successes and challenges. The findings are that are derived from the aim and objectives of the study.

4.1   Research problem, questions, and aim

The main goal of the Fit for Life Programme was to increase access to education and improve livelihoods for out of school children in the rural areas of Zimbabwe. To that end, the programme provided a 'bridging course' education module to enable children who are out of school to achieve a functional literacy and numeracy level allowing them to participate in subsequent technical education in agriculture. It is against this background that an analysis of the Fit for Life Programme seeks to evaluate its impact on increasing access to education for out of school children in Zimbabwe. The analysis also seeks to address the questions of what the programme entails and whether it was effectively implemented.

4.2   Method of data collection

A questionnaire was administered to 30 key stakeholders who participated in the implementation of the Fit for Life Programme. They were Headmasters, Tutors, MoPSE officials, ZFU district Coordinators and Provincial Managers, Programme Management Unit, Implementing partners and UNICEF staff. These respondents were all purposively sampled as they played a key role in implementing the programme. See Addendum B for a copy of this data collection instrument.

4.3   Pilot study

A preliminary study was conducted prior to the study. The researcher visited Chikomba district and administered five questionnaires to two headmasters, one tutor, one ZFU district coordinator and one Provincial Manager who took part in implementation of the Fit for Life Programme in the district.

Feedback from the pilot study showed that some questions were:

- too difficult to be rephrased in vernacular language;
- repetitive; and
- irrelevant.

This resulted in the questions being rephrased in simpler terms and the irrelevant and repetitive questions being removed from the questionnaire. The pilot study was also used in gauging the average time taken to administer the questionnaire. Feedback showed that it took an average of 45 minutes to administer the questionnaire. Thus, when appointments were being made with the respondents the researcher asked them to spare an hour of their time for the questionnaire.

4.4   Results

Presentation and analysis of data obtained from the questionnaires administered to the research respondents will be done in this section.

4.4.1 Biographical information of research respondents

There were 37% female respondents and 63% male respondents (n=30) as seen in figure 4.1.

Figure 4.1: Gender of respondents

The figure shows that there were more male respondents that females. However, this gender imbalance is maybe because only 30 respondents were selected for this study and they were purposively selected according to their availability.

The lowest education level of respondents was Ordinary-Level (4%), and all of them were mobile tutors who were selected locally including those with Advanced-Level. The majority of respondents (83%) had acquired tertiary education ranging from Diplomas to Master's degrees (n=30) as shown in figure 4.2.

Education level

- Ordinary level   Advanced level   - Tertiary
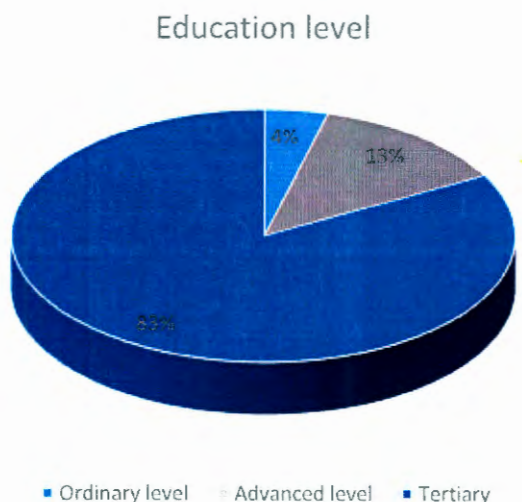
Figure 4.2: Level of education of respondents

Figure 4.2 shows that 17% of the respondents had no tertiary education and these were all tutors in the programme (n=30). The programme was recruiting tutors with at least five ordinary level subject who had previous teaching experience. Thus, this means that experience in teaching children was the main criteria being used for the selection of tutors as opposed to just having a higher education qualification.

Half of the study respondents (50%) were tutors and 4% of them indicated that Ordinary-Level was their highest level of education attained (n=30). Respondents indicated community tutors (unqualified teachers) underwent an intensive orientation programme on teaching methodologies and other aspects of adult education prior to the commencement of the project. Training venues

used were primary schools, secondary schools and satellite schools. The other 50% of the tutors were qualified teachers. The use of qualified teachers as tutors and locally selected tutors had varying impacts on the programme. For, instance, the qualified teachers might have been overwhelmed from their formal classes such that they would dedicate little time and effort to the programme beneficiaries or the community tutors even though they had been trained on the methodology of non-formal education, lacked the practical experience of dealing with the beneficiaries. In contrast, both the qualified teachers and the community tutors seem to have demonstrated a job well done considering that the programme managed to achieve the programme objectives.

The selection of these tutors was conducted by partners in liaison with DLLCs. Some of the tutors selected were those within proximity of residence to the project area who had at least Ordinary-Level qualification and temporary teaching experience while in some cases qualified teachers were used.

The respondents had varying roles in the programme. The tutors were responsible for delivering the bridging course on basic numeracy and literacy whilst the headmasters supervised the tutors and the daily activities of the programme at the school site. Partners from Cotton Training Centre, Khula Sizwe Trust and ZFU were responsible for delivering the agricultural technical skills training to the beneficiaries at the sites. The Programme Management Unit was responsible for coordinating the overall implementation process and monitoring of the programme. UNICEF funded the programme for the Ministry of Primary and Secondary Education. But what does it mean in the context of your study.

4.4.2 Involvement of all stakeholders in planning

Awareness on what the Fit for Life Programme entailed was essential for the success of a programme. Eighty seven percent (n=30) of the respondents indicated that all the relevant stakeholders were made familiar with the programme during the planning and implementation phases. The results show that an effort was made to make the programme familiar to all those who were involved. This is also evidenced by the programme reports, which highlighted that planning meetings were conducted at provincial levels with Provincial Education Directors (PEDs) and partners. The inception reports also highlighted that information regarding key issues of the programme was further cascaded to district level where the MoPSE District Long Life Coordinators (DLLC) played a key role in liaison with headmasters in the selection of tutors and monitoring the implementation of the 'bridging course'. Establishment of the Community Management Unit (CMU) was also done at community level to

ensure project success. The CMU consisted of parents, master farmers, agro- dealers, church leaders and local leadership.

However, 13% (n=30) reported that some stakeholders had not been made familiar with the Fit for Life Programme. They reported that this was evidenced by the lack of support they got from the local leadership and some government ministries in implementing the programme and this resulted in lack of interest and initiation of the programme in the districts particularly in Mashonaland Central province. In addition, the Programme Coordinator of the programme also highlighted that during the two-year period of the programme implementation, there was no Memorandum of Understanding (MoU) from MoPSE, which had been signed. Thus, this raises questions on why MoPSE was hesitant to sign an MoU yet it was their programme. Maybe, conclusions can be made that MoPSE was not willing to fully support and take ownership of the programme due to limited resources. The lack of sensitisation of the programme stated by the 13% (n=30) can be linked to the failure of the programme to reach the targeted enrolment figures in some of the districts and the some of the students dropping out of the programme.

4.4.3 Identification of beneficiaries for enrolment

All the respondents (100%, n=30) reported that the programme targeted 31,000 rural, vulnerable and out of school children between the ages of 15 and 18 years in Mashonaland East, Mashonaland Central, Mashonaland West, Midlands and Matabeleland South. Thus, the knowledge of the target age group also implies that the programme managed to benefit the beneficiaries it was intended for.

All the respondents indicated that the identification and selection of beneficiaries was conducted through the Community Management Unit. Table 4.1 shows the average age groups of the beneficiaries as reported by the respondents.

Table 4.1: Average age of beneficiaries

Target age group	Frequency	Percentage
15	2	8%
16	1	4%
17	13	55%
18	8	33%
Total	**24**	**100**

In table 4.1, 55% of the respondents indicated that the average age group of the beneficiaries was 17 years whilst 33% indicated that 18 years was the average age group (n=30). This means that although the target age group was 15-18 years, most of the students who were interested in the programme was aged 17 years. Thus, maybe those who were aged 15 and 16 might not have been old enough to be interested especially in the agricultural skills component of the programme. Also, maybe those who were aged 18 might have been few because they could have been engaged in other activities, as they were mature.

Eighty four percent (n=30) of the respondents reported that the programme did manage to serve the intended beneficiaries. The remaining 16% (n=30) felt that the age group should have been widened to include children who were below the age of 15 and also those who were above the age of 18 based on the recommendations to improve the programme that they started. However, considering that this was a UNICEF funded programme whose mandate is children, 18 was used as the cut of age, as it is internationally recognised as the 'age of majority.' Therefore, a conclusion can be made that those who were below the age of 15 could have been eliminated from the programme, as they might have been considered to be too young to engage in productive agricultural technical skills.

4.4.4 Bridging course and technical skills training

Hundred percent of the respondents (n=30) indicated that the initial project design was for the beneficiaries to undergo a three month 'bridging course,' which would enable them to qualify for the technical skills training. The 'bridging course' was designed to cover basic numeracy (Maths), reading

and writing skills in English and Shona/Ndebele (depending on the province). The young people were classified into three categories i.e. Level 1, Level 2 and Level 3, based on their mental capabilities. However, the trainings were not completed in the stipulated time frame as expected. Respondents highlighted that the average timeframe of competing the courses varied as shown in figure 4.3. Fifty seven percent of the respondents indicated that the technical skills training took more than six months to complete whilst 6% (n=30) of the respondents said the technical skills training was completed within the set timeframe of three months. Forty nine percent of the respondents also highlighted that it took more than three months to complete the bridging course while only 6% of the respondents indicated that the bridging course was completed within the set time frame (n=30). Thus, it can be concluded that the set time of three months for the courses was not sufficient as all the courses took more time. This could also mean that some of the programme objectives which relied on the courses might have not been achieved as anticipated.

Average training time
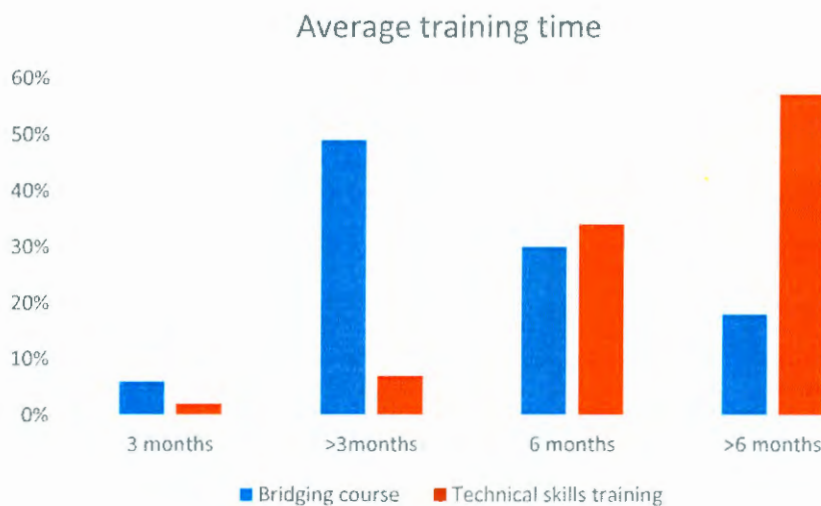
Figure 4.2: Average time taken to complete the trainings

Ninety percent of the respondents (n=30) indicated that the main reason for the difference in the initial time frame and actual time taken for the trainings was because some of the learners had never been to school hence they took long to grasp concepts and were in need of remedial classes, which resulted in the length of the trainings being somehow determined by the learners. This means that the planning phase failed to incorporate the needs of those beneficiaries who had never been to school, demonstrating the general assumption that all the beneficiaries were going to be school dropouts. Respondents highlighted that the trainings also took longer due to other reasons like high

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levels of absenteeism due to competing domestic activities while the flexible timetables that were created to suit the beneficiaries meant that lessons were not being conducted as per initial plan.

Ninety percent of the respondents (n=27) highlighted that all the learning sites conducted trainings in basic literacy and numeracy and agricultural skills. All these respondents indicated that the modules for these trainings were provided by the programme including stationery for the beneficiaries. However other sites also conducted trainings in vernacular languages as per need, 50% of respondents indicated that training was conducted for Shona and 40% of respondents also indicated that trainings were conducted for Shona (n=30). Figure 4.4 presents the list of trainings conducted.
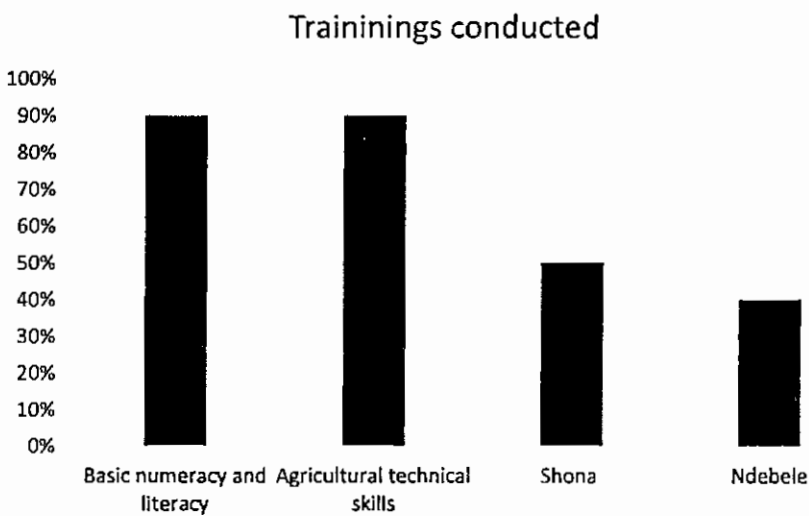
Figure 3.4: List of trainings conducted

Trainings in Shona and Ndebele were not mandatory hence there were no modules provided by the programme for the languages. However, it was some of the tutors who decided to improvise and added the languages to the curricular, as some of the students had never been to school thus they saw it necessary to conduct these trainings as per needs of the beneficiaries. Thus, the improvisation by tutors to add trainings in vernacular languages might have also motivated some beneficiaries who did not understand English to enrol and this action might have also reduced the dropout rate of some students. In addition, this might have been another reason why the bridging course took more time that than was planned for, as no time had been allocated for the learning of vernacular languages in the timetable.

The topics covered in the agricultural technical skills training were determined by the implementing partners and the agro-ecological regions of the districts where the programme was being implemented. As listed by the respondents the technical skills trainings conducted were:

- Basic livestock and veterinary aspects.
- Basic crop agronomy and crop protection.
- Conservation agriculture.
- Small livestock such as goats and sheep production.

All the respondents reported that the beneficiaries were given certificates for completing the bridging course and agricultural technical skills training. The issuing of certificates might have also motivated some of the students to enrol and to complete the programme. The issuing of certificates was a way of adding value and worth to the programme.

4.4.5 Dropouts from the programme

The Programme Management Unit reported that about 20% of the beneficiaries dropped out of the programme. It was highlighted that most of the dropping out occurred during the bridging course training. Most of the beneficiaries were attracted by the technical skills component and had little interest in the 'bridging course' and this resulted in low attendance and drop outs. To reduce boredom among the young people, all the provinces implementing the project offered concurrent implementation of the 'bridging course' and the technical skills training.

The dropout rate was largely attributed to:

- Marriage: some students especially girls who got married would dropped out, as they relocated to their husbands' homes, which was usually not in the same area as the learning sites. In other cases, the husbands would not allow the girls to continue with school and in some case the girls no longer had time to come for lessons, as they were caught up in domestic chores and other wifely duties. As for boys, they dropped out as they had to engage in other income generating activities so as to provide their families.
- Relocation to other areas.
- Some of the students were domestic workers so they dropped out to pursue employer interests.
- Reengagement into the formal education system.

- Competing economic activities like gold panning.
- Lack of interest in the programme.
- Family reasons like helping out in the fields during the rainy seasons, herding cattle or sickness.
- Misinformation about the programme.
- Long distances travelled to learning site.

Thus, this challenge of children dropping out of the programme means that there is need to improve the programme so that it counters all or some of the reasons that result in the students dropping out.

4.4.6 Programme additional support

The beneficiaries also benefited from the programme through additional support from other partnerships with other organisations. Additional support was in the form of other trainings relevant to the programme and grants, as indicated in figure 4.5. This additional support was influenced by the implementing partner in the various provinces hence it was not uniform across the programme.

Program additional support
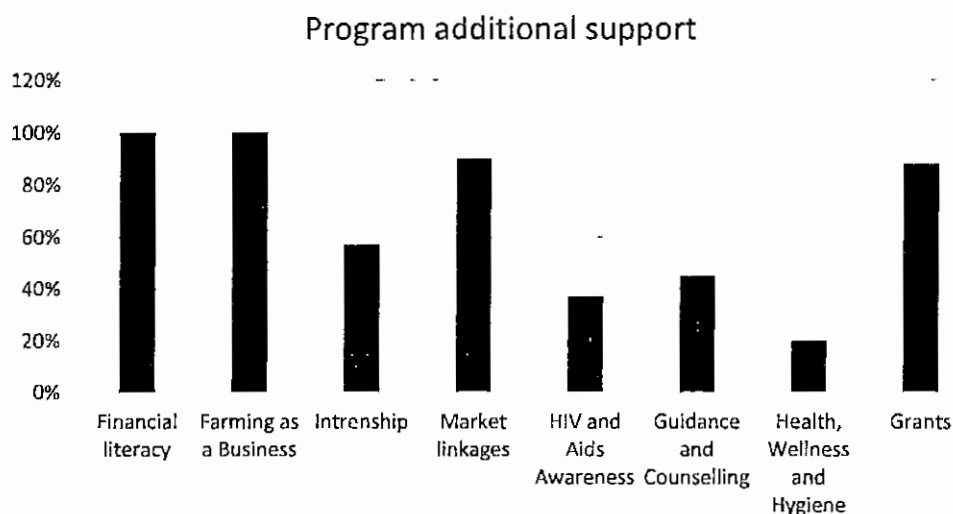
Figure 4.4: Programme additional support

All the respondents reported that Farming as a Business and Financial Literacy were being offered to all the beneficiaries through the partnership with Barclays Bank of Zimbabwe. Eighty-eight percent of the respondents (n=30) highlighted that through this partnership, the beneficiaries also had the

opportunity to apply for the agricultural grants as Young Framers Clubs. Twenty percent of the respondents (n=30) indicated that in Mashonaland West and Midlands life skills training in HIV and Aids Awareness was an additional component to the project. In addition to developing farming skills, the young people were also taught broader life skills such as HIV and Aids and participated in educational theatre where they solved agriculture related problems through use of arts and cultural activities thereby strengthening their agricultural and life skills. Additional training offered as further support cited by the respondents included Market Linkages, Health, Wellness and Hygiene, Guidance and Counselling and Internship Programme.

All the respondents (n=30) reported that learning materials and textbooks were also made available to all the beneficiaries of the programme. Fifty seven percent (n=30) of the respondents stated that in Mashonaland Central and Mashonaland East, beneficiaries received inputs for use in the form of Pfumvudza packs, which were used to establish the demonstration plots for the agricultural technical skills training. The young people received valuable lessons in Conservation Agriculture such as composting and managing resources and these were reinforced through the practical application of the Pfumvudza packs. However, 36% of the respondents (n=30) reported that drop outs were experienced from those sites, which did not have adequate resources for the practical exposure, as the Pfumvudza packs were not enough to distribute to all students. Thus, this could have resulted in students who did not receive the Pfumvudza packs being deprived of the opportunity to get full practical exposure of Conservation Agriculture and this might also have demotivated them from taking the programme seriously. So this could also mean that the resources that were allocated for the programme were not sufficient to provide all the students with quality practical exposure.

4.4.7 Key Fit for Life Programme successes

The Fit for Life programme implementation resulted in some key accomplishments that aided in the achievement of the programme goal. Respondents who participated in the study randomly listed some of the achievements of the programme with relevance to their districts of implementation.

4.4.7.1   Bridging course on literacy and numeracy

All the respondents (100%, n=30) highlighted that the programme benefited beneficiaries who had dropped out of school and those who had never been school, which enabled them to participate in technical skills training. Participants highlighted that this can be demonstrated by the number of

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income generating projects that most of the students started as a result of the programme. Although no statistics were provided, 34% of the respondents (n=30) highlighted that that some of the beneficiaries managed to enrol back for the formal primary school education level after they had graduated from the programme. Thus, this means that the programme did manage to motivate some students who had dropped out of formal education to enrol back.

4.4.7.2   Technical skills training

Eighty seven percent (n=30) of the respondents stated that the programme provided technical skills education in the form of conservation agriculture and small livestock production, which increased productivity, self-sustainability, income generation and employability among the target beneficiaries. Seventy seven percent of the respondents (n=30) indicated that this was evident through Young Farmers' Clubs, which have been formed in their provinces and the 12 beneficiaries who participated in internship programs with Selby Farm. The internship programme gave value to the certificates as they were being use as to acquire internship.

4.4.7.3   The project was well received and accepted by the beneficiaries

All the respondents (100%, n=30) indicated that some of the beneficiaries were delinquent school dropouts but were very committed to the Fit for Life Programme as was evidenced by their punctuality and attendance. The project offered second chance education for those who had never been to school or dropped out of school. Half of the respondents 50% (n=30) indicated that in Mashonaland West and Midlands provinces, the beneficiaries exceeded the target number of 100 students per learning site. This meant that the programme was well received within the communities and that it managed to fulfil its goal of increasing access to education for out of school children.

4.4.7.4   The programme gave rural young people a new lease of life

The programme reached vulnerable children who were out of school in the five provinces of Zimbabwe. All the respondents (n=30) indicated that the programme awarded the beneficiaries with meaningful livelihoods while curbing juvenile delinquencies such as theft, loitering, smoking and drinking in public places. Forty three percent of the respondents (n=30) added that the programme developed the social skills of beneficiaries, increased their confidence and brought out teamwork and collaboration amongst them. In addition, 79% (n=30) also highlighted that the awarding of

certificates at graduation ceremonies was also a strong motivator and enhanced the children's self-esteem and personal worth.

4.4.7.5 There was remarkable participation by females

The programme managed to attract females. Forty three percent of the respondents reported that some of the learning sites had enrolled more females than males (n=30). The tutors reported that the females also proved to be interested and equally engaged in some previously male dominated roles in the agricultural skills training e.g. manual labour, construction of animal shelters and castration in animal husbandry. As a result, this erased the gender perception that technical skills training was mainly for boys and also brought out the fact that girls are determined to get empowered so as to improve their quality of life.

4.4.7.6 There were efficient resources for the implementation of the programme

Forty two percent (n=30) of the respondents from ZFU and UNICEF highlighted that the use of schools as learning sites enabled the efficient monitoring of the use of resources as well as overall programme supervision. Thus, the availability of adequate resources resulted in the success and sustainability of the programme.

4.4.7.7 The various stakeholders supported the programme to ensure its success

ZFU, UNICEF and implementing partner's respondents reported that the programme was well supported by the local leadership, government ministries such as Ministry of Youth, Indigenisation and Economic Empowerment and Ministry of Agriculture, Mechanisation and Irrigation Development. Support was also provided from the community and parents e.g. through provision of resources for the construction of chicken runs. Ninety three percent of the respondents (n=30) also added that tutors were committed and the payment of allowances also motivated them. Forty eight percent (n=30) of the respondents from the implementing partners also highlighted that visits from ZFU and AGRITEX at the learning sites ensured project success through provision of agricultural technical information and for monitoring and evaluation. Thus, it can be concluded that participation of stakeholders at all levels of the programme also influenced the success of the program

4.4.7.8   *The project provided a platform to build good community relations*

Forty percent of the respondents (n=30) who were tutors and headmasters indicated that Community Management Units were very effective in mobilising beneficiaries and creating awareness of the programme. They added that the community also played an important role in information dissemination and communication. The Young Farmers' Clubs, which were formed by the beneficiaries within the communities, are also serving as a vehicle for income generation and poverty eradication in the communities. Although the programme aim was to increase access to education for the beneficiaries, it also indirectly improved the livelihoods od the communities and increased food security.

4.4.7.9   *The project opened avenues for additional training and support for the young people*

Through the partnership with Barclays Bank of Zimbabwe, the beneficiaries received training on Farming as a Business and Financial Literacy and through the Young Farmers' Clubs they have access to finance through the agricultural finance grant, which was set up. In support to this, 85% of the respondents (n=30) indicated that about 70% of the Young Farmers' Clubs that were formed received grants in the form of inputs from the Barclays Bank partnership. Additional support in the form of grants provided sustainability of the program as the beneficiaries were empowered with resources to start income generating projects after graduation. The willingness of the beneficiaries to form Young Farmer's clubs after they had graduated showed their dedication to the program and their eagerness to show how the programme had impacted on their lives.

4.4.8 Fit for Life Programme shortcomings

Despite the programme having key successes, the programme respondents also randomly highlighted some of the programme's challenges that resulted in some of its objectives not being achieved. These challenges were listed with reference to the respondents' experiences on the programme hence they do not apply to all sites. Challenges differed with province, district and learning site.

4.4.8.1   The narrow age limit (15-18 years)

Ninety one percent (n=30) of the respondents reported that the age limit of 15-18 years was a great challenge in achieving the target of 31 000 children in all provinces. It was highlighted that some sites failed to enrol the stipulated 100 students per site, some sites were reported to only have managed to enrol a maximum of range of 30 to 50 students. Thus, this means that enrolment into the programme varied by district and by area and it could have also been mainly influenced by the socio-economic environment in the district. It could also mean that the availability of beneficiaries with the 15 to 18 years age group also differed by district and area.

4.4.8.2   Delayed implementation and late acceptance of the programme

Twenty percent of the respondents (n=30) UNICEF and ZFU (Project Monitoring Unit) mentioned that the absence of a signed Memorandum of Understanding (MoU) with Ministry of Primary and Secondary Education resulted in delayed implementation especially in Mashonaland West and Matabeleland South. The absence of an MoU from MoPSE also raises questions on their commitment to the programme, as the programme had the objective of achieving the mandate of MoPSE. Delayed implementation of the programme negatively impacted on the technical skills training of the programme particularly in the districts where conservation agriculture was being implemented as maize is a seasonal crop and depends on the rainfall pattern. Thus, beneficiaries in those districts might have missed some of the important techniques of conservation agriculture.

4.4.8.3   Programme timeframe

Eighty nine percent of the respondents (n=30) reported that the programme time frame was not enough for the maximum success of the programme. It was added that the implementation period was short since some of the young people had never been to school while some were slow learners who required extended teaching and training. Thus, as a result of the limited timeframe some students who were slow learners might have failed to graduate and those who enrolled late did not fully benefit from the programme considering that agriculture is seasonal.

4.4.8.4   Absenteeism and dropouts due to competing interests

Eighty percent of the respondents (n=30) reported that high levels of absenteeism and dropouts from the programme was a key challenge. The challenge of absenteeism was attributed to some of the beneficiaries being engaged in domestic chores such as farming during the rainy season and cattle herding and this resulted in irregular attendance and dropouts. Ninety seven percent of the respondents (n=30) cited that the programme was also affected by other competing economic activities such as trading and gold panning. Marriage, relocation and unmet expectations were also cited as having resulted in dropouts. Thus, the high rates of absenteeism impacted on the success and sustainability of the programme.

4.4.8.5   Selection of schools for the programme and distances to sites

Thirty percent of the implementing partners (n=30) highlighted that the selection of project sites and demonstration sites was not well received by the communities. Some felt left out and that the current selection resulted in long distances to sites, which made it difficult for some beneficiaries to attend regularly and be punctual. In support to this, some of the tutors highlighted that some of their students indicated that they were frequently absent or dropped out due to the long distances they had to travel. Thus, the site of the schools influenced the enrolment and attendance by the students.

4.4.8.6   Limited options in the technical skills education component

Ninety two percent of the respondents (n=30) highlighted that the project had limited options for technical skills training. This was evidenced by the respondents from implemented partners who reflected that Khula Sizwe Trust only trained beneficiaries on goat/sheep production, Foundations for Farming and ZFU only trained on Conservation Agriculture and Cotton Training Centre only trained on basic crop production and basic small livestock production. All the respondents (n=30) indicated that the programme was only agriculture based and some beneficiaries with no interest in agriculture dropped out. The technical skills component of the programme was limited because the ZFU was the lead organisation thus they only concentrated on agriculture which is their mandate. As, a result, the other implementing partners also had an agricultural background which limited to the programme delivering agricultural skills only. Thus, diversity in the technical skills training can only be achieved

when the partnership of the programme is extended to other organisations which concentrate on other varying technical skills.

4.5   Summary

This chapter presented the study findings. The results revealed that the Fit for Life Programme was effective in increasing access for out of school children in the rural areas of Zimbabwe. There were also indications that the programme managed to benefit about two thirds of females despite the fact that it was an agriculturally based one. The findings also show that the trainings that were mainly offered to the students were basic numeracy, basic literacy and agriculture technical skills in basic crop and animal production. Lessons in vernacular languages were being offered as per need and were not compulsory. All the respondents also indicated that the livelihoods and quality of life of the beneficiaries who graduated from the programme differed from those of other children within the communities who did not enrol in the programme, as they are in engaged in ill social behaviours.

However, the respondents also revealed that the programme has some shortcomings, which were not anticipated and this was a setback in achieving some of the objectives in some of the programme areas. The shortcomings included high dropout rates by the beneficiaries due to reasons like: relocation of the students to other areas, marriage which resulted in relocation or usually the male spouse not allowing the females the opportunity to continue with the programme, other competing economic activities like gold panning and some beneficiaries dropping out simply because of lack of interest in the programme because of the limited options that were offered in the technical skills trainings. The absence of an MoU between ZFU and MoPSE also resulted in the programme gaining late entrance into some districts, which was a major setback, as this greatly affected the technical skills training since agriculture is a seasonal activity. Absenteeism was also a major challenge in the programme as it resulted in the trainings taking longer to complete. This was generally a result of the long distances that some beneficiaries had to travel to and from the learning sites.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

This chapter provides summary of findings that can guide the design of policy and programme interventions that respond to the diverse needs of out of school children. The research problem, research questions and aim of the study are briefly discussed in this chapter. Conclusions based on the theory of change and Fit for Life Programme are also highlighted in this chapter. Recommendations on theory, policy, Fit for Life Programme and further researches are also discussed in this chapter.

5.1   Research problem, research questions and aim of the study

This section briefly highlights the research problem and research questions that guided this study. It further articulates on whether the aim of the study was achieved.

5.1.1   Research problem

As explained in chapter one, The Fit for Life Programme was intended to provide education to out of school children aged between 15 and 18 years in the rural areas of Zimbabwe. The intervention was in response to the current poor access to education, high unemployment levels, food insecurity and higher poverty rates in most rural areas. Thus, it is against this background that the researcher examined the effectiveness of the Fit for Life Programme in increasing access to education for out of school children in the rural areas.

5.1.2 Research questions

Given the research problem in section 5.1.1, the following research questions gave direction to the investigation:

•   What does the Fit for Life programme entail?

•   How effectively was the Fit for Life programme implemented?

•   Did the Fit for Life Programme manage to achieve its goal?

5.1.3 Aim of the study

The main aim of this study was to engage in an exploratory and descriptive investigation of the evaluation of the Fit for Life Programme in order to adapt or change and improve educational services for out of school children. The Fit for Life Programme implementation resulted in some key achievements that resulted in the success of the programme overall aim.

The aim of the study was achieved because the findings responded to the objectives of the study. This made it possible to give conclusions and recommendation for the Fit for Life Programme base on the study findings.

5.2   Conclusions

On the basis of the stated research problem, research questions and the aim of the study, the following conclusions were formulated in terms of theory of change and specifically, Fit for Life Programme:

5.2.1 Theory of change

This section is an overview of how the study adopted the five-dimension theoretical framework to define children who are out of school and how the Theory of Change was applied and adopted in the Fit for Life program.

5.2.1.1 The Theory of Change in general

The study adopted a five-dimension exclusion theoretical framework as postulated by UNICEF and UNESCO as shown in figure 2.4. However, the study was delimited to 15-18 years, which was the targeted age group for school dropouts in the programme. Therefore, the theoretical framework was suitable in matching the time possibilities in which school dropouts occurs since school dropouts were beneficiaries of the programme.
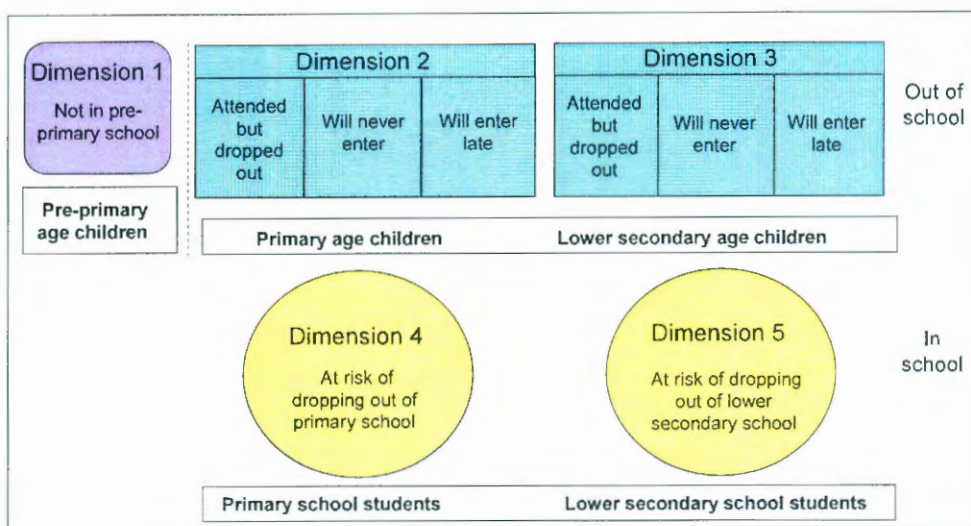
Fig 5.1: Conceptual framework

Source: UNICEF and UNESCO Institute for Statistics, All Children in School by 2015 Global Initiative on out of school children Conceptual and Methodological Framework (2014)

In the study, it was concluded that dropping out of school for majority of students happens in dimension 4 and 5. Results confined to literature by Education Policy and Data Centre (2009), which used data from 35 countries worldwide, including Zimbabwe, and found that dropout rates are higher for over-age pupils, in particular, for the last grades of primary school. The five-dimension model gave insight of children at particular points in time. It differentiated between children who are in school and those who are not and also demonstrated that even when children are in school, some are at more risk than others of dropping out. Therefore, the theoretical framework was suitable in describing the beneficiaries in terms of level of dropouts.

The general theory of change employed in this study was a five-stage model as shown in figure 5.2 as adopted from CARE International (2012):
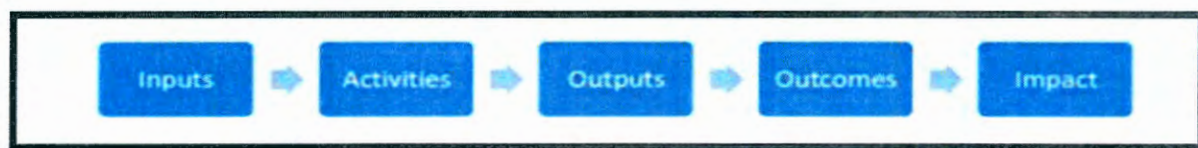
Fig 5.2: Theory of Change in General

The theory was useful in archiving the overall aim of the Fit for Life Programme as shown in 5.2.1.2 below.

5.2.1.2 The Theory of Change adopted by Fit for Life Programme

Fit for Life Programme was based on a set of underlying assumptions and hypotheses about how this intervention would address key aspects of the problems outlined in the problem statement. These assumptions make up the Theory of Change, which was represented diagrammatically (Figure 5.3) below:
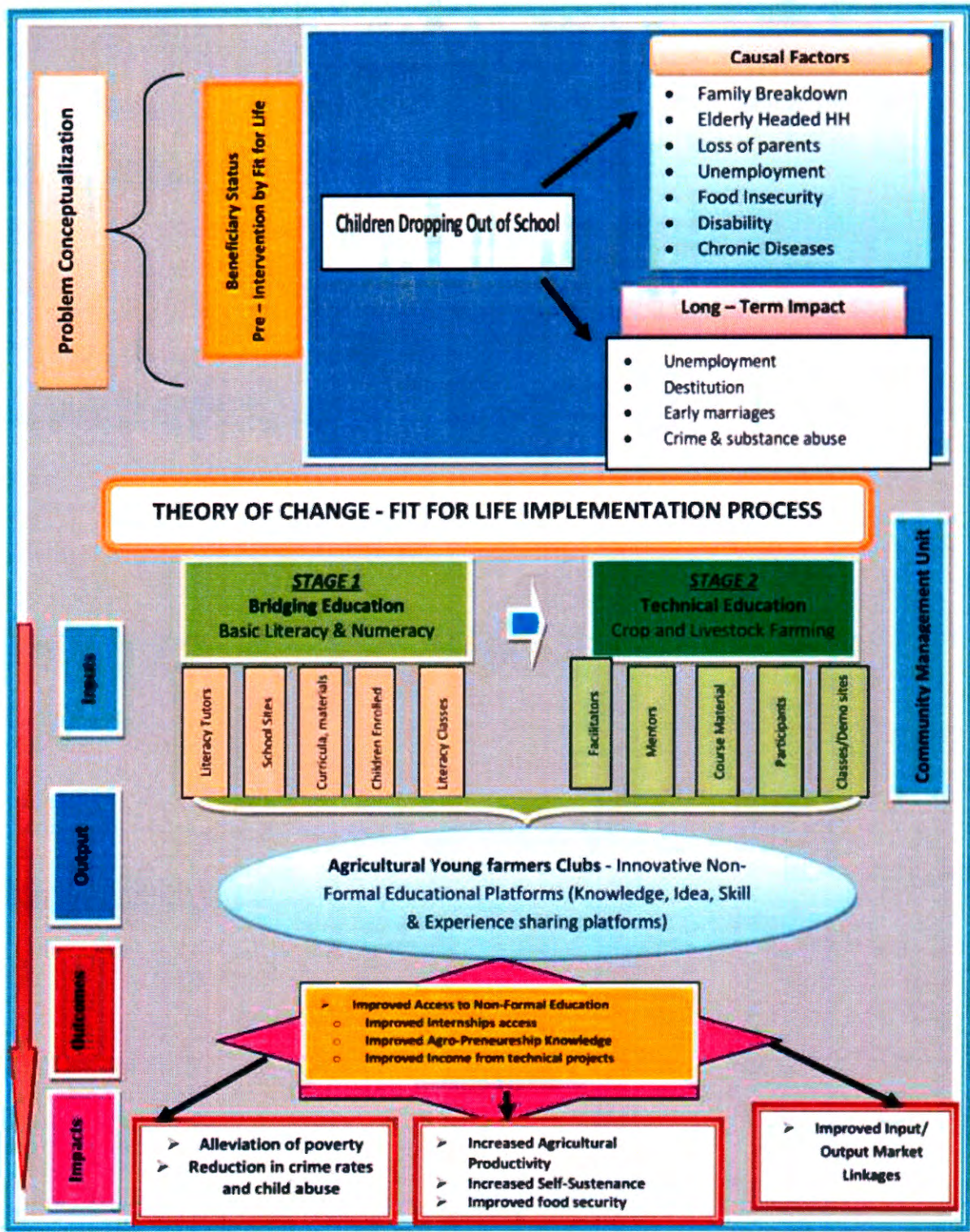
Figure 5.3: Fit for Life Programme Theory of Change

Figure 5.3 shows the Theory of Change as adopted to describe the implementation of the Fit for Life Programme. Problem conceptualization discussed the status of beneficiary pre-implementation of Fit for Life Programme. As illustrated in figure 5.3, the challenges of children dropping from formal education varied and resulted in poverty, food insecurity and unemployment of bread winners. The situation also impacted on the development of the children, as it gave rise to social ills, increased crime, social unrest, unemployment in the value chain and child abuse. Thus, implementation of the Fit for Life Programme had on overall reduction on the challenges.

To implement programmes like Fit for Life, it was concluded that inputs such as tutors, school sites and curriculum are very crucial at the bridging level of the programme. Second stage of Fit for Life required mentors and community management units to guide the beneficiaries for the sustainability of their income generating projects. Having all inputs as shown in figure 5.3, it was noted that Young Farmers' Clubs will be short term outcomes in the achievement of the overall aim of the study. These Young Farmers' Clubs will create an innovation platform for knowledge, idea and experience sharing on technical agriculture. The programme yielded outputs of improved educational access, improved incomes and skills in terms of agro-preneurship as outcomes. Essentially, the programme contributed positively to improved access to education and also positively impacted on the communities through long term impacts, which include an increase in food security, reduction in poverty and improved self-sustenance.

It can then be concluded that the Theory of Change was suitable for the evaluation of the Fit for Life Programme and should be adopted in the implementation of similar projects.

5.2.2 Fit for Life Programme

The problem of out of school children is multifaceted and needs a coordinated approach played by all the different stakeholders including parents, communities, government ministries and their departments, the private sector, non-governmental organisations, international development partners and churches to ensure that children who are not in school are enrolled, and those that are at risk of dropping out, remain in school. Although the Ministries of Primary and Secondary Education and of Higher and Tertiary Education, Science and Technology Development have the overall mandate for education, other Ministries are also involved in providing education and training, as well as for the welfare of children. It was concluded that linkage of all these stakeholders were of paramount importance in creating and improving educational services for the school dropouts during

Fit for Life Programme. All the stakeholders played an important role in the Fit for Life Programme since the programme was implemented using a participatory approach. Regardless of macro factors, which are affecting the economy of Zimbabwe, such as liquidity crunch, higher unemployment rate and absolute poverty it was noted that a non-formal education approach will reduce the crisis in the crippled economy of Zimbabwe. As a long-term strategy, non-formal education systems improve entrepreneurial abilities and skills, generate income for eradication of poverty and hunger. Therefore, Fit for Life Programme through the Theory of Change is a long-term strategy towards reviving economy of Zimbabwe and creating access to educational services because it took a non-formal educational approach to enrol out of school children and vulnerable in Zimbabwe. Fit for Life Programme gave out of school children a second chance to educational services at no financial cost, which shows that it was a long-term strategy in ensuring access to educational services by children in the rural areas.

5.3   Recommendations

This section discusses the recommendations for adoption and improvement of the theory of change in the implementation of the projects for school dropouts. In addition, it highlights recommendations for adoption by students pursuing master's degree programs in development studies. Lastly this section asserts recommendations to Fit for Life Programme management team for programme improvement and various government ministries for policy formulation.

5.3.1 Theory

The recommendations on the Theory of Change when evaluation programme processes are as follows:

- When planning an impact evaluation and developing the terms of reference, any existing programme, the Theory of Change can be utilised to review the programme or policy for appropriateness, comprehensiveness and accuracy, and revised as necessary.
- The researcher also recommends that the Theory of Change should ideally draw upon a combination of information and processes, including needs assessment or determinant analysis that identifies what must be in place for success.

- There must be clear documented objectives, previous evaluations and research on similar programmes or policies, particularly those that include analysis of how the programmes/policies work and expert opinion on these types of programmes/policies.
- Lastly based on theory of change, it is recommended that perspectives of staff, managers, partners and community members on how the intervention works, or fails to work must be considered. Furthermore, feedback from relevant stakeholders on draft versions of the theory of change must be taken into consideration for theory of change to be ideal.

5.3.2 Training {for students doing a Master's degree in Developmental Studies}

It is recommended that students must receive in depth training in the research methodology of programme evaluation. Programme evaluation is a very complex strategy, thus specialised training is of utmost importance.

Furthermore, students should be trained on how to apply theory practically by doing short projects during their theoretical training.

5.3.3 Policy

The researcher advocates that the following principles should be addressed:

- Build on the Zimbabwe Accelerated Learning Programme experience, establish a robust system of accelerated learning in line with the Non-Formal Education Policy that identifies and provides catch up education for out of school children and provides for reintegration into formal education or training. Even when the economic situation improves, children will continue to drop out of school for various reasons, such as illness and migration.

- Make education affordable and accessible to all children: Remove the financial burden for ECD, primary and lower secondary education. For the short-term remedy, there is need to provide 100percent social protection to children who are not in school and children who are at risk of dropping out of school.

- Provide a comprehensive package of assistance for school children that goes beyond fees and levies to include other expenses such as uniforms and stationery, to ensure the attendance of all children in school.

- Scale up the National School Improvement Grants Programme, which capacitates schools to cater for vulnerable children as well as providing the means to re-integrate out of school children, including those who benefited from accelerated learning programs.

- Strengthen and scale up the Harmonised Cash Transfer Programme, which provides a suite of social transfers, with larger amounts of cash as well as covering all districts, urban as well as rural.
- Cash transfers that are conditional on children going to school help to protect children's right to education.

- Capacitate existing non-formal education initiatives for basic education and vocational centres in the short term to absorb the children and youth to prepare them for an economically productive future.
  - o Vocational training should include training in financial literacy and business management. In addition, small business start-up capital would be useful.
  - o Research and experiment to get the correct balance of academic (literacy and numeracy) and vocational subjects in the non-formal second chance curriculum to attract and retain out of school children and youth.

5.3.4 The Fit for Life Programme

The following are the recommendations on Fit for Life based on target group, recruitment process, teaching and learning environment. Recommendations on the programme are also discussed in terms of duration, access to natural resources, certification and attendance status. Lastly trainings such as technical and bridging courses form basis of recommendations under this section.

5.3.4.1 Target group

The programme should continue targeting children aged between 15 and 18 years. Though there was a call to increase the age limit to 25 years, it was also felt that it would disadvantage the younger ones, as they would now need to compete with the older ones who can still benefit from other economic empowerment opportunities such as those offered by the Ministry of Youth, Indigenisation and Economic Empowerment. The target group can either be children who have never been to

school or those who dropped out of primary or secondary school. This target group should include orphans and vulnerable children and those who dropped out of school because of inability to pay school fees. It is also important to consider children in child-headed homes and children living with disability. There are not many developmental programs, which are specifically targeting this age group.

5.3.4.2   Teaching and learning environments

Schools proved to be the best sites for the project but former school environment was also quite 'intimidating' especially for some academically disadvantaged school dropouts. Selecting of learning sites should consider sites that are accessible on foot by the young people. Walking long distances will discourage the children and will result in poor attendance and even dropouts. There should also be recognition of the site as a relatively central and neutral place such as community halls, churches or schools.

It is also very important to create a supportive learning environment for the young people. This can be achieved through encouraging acceptance of the programme by other learners and teachers in the formal school system.

The children should not feel stigmatised or be looked down upon for receiving a second chance at education. Acceptance can be achieved through more interaction with the formal school system e.g. through competitive sporting events. The tutors also need to encourage the academically disadvantaged children to be integrated back into the formal school system.

The teaching and learning environment can also be made more conducive through having adequate resources and learning materials. Demonstration sites for the practical exposure included in the technical skills training must also be easily accessible sites and safe, especially for the females enrolled for the programme.

The tutors need to have flexible timetables to enable the young people to have time for their other responsibilities such as household chores. There is also need to use various teaching techniques as well as integrating sports, arts and cultural activities in the learning process. First preference would be to use qualified teachers, whether in-service or retired and back up with mobile tutors.

5.3.4.3 Duration of the project

In the pilot phase of the programme, the enrolment period for the young people was one year during which time they were expected to go through a three month 'bridging course' in literacy and numeracy followed by technical skills training for at least nine months. This time was not adequate, especially since the recommendation is for each young person on the programme to undergo both crop related and animal based technical skills training.

The proposed enrolment period for the project is at least two to three years for meaningful impact. During this time, the 'bridging course' will be offered concurrently with the technical skills training. This will adequately allow time to fully train the young people and thereby increase productivity, income generation, self-reliance and broaden employment prospects for the young people. The time will also enable the achievement of the full cycle including market linkages, formation of Young Farmer's Clubs (YFCs) and allow full appreciation of the impact of the project and see lives being transformed. The two to three years will also enable slow learners to be accommodated. The model will also be based on two hours of teaching and training versus the acceptable six hours. These two hours per week will be dedicated to theory to ensure more practical concepts and interaction which is a requisition for non-formal education.

5.3.4.4 Bridging course training

It is recommended that the bridging course training must have a standardised pre-assessment tool to classify the children according to UNICEF (2014). The children must be assigned to the following levels if they are to consider beyond targeted age limits of 15-18 years:

- Level 1 – equivalent to Grades 1 to 3
- Level 2 – equivalent to Grades 4 and 5
- Level 3 – equivalent to Grades 6 and 7 and beyond

It will be necessary to include secondary school dropouts in the 'bridging course' at Level 3 to make all the young people on the programme equal as well as give them a refresher course on literacy and numeracy.

The same curricular and training materials that were approved by the Ministry of Primary and Secondary Education (MoPSE) and UNICEF in the pilot programme should be used. However, there is a need to ensure the timely delivery of all materials and resources at the onset of the programme.

The teaching of the 'bridging course' needs to be structured to accommodate the slow learners who might want more time with the tutors. This will be managed well since the 'bridging course' is offered concurrently with the technical skills training. The core of the 'bridging course' will still remain English and Maths.

5.3.4.5   Technical skills training

There is need to use a combination of models for the technical skills training course, based on the experiences from the pilot phase of the programme. The key is for the project to expose all the young people to training on both crop production and animal husbandry. The types of crops or animals will be dependent on the respective agro-ecological region. The technical skills training will also focus on easily accessible enterprises such as poultry production, piggery, rabbit production and horticulture. There is also need to integrate ICT in the technical skills training such as use of mobile technology to get weather information, agricultural tips as well as market information. Owing to climate change, the training will also focus on climate smart technologies such as water harvesting and drip irrigation technology. Emphasis should be placed on 80% practical and 20% theory based on the adopted conceptual framework from UNICEF (2016) used to implement the programme by Fit for Life. Trainings on 'Farming as a Business' and 'Financial Literacy' also remain as compulsory core courses for the technical skills education.

5.3.4.6   Access to resources

There is need to provide access to resources for the beneficiaries to undertake sustainable income generating projects. These should include:

Access to Land – the Community Management Unit (CMU) should lobby for land to be availed to the young people especially for demonstration sites and well as the projects they engage in as the Young Farmer's Clubs (YFC). The CMU will engage the local traditional leadership structure to get access to land. Once awareness of the project has been created, the CMU can also motivate some parents and community members to allocate some of their land for the projects. ZFU and the other implementing partners will also lobby other stakeholders such as government, to allocate land to the young people for their agricultural projects.

Access to Finance – access to finance is an important component of the programme. It is important that the children are not only trained but also get access to finance to enable them to set up their

agriculture based enterprises. The success of the programme and evidence of impact is dependent on the young people being able to implement projects based on the skills they were taught. ZFU should employ various models to enable the young people to access finance such as Internal Savings and Lending (ISALs), setting up a revolving fund and partnering with financial institutions for grants and microfinance.

Access to Markets – an important component of the project is market linkages and access to markets for the produce from the income generating projects. The programme should ensure that the YFCs secure partnerships in the input supply chain. Through their affiliation with ZFU and other implementing partners, the YFCs can benefit from existing partnerships to secure inputs and to enter into contract farming arrangements. The programme should also create market linkages for the products that will be produced through the YFCs. This component will also include access to market information and there is an opportunity to integrate ICT skills for them to receive market information via mobile phones.

5.3.4.7   Attendance and absenteeism

The programme should be designed to increase attendance while limiting absenteeism and dropout rates. This can be achieved through the following strategies:

- Selection of learning sites that are within walking distance for the young people. Scatter the learning sites throughout the districts.
- Employ mobile tutors to reach the remote parts of the district. These mobile tutors will be equipped with motorcycles for travelling convenience.
- Design the timetables to accommodate competing interests such as domestic chores that may include weeding, farming and cattle herding.
- Incorporate sports, arts and cultural activities into the learning programme to diversify delivery methods and to maintain the interest of the young people.
- Concurrent implementation of the 'bridging course' and the technical skills training.
- Increase options to the technical skills education component to include other vocational courses such as building, carpentry and welding.

5.3.4.8   Certification

The young learners are to receive graduation certificates for both the 'bridging course' and the technical training. The key is to ensure that the certificates are recognised by potential employers to increase the chances of employment for the learners.

5.3.5 Research

Gokwe South district of Midlands province scored poorly on the indicators of dropping out of the programme from the 20% of beneficiaries under Fit for Life programme. Therefore, there is need for a special study to find out the underlying problems resulting in children opting out of the Fit for Life Programme after initially being enrolled.

There is also need to carry out further research on the evaluation of assistance initiatives and programmes that promote access to education for out of school children to establish which model works best in which situation and level of education, in terms of effectiveness and cost-benefit analysis and sustainability.

5.4   Concluding remarks

The study focused on process evaluation of the Fit for Life Programme using the theory of change framework. The main aim of this study was to engage in an exploratory and descriptive investigation of the evaluation of the Fit for Life Programme in order to adapt or change it if gave indications of being able to increase access to educational services for out of school children. The programme adopted a theory of change, which was suitable in improvement of access to education for school children who are out of school.

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ADDENDUM A: INFORMED CONSENT FORM

103 Moodie, Hillside, Harare

Informed Consent Form

This informed consent form is for the Fit for Life program implementers who are being invited to participate in research titled, "An evaluation of an Out of School program to increase access to education in Zimbabwe".

This Informed Consent Form has two parts:
- • Information Sheet (to share information about the study with you)
- • Certificate of Consent (for signatures if you choose to participate)

You will be given a copy of the full Informed Consent Form

Part I: Information Sheet

Introduction

I am Rujeko Tokotore, studying Masters in Development Studies at the University of the Free State, South Africa. I am evaluating the Fit for Life program. I am going to give you information and invite you to be part of this research. This consent form may contain words that you do not understand. Please ask me to stop as we go through the information and I will take time to explain. If you have questions later, please feel free to ask.

Purpose of the research

The Fit for Life program was intended to increase access to education and improve livelihoods for Out of School Children aged between 15 to 18 years in rural areas of Zimbabwe. The study seeks to find out if the program was successful in achieving its goals and making change in the quality of life of the beneficiaries and their communities. I believe that you can assist me by telling me what you know about the Fit for Life program. I want to know about how you implemented the program, the beneficiaries, the challenges and successes of the program, the change brought about by the program and what you think can be done to improve the program.

Type of research intervention

This research will involve your participation by filling out a questionnaire that will take about one hour. If you do not wish to answer any of the questions included in the research, you may skip them and move on to the next question. The information recorded is confidential, your name is not being included on the forms, only a number will identify you, and no one else except Rujeko Tokotore will have access to this information.

Participant selection

You are being invited to take part in this research because I feel that your experience as one of the implementers of the Fit for Life program can contribute to understanding and knowledge of increasing access to education for Out of School Children in Zimbabwe.

Voluntary participation

The choice that you make will have no bearing on your job or on any work-related evaluations or reports. You may change your mind later and stop participating even if you agreed earlier.

Risks

There is a risk that you may share some personal or confidential information by chance, or that you may feel uncomfortable talking about some of the topics. However, I do not wish for this to happen. You do not have to answer any question or take part in the study if you feel the question(s) are too personal or if talking about them makes you uncomfortable.

Benefits

There will be no direct benefit to you, but your participation is likely to help me find out more about how to increase access to education for children who are out of school.

Who to contact

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact me on: 0774 035 627 or rtokotore@yahoo.com. My study supervisor is Mr. Carel van Wyk and he can be contacted at vanwykcj@ufs.ac.za

Part II: Certificate of Consent

I have been asked to participate in the research about an evaluation of the Fit for Life program.

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Print Name of Participant_____

Signature of Participant _____

Date _____

       Day/month/year

ADDENDUM B: QUESTIONNAIRE

Questionnaire: Evaluation of the implementation of the Fit for Life Program

The Fit for Life program was intended to increase access to education and improve livelihoods for Out of School Children aged between 15 to 18 years in rural areas of Zimbabwe. The study seeks to find out if the program was successful in achieving its goals and making change in the quality of life of the beneficiaries and their communities. Please feel free to respond to the questionnaire. All information provided will be treated with strict confidentiality.

Questionnaire No

Put ticks in the boxes provided and fill details in the space provided.

SECTION A: Demographic Information

1. Gender

Female	
Male	

2. Position level in the program

Tutor	Headmaster	Partner (specify)	Provincial Manager	District Coordinator	Field Officer	UNICEF

Program Management Unit (specify)	Ministry of Primary and Secondary Education	Zimbabwe Farmers Union	Community Management Unit

3. Level of education attained

Primary	O' Level	A' Level	Tertiary (specify)

4. What was your role in the implementation of the program?

....
....
....

73

SECTION B: Coverage

5. What was the target number of the program?

....

6. Was the target number achieved?

Yes	
No	

If no, give reasons please:

....
....
....

7. What was the target age group of the program beneficiaries?

....

8. What was the average age of the program beneficiaries?

....

9. Did the program serve the intended beneficiaries?

Yes	
No	

If no, give reasons please:

....
....
....

Inputs

10. Do you think the funds provided were sufficient for the success program?

Yes	
No	

If no, how much do you think would have been sufficient for the success of the program?

....

.

11. Were all the stakeholders involved made familiar with the program?

Yes	
No	

If no, give reasons please:

....
....
....

12. What type of inputs did the program provide?

Stationery	Textbooks	Uniform	Cash	Land	Other (specify)

13. Are there other inputs you think the program should have provided?

Input	Reason

Processes

14. Was the two-year implementation period sufficient for the success of the program?

Yes	
No	

If no, give reasons please:

....
....
....

15. Which of the following trainings were being conducted?

Basic Numeracy	Basic Literacy	Shona	Ndebele	Technical Skills (specify

16. Initially, how long were the trainings supposed to take?

	<3 months	3 months	<6 months	>6 months
Bridging course				
Technical skills				

17. On average, how long did the trainings take?

	<3 months	3 months	< 6months	>6 months
Bridging course				
Technical skills				

18. Can you please explain why the initial expected timeframe of the trainings was not achieved? (Only if response to 17 is different from response in 16).

....
....
....
....

19. Were the tutors trained in the content of the following?

Bridging course	Technical skills

20. How were the beneficiaries enrolled?

....
....
....

21. Did any beneficiaries drop out of the program?

Yes	
No	

If yes, state reasons for dropping out please:

....
....

22. Was what actually happened during the courses in accordance to what was expected?

Yes	
No	

If no, explain please:

....

....

....

Outputs

23. What proportion of the target age group enrolled in the program?

-50%	50%	+50%
.		

24. What proportion of the target group completed the courses?

	-50%	50%	+50%
Bridging course			
Technical skills			

25. Did the beneficiaries who completed the course receive any incentives?

Yes	
No	

If yes, what incentives did they receive?

Agricultural inputs	
Grants	
Loans	
Employment	

If no, what happened to the beneficiaries after they completed the courses?

....

....

....

26. Were there other additional services provided to the beneficiaries as a result of the program?

Yes	
No	

If yes, select the services please.

Financial Literacy	
Farming as a business	
Agricultural entrepreneurship	
Market linkages	
Guidance and Counselling	
Health, wellness and hygiene	
Life skills	
Internship program	

Outcomes and Impacts

27. Did the program manage to increase access to education for out of school children in rural areas?

Yes	
No	

If no, give reasons.

....

....

....

....

If yes, how?

....
....
....
....

28. Did the program beneficiaries change the following: after the completion of the program?

	Yes	No
Knowledge regarding numeracy and literacy.		
Attitude towards agriculture		
Behaviour like loitering, disobedience, smoking and drinking etc.		

If no to any one of the responses give reasons, please:

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29. Do beneficiaries who dropped out of the program differ from those who completed the program on their quality of life?

If yes, please explain.

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30. Are informal educational programs like the Fit for Life program likely to be sustainable in the long term?

Yes	
No	

If no, explain, please:

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31. Have there been changes to the educational policies and strategies to benefit the beneficiaries of the Fit for Life program?

Yes	
No	

32. What were the major challenges in achieving the goal of the Fit for Life program?

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33. Suggest possible solutions to increase the success of the Fit for Life Program.

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THANK YOU