



# **MIDLANDS STATE UNIVERSITY**

## **FACULTY OF EDUCATION**

### **DEPARTMENT OF APPLIED EDUCATION**

AN INVESTIGATION INTO THE IMPACT OF CAMFED BURSARY SCHEME IN S3  
SCHOOLS: THE CASE OF MOLA AND SIAKOBVU CLUSTERS IN NYAMINYAMI  
RURAL DISTRICT

BY

MUCHABAIWA RUJEKO

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**GWERU**

**ZIMBABWE**

**OCTOBER 2015**

# MIDLANDS STATE UNIVERSITY



## APPROVAL FORM

This is a confirmation that the undersigned have read and recommends the Department of Applied Education at Midlands State University to accept the project by Muchabaiwa Rujeko.

SUPERVISOR.....

SIGNATURE.....

DATE SIGNED.....

STUDENT.....

SIGNATURE.....

DATE SIGNED.....

CHAIRPERSON.....

SIGNATURE.....

PROGRAMME COORDINATOR .....

SIGNATURE.....

DATE SIGNED.....

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## RELEASE FORM

**NAME OF AUTHOR:** **MUCHABAIWA RUJEKO**

**TITLE OF RESEARCH PROJECT:** An investigation into the impact of Camfed's bursary scheme in S3 schools: The case of Mola and Siakobvu clusters in Nyaminyami/ Kariba rural district.

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# **DEDICATION**

**THIS WORK**

**IS**

**DEDICATED**

**TO**

**JESUS CHRIST**

**THE SEAT**

**OF**

**WISDOM**

**AND**

**DESIGNER OF HUMAN POTENTIAL.**

## **ABSTRACT**

This study assessed the impact of Camfed's bursary scheme in S3 schools focusing on five schools in Mola and Siakobvu clusters of Nyaminyami rural district. The study aimed at identifying outcomes of Camfed's bursary scheme in S3 schools. A qualitative descriptive survey design was used and data were collected from a wide range of participants namely school heads, teachers, Camfed mentors, parents and learners. Questionnaires, interviews, focus groups and document study were the main research instruments used. Findings revealed that Camfed's bursary scheme enabled many girls to attend school regularly although their performances in public examinations were still below the expected standard. Tonga subject, which was once a marginalized language, was being taught and examined in S3 schools. It is concluded that through Camfed's bursary scheme the enrolment, attendance, retention, completion rates, and the teaching and learning process of girl children in S3 schools were being improved. The study recommends that the Ministry of Education make provisions in colleges and universities for training of Tonga language teachers. There is need for constructing a boarding school facility in Nyaminyami district to improve academic performance and also reduce long distances covered travelling to school by children in S3 schools and risks associated with bush boarding.

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# CHAPTER 1

## BACKGROUND TO THE STUDY

### 1.0 Introduction

The wealth and prosperity of Zimbabwe is greatly influenced by the academic performance of its learners in S1, S2 and S3 schools. S3 schools, which are the majority in Zimbabwe, face a lot of challenges in the teaching and learning situation and in academic achievement as compared to S1 and S2 schools. However, Camfed came in as a rescue to some of the challenges holding the notion that family poverty was the major constraint to girl's secondary education in Zimbabwe and therefore started supporting girls to go to school (Camfed, 2004).

According to (Suisse, 2015), Camfed organizations support girls throughout their secondary education by providing them with a comprehensive bursary package which comprises of school fees and levies, exam fee, stationery, uniforms, shoes, bags and sanitary protection. Beneficiaries also receive social and emotional support from Cama members and Camfed teacher mentors. In addition (Guidestar, 2015), concurred that Camfed coordinates verification per term to beneficiaries' schools to check on the girls' welfare and ensure they have received their entitlements. This means that girls under Camfed bursary scheme received maximum support and had most of their financial hurdles to education removed.

The comprehensive bursary package seems to put Camfed beneficiaries in Nyaminyami at a more privileged learning position. It is therefore expected of them to fully benefit from the teaching and learning process and support given by Camfed stakeholders by attending school regularly, completing their secondary education as well as coming out with flying colours in the public examinations. It is on this basis that the research seeks to assess the impact of

Camfed bursary scheme in S3 schools with special reference to five selected schools in Mola and Siakobvu clusters, Nyaminyami rural district.

### **1.1 Background to the study**

Camfed Zimbabwe originated from Mola in Nyaminyami rural district and spread later into other districts and Sub-Saharan countries (Camfed, 2010). Nyaminyami / Kariba rural district is found in Mashonaland – west province and was shown to be one of the remotest areas in the country about 245km North West of Karoi town (The Standard, 2014). The gravel roads are very poor resulting in scarcity of public transport as Mackenzie pointed out in (Zimbabwe Parliament, 2013). This showed that the district faced so many challenges.

According to (Terry, 2007), Camfed assists mainly African girls in rural areas because they were identified worldwide as being the poorest since most of them did not go to school and as a result lacked opportunities that were afforded by education. Ann Cotton the Camfed founder therefore initiated the Camfed bursary scheme in 1993 by sending 32 girls to school in two of the neediest districts of Zimbabwe (Camfed, 2004).

Nyaminyami rural district had three registered schools and ten satellite schools with almost all the schools partnered with Camfed. In its annual review (Camfed, 2013) indicated that of all school types, satellite schools had the most critical needs, the highest number of untrained teachers, the poorest academic results and as well as the poorest school facilities. This means that satellite schools were the most disadvantaged in the education sector.

The researcher appreciated Camfed's vision in providing the African girl child with basic education while she worked in one satellite school. According to (Frommer, Klos, & Schade, 1998), basic education enables people to face challenges more critically, approach their

environment more steadily, become alert of their roles and responsibilities in society, develop a sense of independence and actively participate in developing their society thereby improving their living standards. In simpler terms the above sentiments reveal that education empowers and once educated people become creative and imaginative and the two are direct enemies of poverty.

While basic education is important to every person, the researcher views its outcomes as equally important. According to (Kour & Sharma, 2013), “academic performance is the outcome of education.” In support, (Chapeta & Ganga, 2013) argues that education assistance should focus on improving the learner’s academic performance instead of ensuring school attendance only. Thus, academic performance has a significant role both for the individual and success of the nation.

At national level, academic performance is evaluated using standardised tests as eluded by (Bell, 2012). ZIMSEC examinations are such examples of standardised tests. Although there are various ways to measure academic performance, for the purpose of this study academic performance will be used to refer to levels attained by learners on standardized tests.

Issues relating to school attendance, retention, teaching and learning process, psychosocial support and academic performance will be addressed as all these tie up on the education of a girl child.

## **1.2 Statement of the problem**

The study aimed to find out the impact of Camfed’s bursary scheme in S3 schools and why Camfed bursary girls’ attendance in school, retention in school, completion of

school, performance in public examinations and benefits from the teaching and learning process, was not quite different from their counterparts who were on other forms of support such as BEAM, yet the comprehensive bursary package and psychosocial support available ensured that Camfed girls were fully supported academically and emotionally.

### **1.3 Research Questions**

The major question to be addressed in this study:

1.3.1 What is the impact of Camfed's Bursary scheme in S3 schools, particularly in Mola and Siakobvu clusters schools of Nyaminyami Rural district?

1.3.2 Sub-questions:

- a) How is Camfed Bursary scheme affecting the attendance of girl children in S3 schools?
- b) How is Camfed's Bursary Scheme impacting on girl child's retention and completion of school in S3 schools?
- c) How does Camfed's bursary scheme affect the teaching and learning process of girl children in S3 schools?
- d) How is the education of the girl child influenced by stakeholders under Camfed bursary scheme in S3 schools?
- e) In what ways is the academic performance of the girl child at 'O' level public examinations being improved by Camfed's bursary scheme?

#### **1.4 Significance of the study**

A similar study has been conducted by Camfed as read in International Annual Report (Camfed, 2014) and other proponents. However, the researcher aims to investigate further on findings by assessing the impact of Camfed in S3 day schools only and particularly Nyaminyami, the rural district in which Camfed Zimbabwe was born. This study shall be of benefit to:

Camfed beneficiaries in S3 schools

This research project shall help beneficiaries in S3 to appreciate and value the assistance they are receiving from Camfed scholarship. This will also motivate them to work hard and improve further their retention, attendance and academic performance in school.

Camfed organization

Through the research findings and recommendations, this study will furnish the organization with the necessary information to evaluate the impact of its programs in S3 day schools, make future plans and formulate policies that adapt to global changes and give more impact to educational outcomes of learners in these schools.

Camfed stakeholders

The study will provide knowledge that will motivate and increase stakeholder's commitment, cooperation, engagement and full support to Camfed programs in S3 schools.

Other bursary organizations

Other organizations offering scholarship in S3 schools in Nyaminyami will be encouraged to continue supporting learners in S3 schools as well as joining hands with Camfed in resolving other complex and pending issues such as early child pregnancies in S3 schools.

Ministry of Primary and Secondary Education- Nyaminyami rural District

The research project will provide relevant information that will find an official stand in educational policies and curriculum reviews. It is also hoped that pass rates in the district will be improved. Results can be generalised to other clusters and S3 schools in other districts.

Nyaminyami community

The study will enable community members to increasingly value education and the support they are getting from Camfed. Parents and guardians will come to appreciate education offered in their own S3 schools and stop envying S1 and S2 schools. They shall also offer full support to educating their children.

Teachers and administrators

The study will enable teachers and administrators to design programs, devices and appropriate strategies which can further support students learning. The study will further promote gender sensitive teacher-student relationships and increase teacher's commitment to student learning. Teachers will be helped to understand girl children in S3 schools better and also further the vision of Camfed in S3 schools.

Other students at the school

Some of the research findings can also be generalized to other students on other forms of educational support. Students in S3 schools will also benefit from an improved learning environment.

Midlands State University

This will be the first research conducted on Camfed to be published in the library allowing for further research by students, lecturers and other institutes.

The researcher

The research will increase the researcher knowledge on the impact of Camfed bursary in S3 schools where she is also working. It will also help her fulfil the requirements of her Bachelor of Education Degree in Food Science and Nutrition.

### **1.5 Delimitations of the study**

The study was conducted in Mola and Siakobvu clusters under Nyaminyami rural district. Because of the geographical distance the research was not extended to other clusters such as Kasvisva and Makande. Among the 13 secondary schools in Nyaminyami, only five were selected through cluster sampling. The study sample included: (1) district education officer (1) Camfed district secretariat, 5 school heads, 5 teacher mentors, 10 Cama members, 45 teachers, 40 parents and 40 form four Camfed beneficiaries. The study focused on the impact of Camfed's bursary scheme in S3 schools in relation to girl child's school attendance, retention, completion, teaching and learning process, educational support from Camfed's stake holders and performance at ordinary level public examinations.

### **1.6 Limitations**

#### **1.6.1 Distance**

Secondary schools in Nyaminyami were geographically scattered and the roads were in bad shape resulting in transport problems. To avoid travelling inconveniences on such roads the researcher hired private transport and chose only schools that were along Mola and Siakobvu route.

#### **1.6.2 Financial Problems**

The researcher met a lot of costs in the form of travelling expenses and food expenses since the province, district and schools were isolated from each other. This also limited the researcher from carrying out the study in more schools and clusters.

### **1.6.3 Information from respondents**

Some of the information received was too brief and this was overcome through methodological triangulation employed in the study.

### **1.6.4 Time**

Time for collecting data was limited because students and teachers were busy preparing for end of year examinations.

## **1.7 DEFINITION OF TERMS**

### **1.7.1 Academic performance/ achievement**

Academic performance/ achievement are the level of success attained by students on standardized tests.

### **1.7.2 Impact**

Implies a change brought about by some sort of action and the effect of change is generally presumed to be positive (Wallman- Stokes, Hovde, McLaughlin, & Rosqueta, 2014, p. 2)

### **1.7.3 Summative assessment( tests)**

Summative assessment is an evaluation conducted at the end of a learning process or program to give feedback (Hannah & Dettmer, 2004)

#### **1.7.4 Camfed Bursary Scheme**

An educational scholarship for girls that covers their school fees, levies, examination fees, uniforms, shoes, stationery and sanitary protection(Suisse, 2015)

#### **1.7.5 Cama(Camfed Alumni)**

Cama is an association of former Camfed beneficiaries who graduated from Camfed partner schools who reap back the educational profits into their communities and are represented in SDCs and CDCs (Camfed, 2010)

#### **1.7.6 Cluster**

It is a group of schools that are geographically as close and accessible to each other as possible. Each cluster consists of between five and seven schools with one school selected to serve as the cluster Centre(Dittmar, Mendelsohn, & Ward, 2002, p. 4)

#### **1.7.7Teacher mentor**

A school teacher who was further trained by Camfed in guidance and counselling ,program monitoring and reporting.

#### **1.7.8 Stakeholders**

Those individuals such as parents, chiefs, clinical staff, police, teachers, Cama members, teacher mentors, or groups such as mother support groups who have a role to play on promoting the education of the girl child on an organization and whom in turn, the organization depends (Johnson and Scholes,2002:206) cited in (Bryson , 2004, p. 22)

### **1.7.9 Completion/ retention Rate**

The numbers of students who complete form 4 or form 6 (Ministry of Education, Sport and Culture, 2004).

### **1.7.10 Drop-out Rate**

The numbers of students who are leaving school before completing form four or form six. (Ministry of Education, Sport and Culture, 2004).

### **1.7.11 Philanthropy**

An active effort to promote human welfare (Webster , 2015)

### **1.7.12 Standardized tests**

Tests that are designed by experts, based on rules and specifications such as ZIMSEC examinations.

## **Acronyms**

**CAMFED**-Campaign for female education

**S1 schools** - Secondary schools in low density urban area. (Coltart, 2010, p. 10)

**S2 Schools** - Secondary schools in high density urban areas.

**S3 Schools** - Secondary schools in rural areas.

**MSGs** - Mother Support Groups

**FMGs** -Father Support Groups

**BEAM**-Basic Education Assistance Module

**ZIMSEC** - Zimbabwe School Examination Council

**SDC** - School Development Committee

**CDCs** - Community development committees

**PSGs** – Parent support groups

**OVC** – Orphaned vulnerable children

**CAN**–child abuse and neglect

**FAWEZA** – Forum for African Women Educationalists of Zambia

**GEM**- Gender equity movement

Summary

The genesis of issues that were directly linked to the impact of Camfed's bursary scheme has been traced in this chapter. The backbone of the study has been outlined under a broad background to the study. The chapter has also reflected the significance, delimitations and limitations of the study. Some terms used in the study have been defined and the common acronyms highlighted. Literature relevant to the study was reviewed in the next episode.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

#### 2.0 Introduction

This chapter aimed to identify relevant concepts to highlight the impact of Camfed's bursary scheme in S3 schools. Camfed organization and other scholars have conducted an almost similar study on the impact of Camfed in its partner schools. In order to derive specific arguments in her area of study, the researcher found it crucial to give an account of what was studied, argued and established by her predecessors. The chapter addressed the following sub-topics:

- The impact of Camfed's bursary scheme on girls attendance in S3 schools
- Camfed bursary scheme's impact on retention and completion rates of girl children in S3 Schools.
- Camfed's bursary scheme influence on the teaching and learning process in S3 schools.
- Camfed Stake holder's influence on girl child's education in S3 schools
- Impact of Camfed's Bursary scheme on girl child's academic performance in public examinations.

#### 2.1 The impact of Camfed's Bursary scheme on girl's attendance in S3 schools

According to (Kuvirimira, 2012), Camfed has brought incredible transformations to the lives of many village girls and many testimonies were being articulated and recorded. The presence of Camfed in S3 schools removed the monetary obstacles that blocked girls from being enrolled in S3 schools. Camfed's bursary scheme enabled helpless girl children from

poverty-stricken families and from the most underprivileged societies to be enrolled in secondary schools (Camfed, 2014). This increased the number of girls who were found in S3 schools and in turn increased the school's enrolment thereby attracting more teachers to S3 schools.

Many vulnerable children were not attending school before Camfed's intervention because they had failed to pay school levies and had no school provisions but after Camfed's intervention many ovc's were enrolled in school, retained in school and progressed to advanced levels (Tumbo & Mutelo, 2010). Thus, Camfed's bursary scheme proved to be significant and very applicable in that if it had not intervened most of these ovc's would not have been in school but in the village and probably tied up with harmful activities such as drinking, smoking, child labour, sex for survival and sex trade which could eventually lead to unwanted pregnancies, HIV/AIDS and sexually transmitted infections.

Sharing the same sentiment, (Jukes, Simmons, & Bundy, 2008) echoed that there are reduced risks for HIV susceptibility and unsafe sex if girl children are kept in school. This meant that by educating girl children Camfed has restrained many girls from loitering at the Shopping Centre to beg for food whereby they can be lured and asked for sex in return. Fewer girls were now seen in bars, lodges and risky places at night and the number of prostitutes, thieves and beggars in the nation has been reduced through educating girl children.

In a report by (Save the children (U.K.), 2002, p. 28), adult women in Mola and Sampakaruma revealed that their husband had a tendency of selling their daughters to richer men who buy them beer or give fish. Presented in the same report, a similar case was recorded in Mutorashanga where parents asked their children to drop out of school and work in nearby commercial farms and mines in order to contribute to the families' income. Having

noted the relevancy of Camfed Programs in S3 schools,(Save the children (U.K.), 2002) compliments Camfed because such cases have become fewer.

Through Camfed's bursary scheme in S3 schools, Camfed has managed to implement the Zimbabwe National Strategic plan for the education of girls, orphans and other vulnerable children (2005-2010) program by the (Ministry of Education, Sport and Culture, 2004)and was therefore complimented for its efforts in empowering vulnerable girl children in S3 schools through an education bursary.

Winnie Farao, a former Camfed beneficiary in (Dolan , 2006) argued that in Zimbabwe, most of the rural girls were not entitled to education because it was rather taken as a privilege and a second priority. Through Camfed's bursary scheme most of the rural girl children were however attending school. To show how Camfed was progressing in educating the girl child, a report by (Camfed, 2014) indicated that plans had already been set to assist one million girls through secondary school by 2019 under the Clinton Global Initiative Commitment.

As noted by (Wilbard, 2012), the Camfed model enables bursary girls to be supported throughout their development and grow up into entrepreneurs who in turn can support themselves and other young girls in school. Girls are therefore motivated to be in school since they are aware that they will get help from Camfed when they complete school whether they have passed or not. Although the model is ideal, the researcher viewed it as promoting laziness in that, girls will not be motivated to work very hard since their future has been planned for already. If most of them fail in their public examinations this increases the dependence burden which is a huge hindrance to economic growth.

In appreciation, Kumire a former beneficiary in (Mak, Vassall, Kiss, Vyas, & Watts, 2010) expressed that the opportunities created by Camfed brought so much changes because more

girls were benefiting from the educational system in Mola up to date. Her observations were in line with Camfed's motto which explains that everything changes when an African girl is educated. This has resulted in more girls now prioritized for education by their parents and guardians and by other bursary organizations thereby increasing the enrolment and attendance of girl children in school.

To promote high attendance in schools, Camfed Zimbabwe positively worked with the Ministry of primary and secondary education to ensure that reasonable school fees and levies were upheld in all educational institutes. (Camfed, 2014 ). Since 2011 the Ministry has been discouraging increments in school fees and levies. Retaining school fees and levies has enabled many children to attend school thereby reducing chances of high drop outs and absenteeism. This action did not benefit Camfed beneficiaries only but most of the students in rural schools who had financial barriers to education.

In addressing matters concerning absenteeism among ovc's, (Ministry of Education, Sport and Culture, 2004) confirmed that, absenteeism adversely disrupts girls' academic achievement consequently leading to higher dropout rates. Continuous non-attendance negatively affects girl's academic performance. These assertions have also been confirmed by (UNICEF, 2000) when it suggested that children should attend school regularly in order to achieve academically. More specifically, (Balfanz & Vaughan, 2012) asserted that performance in standardised tests is also strongly affected by students' attendance in school. The assertions therefore reflect the correlations existing between school attendance and academic performance.

Camfed's comprehensive bursary package provides learners with all their school supplies and children will not have to miss school and engage in child labour or other risky activities to

get these supplies (Tumbo & Mutelo, 2010) . The bursary package enables girls to resemble their colleagues in class and therefore helps to reduce chances of the absenteeism among girl children. It was also emphasised by (Balfanz & Vaughan, 2012) that students need to constantly attend school to in order to benefit from school.

To improve participation and attendance by girl children in S3 schools, (Warner, Malholtra, & Mcgonagle, 2012) emphasised the importance of forming girl friendly clubs in schools. Thus, girls need to be given space for meeting and conversing alone. According to (Dolan S. , 2006), Camfed has set up girl's empowerment clubs (GEM clubs) that are enabling girls in Zimbabwe to voice out againstHIV/AIDS ,rape, and abuse. This is to say, girl's rights and safety are being enhanced in S3 schools through GEM clubs thereby facilitating attendance in school.

In identifying reasons to girls absenteeism (Frommer, Klos, & Schade, 1998) noted that girls were burdened with house chores. For instance, they covered long distances when fetching waterand when coming to school. By the time they get to school most of them will be tired already.(Chronicle, 2013),stated that there was no effective learning taking place in rural schools due to the long distances that children travelled to school which failed to create a child friendly environment.In agreement, (Warner, Malholtra, & Mcgonagle, 2012) postulated that parents found it quite protective and the best solution to retain their children at home rather than travelling long distances which were both a burden and harmful. In addition, (Mpala, 2014)noted that the educational policy specified that children should not travel for more than 5km to school but on ground they are travelling for almost 10 km to school.

In order to attend school regularly some of the girls resorted to bush boarding facilities. A recent incident of murder that took place at Fatima in a bush boarding facility has exposed the risks associated with bush boarding(Chronicle, 2015).(Save the children (U.K.), 2002) observed that in some parts of Nyaminyami the shortage of secondary schools forced pupils to camp as ‘bush boarders’ in order to access education and that the bush borders were not controlled by adults or school authorities. Although convenient for school attendance, bush boarding thus poses high risks.

The three community hostels constructed by Camfed allowed children travelling long distances to school to be accommodated near the school to avoid high risks associated with the so called ‘bush boarding’ especially for the girl child (Camfed, 2005). Father support groups helped in constructing cheap hostels for girls (Zimbabwe daily, 2012). Communities were also supported by Camfed to build low cost boarding facilities (Mpala, 2014).

In schools without the community hostel facilities, Camfed made efforts to establish safe approved homes for their beneficiaries that were be under constant review. The house owners received some little token of appreciation. As compared to the hostel accommodation, Camfed viewed these houses as safer, cheaper and more a sustainable solution to the girl’s problems (Camfed, 2014 ). Some community members have taken initiatives and committed themselves to looking after these girls to guarantee their safety and success in school.

(Dolan, Ryus, Dopson, Montgomery, & Scott, 2014), found out that availing menstrual sanitary care and sex education promoted girls attendance in school. Most S3 schools have poor water and sanitation facilities and as a result girls absent themselves from school during menstrual cycles (Camfed, 2014 ). By making provisions for sanitary wear on the Camfed

bursary package absenteeism rate has been highly reduced among girl children in S3 schools. It has enabled girls to concentrate in class and attend to their lessons at ease.

Camfed also noted that there are some girl children who fail to attend lessons due to heavy rains and flooded rivers in S3 schools and as a result Camfed has continued to support the girls after the floods moderated (Camfed, 2013). In other words girl children may fail to attend school due to situations beyond their control.

(Lake , Zivertz, & Murimirwa, 2010),verified that the rate of absenteeism among girl children was very low in Camfed partner districts as compared to other districts where Camfed did not intervene or partners were still new. This indicates that Camfed bursary scheme was greatly improving girls' attendance in S3 schools. (Groffolt-suede & Good, 2010), confirmed that Camfed takes custody of their beneficiaries in the same way clients are owned by their lawyers. In other words, through loyalty and great commitment, Camfed enables many vulnerable girls in S3 schools to be in school and attend lessons frequently. Although there were few girls still dropping out of school, (Camfed, 2013) assured that girls attendance in S3 schools had remained high.

## **2.2 Camfed bursary scheme's impact on retention and completion rates of girl children in S3 Schools.**

Enrolment and completion rates were regarded by (Warner, Malholtra, & Mcgonagle, 2012) as important pointers of how educational goals were being achieved in a school. This shows that student's enrolment and completion rate are important aspects in attaining educational goals. According to (Ministry of Education, Sport and Culture, 2004) an analysis made

between 2000 and 2004 revealed that more male children were completing 'O' level than their female counterparts.

Research findings by (Lake, 2012) indicated that apart from poverty, there were other crucial issues affecting girl children's attendance in S3 schools such early pregnancy, death of a parent, marriage, lack of family motivation and distance.(Sutherland, 2002),addedthat lack of support and inappropriate curriculum were other aspects that blocked girl's retention and completion in school and Camfed has therefore allowed teenage mothers to resume school after birth. These issues therefore need to be addressed as they contribute to drop outs in S3 schools.

Looking from another perspective, (Holley , 2011) argued that girls marriages and early pregnancy were consequences rather than causes of school leaving. (Holley , 2011), noted that girls who dropped out of school were those who lagged behind in school. From this assertion, one can therefore deduce that girls who perform badly in school or who are lazy are more vulnerable to dropping out than girls who are work hard and do well in class.

However, Camfed develops healthy structures in S3 secondary schools to increase the retention rate and its commitment to support girl children throughout their secondary education enables them to stay longer in school (Camfed, 2014). Thus, educational levels attained by Girls in S3 also improved. More girls in S3 schools completed their 'O' level than before. In agreement, (Holley , 2011) echoed that higher levels of education particularly secondary schools protected girls early marriage. This means staying in school benefits girl children more.

(UN Chronicle, 2007), shared the same sentiment with Holley when it indicated that girls who completed their secondary school first married later in life. In other words, staying in

school longer delayed girl marriage.(Holley , 2011), also noted that younger girls stayed in school longer than older girls. This means that age had an effect on retention.

In 2014 Camfed partner schools had 97% of girls who completed their secondary school as compares compared to 75% in non-intervention schools. (Camfed, 2014). This reflects the efforts and strategies that Camfed put in place to enable girls to complete school. (Newswire, 2013), posited that it was essential for youth to be assisted to complete school so that they secure jobs, become entrepreneurs and bring community development. Thus, school completion has benefits for both the individual and the community as well.

Apart from the bursary scheme, Camfed moved an extra mile through its Safety Net Fund to help 136388 vulnerable boys and girls to stay in school in 2014, by providing school essentials such as fees, clothing, stationery, shoes or health facilities as per child's need (Camfed, 2014). Thus, more students were also kept in school through Camfed's intervention. Similarly, the Step up Fund supported girls only who were not on bursary scheme who had dropped out of school or who were at the point of dropping (Camfed, 2010). This shows that Camfed retained a huge number of children in S3 schools.

In its annual report, (Camfed, 2014 ) indicated that through Camfed learner guides 61 children who had dropped out of school in Kwekwe went back to school. (Tyer-Viola & Cesario, 2010), observed that although children dropped out of school their success in education was only guaranteed when they complete their secondary education. This demonstrates the value found in education.

(Lake, 2012), concurred that the training and recruitment of female teachers in S3 schools had an impact on girl's retention and enrolment. Thus, female figures play a crucial role in retaining girl children in school. According to (Hallfors, et al., 2011) girl orphans had higher

chances of dropping out of school and engaging in early marriage and other risk factors. Through the comprehensive bursary package, Camfed hostels and support from various stakeholders, Camfed has made progress in retaining the vulnerable girl children in school to enable them to complete their basic education.

(Associates for change (AFC), 2011), observed that girl retention required community sensitisation programs that equipped community members with skills and strategies that promote enrolment and retention of girls in schools. Through Camfed bursary scheme, efforts were made continuously on sensitizing communities on the importance of educating girl children.

### **2.3 Impact of Camfed's bursary scheme on the teaching and learning process**

(Ministry of Education, Sport, Arts and Culture, 2012, p. 11), remarked that the curriculum was one of the factors accountable for poor academic results and there was need to frequently examine its relevancy in meeting students' needs. The same vision was shared by (Matseyekwa , 2010) when he pointed out that, the Zimbabwean curriculum was not appropriate for the child's developmental needs. These remarks indicate that the curriculum plays a major role in determining the quality of academic results in any nation.

In 2014, Camfed made contributions to the curriculum review process currently underway by Ministry of Primary and Secondary Education advocating for a life skills curriculum which

enable transition to independent adulthood (Camfed, 2014). Thus, Camfed tied up with ministries and communities to improve the curriculum for the benefit of all learners.

Through Camfed's advocacy, six marginalized languages were prioritized in curriculum development and public examinations and Tonga introduced into secondary schools in Binga and Nyaminyami (Ministry of Education, Sport, Arts and Culture, 2012). This meant that students in Nyaminyami were now able to read and write in their mother tongue.

Limited resources and shortage of qualified personnel put pressures on S3 schools leading to an unfavourable learning environments and outcomes.(Camfed, 2013),postulated that unregistered schools relied mainly on Camfed levies for running the schools since most of the parents and guardians were unable to pay the required levies. This meant that without the Camfed levies, the learning environment would be uncondusive due to lack of adequate funds and resources in such schools.

For raising learner outcomes in the teaching and learning process in S3 schools, (Guidestar, 2015)indicates that Camfed paved way for "My better world" curriculum and availed guided study books especially for English, Mathematics and Science which benefited both the teacher and pupils. It also facilitated academic camping for Science and Maths exhibition(Lake, 2012). This aimed to promote science subjects among girl children.

(Guidestar, 2015), revealed thatCamfed trained girls who graduated from Camfed partner schools as learner guides and peer educators. The learner guides were responsible for facilitating the program in schools and according to (Camfed, 2014), this had long term benefits to Camfed beneficiaries and other people in the Camfed circle. Thus,girls were directed in their studies by learner guides whose life's experiences weresimilar to their own.

The program aimed to promote study and life skills that would improve the teaching and learning process in S3 schools.

In its annual review, (Camfed, 2014) indicated its future plans for availing in S3 schools, electronic study materials to learners, mobile and classroom libraries and ICT equipment through the use of solar energy. Thus, Camfed aims to provide resources in line with the global changes to improve the learning outcomes in S3 schools.

According to (Chronicle, 2013), most rural schools lacked proper education due to un conducive learning environments. Camfed has therefore established policies that ensure favourable teaching conditions in S3 schools by training female students who graduated from S3 schools to train as school mentor teachers (Lake, 2012). This entails that the female mentor teachers also acted as role models in schools where females were underrepresented. While it was important to have female teachers in S3 schools, (UNICEF, 2000) indicated that teachers working conditions also affect their ability to provide quality education. It therefore implies that improvement in working conditions promotes both quality and retention of female teachers in S3 schools.

Camfed mainly concentrate on ensuring child's protection in S3 schools and it has demonstrated this by advocating for the child rights and gender policies in the national curriculum (Guidestar, 2015). Today, the girl child has become a national issue in Zimbabwe. At school level Camfed facilitated provision of health and psychological support to OVCs in the school through training teacher mentor in such services (Camfed, 2013). This provides emotional and social security.

By taking such an affirmative action Camfed has increased awareness and enactment of children's rights in the teaching and learning situation. For instance, on the issue of corporal

punishment (Mpala, 2014), postulated that school safety is promoted in schools where corporal punishment is not exercised and where disciplinary codes are enforced. Most of the schools today have abolished corporal punishment thereby promoting a safe and conducive learning environment in S3 schools.

According to (Lake, 2012) Camfed has initiated friendly child centred methodology in S3 schools which promote high levels of self-esteem among vulnerable girl children. The methodology enabled the girl children to actively participate in education without feeling isolated and downgraded. As purported by (Camfed, 2014) the girls were also empowered to self-report cases of abuse through Camfed's suggestion boxes placed in partner schools. In other words the protective measures that were put in place enabled vulnerable girls to fully benefit from the teaching and learning process.

(Camfed, 2014), observed the link that existed between primary and secondary education and therefore extended its support to vulnerable children in primary schools through the Safety Net Fund to improve the teaching and learning process of vulnerable girl children at an early stage before they are enrolled into secondary school. This shows that primary education had an influence on vulnerable girl's secondary education.

In general Camfed's bursary program has improved the teaching and learning process in S3 schools through the psychosocial support given by Camfed stakeholders for instance lunch at school, the constant bursary package, by ensuring girls safety in school, and by making provision for teaching and learning resources that were adaptive to global changes. Technology is the modern world and S3 schools were no exception.

## **2.4 Camfed Stake holder's influence on the girl child's education in S3 schools**

According to Hidden curriculum(2014) in (Abbort , 2014) education stakeholders include administrators, teachers, staff members, students, parents, families, community members, local business leaders and elected officials such as school board members, city councillors and state representatives who are involved in the child's welfare and success. This indicates that school stakeholders are representatives from the school system and from the community at large.

Camfed bursary scheme has stakeholders which according to(Camfed, 2010) were represented by school communities such as CDCs, SDCs, teacher mentors and Cama membersand community representatives which include parent support groups such as MSGs and FSGs whose engagement and patronage promote girl children to be in school.According to (Wilbard, 2012)most of the Camfed community stakeholders are volunteers. This shows that most of them commit themselves to promote girl child's education.

According to (Camfed, 2013), the school management committeeswere trained by Camfed onchild protectionandfinancial management. This meant that all stakeholders in the school management committee became equipped with the basic child protection skills and financial management skills in helping girl children.On comparison districts, (Camfed, 2014)observed that districts with school management committees were actively involved in local philanthropy both in cash and kind to promote the child's welfare and success in school. The committees include SDCs, CDCs, Cama members and teacher mentors.

According to (Grofffoolt-suede & Good, 2010), Camfed establishes social support systemsin rural communities by upholdinggood leadership in S3 communities and by creating supportive programs in the village communities. These were the community based

committees or parent support groups who also participate in school programs to improve the welfare of the child in school thereby promoting quality education in S3 schools(Camfed, 2013). The groups involved included FSGs and MSGs.

#### **2.4.1 School Development Committees (SDCs)**

In an annual report (Camfed, 2014)stated that SDC members received training from the Camfed resource team on bursary management and girls selection process and were monitored on the ground through verification checks. This meant that SDC members had to make sure that the right child had received all her entitlements and was enrolled in the school.

(Camfed, 2013), postulated that the Camfed school committee were responsible for selecting new girls into the bursary scheme. SDC members were therefore involved in identifying and selecting girls from S3 schools who qualified into the Camfed bursary scheme, Safety Net Funds and Step Up Fund(Camfed, 2010). The process requires transparency and therefore included verification checks by other stakeholders. According to (UN Chronicle, 2007) , Camfed does not select girls according to their academic potential but according to the needs of the child. Therefore SDC has to ensure that the right girls were selected and that they were not under double scholarship for instance on Beam or other forms of support. Thus SDCs decisions and choices enabled the most vulnerable children in S3 schools to be supported under Camfed bursary program. If the selection decisions and choices were biased, wrong girls will be selected for the program and the most vulnerable girls left out.

SDC members address and engage in school action plans on some sensitive issues that crop up in schools affecting a child's teaching and learning environment. According to (Ministry of Education, Sport and Culture, 2004) SDC is accountable for re-sensitizing communities

and schools on the Re-entry policy for teenage mothers to complete their studies. Most of the teenage mothers are not completing their studies and SDC has to intervene and help girls out.

SDC's engagement and support in S3 schools was also highlighted in a report by (Save the children (U.K.), 2002) when it remarked that the SDC solved the problem of bush boarding in Pashu, Mola and Sampakaruma by constructing decent shelters monitored by community leaders and school authorities. The above sentiment expresses how SDC members through their activism as stakeholders have responded in addressing the problem of bush boarding which is a sensitive issue for the girl child in S3 schools.

In some S3 schools, (Camfed, 2014) reported that some SDCs have hired and paid part time Mathematics and Science teachers to address shortage of these teachers in S3 schools, introduced remedial classes to improve performance and offered bicycles to students who live far from school. (Lake, Zivertz, & Murimirwa, 2010), added that SDC is also responsible for ensuring safety of children in school. This shows that SDCs as stakeholders have an important role in the education of students in school.

#### **2.4.2 Community Development Committee (CDC)**

CDC is a group of various district stakeholders such as Ministry of Education, Health representatives, teachers, police, young women, local Ngo's who come together in an open dialogue to address issues as echoed by (Lake, 2012). Thus, each represented group has an important role to play in addressing and promoting the welfare of children in school. CDCs hold meetings with parents and communities sensitizing them see the importance of education and thereby give the necessary support to their children. According to (Associates for change (AFC), 2011) communities in rural areas can be sensitized on the value of education through such as drama, films, poetry and cultural dances. This gives more impact.

The secret behind Camfed's intervention strategies as asserted by (Camfed, 2013) was that of empowering the district to take ownership of the Camfed program and facilitating team spirit among various stakeholders. In other words, CDCs run and monitor all Camfed's educational programs. Through their teachings and discussions in meetings CDCs influence parents to increase their commitment to promoting education. According to (Camfed, 2010) CDCs develop and monitor Camfed's budgets, respond to financial management matters and cases of abuse. This entails that they also make referrals to other services that vulnerable children in S3 schools might need such as health services and police support services for instance CAN cases (Camfed, 2010). This means that vulnerable need services from other stakeholders that are not available in the school. In addition, the awareness campaign programs provided by health and police programs influence children in S3 schools to make informed choices in their lives so that they successfully achieve their educational goals.

However, (Lake, Zivertz, & Murimirwa, 2010) argued that some non-government paid CDC members require some allowances to volunteer and undertake CDC work more than the government staff who are salaried by the state and therefore can afford to volunteer their time to the project. This indicates that some CDC members are at times financially crippled to fully exercise their roles as CDC members.

### **2.4.3 Teacher Mentor**

According to (Zimbabwe daily, 2012), Camfed partner schools have female teacher mentors who represent girls' matters to Camfed committees or head office. In addition, (Guidestar, 2015) also postulated that all the teacher mentors undergo training and to provide guidance and counselling to vulnerable children in S3 schools which increase their confidence behaviour in school and life. (Chronicle, 2013), saw teacher mentors as champions for

vulnerable children. Thus, children confide with teacher mentors to solve their problems and receive the emotional and social support that they need during their learning process.

Apart from being female role models, teacher mentors ensure distribution of entitlements to learners, check on regular attendance, make home visits to follow up on absenteeism, keep pregnant girls in school, and check on child headed houses, monitors academic progress and results of learners(Camfed, 2010). In other words, teacher mentors are involved in monitoring the bursary girls in and outside school and respond to girls' issues first before other significant figures. (Wilbard, 2012), concurred that teacher mentors are also involved in compiling reports on the child's academic progress. Thus, they also keep detailed records of students' information in the Camfed school file.

Meanwhile, (Tumbo & Mutelo, 2010) argues that teacher mentors are already burdened in performing their core roles as vocational teachers and some of them have 30 lessons to teach weekly and with an imbalance of teacher-pupil ratio. This means teacher mentors should have fewer teaching loads in the school in order to fully execute their teacher mentor role. In addition, (Camfed, 2013) advocates for teacher mentor's incentives in the form of air time. This shows that there is need to motivate teacher mentors efforts for their tireless job.

However, (Tumbo & Mutelo, 2010) further argued that teacher mentors' roles lack formal recognition in the government's curriculum, job descriptions and remuneration packages. Teacher mentoring therefore works best with teachers who are committed and have a passion for children's welfare.

#### **2.4.4 Cama members**

Cama is comprised of Camfed beneficiaries who have graduated from Camfed partner schools in rural communities, who support each other as they reinvest by becoming role models and mentors to downgraded girls in their local S3 schools (Camfed, 2014). Simply these are former Camfed students from S3 schools trained to be woman entrepreneurs. According to (Guidestar, 2015), Camfed facilitates the education and training of Cama entrepreneurs so that they are also able to assist Camfed girls in school. Thus,they work closely together with the teacher mentor and form part of the SDC. They also provide counselling, mentorship, life skills, and some financial or material support services to vulnerable children in school and according to (Lake , Zivertz, & Murimirwa, 2010), they ensure young rural women are involved in decision making processes. This means that vulnerable girls have a voice on decisions made pertaining to their life.

According to (Tumbo & Mutelo, 2010) some reports from schools have expressed that Cama's interaction with students and teachers was limited in their schools and the reason being that they face inadequate finances for travelling to the targeted schools and offer the required services. This may be due to the fact that the schools are geographically scattered.

#### **2.4.5 Parent support groups**

According to (Sutherland, 2002), Camfed observed the need to empower parents economically especially mothers for them to effectively support girls schooling. In agreement,(Mpala, 2014),posited that through Camfed's bursary scheme, women support groups were educated in children's rights and safety both in schools and communities, reporting mechanisms, resource mobilisation and were also assisted with field inputs such as

fertilisers. This showed that women were empowered on various aspects pertaining to the kind of support need by children needed in school.

According to (Camfed, 2014),MSGs have made provision for meal programs to feed hungry children in school during years of drought, provided additional learning resources to help children in school, made follow ups on students' attendance and performance, mobilised other parents and created awareness on children's rights and protection.(Camfed, 2014), added thatMSGs were supporting Camfed teacher mentors by identifying and reporting abuse within their communities and some MSG members have volunteered to look after the girls in the community hostels. In the same report (Camfed, 2014) indicated that in 2014, there were 3195 mother support groups across 26 districts in Zimbabwe who supported learners in S3 schools. This entails that more women groups were actively engaging themselves under the Camfed bursary to promote girl child's education in S3 schools.

## **2.5 Impact of Camfed's Bursary scheme on girl child's academic performance in public examinations**

(Ansell, 2002), argued that the colonial style curricula and the emphasis given on public examinations failed to meet the needs of the village girl and as a result rural schools pass rates were lower. Similar observations were noted by Roscigno and Crowley (2001) in (Joshi & Srivastava, 2009) when he postulated that academic achievement of village children typically lags behind that of urban or suburban children. This is to say students from S1 and S2 schools perform better in examinations than those in S3 schools.

Findings by (Tumbo & Mutelo, 2010) revealed that boarding school facilities for secondary students aided in reducing vulnerability to HIV and other risk factors as well as in increasing school pass rates. The reasons stated by (Tumbo & Mutelo, 2010) indicated that students in a boarding have ample time, space, peace and no interruptions in their studies. In other words this reflected that girl boarders in S3 schools registered better examination performance rates as compared to their counter parts in day schools.

While this might be true, (Camfed, 2014) purports that among girls supported by Camfed, pass rates have improved in Camfed partner schools and are consistently higher than the national average. In support (Makoshori, 2013) asserts that after the donor funding the results at Mola secondary school had been marvellous despite remoteness and it was also presented with the Secretary's bell in 1993. The donor so mentioned was Camfed which reflect the impact it had brought to Mola on academic results.

In Zimbabwe students who pass 'O' level but fail to proceed to 'A' level can do any of the following; teacher education, nursing, agriculture education and training, polytechnic education, industrial training and trade testing (Ministry of Education ,Art and Culture, 2005). Thus with the required passes at 'O', one is enabled to advance with education or enter the career world. The 'O' and 'A' level certificate are considered the official academic qualifications as opposed to a school generated report (Mano, 2001). However, there are students who have also successfully completed their basic education in S3 Camfed partner schools who have gone to universities pursuing law, medicine, political administration, and business studies (Camfed, 2014). Some have become doctors, auditors, teachers, and nurses country wide (Camfed, 2010). Camfed bursary scheme has therefore enabled many students from S3 schools to qualify into the global tertiary world.

Camfed employs ZIMSEC assessment instruments to administering assessments of its results obtained from the partner schools at both national and international levels to improve learners' performance in examinations (Camfed, 2014). Thus, public examinations provide feedback in assessing and evaluating Camfed's bursary scheme. To improve performance in public examinations, (Camfed, 2010) indicated that Camfed is experimenting with a number of techniques to find out the influence of the child's background variables and its effects on the interventions used by Camfed on improving girls performance. By so doing, Camfed expresses its concern for improving academic results attained by girls in S3 schools.

Camfed has intentions to plan for corrective action in S3 school (Camfed, 2014). This aims at improving girl's performance in S3 schools. A Tanzania report by (Tumbo & Mutelo, 2010) indicated that in Camfed partner schools, schools heads observed that there were higher percentages of OVCs who passed form four examinations. The assertions above are indicative of Camfed's efforts to help students in S3 schools improve on their academic performance in addition to their completion and retention rates.

Due to the economic wave that swept across the country as from 2006, (Ministry of Education, Sport, Arts and Culture, 2012) concur that outcomes measured in terms of academic performance in public examinations has started recover from the low records of 2008 and 2009 and it will take many years for the ground lost since 2006 to be reversed. This means that most of the children who were in school as from 2006 were affected throughout their education process and unless they receive extra academic assistance on the way the results will not be as per expected standard. However, Camfed bursary scheme continues to improve on its existing programs to attain its goals for the girl child in S3 schools.

## **Summary**

This chapter reviewed literature related to the impacts of Camfed bursary scheme in S3 schools. A concise overview of literature was done under sub-topics indicated at the beginning of the chapter. The next chapter focused on the research methodology.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter focused on how the research was going to be carried out. It presented the research design and type, target population, sampling methods, data instrumentation, data collection and data analysis procedures. Ethical considerations and measures to provide trustworthiness were discussed.

(Leedy , 1997, p. 3),definedresearch as, “the systematic process of collecting and analysing information in order to increase our understanding of the phenomenon with which we are concerned or interested.” Thus the concern or interest might arise when attempting to answer a question“what is the impact of Camfed’s bursary scheme in S3 schools? The above definition therefore indicates that a research is a process which follows a certain procedure in collecting and interpreting the collected data in an attempt to answer the question.

Research methodology involves the systematic procedures by which the researcher starts from the initial identification of the problem to its final conclusions (Singh, 2006). The role is to carry on the research work in a scientific and valid manner.

#### **3.1 Research Approach**

The research employed mainly the qualitative method to collect the relevant data. Qualitative research is a systematic, interactive and subjective approach that describes and gives meaning to life’s experiences Burns & Grooves (1997) in (Chiromo, 2006). In other words, it is a more realistic method in which real world situations are studied as they unfold.

Although qualitative data is easy to comprehend, analysis is often problematic since there can be many options that can confuse. Validity of qualitative research is thus assured through triangulation. (Mhlanga & Ncube, 2003), concurs that triangulation is comparing two different views of the same thing such as an interview and an observation on one phenomenon. This is to say, two or more methods can be used to investigate a research question.

From the above descriptions of qualitative research method, it can be clearly deduced that it was the most appropriate research method for this study because this study is about meanings, experiences, motivations, descriptions, attitudes, perceptions, opinions, feelings, thoughts and behaviour. There were areas in the study where meanings were emphasized rather than frequency and distributions. The qualitative approach tends to value the data as strictly qualitative and this meant that the researcher published the results in mainly in qualitative terms.

### **3.2 Research design**

Research design is the theoretical structure within which a research is conducted. A descriptive survey was used in this study. It describes what we see and studies a limited number of cases with a view to drawing up conclusions that cover the generality of the whole group under review as confirmed by (Chiromo, 2006). The researcher found the method ideal for assessing the impact of Camfed's bursary scheme in S3 schools. (Kumar, 2011), concurs that a descriptive survey design is a scientific method which involves observing and describing behaviour of a subject without influencing it in any way. This design therefore does not manipulate or control the variables under study thereby producing the correct information required. It is mainly qualitative in nature.

A descriptive survey comprises of the following stages, problem identification, survey design development, operational definitions of critical variables and a sampling plan as postulated by (Mhlanga & Ncube, 2003). Its purpose is to produce detailed descriptions of a phenomenon, develop explanations of a phenomenon and evaluate the phenomenon. Sampling is a major element of this design since it is impossible to collect data from the whole population. The sample will be representative of the larger population, thus generalizations can be made from the research sample to the larger population.

Data instruments in descriptive survey include observations, questionnaires, interviews and tests, documentary analysis, inventories and opinionnaire(Chiromo, 2006). To handle the data, the researcher makes use of descriptive statistics and present information on tables, frequent distributions, charts and graphs. Under this method, the researcher actively participates in data collection and presentation. This research design is however a quicker and cheaper way of collecting data. If well-chosen the sample can be representative of the larger population. It is a flexible technique and as (Dixan, McCorquordale, & Williams, 2003) pointed out, responses are less likely to be affected by external factors since there is no manipulation of the natural settings. It handles multiple data but cannot replicate data in other settings.

The researcher found it ideal to use this design as it helped to answer the research questions and address the research problem.

### **3.3 Target population**

Population is the entire group of people, objects or events which all have the characteristics that are of interest to the researcher as observed by (Frankel & Wallen, 2006). In brief, population refers to all individuals or items in a research study. The research was conducted

in five selected schools in Mola and Siakobvu clusters of the thirteen secondary schools in Nyaminyami district. It comprised of forty form four Camfed beneficiaries, five school heads, forty five form 4 teachers, five teacher mentors, ten Cama members, one Camfed district representative and one district education officer. The population was homogeneous.

### **3.4 Sampling procedure**

(Singh & Nath, 2010, p. 35), states that, “a sample is a small proportion of a population selected for observation and analysis.” A study of the sample is therefore used to draw inferences about the population. Of the total population, the sample for this study comprised of 100 % of the school heads, 100 % of the teacher mentors, 30% of the parents, selected through cluster sampling and 97% of the teachers, 98% of the pupils, 89% of the Cama members, the district Camfed representative and the DEO who were selected through purposive sampling. The numbers were limited due to distance, time and financial constraints.

#### **3.4.1 Cluster sampling**

As echoed by (Singh, 2006, p. 89), “this is selection of the intact group as a whole. Sample units contain groups of elements (clusters) instead of individual members or items in the population.” In other terms, in cluster sampling a researcher can select a specific number of schools and test all the students in those selected schools(Chiromo, 2006). Researcher also stratified within the cluster sample for to obtain better sampling.

Cluster sampling is a version of simple random sampling that applies to infinite populations that are spread over distinct geographical scatterings (Mhlanga & Ncube, 2003). The researcher chose cluster sampling because it represented the population well, is an

economical and easy method. It is realistic and quite relevant in educational research. However, it does not give full information and has room for error.

### **3.4.2 Purposive/judgmental sampling**

Purposive sampling is a feature of qualitative research whereby researcher hand picks the cases to be included in the sample on the basis of judgement, of their typicality or possession of the particular characteristic being sort (Cohen, Manion, & Morrison, 2007). It therefore selects a sample basing on some criterion crucial to the study. The method is appropriate when the study places control of certain specific variables. The sample selected enabled the researcher to satisfy specific needs in the project.

Purposive sampling is an advantage in that subjects used in the sample are equal. Sample group data can be harmonized and significant variables are manageable. It also makes use of the best available knowledge concerning the sample subjects. It is a limited method in that reliability of the chosen criterion is questionable. Inferential parametric statistics cannot be applied and cannot be generalization to the total population.

The researcher chose the method to pick participants who possessed the intended criteria to meet objectives of the study.

### **3.4.3 Stratified sampling**

The researcher divides the population into strata on the basis of some characteristics from each of the small homogeneous groups. It draws at random a predetermined number of units and equalization helps to reduce skewness or bias (Mhlanga & Ncube, 2003). Stratified sampling is a good representative of the population. It is an objective sampling method and its observations can be used for inferential purposes. However it is difficult for the researcher

to decide relevant criterion for stratification and only criterion can be used for stratification. The method is expensive and time consuming and risk of generalization. After cluster sampling parents were stratified to according to sex to get an equal representation of both sexes.

#### **3.4.4 Source of data**

Both primary and secondary sources of data were used in this study. Primary sources include people whom the researcher talked face to face to get first-hand information about the issue investigated. In this study these include school heads, teacher mentor, the district education officer (DEO). First-hand information was also obtained from photographs, focus group proceedings, surveys and interviews. Published texts, online journals, reports, textbook review articles and newspapers availed secondary sources.

#### **3.5 Research instruments.**

These are means and ways that the researcher used to collect data. Data are the facts, figures and other materials, past and present that serve as the basis for the study and analysis. The research question calls for evidence that answers the questions or theory in a convincing manner. The quality of data is determined by the quality of instruments used to collect the data. For this study the researcher used qualitative questionnaires, opinionnaire, interviews, focus groups and document inspection.

##### **3.5.1 Questionnaires**

(Mhlanga & Ncube, 2003), defined a questionnaires as a document consisting of question items that solicit information from a subject that is suitable for research analysis. It is called a questionnaire when it solicits factual information and an opinionnaire when it solicits

opinions. Questionnaires and opinionnaire were used to obtain information from teachers, heads, teacher mentors and pupils.

The questionnaire was structured in a way that allowed the participants to complete it without any difficulty. Questions were asked in the closed form on questionnaires whereby respondents answered by ticking, making a mark, circling or drawing a line alongside one possible answer. These enabled the researcher to easily code and classify responses, interpret and analyse the data and information and to present it as simple numbers. A few questions in an open form were structured for the opinionnaire and questionnaires which allowed respondents to reply as they wish without being confined to a single alternative. In using this method the researcher considered the following advantages;

- It ensures privacy and anonymity of respondents thereby ensuring free responses without fear of identification. Information being sought concerns feelings, thoughts and attitudes and privacy is guaranteed through the use of questionnaires.
- It saves time because several participants are addressed simultaneously.
- It covers a wide geographical area than other data collecting instruments.
- Analysis of data from closed ended questions is fairly easy.
- It is self-administered and enables respondents to complete the questionnaire in privacy, to take their time to its completion in familiar surroundings and to avoid the potential threat or pressure to participate caused by the researcher's presence.
- Enables analysis of data to be carried at a later stage.

However, a questionnaire has the following disadvantages;

- Construction of items is time consuming.
- It has a low rate of return is not well administered

- It does not probe beyond the given answers and therefore triangulation will be used through interviews, focus groups and document inspection.
- Most commonly abused data gathering instrument(Chiromo, 2006).
- It can only be delivered to a literate sample hence triangulation was done through interviews to cover the illiterate sample.

### **Validity of the questionnaire**

The researcher will made use of triangulation through the use of interviews, focus groups and document inspection to supplement information obtained from questionnaires. Researcher also ensured that the research questions were clear, unambiguous, written in simple language and adhere to ethical principles. The researcher self-administered all the research instruments.

### **Questionnaire formats used**

Apart from the formats that required the subject to tick or circle the correct answer, the researcher also made use of contingency question formats and matrix question formats.

### **3.5.2 The interview**

In addition to the questionnaire, the researcher interviewed the teacher mentors, Cama members, school heads, parents and Camfed district representative. The idea was to probe further into feedback gathered from the questionnaires. Face to face interviews were used as these benefited the interviewer through non-verbal cues such as gestures and facial expressions. (Mhlanga & Ncube, 2003, p. 61), purports that, “an interview can be seen as an oral questionnaire or a process of directly interacting with a subject with the purpose of extracting research data.” It is therefore engaging in a dialogue with respondents to elicit information relevant to the study.

Closed fixed response interviews were used in which questions and response categories were determined in advance. Responses were fixed and respondents selected choice from among the fixed responses. Apart from supplementing questionnaires, an interview was selected for the following **advantages**;

- It provides immediate feedback to questions.
- It allows exact records of responses.
- It allows the researcher to clarify issues and probe further where the respondent is not clear.
- It allows for participation by old people and the illiterate.

**An interview, just like a questionnaire has its own draw backs as listed below;**

- It is time consuming in terms of planning. The questions need to be ranked from simple to complex before putting on paper
- Too many questions exhaust interviewees so researcher used minimal closed questions.

The researcher made of a completely structured interview where interviewer simply readout the questions to the respondent. The interview focused mainly on issues of attendance, retention, school completion, the teaching and learning process and academic performance in public examinations. The writer felt that in an interview respondents are willing to talk more than writing things down. It also explained explicitly the investigation purpose and what the researcher wanted. The researcher also made use of a reasonable number of questions that shortened the interview time, did not exhaust intervieweesbut maintained their interest.

### **3.5.3 Focus group**

A focus group, as described by ( Barnett, 2008), is a group interview of approximately 6-12 people who share similar characteristics or common interests. Thus they are a qualitative data collection method. A facilitator guides the group interview based on a predetermined set of topics. The meeting should be held in a pleasant place and refreshments served to create a relaxed atmosphere. It starts with broad questions before moving to specific issues encouraging open and easy discussion.

#### **Focus group has the following advantages;**

- It provides a large amount of information in a short space of time.
- to set up is relatively easy and quick
- Researcher can access topics that may be more difficult to obtain through other data instruments
- It is becoming the major research tool to understand thoughts and feelings. (Singh, 2006)

#### **Focus group has the following disadvantages;**

- It is susceptible to facilitator bias
- It is time consuming and data analysis needs to be well planned in advance
- Information collected may not be representative of other groups
- It is expensive and applicable to small groups.

This method was applied to all form four Camfedbeneficiaries.

### 3.5.4 Document inspection/analysis

□ Finally the researcher also carried out a document inspection to gather information on the academic performance and attendance of form four beneficiaries in school. Document analysis is an investigation method, that focuses on data material and documents, which already exist (Barnett, 2008). Document analysis is typically less expensive than collecting the data on your own. Documents are a useful source of evidence but are limited in that obtaining and analyzing necessary documents can be a time consuming process. One is not able to control the quality of data being collected and must rely on the information provided in the document(s) to assess quality and usability of the source(s). Registers and O level results were analysed in this study.

### 3.6 Data collection schedule

Instrument	Population	Sample no.	Data collected by	Collection venue
Questionnaire	Students	40	researcher	Classrooms
Questionnaire	teacher	45	researcher	Staffroom
Questionnaire	Teacher mentor	5	researcher	Snr lady office
Questionnaire	School heads	5	researcher	Heads office
interviews	Parents	40	researcher	townships
interviews	School heads	5	researcher	Heads office
interviews	Teacher mentors	5	researcher	Snr lady's office
interviews	Cama	10	researcher	Snr lady's office
interviews	Camfed district	1	researcher	District offices
Focus groups	Camfed students	40	researcher	Free class room
Document	students	40	researcher	Deputy office

### 3.7 Data collection Procedures

Permission was sought by letters from Midlands State University, Ministry of Education head office, province (Mash-west) and Kariba district to conduct research in Mola and Siakobvu clusters, Nyaminyami District. A week before data was collected in schools, the researcher

made contacts with school heads through the phone of her intended visits to enlighten all participants who were involved at their schools. At the stations, the researcher introduced herself through letters and mouth. Students questionnaires were administered in their respective classrooms as highlighted on the data collection schedule. With the exception of focus groups, all subjects were instructed to answer the questions individually without discussions. The exercise was conducted in two full working days, since researcher was using private transport to move between stations and to travel to the district and province. Anonymity was adopted to allow respondents to answer honestly. On collection of data, the researcher thanked each and every participant in the research.

### **3.8 Data presentation and analysis procedure**

Data presentation is the means by which data is analysed and findings are placed in an organized permanent form (O' Leary, 2010). In other words it involves re-writing collected data in a meaningful and clear manner. Different information will suit different ways of presentation. Data analysis is about finding meanings and implications together with finding answers to research. In quantitative data, academic results and attendance were presented using statistical graphs and tables.

The qualitative data were presented by describing the data obtained and analysed by various methods which include thematic analysis. Thematic analysis was used in this research to analyse data gathered from the various instruments. Thematic analysis as pronounced by (O' Leary, 2010), is an analysis that includes words and concepts, literacy devices or non-verbal cues. It is the type of inductive analysis of qualitative data that can be involved in multiple analytic techniques. It searches for themes and patterns across participants' responses or categorizing (O' Leary, 2010). The researcher identified particular phenomena or themes in

the data or the main idea in the responses being given for a particular question and came up with a common code or category.

Data were analysed through comparative methods. Interpretations are arrived at through methodological triangulation used. In this study the researcher used, interviews, questionnaires, focus groups and document inspection to come up with a certain interpretation. This helped the researcher to cross validate the findings.

### **3.9 Validity and reliability of studies**

These are key concerns to every research study. Validity as put across by (Cohen, Manion, & Morrison, 2007) might be addressed through honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and disinterestedness or objectivity of the researcher. Thus validity touches on the relevancy of all aspects of the research. In this study it was ensured through review of data from various sources under the guidance and approval of the supervisor and triangulation as stated earlier.

### **3.10 Ethical considerations**

Ethical considerations are the dos and don'ts that govern a relationship (Kumar, 2011). The researcher adhered to ethical considerations through observing protocol. The researcher obtained the required permission and approval from Camfed, the district, province, schools and respondents to conduct research. Issues of confidentiality were upheld through anonymity. There was no writing of names and occupations on all instruments but codes. Informed consent was sought from all participants. Voluntary participation was encouraged

and the right to withdraw respected. Researcher tried her level best to respect privacy of respondents.

### **3.11 Summary**

The chapter discussed the research methodology to be used in this study and which research design and instruments that will be incorporated highlighting the merits and demerit. It has also indicated how data will be collected, presented and analysed. Ethical issues were also addressed.

## **CHAPTER 4**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.0 Introduction**

This chapter presented data collected from the District Education officer, Camfed district secretariat, school heads, teachers, teacher mentors, Camfed beneficiaries, Cama members and parents. Basing on the five research questions, data collected through questionnaires, interviews, focus groups and document inspection are presented using data tables, pie diagrams, bar graphs and descriptions. Statistics of the actual participants under study are presented and analysed first in this chapter.

#### **4.1 Research question number 1: How Camfed's bursary scheme is affecting the attendance of girl children in S3 schools?**

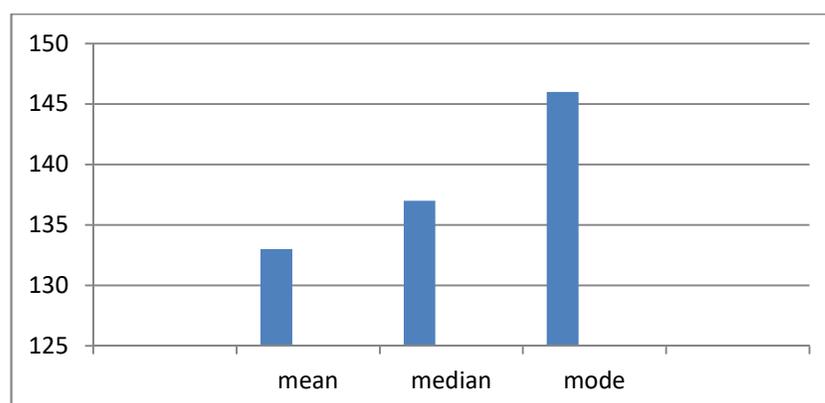
##### **4.1.1 FINDINGS:**

##### **Girls' enrolment in the schools**

The numbers of girl children attending school in Nyaminyami rural district were found to be high, improving and estimated in the ratio 3: 4 for girls and boys respectively. 18.6% of the girls who were attended school were assisted under Camfed's bursary scheme.

##### **Regularity of attendance by girl children**

School attendance of girls on bursary schemes were found to be above average with most of the girls attending school regularly and more than other students in the school. This was also confirmed through the attendance register which indicated that out of the 151 possible school days, the mean attendance was calculated 133 days, median attendance was 137 days and modal attendance was 146 days. The table below compares the mean, mode and median calculated for the school attendance scores.



**Figure (i) Attendance Mean, mode and median compared.**

The mode had the highest attendance scores followed by the median and lastly the mean with the lowest attendance value indicating that there were many school days that the girls attended school and a fewer days in which they were absent from school.

**Camfed hostels as promoting regular attendance and reducing the risks of bush boarding.**

Research shows that girls who resided in Camfed hostels had the highest attendance rate school. Camfed hostels provided accommodation and safety for girls travelling long distances to school thereby allowing girls to be present in school most of the times. A few of the girls

resorted to bush boarding due to long distances covered to school. Camfed had no current plans to construct other hostels in the district but intends to involve various stakeholders to assist in constructing structures that help children.

More secondary satellite schools were opened by the district officials to minimise the long distances travelled to school by girl children. Figure (ii) shows Camfed hostels at Mola and figure (iii) shows the infrastructure (classroom) at one of the satellite schools.



Figure (ii): Camfed hostels at Mola



Figure (iii) A satellite school classroom

### **The comprehensive bursary package in promoting regular attendance in S3 schools**

The constant supply of the comprehensive bursary package which comprised of levies, uniforms, stationary and sanitary pads enabled the girls to come to school daily.

### **Camfed stakeholders in promoting attendance**

Camfed officials made termly and monthly visits to all the Camfed partner schools bringing bursary packages and making spot checks on girls' attendance and welfare which in turn motivated the girls to attend school regularly. Results also indicated that through the visits Camfed strongly encouraged and instilled confidence and hope in the girls to continue coming to school.

Camfed learner guides were made serious follow ups on absenteeism among Camfed bursary girls which in turn forced the girls to come to school constantly. Learner guides also facilitated study sessions among the girls and this motivated them to come to school and engage themselves in group discussions.

Mother support groups prepared lunch for all Camfed beneficiaries in Camfed partner schools which enabled girls to come to school almost on daily basis. They also made provision for clean drinking water in the classrooms through the bucket system enabling girls to be in school attending to their lessons instead absenting themselves from school searching for water. Small stationery items availed by mother support groups promoted girls attendance in school.

### **Challenges to girl children's full attendance in school**

Girls' attendance in school had improved it was not as expected due to hunger. Provisions by Camfed were not adequate to sustain all the child's needs and there is poverty and hunger at children's homes especially in child headed families. There is need for constant effort by various stakeholders to help on this issue.

When Save the children donated food, some girls are absent from school in order to queue for their food shares especially child headed families and where parents could not travel to the

distribution channels. Girls who stayed in Camfed hostels were not affected much since they got donations from National foods and other organisations. Figure (iv) below shows a food donation received at Mola Camfed hostels.



Figure (iv) Food donations to Mola Camfed Hostels

Most of the bridges in Mola and Nyaminyami were eroded and during the rain seasons some of the girl children did not attend school due to flooded rivers.

Cases of abuse such as child labour by step mothers, and sexual abuse by step fathers limited a few of the girl children from coming to school on daily basis and results indicated that there was need to have Camfed suggestion boxes so that such problems were quickly resolved.

#### Summary

Through Camfed bursary scheme more girls were enrolled in S3 schools. School attendance by Camfed bursary girls was above average and better than other pupils in the school. The following initiatives by Camfed motivated girls to attend school more consistently; the constant bursary package, Camfed hostels, meals prepared at lunch by MSGs, drinking water

availed in the classrooms, small stationery items received from MSGs, follow ups by learner guides, study sessions monitored by learner guides, termly visits by Camfed officials, and support from various Camfed stakeholders. The following challenges limited maximum attendance by girl children in S3 schools; hunger, long distances travelled to school, bush boarding risks, flooded rivers and eroded bridges and cases of abuse at home and these need to be addressed to promote full attendance by girls in S3 schools.

## **4.2 Research question number 2:How is Camfed bursary scheme imparting on girl child's retentionand completion of rate in S3 schools?**

### **4.2.1 FINDINGS:**

#### **Retention of girls in school**

The retention rate of girl children in S3 schools was satisfactory .Girls dropped out of school more than non-beneficiaries in the school. More than half of the girls on bursary scheme completed their secondary education. Among the girls who dropped out of school due to early pregnancies only a few of them resumed school after birth and were supported by Camfed's bursary scheme to complete their studies.

In line with these findings, (Sutherland, 2002) indicated that lack of support and inappropriate curriculum were other aspects that blocked girls retention and completion of school therefore Camfed allowed teenage mothers to resume school after birth. The researcher noted that drop-outs due to early pregnancies and early marriages remained a rampart in S3 Camfed partner schools and the reason being thatwhen the vulnerable girls under the bursary scheme dressed up in their complete uniform, they looked transformed and

attractive than before thereby putting them on the spotlight where they attracted and fell prey to men.

### Female role models in the school and community for girl child retention

Girls lacked female role models among Camfed bursary girls who graduated from their schools and among the teaching staff. Three quarters of the teaching staff were males and at one station there were no female teachers as shown on figure (iv).

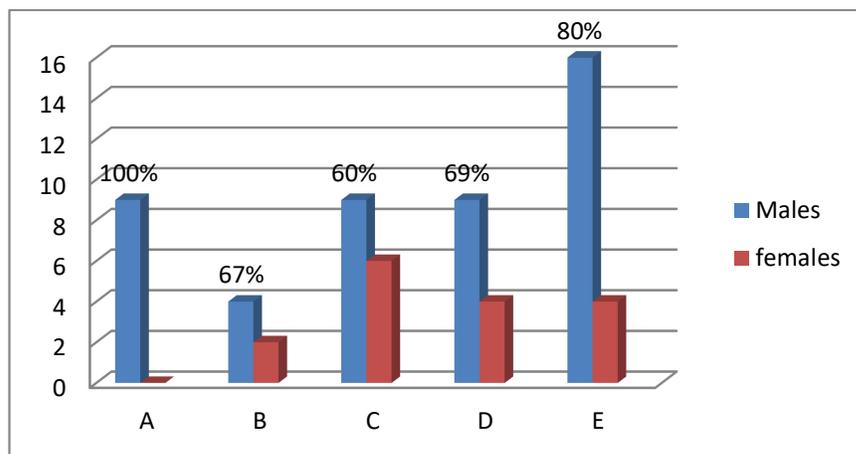


Figure (v): Staff establishment in Siakobvu and Mola Clusters

Table 1: Family history for Camfed bursary students in S3 schools

Family history	Number of students	%
Mother alive	24	60
Mother not alive	16	40
<b>Total</b>	<b>40</b>	<b>100</b>
Father alive	22	55
Father not alive	18	45
<b>Total</b>	<b>40</b>	<b>100</b>
Both parents not alive	15	38
One parent alive	25	62
<b>Total</b>	<b>40</b>	<b>100</b>
Parents together	15	38
Parents separated	25	62
<b>Total</b>	<b>40</b>	<b>100</b>

Table 1 shows that most of the girls assisted under Camfed's bursary scheme were vulnerable children increasing their chances of dropping out of school. Through Camfed's bursary scheme the girls were retained in school and most were completing school.

### **The bursary package in retaining a girl child in S3 schools**

The constant bursary package provided everything that girls needed to be in school supporting the girls to be in school most of the times.

### **Camfed stakeholder's influence on retaining girl children in school**

The support that girls received from Camfed stakeholders encouraged girls to stay in school. Child abuse and neglect (CAN) cases had declined in S3 Camfed partner schools as a result of campaigns and affirmative actions conducted by Cama members and other stakeholders. For instance, teacher mentor and Cama members were concerned with the girl's welfare throughout the term in and outside school preventing girls from dropping out of school. Community sensitisation programs on the importance of education and effects of early marriages held by Camfed stakeholders kept girls safe in school. The meals provided at lunch retained girls in school since there was hunger at home. Water and small stationery items received from MSGs also kept girls in school.

### **Camfed's persuasion and encouragement during termly visits**

Camfed officials and representatives persuaded, encouraged, instilled confidence and hope in girls who did not like school to enjoy the benefits of being in school thereby enabling them to complete school. Camfed hostels played a significant role in providing safe accommodation and reducing the risks of bush boarding due to long distances covered to school.

## **Challenges faced on girl's retention and completion of school in S3 schools**

The following challenges prevented maximum retention of girl children in school; hunger and poverty at home, underrepresentation of female teachers in schools to act as role models, physical changes through the uniforms that put girls on the spotlight, lack of support from parents and cases of abuse from step mothers and step fathers.

### Summary

The rate of girl child retention in S3 schools was found to be fairly high. Although girls were dropping out of school, most of the girls, completed school, thus completion rate was above average. Camfed's bursary scheme promoted the vulnerable girls to stay in school through the bursary package, psychosocial support from Camfed stakeholders such as teacher mentors, Cama members, the chiefs and counsellors, community sensitisation and campaign programs, persuading and encouraging girls who did not like school, facilitating feeding schemes in schools through mother support groups, and availing female role models in school through teacher mentors. The following limited maximum retention of girls in S3 schools; hunger, underrepresentation of female teachers in schools as role models, girls put on the spot light through the bursary uniform, low levels of self -esteem among the girls, wide age differences, cases of abuse from homes and lackof support from parents or guardians.

### **4.3 Research question number 3: How Camfed bursary scheme is imparting on the teaching and learning process of girl children in S3 schools**

#### **4.3.1 FINDINGS:**

##### **The curriculum**

Through Camfed's advocacy for marginalised languages, Tonga was now taught and examined in Nyaminyami S3 schools.

##### **The teaching staff**

Most teachers were now finding teaching now finding teaching in Camfed S3 schools enjoyable and because of improved school environments female teachers were being retained in S3 schools although the numbers were still limited.

##### **The bursary package**

The bursary package eased poverty in S3 schools which normally affects the teaching and learning process through lack of fees and learning resources. The package provided all the school necessities that enabled the girls to come to school every daytherebyfacilitating the teaching and learning process.Girls were coming to school smartly and decently dressed and putting them at par with their colleges hence developing interest in school. The bursary girls attended lessons without disturbances or fear of being chased away.

##### **Teaching and learning resources**

Most schools were relying on Camfed's levies to avail teaching and learning resources in S3 schools since parents of non-beneficiaries were failing to pay. Camfed also donated teaching materials in S3 Camfed partner schools thereby increasing the number of reading books in

the schools. The teaching resources availed to staff was helpful and useful enabling instrumental teaching and learning processes to take place. Camfed learner guides are helping to improve study skills and academic performance among learners.

### **Teacher – pupil relationships and discipline**

Teachers were familiarised with Camfed bursary girls in the school and good working relationships were established between the teachers and bursary students that promoted effective learning. Most schools abolished corporal punishment thereby promoting child friendly environments which benefited all students in the school.

### **Summary**

Camfed bursary scheme has improved both the quality of the girls' life as well as the quality of education in S3 schools through the multi-functional comprehensive bursary package, availing teaching and learning resources in the school, promoting female teachers in S3 schools, availing learner guides in schools, promoting the introduction of Tonga in the school's curriculum and public examinations, and establishing child friendly environments through discouraging corporal punishment. These have also motivated most teachers to enjoy teaching in S3 Camfed partner schools. Levels of self-esteem, underrepresentation of female teachers and application of corporal punishment in some partner schools remained challenges to effective teaching and learning process.

## **4.4 Research question number 4: How is the education of a girl child being influenced by stakeholders under Camfed bursary scheme?**

### **4.4.1 Findings:**

## Teacher mentors

All S3 schools partnered with Camfed had teacher mentors both male and female who offered psychosocial support to girls so that they are supported all rounds. All the teacher mentors were trained and experienced and had teaching loads ranging between 21-30 periods, with other responsibilities in the school that were comfortably handled. Most of the girls in the school sought guidance and counselling from them more than any other significant persons in the school.

## Girls' confidants for social problems

Most of the girl children were not free to share their social life and problems with the male teachers and their school heads. They were more comfortable to share their social problems with female figures and more so with Cama members as shown on table 2 below;

**Table 2: Confidants for Camfed bursary students**

	Rarely	Sometimes	Never	Frequent	Very frequent	Total
School head	12	4	24			40
<b>Percentage</b>	<b>30</b>	<b>10</b>	<b>60</b>			<b>100</b>
Female teachers	4	6	21	5	3	40
<b>Percentage</b>	<b>10</b>	<b>15</b>	<b>52.5</b>	<b>12.5</b>	<b>7.5</b>	<b>100</b>
Male teachers	6	4	28	1	1	40
<b>Percentage</b>	<b>15</b>	<b>10</b>	<b>70</b>	<b>2.5</b>	<b>2.5</b>	<b>100</b>
Teacher mentor	5	18	6	5	6	40
<b>Percentage</b>	<b>12.5</b>	<b>45</b>	<b>15</b>	<b>12.5</b>	<b>15</b>	<b>100</b>
Cama members	4	8	6	15	7	40
<b>Percentage</b>	<b>10</b>	<b>20</b>	<b>15</b>	<b>37.5</b>	<b>17.5</b>	<b>100</b>

## **Cama members**

Girl children preferred Cama members and teacher mentors more than their female teachers as their confidants. Apart from acting as confidants, Cama members were actively involved as learner guides facilitating study groups sessions among the girl children. They offered a maximum of 8 sessions per week and most of them were quite experienced. In addition they also offered guidance and counselling, made strict follow ups to girl's absenteeism, facilitated community sensitisation and campaign programs against child abuse, drop-outs, early marriages and other concerns pertaining to the safety of the girl child.

## **Mother support groups**

Mothers support groups formed more women support groups, prepared lunch for Camfed girls daily and during examination times, provided pencils, ballpoints and other small stationery items not on the bursary package, put buckets of clean drinking water in classes daily to minimise frequent movements outside the classrooms in search for water and were also involved in counselling students and keeping school premises clean. Father support groups were not out spoken

## **Summary**

Through the support and active participation of various Camfed stakeholders such as teacher mentors, Cama members, MSGs , CDCs and police, girls were physically, emotionally, intellectually and socially supported so that they attend lessons, stay in school, complete school and improve in academic performance .

**4.5. Research question number 5: In what ways is the academic performance the girl children in public examinations being enhanced through Camfed bursary scheme?**

**4.5.1 FINDINGS:**

**Overall academic results for students in S3 schools.**

In general, boy's performances were better than girl's performances although pass rates were low. Performance by Camfed girls in public examinations for the period 2010-2014 was generally not quite different from that of the other girls since both were included in the zero percentages under the girls' pass rate as shown on table 3 below;

**Table 3: School pass rates for Mola and Siakobvu Clusters 2010-2014**

	Mola and Siakobvu cluster schools				
Year	A	B	C	D	E
<b>2010</b>					
<b>School pass rate</b>	<b>0</b>	<b>0</b>	<b>6.4</b>	<b>0</b>	<b>0</b>
Boys pass rate	0	0	7.7	0	0
Girls pass rate	0	0	4.8	0	0
<b>2011</b>					
<b>School pass rate</b>	<b>0</b>	<b>8.3</b>	<b>22</b>	<b>0</b>	<b>0</b>
Boys pass rate	0	11.6	32	0	0
Girls pass rate	0	0	0	0	0
<b>2012</b>					
<b>School pass rate</b>	<b>0</b>	<b>6.25</b>	<b>10.3</b>	<b>4</b>	<b>13</b>
Boys pass rate	0	9.6	11.5	6	14
Girls pass rate	0	0	7.6	0	12
<b>2013</b>					
<b>School pass rate</b>	<b>4</b>	<b>11.1</b>	<b>9.2</b>	<b>6.7</b>	<b>25.5</b>
Boys pass rate	4	18.3	13.4	7.1	31
Girls pass rate	0	0	0	0	0
<b>2014</b>					
<b>School pass rate</b>	<b>9.1</b>	<b>0</b>	<b>15.2</b>	<b>4</b>	<b>7</b>
Boys pass rate	15.4	0	26.3	6.4	11.2
Girls pass rate	0	0	0	0	0

In terms of the required ‘O’ level passes in Zimbabwe, vulnerable girls’ performances in ‘O’ level public examination were not improving since 2010. Table 4 below shows the summarised results for Camfed bursary girls.

**Table 4: O level summary results for girls under Camfed bursary scheme in Siakobvu and Mola clusters 2010-2014**

school	2010	2011	2012	2013	2014
<b>A</b>	0	0	0	0	0
<b>B</b>	0	0	0	0	0
<b>C</b>	4.8	0	0	0	0
<b>D</b>	0	0	0	0	0
<b>E</b>	0	0	0	0	0

Camfed bursary girls were failing to meet the requirements for a full ‘O’ level certificate.

#### **2014 Camfed bursary girl’s results analysed**

A further analysis on 2014 O level results for Camfed beneficiaries provided the following information

**Table 5: 2014 O level results for Camfed bursary students in Mola and Siakobvu clusters**

Number of subjects passed	Number of students	%
0	17	74
1	5	22
2	0	0
3	0	0
4	1	4
5 plus	0	0
<b>Total number of Student</b>	<b>23</b>	<b>100</b>

Almost three quarters of the girls failed all the subjects. A few of the girls had one subject and only one had four subject passes indicating a slight improvement. Most of the girls had enough time to prepare for the examination but quite a number of them set low limits to their academic achievement.

### **Schools pass rate**

Girls' performances were rather decreasing the school's pass rates.

### **Effort made by Camfed to promote vulnerable girl's academic performance**

The following were efforts made through Camfed's bursary scheme to improve academic performance; continuous payment of examination fees, staff workshops to equip teachers with skills and techniques to help children, learner guides and study packs in all partner schools, provision of teaching and learning resources, the bursary package, academic and psychosocial support mainly through Cama member and teacher mentor.

### **Challenge to girl's academic performances in public examinations.**

Findings have shown that long distances travelled to school, hunger, and low levels of self-esteem, lack of reading lamps, laziness, and negative attitudes towards school and tiredness due to house chores were the main challenges to vulnerable girl's academic performance in public examinations

### **Summary**

Girls' performance in public examinations was still a big challenge regardless of the academic, moral, social and emotional support given to the girls in school through Camfed's bursary scheme. Long distances covered to school, low levels of self-esteem, lack of reading

lamps at home, laziness among the learners, tiredness as school and home due to child labour and negative attitudes towards school all hinged on academic performance and a corrective stance had to be taken for girls to succeed academically reducing the dependency burden.

## **4.6 DISCUSSION**

### **4.6.0 Introduction**

This section of the research addresses the meanings of the above findings through discussions based on the research questions. The aim of this study was to find out the impact of Camfed bursary scheme in S3 schools which was prompted by the comprehensive bursary package and support received by Camfed bursary girls, which seemed to put them at an advantaged learning position as compared to their counterparts. It was expected of them to benefit more from the psychosocial support, the teaching and learning process, to attend lessons regularly, to stay in school longer as to complete secondary education and finally to come out with flying colours in public examinations.

#### **4.6.1 Research question number 1: How Camfed's bursary scheme is affecting the attendance of girl children in S3 schools**

##### **Girls' enrolment in S3 Schools**

Findings from this study indicated that more girls being enrolled and attending school in S3 school in the ratio 3:4 for girls to boys respectively. Almost a quarter of the girls who attended school in S3 schools were under Camfed's bursary scheme. In line with the above findings, (Camfed, 2014) narrated that vulnerable girl children from poverty stricken families and deprived communities were enrolled into secondary school through the bursary scheme. This is also supported by (Tumbo & Mutelo, 2010) when they observed that before Camfed's

intervention many vulnerable children did not attend school due to lack of levies and school provisions but after Camfed's intervention many vulnerable children were enrolled in school, retained in school and progressed to advanced levels. This shows that the intervention strategies under Camfed's bursary scheme enabled and motivated girl children to be in S3 schools.

In connection with the findings above,(Kuvirimira, 2012)also noted that Camfed had brought many changes to the lives of village girls. From history past, girls from rural areas were not attending school and worse still from the remotest places. As pointed out by Winnie in (Dolan S. , 2006) , Africangirls education was seen as a privilege and not a right. Therefore the number of girls who were found attending school through this study indicate that Camfed had gone a long way educating girl children since the majority were out of school. At one station there were more girls than boys meaning that more and more girls were being empowered through education than before.

### **Regularity of girls' attendance in school**

Research findings have shown that school attendances of girls under the bursary scheme were above average, consistent and much better compared to other pupils in the school. This is in line with what (Lake , Zivertz, & Murimirwa, 2010) noted when they propounded that the rate of absenteeism among children was very low in Camfed partner school districts as compared to other districts.

In support, (UNICEF, 2000) concurred that learners should attend school regularly in order for them to be successful in school. Similarly,(Ministry of Education, Sport and Culture, 2004), went on to say that absenteeism disrupts a girl's academic achievement therefore leading to higher drop-out rates. These sentiments indicate the importance of regular

attendance in school so as to promote the academic performance of the girl children. (Camfed, 2013), confirmed that girls attendance in S3 schools had remained high in spite of the few girls who were dropping out of school.

Camfed community hostels in promoting regular attendance through reducing long distances to school and the risks of bush boarding

Research results have revealed that girls who resided in Camfed hostels and Camfed inspected homes observed the highest attendance rate in schools. Most of the girls under the Camfed bursary scheme were travelling to school within a range of 5km. A small percentage of the girls were still travelling distances of more than 10 km to school. Few of the girls had resorted to bush boarding in order to attend school better.

(Zimbabwe daily, 2012), in support noted that father support groups (FSGs) helped in constructing cheap hostels for girls. (Mpala, 2014), shared the same sentiment when he articulated that communities were also supported by Camfed to build low cost boarding facilities. Figure (ii) shows the structure of the low cost hostels constructed at Mola accommodating 92 girl children. Just like the ordinary boarding facilities, Camfed hostels served the same purpose of providing accommodation to students who live far from school to enable them to attend school better. Through her visit to the hostels, the researcher noted that hostel facilities had more opportunities for receiving food provisions from donors. Figure (iv) shows food provisions donated by National foods to Mola Camfed Hostels which enabled the girls to attend school on a full stomach.

In support, (Tumbo & Mutelo, 2010) stressed that boarding school facility for secondary students does not only reduce risks factors but increase performance pass rates. Researcher therefore buys the idea of constructing at least one standard hostel facility for both boys and

girls as one way of solving the problems and risks associated with long distances covered to school, promoting school attendance and improving academic performance especially by girl children. This thinking is in line with what was stated by M.P. of Kariba constituency, Mr Mackenzie, that in his district not even a single boarding school was found for both primary and secondary schools (Zimbabwe Parliament, 2013).

In connection with the above notion (Mpala, 2014) argued that the educational policy specified that children should not travel for more than 5km to school but on the ground they were travelling for more than 10km to school. This shows that in S3 schools, this educational policy had not yet been fully established. In addition, (Frommer, Klos, & Schade, 1998) discovered that girls covered long distances ferrying household water before they came to school and by the time they got to school they were already tired. (Chronicle, 2013) went on to say that there was no effective learning taking place in rural schools due to the long distances covered to school which create an uncondusive child friendly environment. (Warner, Malholtra, & Mcgonagle, 2012), concluded that parents found it rather protective and best to keep their children at home than walking long distances which were both a burden and harmful. This shows that there is still need to take practical actions in S3 schools as to assist vulnerable children travel comfortable distances to school and attend school regularly.

The above findings also corroborates findings established by (Camfed, 2005), who observed that the three community hostels constructed by Camfed allowed children travelling long distances to school to be accommodated near the school and to avoid high risks associated with the so called 'bush boarding' especially for the girl child. On a similar note, (Save the children (U.K.), 2002) indicated that some parts of Nyaminyami, Siakobvu, Negande and

Musampakaruma where there were shortage of secondary schools, pupils were forced to go and camp as bush boarders at schools in other areas in order for them to access education. Speaking against bush boarding, (Chronicle, 2015) pointed out that a recent murder that took place at Fatima in Bulawayo at a bush boarding facility exposed the risks associated with bush boarding. Proper hostels are therefore safer for children in solving the problem of distances travelled to school.

### **The comprehensive bursary package in promoting regular attendance in S3 schools**

Results revealed that the regular attendance of girls in S3 schools was mainly promoted by the constant comprehensive bursary package received by the vulnerable girl children. This notion is in line with (Tumbo & Mutelo, 2010) who posited that Camfed's comprehensive bursary package provides learners with all their school supplies that they need and there was no need for them to miss lessons searching for such items through risky activities. This means that the girl's academic needs were fully supported under the bursary package and there were no academic reasons why girls could not attend school. The bursary package is also constant Furthermore, (Tumbo & Mutelo, 2010), added that the bursary package enables girls to resemble their colleagues in class. Thus, through the uniforms, levies and stationery, the girls were not so much different, isolated or out of place but were made to behave like other girls in the school through the uniforms, levies and stationery.

Results of the study have shown that the sanitary wear availed for girls in the bursary package reduced absenteeism during menstrual cycles. This notion also corroborates findings established by (Dolan, Ryus, Dopson, Montgomery, & Scott, 2014), which discovered that availing sanitary care and sex education to girl children promoted girls attendance in school. In addition (Camfed, 2014 ), argued that most of the rural schools have poor water and

sanitation facilities and this results in girls absenting themselves from school during menstrual cycles. The sentiments echoed above reflect the important of availing water and adequate sanitary facilities as these are basic needs that have to be met in order motivate and promote the learning of girl children.

### **Camfed stakeholders promoted school attendance.**

Findings have shown that the visits payed by Camfed officials per term in their partner school encouraged and motivated girls to continue coming to school. This is in line with what was indicated by (Camfed, 2004) when it stated that Camfed coordinated termly visits to beneficiaries' schools to check the girls welfare and to ensure they have received their entitlements. Thus, the visits gave the girls hope in their education and facilitating their attendance in school. (Groffoolt-suede & Good, 2010), went on to say that Camfed takes custody of their beneficiaries in the same way clients are owned by their lawyers. This demonstrates Camfed expresses through the visits its concern and care for children under its custody which then compels the girls to constantly come to school.

To promote attendance in school, findings have indicated that mother support groups were preparing lunch for Camfed girls in school and also availing drinking water and small stationery items. This was also supported by (Camfed, 2014) , when it articulated that MSGs have made provision for meal programs to feed hungry children in school during years of drought, provided additional learning resources to help children in school. The fact that pupils were aware they have an assured meal per day at school motivated the girl children to come to school often. However, breakfast is one of the most important meals for the day which promotes pupils attentiveness in class. This may also affect girls' attendance in school despite of the assured have meal at lunch.

Findings have revealed that Camfed schools had learner guides who made serious follow ups on bursary girl's absenteeism which promoted school attendance. In accretion, (Guidestar, 2015), stressed that Camfed facilitates the education and training of Cama entrepreneurs so that in return they are also able to assist Camfed girls in school. As a researcher I noted that learner guides took an active and supportive role in ensuring young girls were fully supported in school.

### **Challenges to girl children's full attendance in S3 schools**

Major threats that affected girl's full attendance in school included issues of hunger, eroded bridges and flooded rivers. (Camfed, 2013), agrees with findings when it postulated that there are some girl children who fail to attend lessons due to heavy rains and flooded rivers in S3 schools and as a result Camfed has continued to support the girls after the floods subsided.

It is concluded that vulnerable girl children's enrolment and attendance in S3 schools was high and almost constant. The following intervention strategies incorporated by Camfed enabled the girls to come to school regularly and these include the accommodation at Camfed hostels, the constant and comprehensive bursary package, and support from Camfed stakeholders including visits to schools by Camfed officials on termly basis. Some of the main challenges that affected full attendance by girl children included issues of hunger, damaged bridges and flooded rivers during the rain seasons and long distances travelled to school.

The matter of eroded bridges is a serious concern disturbing many children in rural areas. It is therefore recommended that government's intervention be sought as to help children out of this problem.

#### **4.2.2 Research question number 2: How is Camfed bursary scheme imparting on girl child's retention and completion rate in S3 schools**

Findings were collected from teachers, teacher mentors, school heads, parents, Cama members, form four bursary girls and from the D.E.O.

##### **Girl child's Retention and completion of school**

Results of the study have shown that the rate of retention was fairly high among the bursary girls and more than half of the girls were completing their secondary education. This notion agrees with the findings by (Tyer-Viola & Cesario, 2010), who postulates that although children dropped out of school their success in education was only guaranteed when they complete their secondary education. This shows that there are more educational benefits gained by children who complete school than those who drop-out of school. (Newswire, 2013), also support this notion when he indicates that youths must be assisted to complete school so that they find employment, become entrepreneurs and bring community development. In other words, if children complete school there are higher chances that they will engage in productive than unproductive activities.

##### **Re-entry policy for teenage girls as promoting retention**

Findings have indicated that among the girls who drop out of school due to early pregnancies, most of them do not come to complete their studies after birth. This notion agrees with (Sutherland, 2002) who narrated that girls retention and completion of school were blocked by an inappropriate curriculum and lack of support and as a result Camfed allowed teenage mothers to resume school after birth. As a researcher, I have noticed that this policy is not well spelt out in the community and in S3 schools and that in benefiting the

teenage mother it has also a negative influence on other youths in the school who may emulate the teenage mother and fall into the same boat.

### **Early pregnancies and marriages**

Results have shown that early marriages and pregnancies were still a rampant in S3 schools although the rate was decreasing. . (Holley , 2011), Indicated that reaching higher levels of secondary education had an advantage of protecting girls from early marriages. Thus staying for a bit longer in school delayed girls' marriages. In addition (Holley , 2011) concurred that older children's chance of staying in school was slim as compared to that of the younger ones. Older children and young children have different maturity levels and their needs also differ. Older children are ready for marriages hence have a slim chance of staying in school unless encouraged, supported and motivated. Results of this study indicated that girl in form four had an age difference of seven years. Through its intervention strategies this means that Camfed has managed to retain children who are as old as 23 years in school.

According to (Hallfors, et al., 2011) girl orphans had higher chances of dropping out of school and engaging in early marriage and other risk factors. This is in line with the notion above. Most of the girls under the bursary programme were vulnerable children standing high risks of dropping out of school.

### **Female role models**

Study results have indicated that lacked female role models both from the community and the schools. Female teachers were underrepresented in schools. This finding is supported by (Lake, 2012), who identified that the training and recruitment of female teachers in S3 schools had an impact on girl's retention and enrolment. Thus, female figures acted as role

models for girl children. There were no female school heads in all the schools studied. Gender empowerment is strongly needed in the district so that more women rise in positions and at the same time influence the young generation. But as it stands girl children do not have much to emulate from fellow women in society.

### **Families backgrounds of girl child under Camfed's bursary scheme.**

Table 1 has shown that more than half of the bursary girl children attending school were vulnerable children. For empowering the vulnerable girls in S3 schools, the (Ministry of Education, Sport and Culture, 2004) appreciated the program that Camfed had begun which corresponded with their Zimbabwe National Strategic plan for the Education of girls, orphans and other vulnerable children (2005-2010). Camfed took a unique move of assisting vulnerable children which calls for a real commitment.

According to (Hallfors, et al., 2011) girl orphans had higher chances of dropping out of school and engaging in early marriage and other risk factors. Strategies used by Camfed have been successful to a certain extent and the researcher notes that there is need for extensive counselling for girl children through expert counsellors or psychologists to help vulnerable children work through their past experiences renew their self-esteem and self-worth as another way of empowering them. Although schools were involved in counselling children they did not have enough time and the expert skills required to really assist vulnerable children.

This study has also found out that child abuse and neglect cases (CAN) were decreasing as these had a negative influence on the retention and completion rate of girl children. In support Mrs Farao in (Dolan S. , 2006) indicates that the GEM clubs were empowering girls to say no to abuse and rape. As a result this has increased the retention and completion rate

among bursary girls. This is also supported by (Warner, Malholtra, & Mcgonagle, 2012), when they emphasised the importance of girl friendly clubs in school. Thus, in such interactions, girls support and empower each other.

It is therefore concluded that the rate of girl child retention and completion of school in S3 schools was generally high among Camfed beneficiaries although different views were held. A few of the girls were still dropping out of school, but most of them were completing their secondary education. Girls lacked female role models from teaching staff and from former Camfed beneficiaries their schools and communities and had nothing much to emulate from other women. Girl child empowerment, affirmative actions and sensitization programs are recommended to help improve retention and completion rates for girl children in school.

#### **4.2.3 Research question number 3: How Camfed bursary scheme is imparting on the teaching and learning process of girl children in S3 schools?**

##### **Curriculum**

Findings have shown that Tonga language was being taught and examined in Nyaminyami schools. This supports findings by (Ministry of Education, Sport, Arts and Culture, 2012), when it indicated that six marginalized languages were prioritized in curriculum development and public examinations. This meant that students were able to learn their first language in school. It also enabled students to speak and write in their mother tongue than before. Children could speak Tonga but could not write it. However, the challenges were that there were no institutes known so far that offered training for Tonga teachers as with African

languages. There is however need for colleges and universities to consider Tonga language teachers in their training institutes.

### **Staffing**

Findings have indicated that Camfed availed learner guides in the partner schools to facilitate the study guides so as to promote study skills and life skills. This agrees with what (Guidestar, 2015) highlighted when he propounded that Camfed trained girls who graduated from Camfed partner schools as learner guides and peer educators. In accretion,(Lake, 2012)concur that Camfed established policies that ensure favourable teaching conditions in S3 schools by training female students who graduated from S3 schools to train as school mentor teachers. This meant that the learner guides worked in collaboration with the school trained teacher mentor.

### **Teaching and learning resources**

Results of the study noted that most S3 schools were relying on Camfed levies for the teaching and learning resources required in the school since most parents of non-beneficiaries were unable to pay levies. This in line with what(Camfed, 2013), postulated that unregistered schools relied mainly on Camfed levies for running the schools since most of the parents and guardians were unable to pay the required levies. The fact that the Camfed levies also came in bulky enabled school administrators to run day to day activities of the school using levies paid by Camfed for the beneficiaries. Thus, Camfed bursary scheme provided human resourced, monetary resources, material resources in school that promoted the teaching and learning process in its schools.

Findings have shown that teaching and learning resources supplied to the schools by Camfed for both staff and pupils were very effective and promoting the teaching and learning process. This is confirmed by (Guidestar, 2015) who indicated that Camfed paved way for “My better world” curriculum and availed guided study books especially for English, Mathematics and Science which benefited both the teacher and pupils. Through guided study the study books helped pupils to improve on the three main subject areas shown above which were basic requirements on a full ordinary level certificate. This is also in line with what (Lake, 2012) articulated when he stated that Camfed facilitated academic camping for Science and Maths exhibition. This was another way of promoting science subjects among girl children in a fascinating manner.

#### **The bursary package promoted the teaching and learning process.**

The bursary package eased the teaching and learning process. Daily attendance in schools by girls resulted in less absenteeism and this facilitated by the teaching and learning process. Camfed’s comprehensive bursary package provides learners with all their school supplies as stipulated by (Tumbo & Mutelo, 2010). All the contents of the package facilitated effective teaching and learning by girl children in S3 schools by promoting daily attendance in school and availing the learning resources for the learner.

#### **Child’s safety in school in promoted the teaching and learning process.**

Findings have revealed that there was a working relationship between teachers and Camfed bursary girls that promoted effective learning. Results also revealed that corporal punishment was no longer being exercised in most schools and only a few of the schools were still using corporal punishment in schools. This was supported by (Camfed, 2014) who introduced friendly child centred methodology in S3 schools partnered with Camfed. In addition (Mpala,

2014), postulated that school safety is promoted in schools where corporal punishment is not exercised and where disciplinary codes are enforced. The researcher finds it inhuman to instil corporal punishment upon well-known vulnerable children. She therefore suggests that issues of corporal punishment be re-addressed in schools since most of the teachers found in Nyaminyami S3 schools were young university graduates.

Results have also indicated that teacher mentors, Cama members and parent support groups provide psychosocial support in S3 schools which provides emotional and social security. This was also in line with (Camfed, 2013) , when it established that at school level Camfed facilitated provision of health and psychological support to OVCs in the school through training teacher mentor in such services. In accretion, (Chronicle, 2013), saw teacher mentors as champions for vulnerable children. Thus, if child's safety is guaranteed the teaching and learning process is promoted.

From this research question, it is concluded that though Camfed's bursary scheme, the curriculum in S3 schools was improved through the promoting local languages in schools, by availing teacher mentors and learner guides in schools, constant supply of the bursary package, availing resources in the school, and promoting child's safety in the school. The researcher recommends the training of Tonga language teachers in S3 schools, the district tore-visit area of corporal punishment with teachers and school heads.

#### **4.4.4 Research question number 4: How the education of the girl child being influenced by stakeholders under Camfed's bursary scheme.**

##### **School Development Committee**

The study established that Camfed assists teenage mothers to complete their studies. In line with this finding, (Ministry of Education, Sport and Culture, 2004) observed that SDC is accountable for re-sensitizing communities and schools on the Re-entry policy for teenage mothers to complete their studies. There are a number of teenage mothers who are not coming back to school to complete their studies. The policy need to be familiarised to schools and the community so that more teenage women are supported to complete their studies.

##### **Teacher mentors**

Findings have shown that all Camfed partner schools had a teacher mentor whether male or female who were trained in guidance and counselling skills. Most of the girls preferred counselling services from the teacher mentor. These findings partly agree with the sentiment echoed by (Zimbabwe daily, 2012), Camfed partner schools have female teacher mentors who represent girls' matters to Camfed committees or head office. The researcher discovered that teacher mentors were not only females. At one station, all the teaching staff were males and the teacher mentor was selected was a male teacher assisting the girls. This shows that what matters most is that girl children have a Camfed mentor in school.

In support to the above notion (Guidestar, 2015) observed that all the teacher mentors undergo training and to provide guidance and counselling to vulnerable children in S3 schools which increase their confidence behaviour in school and life.(Camfed, 2010),narrates

that apart from being female role models, teacher mentors ensure distribution of entitlements to learners, check on regular attendance, make home visits to follow up on absenteeism, keep pregnant girls in school, and check on child headed houses, monitor academic progress and results of learners. This shows that they are involved in both the practical and theory work in assisting girl children in school.

Findings have shown that the teacher mentors were comfortable with their teaching periods which were ranging between 21-30 periods and were able to balance all their duties. This is contrast to what (Tumbo & Mutelo, 2010) noted when they stress argued that teacher mentors are already burdened in performing their core roles as vocational teachers and some of them have 30 lessons to teach weekly and with an imbalance of teacher-pupil ratio. The researcher suggest the heaviness or lightness of the teacher mentors duties depend on the number of children taught and nature extra responsibilities one is undertaking.

### **Cama members**

Information revealed on table 1 indicated that Cama members were girls most preferred confidants. They worked in collaboration with the teacher mentors offering guidance and counselling, were learner guides and were involved in community campaigns and sensitisation programs. The researcher would want to believe that in schools where there were only male teachers the presence of these two stakeholders were crucial. This notion is in line with what (Guidestar, 2015) echoed when he asserted that Camfed facilitates the education and training of Cama entrepreneurs so that they are also able to assist Camfed girls in school. Thus, Cama members offer material, social, emotional, and mental support to girls in the school. In addition, (Camfed, 2014), postulated that Cama women are assisted first so that they becoming role models and mentors to downgraded girls in their local rural schools.

## **Parent support groups**

Findings have also shown that parents as Camfed stakeholders were forming support groups such as MSGs and FSGs. The MSGs were actively involved in preparing meals for lunch to feed Camfed students in their respective school. They also made provisions for small stationery items such as pens and pencils which were not included in the bursary package. In addition, they counselled girl children who had problems both at home and in the school, and also availed safe drinking water through the bucket system in every classroom. These findings agree with results established by (Camfed, 2014) which concluded that mother support groups have made provision for meal programs to feed hungry children in school during years of drought, provided additional learning resources to help children in school, made follow ups on students' attendance and performance, mobilised other parents and created awareness on children's rights and protection.

Findings have shown that there were fewer cases of child abuse and neglect reported in Camfed partner schools. The notion is in line with (Camfed, 2014), who stated that MSGs were supporting Camfed teacher mentors by identifying and reporting abuse within their communities and some MSG members have volunteered to look after the girls in the community hostels. Thus, mother support groups were actively involved in facilitating the education of the girl child.

In line with the above findings it can be concluded that various Camfed stakeholders were involved in local philanthropy which promoted the learning of vulnerable girl children in school. The researcher recommends empowerment of father support groups and certificates of appreciation for teacher mentors when they leave the school or on prize giving days.

#### **4.4.5 Research question number 5: In what ways is the academic performance of girl children in ‘O’ level public examinations being improved through Camfed’s bursary scheme in S3 schools?**

##### **Overall school results**

Boys’ performances in public examinations were higher and better compared to girls’ performances. Bursary girls’ performances in public examinations were generally not quite different from the performances of other girls since both registered 0% pass rates most times. The results of the study have shown that girls met great challenges in their performances in public examinations especially the period 2010-2014. None of the girls managed to hold a full ‘O’ level certificate.

In connection with the above notions, (Mano, 2001) postulated that the ‘O’ and ‘A’ level certificates were the valid documents considered for academic qualifications. Thus, without a valid document one cannot advance into the next academic phases hence an important document one needs to possess. The results correspond to what was observed by (Ansell, 2002) when he argued that the colonial style curricula and the emphasis given on public examinations failed to meet the needs of the village girl and as a result rural schools pass rates were lower. In support Roscigno and Crowley (2001) in (Joshi & Srivastava, 2009) postulated that academic achievement of village children typically lags behind that of urban or suburban children. This is to say students from S1 and S2 schools perform better in examinations than those in S3 schools.

Furthermore, (Camfed, 2013) indicated that of all school types, satellite schools had the most critical needs, the highest number of untrained teachers, the poorest academic results and as well as the poorest school facilities. From these notions, it can be concluded that rural

satellite schools have the poorest public academic results. However, this does not agree with the findings by (Makoshori, 2013) when he indicated that after donations were funded into Mola secondary school, despite remoteness, high school results had been splendid and that the school was also presented with prestigious Secretary's bell in 1993. Or one may ask what has happened to these splendid results in between 2010 and 2014.

According to (Balfanz & Vaughan, 2012) performance in standardised test is strongly affected by student's attendance in school. In support (Ministry of Sport, Arts and Culture, 2004), also stated that absenteeism was correlated to negative performance. On account that girls attendance did not reach maximum, the researcher would want to agree with the sentiments stated above. Results of the study have shown and proved that girls were attending school regularly; however, this has failed to match with the results obtained meaning to say rural satellite schools results are always poor. From this study, the researcher suggests that pupils' levels of self-esteem had a say on the academic results obtained.

The results obtained in this study did not match the sentiment echoed by (Camfed, 2014), that in Camfed partner schools the school passes rates had improved. Attributes to the above findings may be in line with what (Ministry of Education, Sport, Arts and Culture, 2012) observed when it stated that performance in public examinations has started to recover from the low records of 2008 and 2009 and it will take many years for the ground lost since 2006 due to the economic wave to be reversed.

However, there is hope in the future through the learner guides and more efforts from various Camfed and other stakeholders. In trying to improve girls' academic performance in public examinations, (Camfed, 2014), plans to use multi-level techniques to assess the influence of background variables and different aspects on the performance of rural girls.

The researcher has found it equally important for vulnerable girl children to receive extensive counselling sessions from professional counsellors and psychologists and therefore recommend if Camfed could have one or two in the organization for the benefit of the bursary girls in S3 schools.

From the findings the researcher concludes that the academic performance of girl children in public examinations is still a big challenge requiring extensive programmes, support and participation by various stakeholders and not Camfed alone in order to help girl children in S3 schools to also benefit academically from education reducing the dependency burden in the country affecting economic development.

#### Summary

This episode presented and analysed data collected through interviews, questionnaires, opinionnaire, document study, and videotaped focus groups. This was done in the form of graphs, pie charts, histograms, pictures and narrations. It also discussed meanings to presented information and this research differed from other researchers on a similar topic. The next episode focused on the summary, conclusions and recommendations.

## **CHAPTER 5**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This episode will summarise the whole thesis, give a conclusion and appropriate recommendations that increase the positive impact of Camfed bursary scheme in S3 schools.

#### **5.1 Summary**

The study was concerned with investigating the impact of Camfed's bursary scheme in S3 schools with special reference to Mola and Siakobvu clusters of Nyaminyami rural district. The study comprised of four major preliminary chapters.

Chapter one dealt with the background of the study. It traced the genesis of issues that were directly linked to the topic under study. The statement of the problem sought the impact of Camfed's bursary scheme in S3 schools under five sub research questions. Five schools were chosen from the thirteen secondary schools in Nyaminyami rural district and information obtained from the district education officer, Camfed secretariat, school heads, teachers, parents and pupils.

Chapter two gave an account of what other current researchers studied, argued and presented on the impact of Camfed's bursary scheme in S3 schools. A concise overview of literature was done under five subtopics which were based on the research questions.

Chapter three discussed the research methodology that was used in the study. The researcher used the descriptive survey method to find the impact of Camfed's bursary scheme in S3 schools. Cluster, purposive and stratified sampling procedures were used in this study. Both

primary and secondary sources of data were employed in the research study. Interviews, questionnaires, videotaped focus groups and document inspection were the research instruments that were used to collect data. Ethical measures were taken into consideration.

Chapter four presented, interpreted, analysed and discussed data obtained from the District education officer, Camfed district secretariat, school heads, teachers, teacher mentors, bursary students, Cama members and parents collected through the research instruments stated. The collected data was presented on tables, graphs, pie charts, bar charts and through narrations. Descriptive statistics was used as well as interpretational analysis.

This study focused mainly on S3 schools, day schools, satelliteschools, schools in the remotest part of the country, was conducted in one district, and two clusters schools that were male dominated in terms of both staff and pupils enrolment. Since this research was limited on time, geographical location, numbers and resources, the researcher recommends further researches for better results.

## **Conclusions**

Through the influence of Camfed's bursary scheme more vulnerable girl children in S3 schools were enrolled in school in the ratio 4:3 for boys and girls respectively. Camfed's initiatives in schools such as the constant bursary package, Camfed hostels, meals at lunch, follow ups on absenteeism by learner guides, female role models in schools, termly visits by Camfed officials, teacher mentors in schools, parent support groups, counselling and provision of small stationery items by Cama members and support by various stakeholders has enabled vulnerable bursary girl children to attend school regularly and better than other pupils in the school. One of the major drawbacks to attendance was hunger at home.

The numbers of bursary girls dropping out of school were reducing in number. Although girls were still dropping out of school, most of them were completing their secondary education. Early pregnancies and early marriages were the main causes of drop-outs among bursary girls because they looked more attractive in their uniforms than before and were becoming prey for men. Community sensitisation, friendly school environments have improved the retention and completion rates among bursary girls.

The provision of teaching and learning resources in schools, students' learner guides, encouragement and motivation from various stake holders, and inclusion of the students own local language Tonga into the curriculum, the constant bursary package promoted the teaching and learning process in S3 schools. Friendly and conducive environment were established in schools and most teachers were beginning to enjoy teaching in S3 schools partnered with Camfed.

Trained teacher mentors were offering guidance and counselling to students. Cama members made follow ups on absenteeism and were the learner guides in schools offering up to 8 sessions per week. They also acted as confidants for girl children. Mother support groups prepared lunch and made provisions for drinking water in classes. Various stakeholder acted behind the scenes and their active roles evidenced by few abuse cases being reported in schools.

Girl's performances in public examinations were still a challenge in S3 schools. Performance by girls who were beneficiaries and non-beneficiaries were the same. Bursary girls had low self-esteems which seemed to interfere with their academic performance. Learner guides have been availed by Camfed to help improve performance among bursary students.

Teachers were assisted to attend workshops on based on performances in public examination so as to acquire the necessary skills and concepts that help to improve performance.

Generally most parents have indicated in this study that they were happy with Camfed's bursary program in their schools and a few of them indicated that they had more than five children assisted in school under Camfed bursary scheme.

### **Recommendations**

Based on the research findings, the researcher recommends the following:

An appeal is made to the government to reconstruct damaged bridges in Nyaminyami so that children are enabled to attend lessons during the rain seasons. Various stakeholders in Kariba district and Mashonaland west should join hands and construction of at least one standardised boarding facility for boys and for girls in Nyaminyami rural district to reduce risks of bush boarding and long distances travelled to school. Further, Camfed should make provisions for suggestion boxes in Mola and Siakobvu clusters.

SDCs should make continuous efforts to improve teachers' accommodation so as to retain female teachers in schools. The District officials and school heads should facilitate programmes that sensitize school staff and communities on the Re-entry policy for teenage mothers so that they finish their studies. Schools and communities should be availed with programmes that empower vulnerable girl children. Men and Father Support Groups in Mola and Siakobvu clusters should be empowered by involving them in decisions and protective measures against their daughters in school.

Ministry of Primary and Secondary education should act with urgency to avail in colleges and universities training facilities for training Tonga language teachers. Camfed programmes should revisit the issue of corporal punishment with school heads or teachers in S3 Camfed partner schools to fully promote child friendly methods in schools. There is need to provide revision guides to beneficiaries in addition to the study guides to improve academically.

Teacher mentors need to be motivated through validated certificates of appreciation designed by Camfed especially when they leave the stations or during Prize giving days. Refresher courses can be availed in future for them to continue assisting children with their skills in whatever department. Camfed need train more than one teacher mentor at a station for continuity and collaborative work. The Ministry of education need to promote effective guidance and counselling departments in schools for collaborative work with the teacher mentor to help all children in the school.

There is need for Camfed to include solar reading lamps for exam classes in the bursary package. Districts can promote Camfed networking in clusters or zones or at district level where Camfed beneficiaries can meet or get together exchanging programs in academic spheres so as to empowering them further and improve academic performance. If ministry could allow an extra ordinary level fifth grade year specifically for satellite schools and pupils who are found through a school grade screening process not compete enough to tackle the public examination as one way of improving academic performance.

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## THE DISTRICT EDUCATION OFFICERS' OPINIONNAIRE

I am a student at Midlands State University studying towards a Bachelor of Education Degree in Food Science and Nutrition. I am carrying out a research on the impact of Camfed's bursary scheme in S3 schools in Mola and Siakobvu clusters of Nyaminyami rural district. Kindly complete the questionnaire which is for academic purposes only. Please note that there is no wrong or correct answer. As a precaution to maintain confidentiality do not write your name or your occupation anywhere on the questionnaire.

1. Number of secondary schools in Nyaminyami rural

Registered

Unregistered

2 . In your opinion how has Camfed's bursary program improved on;

- a) Long distances still being travelled to school by Camfed students
- b) School attendance by girls in S3 Camfed partner schools
- c) Retention and completion rates of girls in S3 Camfed partner schools
- d) Camfed student's performance in public examinations.

## QUESTIONNAIRE FOR THE SCHOOL HEAD

I am a student at Midlands State University studying towards a Bachelor of Education Degree in Food Science and Nutrition. I am carrying out a research on the impact of Camfed’s bursary scheme in S3 schools in Mola and Siakobvu clusters of Nyaminyami rural district. Kindly complete the questionnaire which is for academic purposes only. Please note that there is no wrong or correct answer. As a precaution to maintain confidentiality do not write your name or your occupation anywhere on the questionnaire. *PLEASE CIRCLE THE CORRECT NUMBER TO YOUR RESPONSE*

**SEX: Male**

**Female**



		Commendable	Above average	Average	Below average	Weak
1	School attendance by Camfed beneficiaries is	1	2	3	4	5
2	Rate of drop outs amongst Camfed beneficiaries	1	2	3	4	5
3	Academic performance by Camfed beneficiaries currently in form 4	1	2	3	4	5
4	Performance in public exams by former beneficiaries for the past five years	1	2	3	4	5
5	Level of self-esteem amongst Camfed Students	1	2	3	4	5
6	Number of Camfed students completing form 4	1	2	3	4	5
7	Teacher mentors role in the school	1	2	3	4	5
8	Support given to girls by Cama members	1	2	3	4	5
9	Discipline amongst Camfed beneficiaries	1	2	3	4	5
10	Effectiveness of teaching and learning resources supplied to the school through Camfed	1	2	3	4	5

1. How has Camfed’s bursary program been of benefit to your school in educating the girl child?

.....

.....

Thank you for answering these questions honestly and in good faith

## QUESTIONNAIRE FOR TEACHERS

I am a student at Midlands State University studying towards a Bachelor of Education Degree in Food Science and Nutrition. I am carrying out a research on the impact of Camfed's bursary scheme in S3 schools in Mola and Siakobvu clusters of Nyaminyami rural district. Kindly complete the questionnaire which is for academic purposes only. Please note that there is no wrong or correct answer. As a precaution to maintain confidentiality do not right your name or your occupation anywhere on the questionnaire.

PLEASE CIRCLE THE CORRECT NUMBER TO YOUR RESPONSE. SEX: Male

Female

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	You are well informed of Camfed beneficiaries enrolled in your school	1	2	3	4	5
2	Rate of girl retention in school is high among Camfed students	1	2	3	4	5
3	Pupils attendance is better among Camfed beneficiaries	1	2	3	4	5
4	Camfed girls are improving the schools pass rate in public exams.	1	2	3	4	5
5	Teachers and Camfed students have a working relationship that promote effective learning	1	2	3	4	5
6	Learner's guide and My better world curriculum are very helpful in school	1	2	3	4	5
7	Teaching and learning materials supplied by Camfed are very helpful	1	2	3	4	5
8	Camfed students have enough stationery for notes and homework all the time	1	2	3	4	5
9	Corporal punishment is not exercised in your school	1	2	3	4	5
10	Teaching is becoming enjoyable in Camfed partnership rural schools	1	2	3	4	5

11. How is the teaching and learning process at your school being enhanced by Camfed's bursary scheme?

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

Thank you for answering these questions honestly and in good faith.

## QUESTIONNAIRE FOR TEACHER MENTORS

I am a student at Midlands State University studying towards a Bachelor of Education Degree in Food Science and Nutrition. I am carrying out a research on the impact of Camfed's bursary scheme in S3 schools in Mola and Siakobvu clusters of Nyaminyami rural district. Kindly complete the questionnaire which is for academic purposes only. Please note that there is no wrong or correct answer. As a precaution to maintain confidentiality do not right your name or your occupation anywhere on the questionnaire.

SEX: Male  male

**PLEASE CIRCLE THE CORRECT NUMBER TO YOUR RESPONSE**

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Most Camfed students attend school consistently	1	2	3	4	5
2	Rate of retention is higher amongst Camfed beneficiaries compared to other girls	1	2	3	4	5
3	Almost all Camfed girls are completing form four	1	2	3	4	5
4	Dropout rate is better amongst Camfed girls as compared to other girls in the school	1	2	3	4	5
5	There are no lazy students among Camfed beneficiaries	1	2	3	4	5
6	Students often seek counselling from the teacher mentor than elsewhere	1	2	3	4	5
7	Through resources Camfed has improved your school learning environment	1	2	3	4	5
8	Cama members are very active in supporting Camfed girls in school	1	2	3	4	5
9	Parent support groups are actively involved in promoting Camfed girls education at your school	1	2	3	4	5
10	Few cases of child abuse reported to you among Camfed beneficiaries	1	2	3	4	5

11. In your school, how is Camfed's bursary scheme imparting on girls'

- a. Attendance in school.....
- b. Retention rate and completion rate.....
- c. Learning process.....
- d. Performance in public exams  
.....

Thank you for answering these questions honestly and in good faith.

## QUESTIONNAIRE FOR CAMFED BENEFICIARIES IN FORM 4

I am a student at Midlands State University studying towards a Bachelor of Education Degree in Food Science and Nutrition. I am carrying out a research on the impact of Camfed's bursary scheme in S3 schools in Mola and Siakobvu clusters of Nyaminyami rural district. Kindly complete the questionnaire which is for academic purposes only. Please note that there is no wrong or correct answer. As a precaution to maintain confidentiality do not right your name or your occupation anywhere on the questionnaire.

1. FORM
- 1b. AGE
2. Is your mother still alive?  Yes  No
3. Is your father still alive?  Yes  No
4. If both parents are still alive, are they divorced/separated? Yes  No
5. How often do you come to school per week?  1 day  2 days  3 days  
4 days  5 days
6. For how long have you been on Camfed bursary scheme? Please tick.  
 Almost a year  3 years  
 2 years  4 years and above
7. When Camfed supported you to be in school, this was  your right  a privilege

8. Please tick in the box if you have received the following in your package?

- School uniform       exercise books      sanitary pads
- Shoes       ballpoints       pool bag
- Computer book       s/levies

9. Are there any Camfed students in your group who dropped out of school this year ?

Yes  No

10. The distance you travel from home to school in the morning is

Within 1km     1,5-5km     6-10km     11-15km     above 15km

11. Are you a bush boarder (you have found somewhere to stay near the school so as to attend lessons)?

Yes     No

12. How many subjects are you sure you will pass in your ZIMSEC examinations this year?

a. 0  b. 1  c. 2  d. 3  e. 4  f. 5 and above

13. Do you feel that you had enough time to prepare for these examinations since Camfed started helping you?

a. Yes  b. No  c. I still need more time to prepare

14. Please circle your response on the following. Have you ever shared any of your social problems with?

		rarely	sometimes	never	frequent	Very frequently
a	Your school head	1	2	3	4	5
b	Female teachers	1	2	3	4	5
c	Male teachers	1	2	3	4	5
d	Your Camfed teacher mentor	1	2	3	4	5
e	Cama members	1	2	3	4	5

Thank you for answering these questions honestly and in good faith.

## SCHOOL HEADS INTERVIEW

I am a student at Midlands State University studying towards a Bachelor of Education Degree in Food Science and Nutrition. I am carrying out a research on the impact of Camfed's bursary scheme in S3 schools in Mola and Siakobvu clusters of Nyaminyami rural district. Kindly complete the questionnaire which is for academic purposes only. Please note that there is no wrong or correct answer. As a precaution to maintain confidentiality do not right your name or your occupation anywhere on the questionnaire.

2. Type of school  S1 -urban      S2-semi-urban       S3 –rural

3. The school is  registered       a satellite

4. School enrolment:

	FORM 1	FORM 2	FORM 3	FORM 4	TOTAL
BOYS					
GIRLS					
TOTAL					

5. Number of Camfed beneficiaries in form 4

6. Number of teachers at 

Males	females	Total

 the station

7. Do you have a Camfed teacher mentor at the school?    Yes       No

8. Visits by Camfed Officials often,    A. termly B  nthly C. year

9. Do you have Camfed beneficiaries who are Bush boarders at your school?

10. Yes  No

11. Do you have role models in the community of Camfed students who have graduated from your school? Yes  and how many  No

12. Among the following languages, tick those taught in your school curriculum.

English  Shona  Tonga  Ndebele

Thank you for answering these questions honestly and in good faith.

## INTERVIEW SCHEDULE FOR TEACHER MENTOR

1) Did you receive training as a teacher mentor?  Yes  No

2) For how long have you been trained as teacher mentor?

Less than a year  2years  3 years  4 years and more

3) Your teaching load ranges between the following periods;

0-10  11-20  21-30  30+

4) Besides teaching and teacher mentoring are you bound to other duties in responsibilities in the school as outlined below? Tick if any

Form teacher  exam committee member  senior lady

Head of department  Deputy Head  any other

5) Are you comfortably balancing your duties as classroom practitioner and as teacher mentor? Yes  No

Thank you for answering these questions honestly and in good faith.

## PARENTS INTERVIEW SCHEDULE

I am a student at Midlands State University studying towards a Bachelor of Education Degree in Food Science and Nutrition. I am carrying out a research on the impact of Camfed's bursary scheme in S3 schools in Mola and Siakobvu clusters of Nyaminyami rural district. Kindly complete the questionnaire which is for academic purposes only. Please note that there is no wrong or correct answer. As a precaution to maintain confidentiality do not right your name or your occupation anywhere on the questionnaire.

1. Sex:  male  female

2. How many of your children are currently being sponsored by Camfed in their education?

0  1  2  3  4  5 and more

3. Are you happy with Camfed's bursary program in your schools?

Yes  No

4. Are there many girls from your community who are helped by Camfed but

a. still absent from school Yes  No

b. still drop out of school Yes  NO

c. still do not reach up to form four YES  NO

d. who got 5 O levels or more in Zimsec examinations YES  NO

5. How are you as a parent helping to support Camfed girls secondary education ?

a).....

Thank you for answering these questions honestly and in good faith.

## **CAMFED DISTRICT REPRESENTATIVE INTERVIEW SCHEDULE**

I am a student at Midlands State University studying towards a Bachelor of Education Degree in Food Science and Nutrition. I am carrying out a research on the impact of Camfed's bursary scheme in S3 schools in Mola and Siakobvu clusters of Nyaminyami rural district. Kindly complete the questionnaire which is for academic purposes only. Please note that there is no wrong or correct answer. As a precaution to maintain confidentiality do not write your name or your occupation anywhere on the questionnaire.

- 1 Number of all Camfed girls supported in the studied schools
- 2 Zimsec results for Camfed beneficiaries for the 5 schools under study for 2010 -2014
- 3 Your responsibilities as district representative

## CAMA INTERVIEW SCHEDULE

I am a student at Midlands State University studying towards a Bachelor of Education Degree in Food Science and Nutrition. I am carrying out a research on the impact of Camfed's bursary scheme in S3 schools in Mola and Siakobvu clusters of Nyaminyami rural district. Kindly complete the questionnaire which is for academic purposes only. Please note that there is no wrong or correct answer. As a precaution to maintain confidentiality do not write your name or your occupation anywhere on the questionnaire.

1. For how long have you served the school as a Cama member?  m  s
2. Any drop outs among Camfed beneficiaries this year?    yes     no
3. The rate of CAN cases in Camfed partner secondary schools **increasing or decreasing**.
4. Do Camfed girls who have dropped out of school due to pregnancy come back after delivery to continue with their studies?    yes     no
5. How often do you hold counselling sessions with Camfed beneficiaries per month?.....

**FOCUS GROUP GUIDELINE QUESTIONS FOR STUDENTS (6 minutes)**

1. Why did Camfed help you to be in school?
2. What is stopping some Camfed girls from attending lessons regularly?
3. What makes Camfed students drop out of school?
4. What has been preventing Camfed girls from obtaining five 'O'levels in Public examinations?

NB . Groups will be videotaped.

Thank you for answering honestly and in good faith.

DOCUMENT INSPECTION SHEET FOR EACH SCHOOL

SCHOOL:.....

A. SCHOOL PASS RATES AS FROM 2010- 2014

2010	sex		2011	sex		2012	sex		2013	sex		2014	sex	
Overall pass rate	B	G												

B. SCHOOL PASS RATES FOR CAMFED GIRLS ONLY 2010-2014

2010	2011	2012	2013	2014

C. REGISTERS

	TERM 1	TERM 2	TERM 3	TOTALS
<b>Possible attendance</b>	57	68	26	
	<b>Actual attendances</b>			
students				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				