

concur with studies by UNICEF (1994) in Zimbabwe which found out that entry to primary school stood at 100% for girls and boys. Article 10 of the United Nations Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) in early 1991 promoted positive discrimination to advance women and girls. This was found to be true and the results indicated that Zimbabwe had taken heed of the ratifications.

5.3 Whether BEAM cater for those Orphans and Vulnerable children who are not academically gifted?

The study found out that BEAM in Zimbabwe did not support those who were not academically gifted. Beam only paid for six basic academic subjects and children had no choice in subject or skill selection. From results it was also noted that those who were gifted creative and talented were not supported. From literature reviewed it was noted that talented and creative learners in schools had no provisions but were supported by non-governmental organizational in their personal pursuits.

5.4 Whether BEAM beneficiaries receive life skills training

The study found out that BEAM negated one of the fundamental principles in reaching orphans and vulnerable children which stated that orphans and vulnerable children should develop independent living skills. BEAM did not provide provisions for training in life skills for pupils. Results concurred with findings of De Jong in 1981 quoted in Chimedza and Peters 2001 on empowering vulnerable children who found out that fulfillment and empowerment for children required them to be trained in life skills at an early age. The overall conclusion is that although BEAM supported financially in academics, it is leaving a gap for vocational training which is essential to equip and empower children.

5.5 Whether BEAM provide with any other support besides paying for school fees

The study found out that BEAM did not provide any other support besides paying for school fees. The results though tended to disagree with findings of safety nets programmes in Lesotho, Swaziland, and Uganda and in Asia by UNICEF. Findings in these countries noted that the safety nets programmes e.g. the Nzokira, the GBEM also provided life skills training provided material support for the children.

6. Conclusion

On the basis of the research findings and answers to the sub-problems following conclusions were made

- Most of the schools follow the national curriculum in the selection of subjects for pupils. BEAM limits to six subjects only at 'O' level. These subjects were compulsory independent of whether the child was good in that subject.
- Most BEAM beneficiaries lack a financial support in their curriculum. Individual abilities were not being pursued i.e. sporting activities, creative arts.

- Life skills training and vocational skills were not being done for children under the BEAM project which has a negative bearing on their transition into adulthood and employment.
- BEAM was gender sensitive.

7. Future Scope

Future research must focus on the challenges being faced in the implementation of the BEAM and whether beneficiaries are being chosen on merit

8. Recommendations

On the basis of the research findings and conclusions the following recommendations were made:

- Pre assessment of abilities and assets of children under the BEAM programme should be done so that the beneficiaries would benefit by pursuing skills they were good at.
- Subject selection should not be compulsory but should be based on merit and funding should be directed to skills and vocational training to foster independence for orphans and vulnerable children.
- The unbiased ness in the selection of orphans and vulnerable children in any community must be also done through the talent or abilities of the child and the BEAM support it through its funding until the child becomes independent.
- The school curriculum should be child friendly and focus on creating an independent child.
- Government should relaxed the policy of paying only for compulsory subjects which it deem essential and cater for other core subjects and practical courses deemed beneficial to pupils' ability.
- Financial support in their curriculum sport activities their talented at such as music , soccer , Food and Nutrient and Dress-making.
- Financial support on other social needs such as food , school uniforms and school book.

References

Johnson, R. B. and Onwuegbuzie, A. J.(2004). **Mixed Methods Research: A Research Paradigm Whose Time Has Come**. Educational Researcher, 33(7), 14-26.