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**AN INVESTIGATION INTO THE EFFICACY OF INTERVENTIONS BY MULTI-
SECTORAL ORGANISATIONS IN ENHANCING EDUCATIONAL
OPPORTUNITIES FOR SCHOOL-GOING ORPHANED CHILDREN IN GWANDA
DISTRICT IN ZIMBABWE.**

By

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**A thesis submitted in fulfilment of the requirements for the degree of Doctor of
Philosophy.**

In the Faculty of Education at the

UNIVERSITY OF FORT HARE

Promoter: Dr X. Mtose

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DECLARATION

I hereby solemnly declare that this thesis is my own work and that it has not been submitted before in any form for another degree or examination at any university or other institution of tertiary education. Information derived from the published or unpublished work of others has been acknowledged in the text and a list of references is provided.

Ngoni Moyo

NOVEMBER 2010

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Date: _____

ABSTRACT

The purpose of the study was to investigate the efficacy of interventions by multi-sectoral organisations in enhancing educational opportunities for school-going orphaned children in Gwanda District in Zimbabwe. The thrust of the study was to interrogate whether these interventions addressed holistically the needs and rights of the orphans who were registered under the organisations. Using the child rights-based and human needs theoretical frameworks as a dual lens, the investigation adopted the mixed-model type of mixed methods research premised on the post-positivist paradigm. The design adopted was an across-stage mixed-model design. Data were collected from the representatives of the sample of organisations which represented the four categories of multi-sectoral organisations, namely, community-based organisations (CBOs), faith-based organisations (FBOs), Government (GOVT) and non-governmental organisations (NGOs) as well as from school-going orphans and school authorities drawn from schools which fell under each of these categories of multi-sectoral organisations. The total sample of participants comprised 4 organisation representatives, one representative for each of the four categories of multi-sectoral organisations, 426 school-going orphans and 26 school authorities. The data collection instruments were self-administered questionnaires and researcher-administered questionnaires (structured interviews).

Measured on the nature and scope variable, the study found that the educational support programmes which were available to school-going orphans were superficial and constricted in scope. It was found that the educational support interventions implemented by the multi-sectoral organisations were restricted to a narrow range of school-related programmes whereas the orphans had many other unmet school needs and multiple other needs which emanated from their living conditions at home.

The study found that only two of the categories of multi-sectoral organisations (CBOs and FBOs) were implementing psychosocial support programmes. It was established that all the orphans under GOVT and the NGOs were not availed with psychosocial support interventions and thus had missed out on the educational opportunities which were inherent in the psychosocial support programmes availed to their counterparts. Rated on the nature and scope variable, the conclusion was that, psychosocial support interventions were limited and fragmented in the coverage of both organisations and orphans and thus were deemed not efficacious in enhancing educational opportunities for the school-going orphaned children in Gwanda District.

The study established that, measured against the determinants of 'timeliness', 'adequacy', 'usefulness' and 'extent to which the identified educational support programmes were beneficial', the educational support programmes which were implemented by the multi-sectoral organisations met the needs of orphans to some extent. The rating indicated that the educational support programmes had a low level of efficacy in enhancing educational opportunities for school-going orphaned children in Gwanda District in Zimbabwe.

Furthermore, drawing from the research findings on the three variables, namely, 'usefulness', 'adequacy' and 'extent to which the psychosocial support interventions were beneficial', the study concluded that the psychosocial support interventions that

were implemented by the two categories of multi-sectoral organisations (CBOs and FBOs) met orphans' psychosocial needs to some extent.

The study found that, because the school fees/levies intervention had a greatly increased effect on attendance, retention and completion trends, overall, the educational support interventions which were implemented by the multi-sectoral organisations had a greatly increased effect in enhancing school participation trends for the school-going orphaned children in Gwanda District in Zimbabwe. However, the conclusion drawn was that the increase in school participation trends entailed increased access to school and retention in school, which, however, did not result in a match in increased educational opportunities per se.

The overall conclusion to the study is that the educational support interventions that are implemented by the multi-sectoral organisations have a low level of efficacy in enhancing educational opportunities for the school-going orphaned children in Gwanda District. Psychosocial support interventions are non-existent for the majority of the orphans who are registered under the multi-sectoral organisations in Gwanda District. Where these are available, the conclusion is that they are not efficacious in enhancing educational opportunities for the orphans. The study concludes that the interventions which are implemented by the multi-sectoral organisations do not address holistically the needs and rights of the orphans.

Among the recommendations made is that the participation rights of children should be respected by stakeholders who are providing them with social protection and that in this regard, the orphans should be involved in the planning, monitoring and evaluation of interventions that aim at enhancing educational opportunities for them. It is also recommended that a study be done on social protection in the education sector, country-wide, to establish the extent of the response to the orphan crisis, as well as the impact of the response on educational opportunities for school-going orphans.

Key words: investigation; efficacy; interventions; enhancing; multi-sectoral organisations; educational opportunities; school-going orphaned children

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DEDICATION

Dedicated to my late father, Moses Mfanyana Ndevu Mhule Tshuma, Tata Wallace, who sacrificed all, including his life, to send me to school. His spirit and legacy live.

I was a vulnerable child, but now I have been empowered with self-efficacy skills through the educational opportunity availed to me by the sacrifice of a great man. May his soul rest in peace.

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ACRONYMS

ACRWC	African Charter on the Rights and Welfare of the Child
BEAM	Basic Education Assistance Module
CBO	Community-based organisation
CRC	Convention on the Rights of the Child
CRP	Child rights programming
DHS	Demographic Health Survey
EFA	Education for All
FBO	Faith-based organisation
FOST	Farm Orphan Support Trust
GOVT	Government
LDS	Lutheran Development Service
MDGs	Millennium Development Goals
MHTE-VVOB	Ministry of Higher Education - The Flemish Association for Development Cooperation and Technical Assistance
NAC	National AIDS Council
NGO	Non-governmental organisation
NPA	National Programme of Action
NPA for OVC	National Plan of Action for Orphans and other Vulnerable Children
OVC	Orphans and other vulnerable children
PLWHA	People Living with HIV/AIDS
RBA	Rights-based approach
S. D.Cs	School Development Committees
UN	United Nations

UNAIDS	The Joint United Nations Programme on HIV/AIDS
UNCRC	United Nations Convention on the Rights of the Child
UNGASS	United Nations General Assembly Special Session
UNICEF	The United Nations Children's Fund
YOCIC	Youth for a Child in Christ
ZIMPRO	Zimbabwe Project Trust

1 CHAPTER ONE: BACKGROUND AND OVERVIEW OF THE STUDY

1.1 Introduction

This study sought to investigate the efficacy of interventions by multi-sectoral organisations in enhancing educational opportunities for school-going orphaned children in Gwanda District. The central aim was to interrogate whether these interventions addressed holistically the needs and rights of the orphans who were registered under the organisations. This chapter provides an overview of the historical background to the study and draws attention to the knowledge interest of the investigation. The problem, the research questions, the assumptions of the study, the limitations of the study, the significance of the study, the rationale of the study and the delimitation of the study are also set out in this chapter. A list of the definitions of major terms used in the study is also given. In concluding the chapter an outline of the issues discussed in each of the seven chapters is given.

1.2 Background of the study

The issue of children and their rights has been on the international agenda since shortly after the First World War in 1918 (Chinyangara, Chokuwenga, Dete, Dube, Kembo, Moyo, & Nkomo, 1998). The United Nations Convention on the Rights of the Child (UNCRC), which was adopted by the General Assembly of the United Nations in 1989, makes it clear that children are independent subjects and have rights (Detrick, 1999). Zimbabwe is signatory to the UNCRC which came into force in 1990. Broadly, the rights of the child, as listed in this document, can be grouped into four main categories, namely, survival, protection, development and participation (Kluckov as cited in Dyk, 2005:50). In 1999 Zimbabwe, together with other African countries, re-affirmed and contextualized the child's rights as spelt out in the UNCRC

through signing the African Charter on the Rights and Welfare of the Child (ACRWC) (African Charter on the Rights and Welfare of the Child, 1999). The two treaties, the UNCRC and the ACRWC, can be viewed as global and regional acknowledgements, respectively, of the importance of the child.

Over the years, Zimbabwe has promulgated a number of legislative instruments and policies whose main objectives are to protect the child's rights as enshrined in the global and regional instruments (Mushunje & Mafico, 2007). Examples of the legislative instruments are: the Children's Protection and Adoption Act; Guardianship of Minors Act; Maintenance Act; and Sexual Offences Act (Zimbabwe National Plan of Action for Orphans and Other Vulnerable Children, 2004). Examples of policies that safeguard the child's rights are: the Zimbabwe National Orphan Care Policy; and the NPA for OVC (Dhlembeu & Mayanga, 2006).

The first specific reference to the right of the child to education in an international human rights instrument is enshrined in Principle 7 of the 1959 UN Declaration of the Rights of the Child (Detrick, 1999). The child's right to education is enshrined in the following global instruments: the Convention on the Rights of the Child (1989); the World Declaration of Education for All (1990); the African Charter on the Rights and Welfare of the Child (1999); and the Millennium Development Goals (2000) (UNESCO & UNICEF, 2007). Among other provisions, the right of the child to education as contained in these instruments entails the provision of educational opportunities through access to school, regular attendance at school and retention. Article iii (4) of the World Declaration of Education for All (1990) emphasizes the need for States Parties to provide education to "underserved groups" such as: street

children, working children, refugees, the poor and those displaced by war (UNESCO, 1990). The Education Act of Zimbabwe stipulates that education is a fundamental right for every child and that, “subject to this Act, every child in Zimbabwe shall have the right to school education” (Education Act, 2004:620). Thus, access to school education is a core prerequisite for the realisation of the child’s right to education in Zimbabwe.

By committing themselves to education for all, the States Parties recognized that education is the foundation of other basic rights of the child (UNESCO, 1990; Convention on the Rights of the Child, 1989). UNICEF and WFP (2005) assert that at school, children can also be provided with emotional support. In addition, education can reduce the children’s risk of HIV/AIDS infection by increasing relevant knowledge, awareness, skills and opportunities (Carroll & Boler, 2003; Hepburn, 2001; UNICEF & WFP, 2005). This is the concept of the “education vaccine” against HIV/AIDS. Hunter and Williamson (as cited in Bicego, Rutstein & Johnson, 2003: 1237) buttress the notion of “education vaccine” in relation to orphans and other vulnerable children by positing that, “Provision of educational opportunities is considered one of the key components of current ‘safety net’ programs for orphans and vulnerable children in AIDS-impacted communities in sub-Saharan Africa”. Aksornkool (as cited in UNESCO, 2005:5) argues that education empowers individuals by making them capable of making “strategic life choices” and enhancing their well-being and “self-efficacy”.

Despite the fact that the world leaders committed themselves to provide education as a fundamental right to every child, studies indicate that, the world over, there are

some children whose right to education is threatened (Carter & Ray, 2007). The Zimbabwe National Programme of Action for Children (NPA) (as cited in Nziramasanga Commission, 1999:193) posits that, “There are especially difficult individual and social circumstances that put some children at a disadvantage during the time of the major stages of their development and education”. This implies that the “especially difficult individual and social circumstances” put some children at a disadvantage in relation to educational opportunities and invariably threaten the realization of their right to education. The Convention on the Rights of the Child (1989) also urges States Parties to recognize that “there are children living in exceptionally difficult conditions, and that such children need special consideration” (Convention on the Rights of the Child, 1989:2). These are the children termed the “underserved groups” in the World Declaration on Education for All (1990) (UNESCO, 1990). Orphans are among the children living in exceptionally difficult conditions (Nziramasanga Commission, 1999). As alluded to earlier, through the World Declaration of Education for All, signatory states, Zimbabwe included, are obligated to give such children access to learning opportunities (UNESCO, 1990). A case for the importance of education for children in difficult conditions is made by UNAIDS, UNESCO and UNICEF (2004:1) who posit that:

Education in particular, can leverage significant improvements in the lives of orphans and vulnerable children. Besides conferring knowledge and life skills, schooling can contribute to a child’s psychosocial development and can provide a safe and, structured environment in turbulent times.

This implies that education can be a panacea for the welfare, well-being and development of orphans and other vulnerable children. In literature, children living in “exceptionally difficult conditions”, also described by Carter and Ray (2007: 17) as “children whose rights are most violated”, are commonly referred to as ‘children in especially difficult circumstances’ or ‘vulnerable’ children. In this study, the term

'vulnerable children' (cf. section 1.8 for definition of the term) shall be used since it is the term used in the Zimbabwe National Plan of Action for Orphans and Other Vulnerable Children (NPA for OVC). This is the document that guides programming for children in such circumstances.

The following are some of the broad categories of vulnerable children: children who are victims of war and political violence; children living in the streets; working children; children with disabilities; children infected/affected by HIV/AIDS; and orphans (INEE, 2008; UNESCO; World Bank's Africa Region & World Bank Institute, 2005). This study, however, only focused on orphans in both primary and secondary schools.

Millions of children, the world over, have been orphaned due to HIV/AIDS. UNAIDS Inter-Agency Task Team on Education (2004) reveals that by the end of 2003, approximately 143 million orphaned children aged 0 to 17 years old were found in Sub-Saharan Africa, Asia and Latin America and the Caribbean. Of the total number of orphans, 15 million were due to AIDS (Carter & Ray, 2007). The worst affected region is Sub-Saharan Africa. Statistics tabled by UNAIDS, UNICEF and USAID (2004) show that there is a regional orphan crisis due to the impact of HIV/AIDS. The statistics show that the number of orphans in Sub-Saharan Africa has been escalating in the past decade, with the number of orphans due to AIDS rising simultaneously. In 1990, the total number of orphans stood at 28.4 million. Of this figure, 550000 were orphans due to AIDS, thus constituting 1.9% of all orphans. It was projected that the total number of orphans in the region would rise to 50 million by 2010. The projections were that, of this figure, 18.4million would be orphans due

to AIDS, thus constituting 36.8% of all orphans. Even if rates of new infections in adults were to fall in the next few years, the long incubation period would mean parental mortality rates would not plateau until after 2020 (Levine & Foster as cited in Subbarao & Coury, 2004:40). This implies that the proportion of orphaned children (losing either one or both parents) would therefore remain unusually high throughout the first half of the twenty-first century (Foster, 2002).

The orphan situation in Zimbabwe has shown a worrying trend in the last two decades. According to statistics given by UNAIDS, UNICEF and USAID (2004), the number of orphans in the country in 1990 was 370000. It was estimated that the number would rise to 1.4 million by 2010. It is also well established that Zimbabwe is at the epicentre of the HIV/AIDS pandemic (Felsman, 2006:6). The HIV prevalence rate in Zimbabwe is 18.1 % (Demographic Health Survey (DHS) as cited in Mushunje & Mafico, 2007:37). An OVC Baseline Survey carried out in 2005 found that 31% of the children under 18 had lost one or both parents (UNICEF as cited in Mushunje & Mafico, 2007:37). Estimations indicate that by 2010 more than one-third of the children in Zimbabwe might have been orphaned as a result of AIDS (Matshalaga as cited in Johnson, 2006:51). The AIDS-orphaned children will constitute 89 % of all orphaned children by 2010 (Subbarao & Coury, 2004). Even if the rate of HIV infection is gradually reduced in Zimbabwe, the numbers of orphans will continue to increase for a number of years to come (Felsman, 2006). Figures from the Monitoring and Evaluation Department of the National AIDS Council (NAC) Office in Gwanda indicate that in 2007 there were 13798 and 948 OVC in Gwanda Urban and Gwanda Rural Districts, respectively.

Local studies (Dhlembeu & Mayanga, 2006; Martin, 2006; Mushunje & Mafico, 2007; Nziramasanga Commission, 1999; UNICEF, 2001) indicate that orphans in Zimbabwe are facing multiple vulnerabilities (cf. Chapter Three, section 3.2 for details on vulnerabilities of orphans in Zimbabwe). These authorities attribute the increasing vulnerability of orphans to rising unemployment levels, hyperinflation and diminishing government support to vulnerable groups due to budgetary constraints. There is consensus among these authorities and other local studies that the multiple vulnerabilities faced by orphans lead to loss of educational opportunities for these children.

Studies by Dhlembeu and Mayanga (2006), Kajawu and Mwakiwa (2006), Mupawaenda and Murimba (as cited in Poverty Reduction Forum, IDS & UNDP, 2003:98), Nziramasanga Commission (1999) and UNICEF (2001) indicate that since the 1990s, orphans are dropping out of school at a higher rate due to failure to pay school fees and the impact of HIV/AIDS. UNICEF (2001) found that orphans living in households headed by another child or grandparents were more likely to be school dropouts. A. Shumba, Banda and J. Shumba (2007), Mupawaenda and Murimba (as cited in Poverty Reduction Forum, IDS & UNDP, 2003:98) and Williamson (as cited in UNICEF, 2001:11) found that the impact of HIV/AIDS on orphans was manifested through higher dropout rates, erratic attendance, low concentration in class, poor performance in schoolwork and psychological and behavioural changes due to the psychosocial problems they experienced. According to the Nziramasanga Commission (1999), some orphans had their education terminated early because of the responsibility of taking care of younger siblings.

In their report, the Nziramasanga Commission (1999:193) observed that:

There have always been some children in especially difficult circumstances yet the increase of occurrences for children living in unusual situations calls for attention. The identification of possible ways to improve their opportunities for education is the major gateway to changed and improved situations for them.

In addition, the Nziramasanga Commission (1999) reported on the situation of orphans and other vulnerable children. The Commission called for government's attention to the plight of these children in difficult circumstances. The Commission urged the government to take measures to improve educational opportunities for these children as a step towards improving the quality of their life.

The Directory of Children's Services in Zimbabwe 2000 lists 99 organisations which were providing child services, including orphan services, in the country, by 2000 (UNICEF, 2001). However, a survey conducted in Harare, Bulawayo, Mutare, and surrounding areas revealed over 200 organisations providing services to children, an indication that many more efforts existed throughout the country (Zimbabwe National Plan of Action for Orphans and Other Vulnerable Children, 2004). The increase in the number of humanitarian organisations responding to the plight of orphans and other vulnerable children followed the wakeup call by the Nziramasanga Commission of 1999 mentioned above.

The global impact of HIV and AIDS led the United Nations (UN) member states to sign a Declaration of Commitment on HIV and AIDS during the June 2001 UN General Assembly Special Session (UNGASS). Goals 65, 66 and 67 of the Declaration focus on orphans and other vulnerable children (cf. Chapter Three, section 3.3.2 for details on the provisions of the three UNGASS goals). The NPA for OVC, premised on the UNGASS Declaration, is a government social protection

programme that was developed and is being implemented collaboratively by government ministries and civil society organisations which comprise non-governmental organisations (NGOs), community-based organisations (CBOs), faith-based organisations (FBOs) and United Nations agencies. The aim of the programme is to intensify responses and strengthen national capacities to cope with the increasing numbers of OVC (Dhlembeu, Muwoni, Gombingo & Marondo, 2010; Zimbabwe National Plan of Action for Orphans and Other Vulnerable Children, 2004). Thus, the cornerstone of the NPA for OVC is multi-sector collaborative partnership.

Studies (Beard, 2007; Family Health International, 2001; International HIV/AIDS Alliance, 2003; Roby and Shaw, 2008; UNAIDS, UNICEF & USAID, 2004) reveal that the basis of the multi-sectoral approach to programming for OVC is A Framework for Protection, Care and Support of Orphans and Vulnerable Children Living in a World with HIV and AIDS (cf. Chapter Three, section 3.3.2 for details on the Framework). The driving force of the Framework is the conviction that partnerships with non-governmental and civil society organisations are often critical in extending essential services to vulnerable communities. Without such collaborative partnerships, it is not possible to create an enabling environment, strategic plan, or to adequately address crucial aspects of increasing the capacity of countries to care for and support children and the communities in which they live (Family Health International, 2001).

The multi-sectoral approach recognizes that the challenges faced by children, families, communities, and their governments, in managing the impact of HIV/AIDS

are and will continue to be enormous. Therefore, comprehensive and cost-effective approaches, coupled with coordinated partnerships are needed to meet the short and long-term care and support needs of orphans (Family Health International (2001). The implementation of the Framework requires a broad partnership among many government sectors, donors, and civil society organisations. The need for such a multi-sectoral approach to the care and support of OVC is widely advocated in literature (Connoly, 2008; Family Health International, 2001; SAfAIDS, 2005; UNAIDS, UNICEF & USAID, 2004; UNICEF & WFP, 2005). With regard to education, these authorities argue that strengthened partnerships are potentially one of the best strategies available in the drive to help countries achieve the Education for All (EFA) goals and Millenium Development Goals (MDGs) relating to education. It is argued that organisations stand to gain from enhanced collaboration by capitalizing on each other's comparative advantages and complementing each other's efforts.

With the launch of the NPA for OVC in 2005, the government endorsed an urgent need and call for coordinated, expanded interventions to strengthen existing work being undertaken by government ministries and civil society organisations (Ministry of Public Service, Labour and Social Welfare, National AIDS Council & UICEF, 2005). This programme puts in place a mechanism for the coordination and harmonisation of OVC interventions that are implemented countrywide (Dhlembeu, Muwoni, Gombingo & Marondo, 2010; Ministry of Public Service, Labour and Social Welfare, National AIDS Council & UNICEF, 2005; Zimbabwe National Plan of Action for Orphans and other Vulnerable Children, 2004). It stemmed from a realization that the widespread response to the orphan crisis lacked coordination, resulting in

fragmented impact (Zimbabwe National Plan of Action for Orphans and other Vulnerable Children, 2004). Its vision is to reach out with basic services to all OVC in Zimbabwe. The NAP for OVC provides a guiding framework and roadmap in programming for scaled up responses to the plight of OVC (Dhlembeu, Muwoni, Gombingo & Marondo, 2010).

By the end of 2005, there were 140 multi-sectoral organisations, countrywide, that had responded to government's call for scaled up responses to the plight of OVC. There were close to 1.2 million OVC then who had benefited from a range of interventions carried out by the organisations (Ministry of Public Service, Labour and Social Welfare, National AIDS Council & UICEF, 2005). The organisations include Government (coordinated by the Department of Social Welfare), UN agencies, local and international non-governmental organisations (NGOs), faith-based organisations (FBOs), and community-based organisations (CBOs) (Ministry of Public Service, Labour and Social Welfare, National AIDS Council & UNICEF, 2005).

According to the Ministry of Public Service, Labour and Social Welfare, National AIDS Council and UNICEF (2005), the most common intervention was school-related assistance, which reached over 735,000 OVCs in 2005. Other popular interventions were food/nutritional support and emotional/psychological support which reached 486,546 and 138,349 OVCs, respectively, in the same year. Twenty-seven of the organisations were operating in Matabeleland South and these organisations reached 117,787 OVCs in 2005. Examples of the organisations which were operating in the different provinces of the country in 2005 are: Catholic Relief Services, Care International, Farm Orphan Care Support, Zimbabwe Red Cross,

Plan International, Mission to Live Trust, Zimbabwe Methodist, Save the Children Norway and Save the Children UK, to mention just a few (Ministry of Public Service, Labour and Social Welfare, National AIDS Council & UNICEF, 2005; UNICEF, 2001).

In Gwanda District, which is the focus of this study, some of the organisations which were implementing interventions targeting school-going orphans and other vulnerable children in 2005 are: Ingalo Zomusa Trust (CBO); Zimbabwe Red Cross Society (NGO); Souls Comfort (CBO); Brethren in Christ Church AIDS Network (FBO); Hope for a Child in Christ (FBO); Thusanang (FBO); Sibambene (FBO); Apostolic Faith Mission (FBO); Lutheran Development Service (NGO); Mpumelelo (CBO); Lumene (CBO); and Government (coordinated by the Department of Social Welfare) (Ministry of Public Service, Labour and Social Welfare, National AIDS Council & UNICEF, 2005).

The organisations cited above also responded to government's call for coordinated expanded interventions towards orphans and other vulnerable children. Some of the organisations committed themselves to be implementing partners of the NPA for OVC. Among other objectives, the NPA for OVC through coordinated efforts by government and civil society seeks to ensure that orphans and other vulnerable children are able to access education, food, health services, birth registration, and are protected from abuse and exploitation (Ministry of Public Service, Labour and Social Welfare, National AIDS Council & UNICEF, 2005). The vision of the NPA for OVC is, "to reach out to all orphans and other vulnerable children in Zimbabwe with basic services that will positively impact on their lives" (National Plan of Action for

Orphans and Other Vulnerable Children, 2004:17). In the area of education, the objective of the NPA for OVC, at its launch, was to increase new school enrolment of OVC (by at least 25%) by December 2005, while ensuring the retention of OVC in primary and secondary schools (National Plan of Action for Orphans and Other Vulnerable Children, 2004).

Nationally, all organisations that opted to be implementing partners of the NPA for OVC programme have aligned their goals and objectives to its vision and objectives. This means that the organisations are committed to scaling up their interventions that target orphans. The multi-sectoral organisations operating in Gwanda District have committed themselves to the same vision and objectives. An analysis of the operational guidelines of some of the organisations shows that their goals and objectives on educational interventions targeting school-going orphans and other vulnerable children are the same. For example, Government (coordinated by the Department of Social Welfare), is implementing the Basic Education Assistance Module (BEAM), whose goal is to facilitate universal access to education (Ministry of Education, Sport and Culture, 2007). The primary objective of the BEAM intervention is to reduce the number of children dropping out of school and to reach out to those who have never been to school due to economic hardships. BEAM targets orphans and other vulnerable children.

The education intervention goal of the Lutheran Development Service, which is registered as a non-governmental organisation, is to enhance education opportunities for orphans and vulnerable children in Gwanda District (Lutheran Development Service, 2006). The corresponding objective is to increase new school

enrolment of orphans and other vulnerable children while ensuring retention in primary and secondary schools (Lutheran Development Service, 2006). Souls Comfort, a community-based organisation, seeks to enable orphans and other vulnerable children to have access to basic education. The indicators for the success of the objective are, an increase in the number of orphans enrolling at school and a reduction in the number of school dropouts among orphans and other vulnerable children (untitled e-mailed document from M. Moyo of Souls Comfort, personal communication, September 10, 2008).

The Community Foundation for the Western Region of Zimbabwe, a community-based organisation, seeks to have increased access and retention to basic education for orphans and other vulnerable children in the Gwanda District. Hope for a Child in Christ (n. d.) spells out the guiding education assistance policy for the consortium of faith-based organisations operating in Matabeleland Province. The policy aims at facilitating the attainment of basic education (Grade 1 to Form 6) by orphans and other vulnerable children. The policy also aims at ensuring that deserving children are reached. Further, the policy stipulates that endeavours shall be made to return dropouts to school.

The emerging picture is that the multi-sectoral organisations are pursuing the same goals and objectives in a bid to increase educational opportunities for orphans and other vulnerable children. Basically, the organisations seek to increase access to primary and secondary education for vulnerable children. It is against this background that this study was undertaken to investigate the efficacy of the

interventions that are implemented by these organisations in enhancing educational opportunities for the school-going orphaned children in the District.

1.3 Statement of the problem

Despite the proliferation of multi-sectoral organisations that have responded to the plight of orphans in the country since the 1990's, studies indicate that in recent years, there is deepening orphan vulnerability in Zimbabwe (Dhlembeu & Mayanga, 2006; Mushunje & Mafico, 2007; Zimbabwe National Plan of Action for Orphans and other Vulnerable Children, 2004). The Government of Zimbabwe and UNICEF (2006) observe that, whereas education is one of the ways of ensuring that orphans escape from poverty, the same poverty leads to their erratic school attendance and in some cases dropping out due to lack of school fees and learning materials, among other factors. The remark succinctly captures the scenario of loss of educational opportunities for orphans.

In addition to the erratic school attendance, orphans also exhibit psychological and behavioural problems due to the multiple psychosocial problems they experience (A. Shumba, Banda & J. Shumba, 2007; Mupawaenda & Murimba as cited in Poverty Reduction Forum, IDS & UNDP, 2003:98; The Government of Zimbabwe & UNICEF, 2006; Williamson, as cited in UNICEF, 2001:11). Pragmatic response to children's psychosocial needs is woefully lacking (Chase, Wood & Aggleton, 2006). Since 2000, orphans are dropping out of school at an increased rate (Dhlembeu & Mayanga, 2006; Kajawu & Mwakiwa, 2006). The increased drop-out rate of orphans has been a significant contributory factor to the decline of primary school and 'O' Level completion rates since 2000 (Kajawu & Mwakiwa, 2006; The Government of

Zimbabwe & UNICEF, 2006). It is predicted that in 2010 the number of enrolled primary school students would be 24% lower than in 2000 (Price-Smith & Daly as cited in Johnson, 2006:52). It is against this background that this study sought to establish the efficacy of interventions implemented by multi-sectoral organisations in enhancing educational opportunities for school-going orphans in Gwanda District in Zimbabwe. The following research question was regarded as the main problem that was investigated:

1.4 Main research question

To what extent are the educational and psychosocial support interventions implemented by multi-sectoral organisations enhancing educational opportunities for school-going orphaned children in Gwanda District in Zimbabwe? This research question could best be answered through the following sub-research questions:

1.4.1 Sub-research questions

1.4.1.1 What is the nature and scope of educational support programmes available to school-going orphans?

1.4.1.2 What is the nature and scope of psychosocial support programmes available to school-going orphans?

1.4.1.3 To what extent do the educational and psychosocial support interventions meet the needs of school-going orphans?

1.4.1.4 To what extent do the educational support interventions increase school participation trends for school-going orphans?

1.5 Purpose of the study

The purpose of the study was to investigate the efficacy of the interventions implemented by multi-sectoral organisations in enhancing educational opportunities for school-going orphaned children in Gwanda District in Zimbabwe. The thrust of the thesis within this purpose was to interrogate whether these interventions addressed holistically the needs and rights of the orphans who were registered under the organisations.

1.6 Delimitation of the study

The study focused on orphans, who constituted only one group of vulnerable children, in both primary and secondary schools in Gwanda District. The decision to focus on only one group among the several categories of vulnerable children was made in order to make the study manageable. The study left out orphans in foster institutions since they were already taken care of by virtue of them being institutionalized. The sample of orphans was drawn from orphans who were in the registers of the multi-sectoral organisations as at 31 December 2008 and were still at school at the commencement of data collection in June 2009. Therefore, 31 December 2008 was the cut-off date for the investigation.

The population of multi-sectoral organisations was restricted to those child supporting organisations which were registered at the Gwanda District Social Welfare office as implementing partners of the NPA for OVC, a programme which was launched by Government in 2005. These organisations were registered as pursuing the mandate of the NPA for OVC at the District Social Welfare office and the list of the organisations was obtained from that office. All other child related

organisations which, by then, were not registered as part of the NPA for OVC at the District offices were left out for manageability of the study. The launch of the NAP for OVC marked the scaling up and not the launching of interventions by the organisations as some of the organisations were already providing social support to vulnerable children by then.

The starting date for the investigation was left open because the focus on the cohort of school-going orphans who were in the organisation registers as at 31 December 2008 was taken to be a sufficient demarcation. It was understood that the period of assistance was not the same for the orphans but the period of assistance was not taken into account in the investigation of the efficacy of the interventions which were implemented for the benefit of the specified cohort of orphans. However, during data collection, it emerged that for the said cohort of orphans, multi-sectoral organisations were implementing interventions under the auspices of the NPA for OVC, a programme which was launched in 2005. Lastly, although Zimbabwe was experiencing bad times in the socio-economic sphere during the delimited period of the investigation, the study proceeded with the understanding that Government and other child-related organisations were duty-bound in terms of the UNCRC to give high priority to meeting the needs of orphans in the allocation of resources.

1.7 Limitations of the study

This study left out all other categories of vulnerable children in order to make the study focused and manageable. This, however, presented a challenge of getting orphan-specific information in some instances. For example, the researcher discovered that most of the multi-sectoral organisations which were involved in social

protection of children in Gwanda District did not have disaggregated records of orphans and other vulnerable children.

Thus, for some of the sampled organisations, the population of the school-going orphans as shown in Chapter Four, section 4.7, was an estimate made by the organisation representatives from the total OVC population figures, which were readily available. The possible statistical inaccuracies might give a distorted picture of the orphan figures in the District. However, this did not affect the modus operandi of the study because in the schools the disaggregated records of the two categories of vulnerable children were readily available. Furthermore, the study was limited to Gwanda District only. Therefore, the generalisability of the findings is limited. In conclusion, the use of stratified random sampling for the selection of the sample of organisations brought in an element of bias, which would not have been the case were simple random sampling used. However, the advantages of this sampling technique outweighed the disadvantages in that the technique ensured that all categories of multi-sectoral organisations were represented.

1.8 Definition of terms

In this study, the following terms will be read and understood according to the definitions given below:

- i. **Education** shall refer to formal, non-formal and informal learning.
- ii. **Opportunity** shall refer to prospects/chances/openings.
- iii. **Educational opportunities** shall refer to prospects for formal, non – formal and informal learning.

- iv. **Child's right to education** shall refer to the entitlement of the child to educational opportunities as provided for by the Education Act of Zimbabwe (as amended as at 1st October, 2004).
- v. **School participation** shall refer to enrolment; attendance; retention and completion. Essentially, it refers to access to school and remaining in school.
- vi. **Orphaned children** shall refer to persons less than 18 years of age who have lost either a mother (maternal orphans) or a father (paternal orphans) or both parents (double orphans).
- vii. **Child** shall refer to any person below the age of 18 years (Zimbabwe National Plan of Action for Orphans and Other Vulnerable Children, 2004).
- viii. **Efficacy** shall refer to helpfulness or usefulness.
- ix. **Vulnerability** shall refer to the risks or problems faced by orphans due to the death of one or both of their parents.
- x. **Multi-sectoral organisations** shall refer to Government (coordinated by the Department of Social Welfare); non-governmental organisations; faith-based organisations; community-based organisations.
- xi. **Vulnerable children** shall refer to children whose quality of life and ability to fulfill their potential is most affected due to the violation of their rights. This vulnerability is caused by social circumstances such as: extreme poverty, violence, abuse, neglect, exploitation, exclusion and discrimination by society, and catastrophic events such as conflict, disaster or the HIV/ AIDS pandemic.
- xii. **Programme** shall refer to specific interventions.
- xiii. **Intervention** shall refer to activities implemented by multi-sectoral organisations to alleviate the plight of orphans. (The terms "intervention" and "programme" shall be used synonymously and interchangeably in this study.)

- xiv. **Child related organisation** shall refer to an organisation all or some of whose programmes are directed towards children (Zimbabwe National Orphan Care Policy, 1999).
- xv. **Social protection** shall refer to any intervention or innovation directed at the education needs of OVC, which may involve a series of separate and additional social protection measures required to promote the participation of children who otherwise might not enrol or stay in school (adapted from Badcock-Walters et al., 2005).
- xvi. **Psychosocial support** shall refer to the process of meeting the emotional, social, mental and spiritual needs of orphans as differentiated from the process of meeting orphans' material/physical needs (adapted from SAfAIDS, as cited in Nyawasha, 2006:1).
- xvii. **Scope** shall refer to the coverage of the interventions in terms of the number of organisations implementing each intervention, and the number of orphans catered for by each intervention.

1.9 Assumptions

The study makes the following assumptions:

1.9.1. the educational support programmes are limited in scope and they do not match the inventory of interventions identified in literature.

1.9.2. there are no psychosocial support programmes available for school-going orphans.

1.9.3. the interventions do not meet the needs of school-going orphans.

1.9.4. the interventions do not increase the school participation trends of orphans.

1.10 Significance of the study

The study will have both theoretical and policy significance. Studies (Foster, 2000; Roby & Shaw, 2008; Strebel, 2004) indicate that there is a dearth of studies on the service content and efficacy of programmes that have been implemented in response to the orphan crisis in Sub-Saharan countries. In the same vein, Subbarao and Coury (2004) assert that most interventions that directly favour orphans' access to education are recent ones that have not been evaluated for their effectiveness.

This study therefore, hopes to fill in the knowledge gap in this area. Furthermore, it is hoped that the study will help education practitioners to appreciate the vulnerabilities faced by orphans and thus better understand and respond to their needs. In addition, it is hoped that the implementing organisations will be guided by the recommendations that are proffered at the end of the report to come up with programmes that are effective in enhancing educational opportunities for orphaned children in Gwanda District. This study will also serve as an eye-opener to the Ministry of Education, Sports and Culture on whether the objectives of the Zimbabwe Education Act of 2006, namely, to “increase access and participation” at the different school levels and “reduce dropout rates to improve retention” (Moyo, Ngwerume & Chimunda, 2009:12) are being achieved. UNAIDS, UNESCO and UNICEF (2004) note that a key challenge in developing effective action for orphans is the lack of monitoring and evaluation data. Thus, it is hoped that the Social Welfare Department, in conjunction with the Ministry of Education, Sports and Culture, as well as other policy planners will make informed and carefully considered policy decisions using the findings of this study. Finally, this study will be useful to other

researchers who may wish to carry out further research on the same subject to confirm or corroborate the findings.

1.11 Rationale of the study

The researcher first developed an interest in the subject of orphans as a participant in one of the series of planning workshops organized by the Ministry of Higher and Tertiary Education (MHTE) and the Flemish organisation, VVOB, under the MHTE-VVOB Cooperation Programme (2008 – 2013) for the proposed OVC Programme to be introduced in the Government Teacher Training Colleges in the country. The mission of the programme is to produce teachers with competencies and attitudes to address the needs of orphans and other vulnerable children, in order to ensure their development, safety and well-being. The researcher had great interest in the mission of the upcoming programme because it was felt that the mission was responding to a real-life problem situation, the problem of orphans and other vulnerable children in the education sector against the backdrop of the HIV and AIDS pandemic.

It was during these workshops that the researcher felt challenged about the needs of these children with whom the researcher came into contact during her visits to the schools in Matabeleland South to supervise students on teaching practice. During these visits, the researcher had discovered that there was a new phenomenon in the schools, the phenomenon of children referred to as OVC. The researcher was touched by the plight of these children and felt the urge to carry out the study, hoping that it would provide baseline information, in relation to the needs of orphans in Gwanda District, to the MHTE-VVOB Cooperation Programme.

The growing number of orphans, which has resulted in the orphan crisis, globally and in Zimbabwe, in particular, also prompted the researcher to carry out this study. Foster (2002) argues that international response to the orphan problem was late in coming because of a dearth of studies that described clearly the nature of the orphan problem. Foster observes that perceptions of the orphan problem are based on a surprisingly small number of cross-sectional studies, situational analyses and reports from anthropological research. Thus Foster (2002:93) posits that “In order to devise interventions that help mitigate the impact of AIDS on children, it is necessary to develop a convincing picture of the kinds of situations requiring priority attention”. It is hoped that this study will contribute to building a picture of the situation of orphans in the country, particularly in the Gwanda District, and, hopefully, attract humanitarian attention towards them.

1.12 Organisation and overview of the study

Chapter One: This is the introductory chapter that sets the scene for the subject of the study, which revolves around the child’s right to education. The first part of the chapter outlines the background to the study. In the ensuing sections of the chapter the following aspects are set out: the statement of the problem; the research questions; the assumptions of the study; the purpose of the study; the significance of the study; the rationale of the study; the delimitation of the study; and limitations of the study. The operational definitions of major terms used in the study are also given.

Chapter Two: This chapter presents the two theoretical frameworks that inform this study about holistic programming for orphans, namely, the child rights-based theory and the human needs theory. The chapter spells out the core tenets of each theory and highlights the symbiotic and complementary relationship between the two theories to make a case about the appropriateness of the theories as the dual lens that guides the study. The chapter also highlights the views of critics on the child rights-based theory as an approach to relief and development.

Chapter Three: The chapter covers the review of literature related to the subject of the study. The literature review is divided into four broad segments. The first segment of the literature review focuses on the common vulnerabilities and corresponding needs (interventions) of orphans as revealed in literature and previous research. The second segment details two guiding frameworks for programming for orphans and other vulnerable children so as to tease out the concept of optimal social protection for orphans. The two frameworks are: The Framework for the Protection, Care and Support of Orphans and Other Vulnerable Children Living in a World with HIV and AIDS; and, the integrated basket of support recommended by Badcock-Wheelers et al. (2005). The third and fourth segments of the literature review focus on the identification (from literature) and discussion of educational support programmes and psychosocial support programmes for orphans, respectively.

Chapter Four: This chapter provides a detailed description of the research methodology adopted for the study. It defines, describes and justifies the post-positivist paradigm on which the study is premised as well as the mixed methods

research approach that the study adopted. Focus then shifts to the definition, description and justification of the mixed-model type of mixed methods research and the across-stage mixed-model design that the study opted for. The chapter also outlines the following methodological aspects: the population; the sample; sampling design and procedures; data collection instruments; use of closed and open-ended questions in the questionnaire and interview schedules; pilot study; and, data collection procedures. Methods of data presentation and analysis are also described. The code of ethics which guided the conduct of the study concludes the chapter.

Chapter Five: This chapter covers data presentation, analysis and interpretation. Both qualitative and quantitative data presentation and analysis techniques are used in tandem with the mixed methods research approach adopted for the study.

Chapter Six: discusses the findings of the study and also relates them to the findings that emerged from the literature that was reviewed.

Chapter Seven: This chapter brings the study to a close by highlighting the conclusions under each sub-research question as well as the overall conclusion to the main question posed by the study. The chapter also features a summary of the contributions of the study as well as the recommendations for further research. The conclusion to the study was that the educational support interventions implemented by multi-sectoral organisations had a low level of efficacy in enhancing educational opportunities for the school-going orphaned children in Gwanda District. Psychosocial support interventions were non-existent for the majority of the orphans who were registered under the multi-sectoral organisations in Gwanda District.

Where these were provided, the conclusion was that they were not efficacious in enhancing educational opportunities for the school-going orphans.

1.13 Summary of the chapter

This chapter has contextualized the problem of the study. Among other pertinent contextual issues, the background section has brought to the fore the rights of the children in general and their right to education in particular, as they are promulgated in both national and global instruments. The importance of education in the lives of children, particularly in the lives of orphans and other vulnerable children was underscored. In addition, the global, regional and national orphan crisis, against the backdrop of HIV and AIDS, has been put into perspective. The orphan crisis at national level, coupled with the growing orphan vulnerability, which is impacting negatively on orphans' educational opportunities, has been highlighted as justification for the study. Furthermore, the proliferation of interventions by multi-sectoral organisations in response to the orphan problem is traced to the Nziramasanga Commission of 1999. The problem, the research questions, the purpose of the study, the delimitation of the study, the limitations of the study, the definitions of major terms used in the study, the assumptions of the study, the significance of the study, and the rationale of the study are also set out in this chapter.

Chapter 2, which follows, presents the two theoretical frameworks that guide the study.

2 CHAPTER TWO: THEORETICAL FRAMEWORKS

2.1 Introduction

The purpose of this study was to investigate the efficacy of interventions by multi-sectoral organisations in enhancing educational opportunities for school-going orphaned children in Gwanda District in Zimbabwe. The thrust of the thesis within this purpose was to interrogate whether these interventions addressed holistically the needs and rights of the orphans who were registered under the organisations.

In this chapter, the two theories that guide the study, namely, the child rights-based theory and the human needs theory are presented. As will emerge in the discussion, each theory has its own merits, thus making both theories relevant to the study. The two theories were selected as a dual lens to guide the study because they complement each other. For example, both theories hold the holistic view of the child, which is the core premise of this study. Also, the human needs spelt out in the human needs theory correspond with the basic children's rights as spelt out in the United Nations Convention on the Rights of the Child (UNCRC). The child rights-based theory is discussed in the first part of the chapter. This is followed by the human needs theory. The conclusion underlines the symbiotic relationship between child rights and needs, thus justifying the use of the child rights and human needs theories as a dual lens in this study.

2.2 The child rights-based theory

Child rights-based approaches to programming belong to the wider family of rights-based approaches to programming (Cave 2005; Frost, 2005; Theis, 2005). Human

rights underpin all rights–based programming (Cave, 2005; Frost, 2005; Save the Children Alliance, 2005; Theis, 2005). Human rights are universal, and they entitle all people to basic conditions supporting their efforts to live in peace and dignity, and to develop their full potential as human beings (Cave, 2005; Frost, 2005; Theis, 2005).

A rights–based approach to programming deliberately and explicitly focuses on people realizing their human rights (Cave, 2005; Lansdown, 2005; Save the Children Alliance, 2005). “It focuses on the inalienable human rights of each individual, as expressed in United Nations instruments, and on governments’ obligation to fulfill, respect and protect those internationally defined human rights” (UNESCO & UNICEF, 2007:2). In so doing, it aims to support and empower individuals and communities to claim their rights (UNESCO & UNICEF, 2007).

The core human rights principles, namely, universality and inalienability, indivisibility, interdependence and interrelatedness, equality and non-discrimination, participation and inclusion, accountability and respect for the rule of law, among others, form the basis of all rights–based approaches (UNESCO & UNICEF, 2007). These principles are derived from the provisions of the United Nations Human Rights declarations and treaties, which include the 1948 Universal Declaration of Human Rights (UDHR) and the 1989 Convention on the Rights of the Child (UNCRC), among many others (Save the Children Alliance, 2005). Therefore, rights-based approaches to programming and development have a wide-based and deeply-rooted historical foundation of human rights.

The following quotation by Save the Children Alliance (2005: 55) aptly captures the foundation and goal of child rights–based approaches:

CRP is deeply-rooted in a long term global commitment to human rights, an understanding of good development practice and, above all, a drive to see the rights of all children fulfilled.

The overall purpose of rights–based approaches is to create lasting solutions that stand a far greater chance of succeeding because they are based on realizing peoples’ rights (Frost, 2005; Save the Children Alliance, 2000). With this approach, human rights are both the end and the means of development (Save the Children Alliance, 2005). A rights perspective requires that beneficiaries be viewed as rights–bearers who, because they are human beings, can claim minimum levels of treatment, services and opportunity, and who exist in a wider context – a society–within which such claims are either respected or ignored (Ray & Carter, 2005; Save the Children Alliance, 2005). Therefore, the child rights-based theory is relevant to this study, which sought to investigate the perceptions of the orphans, among other respondents, about the efficacy of the interventions implemented by the multi-sectoral organisations in enhancing their educational opportunities.

A comparison of some key elements of rights-based approaches with key elements of other approaches to relief and development shed light on the core tenets of the theories. Save the Children Alliance (2005) makes such a comparison. Firstly, in rights-based approaches, relief action is mandatory, while in other approaches relief action is voluntary or optional. Secondly, in rights-based approaches, the subjects of relief have legally established claims and entitlements whereas in other approaches the subjects have needs which should be met but can be prioritized. Thirdly, in rights-based approaches, poor people are entitled to help as subjects of rights,

whereas in other approaches, poor people deserve help as the subjects of charity. Fourthly, in rights-based approaches, people affected by development work are active participants by right, whereas in other approaches people affected by development work are passive beneficiaries; they can be invited to participate in order to improve the effectiveness of programmes or projects. Lastly, in rights-based approaches, rights are indivisible and interdependent, though in any situation some practical prioritisation may be required, whereas in other approaches there is a hierarchy of needs and some needs are nearly always more important than others. Overall, the comparison portrays the rights-based approaches as more human-oriented than other approaches.

However, a major potential weakness of rights-based approaches is noted. This is the element of prioritization of rights depending on the dictates of the situation. The implication is that, for practical reasons, the relief agent may decide to focus on a programme(s) that is/are meant to fulfill some and not all of the rights of the beneficiaries. This element can potentially destroy all advantages that are inherent in the 'indivisible' and 'interdependent' elements, which hold that rights are a system. Seen in that regard, in a normal situation, there is no prioritization of rights. In the subsequent paragraphs, the discussion focuses on the child rights-based theory as a version of the larger family of rights-based theories. The child rights-based theory, whose thrust is programming for children, has been chosen as a suitable lens for this study.

The child rights-based approach to programming is a child-focused version of the rights-based approach (Cave, 2005; Save the Children, 2000; Theis, 2005).

Essentially, the child rights-based approach draws upon the principles and standards of the United Nations Human Rights Treaties, particularly the 1989 Convention on the Rights of the Child. “Child rights programming (CRP) applies rights-based approaches specifically to work to realise the rights of boys and girls under the age of 18” because children have their own special needs and vulnerabilities, different from those of adults (Save the Children Alliance, 2005: 23).

Therefore, a child rights-based approach to programming is adapted to the special situation of children, bearing in mind that children have human rights that are peculiar to them, as set out in the special international convention – the Convention on the Rights of the Child (Cave, 2000; Save the Children Alliance, 2005). Save the Children Alliance (2005:24) refers to the approach as child rights programming (CRP). The following definition of CRP as given by Save the Children Alliance (2005:24) highlights the thrust of this approach:

Child rights programming means using the principles of child rights to plan, implement and monitor programmes with the overall goal of improving the position of children so that all boys and girls can fully enjoy their rights and live in societies that acknowledge and respect children’s rights.

Essentially, then, child rights programming involves the application of child rights (as enshrined in the UNCRC and other UN human rights treaties) to bring about improvements in the lives of children.

Subbarao and Coury (2004:22) reinforce the child-centredness and child rights focus of the child rights-based approach to programming by defining it as, “a participatory methodology for planning and programming interventions directed at children, based on the concept of a child’s rights”. This definition brings to the fore a core characteristic of the rights-based approach (highlighted earlier) that sets it apart from

other approaches - people affected by development work are active participants by right , not passive beneficiaries. Thus, this study sought to involve the orphans in the evaluation of the educational support interventions implemented by the multi-sectoral organisations operating in Gwanda District.

As alluded to earlier, participation and inclusion are fundamental human rights principles. The idea of “a participatory methodology” is in line with the principle of participation as highlighted in Articles 12, 13, 14, 15, and 17 of The United Nations Convention on the Rights of the Child and Articles VII and VIII of The African Charter on the Rights and Welfare of the Child (Zimbabwe National Orphan Care Policy, 1999). The principle of participation requires that the views and voices of children are heard and that the children take part in decision-making in matters concerning them. This study sought the perceptions of orphans, among those of other respondents, about the efficacy of the educational support interventions implemented for them by multi-sectoral organisations in Gwanda District. The next paragraph identifies additional core principles of the rights-based approach to programming in an attempt to make clearer the ideology of the approach.

The following are additional core principles of the child rights-based approach to programming: the holistic view of children; accountability; non-discrimination; supporting duty bearers; the best interests of children; survival and development; children as part of a community; partnerships; and, information and knowledge (Save the Children Alliance, 2005). In the subsequent paragraphs, each of these principles is explained briefly to capture what they entail.

The holistic view of children emphasizes the holistic nature of programming vis-à-vis the needs of the child. However, it has been highlighted that prioritization is allowed where the needs are many and resources do not permit the fulfilment of all needs at the same time. The principle of accountability is in line with the dependency position of the child in relation to adults. It entails the building of synergistic programming partnerships and collaboration among a range of duty-bearers such as governmental, civil society and other stakeholders. The principle of non-discrimination (Article 12 of CRC) holds that all rights apply to all children without exception. All children have the same right to develop to their full potential, regardless of race, colour, gender, caste, language, opinion, origin, disability, birth, family status or any other characteristic (International Federation of Red Cross & Red Crescent Societies, 2002). The state, itself, has an obligation to put into place the means to ensure that children are protected from any form of discrimination and to take positive action to promote their rights (Save the Children Alliance, 2005).

Supporting duty bearers requires that the duty-bearers, such as the families and communities of the vulnerable children, be capacitated so as to enhance their capacity to support the children. The principle of best interests of the child (Article 3 of CRC) stipulates that, in all actions concerning children, whether undertaken by the public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration (Cave, 2005; Lansdown, 2005; Save the Children Alliance, 2005; UNESCO & UNICEF, 2007). The “best interests” principle covers all decision-making affecting boys and girls, including the mobilization and allocation of resources (Cave, 2005; Lansdown, 2005; Save the Children Alliance, 2005; UNESCO & UNICEF, 2007).

Children’s “best interests” will not normally be the only consideration when decisions which affect children are made, but they must be among the first aspects to be considered and should be given considerable weight – “a primary consideration”, relative to the interests of adults (International Federation of Red Cross & Red Crescent Societies, 2002; Save the Children Alliance, 2005). It is important for those making decisions to take into account the views of the child when determining what the best interests of the child might be (Save the Children Alliance, 2005).

Survival and development are understood as the preconditions of all other rights (International Federation of Red Cross & Red Crescent Societies, 2002). The principle of survival and development (Articles 6 and 8 of CRC) recognises that children have the right to life. In addition, it dictates that every child has the right to those inputs and provisions that will enable him/her to develop to his/her full potential and play his/her part in a peaceful, tolerant society (Save the Children Alliance, 2005). This embraces the children’s right to benefit from governmental policies and actions which will help them to progress into adulthood (International Federation of Red Cross & Red Crescent Societies, 2002). In accordance with this principle, actions must be taken to provide special protection to the most vulnerable or most in need (International Federation of Red Cross & Red Crescent Societies, 2002).

The principle of children as part of a community focuses on the social support structures, namely, the family, community, as well as the wider society, as duty-bearers with a responsibility to nurture the children and defend their rights. Partnerships entail building partnerships and alliances for the promotion, protection and fulfilment of children’s rights. This is the idea of the multi-sectoral approach -

building synergistic programming partnerships and collaboration among governmental and other stakeholders, including civil society stakeholders, which were referred to under 'accountability' above.

Lastly, information and knowledge entails facilitating awareness of children's rights by the children themselves and all duty-bearers. The protection of children's rights as spelt out in the CRC is the core of the child rights-based approach to programming (Save the Children Alliance, 2005).

Another significant tenet of the child rights-based approach to programming is the recognition of the dependency position of children in relation to adults (Ray & Carter, 2007). The dependency position of children presupposes that there are duty bearers and rights bearers. Duty bearers include family and peers, the community and other adults, government, civil society organisations, regional players, and international players, among others. The children are the rights bearers. The tenet of the dependency position of children buttresses the principles of survival and development, as well as children as part of a community. (This is discussed earlier). This principle also reinforces the view held by child rights-based theorists that "society has a mandatory duty to nurture its own children" (Nyawasha, 2006:2).

Although child rights-based approaches draw upon the wide array of general human rights and child rights principles and concepts as outlined above, the four general principles that underpin the implementation of the Convention on the Rights of the Child, namely, non-discrimination; best interests of the child; participation; and, survival and development form the foundation for child rights programming (Cave,

2005; Lansdown, 2005; Save the Children Alliance, 2005; UNESCO & UNICEF, 2007).

Studies (Lansdown, 2005; Save the Children Alliance, 2005; Subbarao & Coury, 2004) show that there are several steps that are followed when using a child-based approach. Connolly (as cited in Subbarao & Coury, 2004:122) captures seven steps as follows:

1. *Identification of children's rights: What would be the minimum standard?*
2. *Assessment: What is the situation of children?*
3. *Identification of rights gaps: What are the rights violated and at risk?*
4. *Causality analysis: What are the causes at all levels of the rights violated?*
5. *Duty bearers: Who are they, what are their roles and obligations?*
6. *Capacity and resources analysis of the duty bearers: Do the duty bearers have adequate resources to fulfill their roles?*
7. *Define goals, strategy, and actions: What action must be undertaken, by whom and why?*

In a practical programming situation, when the steps outlined above are followed by implementing organisations, the outcome is a thorough analysis of the situation and needs of children, culminating in interventions that are in the best interests of the children. In this study, the researcher sought to establish whether the organisations had done, among other prerequisites, a thorough analysis of the needs of the orphans as part of the process of programming. This study also sought to identify the 'needs basket' of the orphans in Gwanda District, by asking the orphans to state the problems/vulnerabilities they had experienced at school and at home. A comparison of the 'needs basket' and the existing interventions was meant to show the gaps in the programming for orphans.

Like with any other theory, rights-based approaches, the family to which child rights-based approaches belong, have received widespread and varying criticism. Firstly,

organisations which have adopted the approach agree with the set of values and beliefs about human beings and development expressed in human rights, that is, they believe that it is a morally right approach (Save the Children Alliance, 2005). Secondly, the organisations believe that rights–based approaches bring a number of practical benefits to relief and development work compared to other approaches (Save the Children Alliance, 2005). According to Save the Children Alliance (2005: 19), the following are some of the benefits:

- *International agreement and legitimacy: the goal and standards are universally agreed and set out in international legal frameworks which are shared by governments, donors and civil society.*
- *A clear, shared long-term goal (regarding the fulfilment of human rights): this goal can be shared by everyone working in relief and development, along with the standards to measure progress towards it.*
- *Accountability: the responsibilities of governments, donors, the private sector, communities and individuals are identified and various ways in which they can be held accountable have already been developed and tested.*
- *Empowerment: the active participation of disadvantaged and discriminated groups is seen as essential to achieving social justice, non-discrimination and pro-poor development.*
- *Equity: there is a strong focus on justice, equality and freedom and a willingness to tackle the power issues that lie at the root of poverty and exploitation. There is a commitment to reach the most excluded.*
- *Greater impact and effectiveness: because of its emphasis on accountability, empowerment and activism, the rights–based approach is seen as being more effective in the fight against injustice, poverty and exploitation.*
- *An integrated approach: rights–based approaches incorporate what is widely regarded as “good practice” into one overall holistic approach.*

The problems and weaknesses that are inherent in the approach have also been highlighted. Firstly, concerns have been raised that the increased politicisation (e.g. empowering beneficiaries to claim their rights) that is inherent in a rights– based approach may be obstacles to adopting the approach (Cave, 2005; Theis, 2005). Secondly, there are possibilities that a rights–based approach may involve entering into opposition with those who hold the power to deny rights, through denouncements of violators, legal enforcement and promoting collaborative ways (Cave, 2005; Theis, 2005). Thirdly, there is the conceptual problem in that the rights

theory is a contested area lacking a single, dominating view of what constitutes justice or freedom (The International Programme Group, 2005). The lack of a unified conceptual foundation makes it difficult to provide coherent practical guidance for practitioners (The International Programme Group, 2005).

In the view of The International Programme Group (2005), the other problem arises from the principle of the indivisibility of children's rights. The International Programme Group (2005) notes that it is infeasible to protect all rights simultaneously. The weakness, in their view, is that there is no operational strategy guidance in the CRC spelling out where to begin and how to work in the most effective manner to protect children's rights. However, the criticism about the lack of operational strategy guidance in the CRC may be overcome by taking cognisance of Save the Children Alliance's (2005) observation that, although rights are indivisible and interdependent, in any situation some practical prioritisation may be required.

Furthermore, The International Programme Group (2005) notes that there is no blueprint on operationalising rights-based approaches. In their view, this has led to different organisations coming up with different and sometimes competing visions of how to carry out relief and development work. In some cases, the approaches do not constitute "an ordered and comprehensive approach to development" (The International Programme Group, 2005:9).

Lastly, there is widespread scepticism about the long-term future of rights-based approaches (Cave, 2005; Theis, 2005). In the view of Cave (2005: 8), the critical question is: Is the rights-based approach "just the latest development fad and

Utopian dream with no chance of becoming mainstream practice”? Cave (2005) and Theis (2005) caution relief and development practitioners to be wary of using RBA (rights-based approach) rhetoric without tangible changes taking place in practice.

From the foregoing discussion, it can be argued that the child rights-based approach to programming is a suitable lens for the present study because of its child-centredness and emphasis on fulfilment of children's rights, and the welfare of children, which elements are the focus of the study. The core view of the child rights-based conceptual framework is that child protection organisations are duty-bound to act in the best interests of the children and to work for the fulfilment of children's rights, which include their right to education (Ray & Carter, 2007; Save the Children Alliance, 2005; UNESCO & UNICEF, 2007).

Using the lenses of this framework, this study sought to determine the extent to which the interventions implemented by the multi-sectoral organisations in Gwanda District had fulfilled the indivisible rights (needs) of children, including their right to education. The next section highlights the core tenets of the human needs theory, which complemented the child rights-based theory as a guiding theoretical framework in the present study.

2.3 The human needs theory

The human needs theory, developed by Max-Neef, Elzalde and Hopenhayn, is different from the traditional needs-driven development theories, as well as the basic needs theories espoused by psychologists, in a number of ways. For example, while the traditional needs theories hold that there is a hierarchy of needs and that needs

can be prioritized on the basis that “some needs are nearly always more important than others” (Save the Children Alliance, 2005), the human needs theory holds that there are no hierarchies among human needs, rather, the needs are a system and therefore, they are interrelated and interactive. The human needs theory is detailed in the remainder of this chapter.

According to Max–Neef, Elzalde and Hopenhayn (as cited in Dyk, 2005:271 – 272), human needs (also children’s needs) can be organised into ten fundamental categories as detailed below:

- Subsistence needs: the basic provision of food, water and shelter needed for survival.
- Protection: the provision of basic health, psychological and social safety and an infrastructure of protection against sickness, disease, violence, war and abuse.
- Affection: parental and family love and emotional nurturing, intimate relationships with others, friendships and peer support.
- Understanding: the need to develop the capacity for curiosity, intuition and critical thinking. This, in turn, will lead to the accumulation of knowledge and an understanding of how we fit into the world in general.
- Participation: the important process whereby we see ourselves as part of the bigger picture by taking part in it with family, friends, school community, church or colleagues.
- Leisure: the opportunity to relax rest and choose to be idle. We “recharge” by playing, indulging in hobbies or sports, and spending time alone if we want to.

- Creation: being productive and having the capacity and skills to create something. The capacity for creation may refer to artistic creation, producing a crop or running a business.
- Identity: our sense of who we are; our self – esteem; the value we place on ourselves; and our sense of worth within our families, communities and peer groups.
- Freedom: the right to choice and autonomy, and freedom in a physical, emotional and social sense.
- Transcendence: the belief that we are part of something bigger than ourselves, and that the world is more than a physical reality. We have a need for spiritual awareness and connectedness.

Human needs are seen as ontological (i.e. stemming from the condition of being human) (Dyk, 2005). According to Dyk (2005), the different needs are satisfied at different levels, with different intensities and different contexts (e.g. personal, social group and environment).

The human needs theory as propounded by Max–Neef, Elzalde and Hopenhayn (1991) holds that poverty should not be defined in terms of income threshold, but in terms of needs not satisfied. The theory also holds that the traditional concept of poverty is limited and restricted since it refers exclusively to the predicaments of people who may be classified below a certain income threshold (Max–Neef et al., 1991). Max–Neef et al. (1991) suggest that we should not speak of poverty but of poverties. “Any fundamental human need that is not adequately satisfied reveals a human poverty” (Max–Neef et al. as cited in Dyk, 2005:272). Examples of human

poverties cited by Max–Neef et al. (1991:18 - 19) are: (a) poverty of subsistence (due to insufficient income, food, shelter, etc.); (b) poverty of protection (due to bad health systems, violence, arms race, etc.); (c) poverty of affection (due to authoritarianism, oppression, exploitative relations with the natural environment, etc.); (d) poverty of understanding (due to poor quality of education); (e) poverty of participation (due to marginalization and discrimination of women, children and minorities); and; (f) poverty of identity (due to imposition of alien values upon local and regional cultures, forced migration, political exile, etc.). The present study sought to establish the human poverties (fundamental needs not adequately satisfied) which affected the school-going orphaned children in Gwanda District. The needs which were not adequately satisfied represented gaps in programming for the orphans.

According to Max–Neef et al. (1991) (as cited in Dyk, 2005: 272) the following types of satisfiers for human needs can be identified:

- *Destroyers or violators are satisfiers that address one need but end up destroying that need and others as well. Child labour (including prostitution) and child armies are examples of destroying satisfiers. They may provide a vocation and a certain type of identity for children, but they also stifle other needs such as affection, participation and freedom and they destroy the capacity for healthy development. The special attribute of destroyers or violators is that they are invariably imposed on people.*
- *Pseudo-satisfiers are appealing and promise to fulfill needs, but do not. They generate a false sense of satisfaction. Examples include the allure of the city and freedom, which pull many vulnerable children into prostitution, drugs and alcohol.*
- *Inhibitors satisfy one need but inhibit another. For example, an overprotective family provides protection but in various ways may inhibit affection, understanding, participation, identity and recreation. A refugee camp for displaced children is an example of an inhibitor that can seriously hamper a child's healthy psychological development because although it provides basic food and shelter it leaves most of the child's needs unsatisfied.*
- *Singular satisfiers satisfy one need in a child's life while ignoring others. The indiscriminate distribution of food to poor children is an example of a singular satisfier that satisfies the need for subsistence in a non-synergistic way.*
- *Synergistic satisfiers are those that satisfy a given need and stimulate and contribute to the fulfilment of others. Synergistic satisfiers therefore meet several different needs at once. Effective education, preventive medicine, educational or experiential games, music and art are examples of synergistic satisfiers. For example, an educational game that satisfies the need for leisure also stimulates and satisfies the need for understanding and creation.*

The human needs theory was developed to substitute the then existing social and economic theories of development, which were considered incomplete, inadequate and ineffective. “Nowadays, it is accepted almost as common place that development and human needs are irreducible components of a single equation” (Max–Neef et al., 1991:12). Development and human needs are interwoven concepts. Max–Neef et al. (1991) view the best development process as that which allows the greatest improvement in peoples’ quality of life. A similarity between the human needs theory and the rights–based theory (as theories of relief and development) is that both theories are people–centred, and the ultimate goal of the two theories is the improvement in peoples’ quality of life.

The human needs theory holds that human needs must be understood as a system - that is, all human needs are interrelated and interactive. With the sole exception of the need for subsistence - that is, the need to remain alive - no hierarchies exist within the system, contrary to what psychologists such as Maslow postulated. “On the contrary, simultaneities, complementarities and trade-offs are characteristics of the process of needs satisfaction” (Max–Neef et al., 1991:16). Therefore, just like human rights, human needs are indivisible and interdependent. The satisfaction of one category of needs depends on the satisfaction of all other categories. Max–Neef et al. (1991) assert that there is no one-to-one correspondence between needs and satisfiers. A satisfier may contribute simultaneously to the satisfaction of different needs or, conversely, a need may require various satisfiers in order to be met.

Elaborating on their theory, Max–Neef et al. (1991) explain that each need can be satisfied at different levels and with different intensities. Furthermore, needs are

satisfied within three contexts: first, with regard to oneself (Eigenwelt); second, with regard to the social group (Mitwelt); and, third, with regard to the environment. The implication is that the needs are satisfied at the individual level, the social group (e.g. family and the community level as well as national, international and sectoral levels, respectively). Therefore, programming for the total development of the child (holistic programming) should embrace all levels. This means that there should be interventions at the level of the vulnerable child, the level of the family/community, as well as the international, national and sectoral level. “The quality and intensity, not only of the levels but also of the contexts, will depend on time, place and circumstances” (Max–Neef et al., 1991:18).

Dyk (2005) believes that Max–Neef’s et al.’s theory offers a practical framework for caregivers who are searching for a model to address “the so-called orphan problem” (Dyk, 2005:272. Dyk (2005:272) posits that:

Rather than choosing between existing models, caregivers should use Max – Neef’s framework to assess and analyse how to best meet the varied needs of children in ways that are both satisfying and sustainable. Care for orphans or other children made vulnerable by HIV/AIDS should be based on the fulfilment of all the needs of the child by using synergistic satisfiers. To provide a child with food, clothing and shelter is very important to fulfill the basic need for subsistence, but the child needs much more to become a fulfilled and productive adult.

International HIV/AIDS Alliance (2003) echoes Dyk’s advice concerning the utility of the human needs theory as given in the above quotation by advising organisations to provide long-term, comprehensive and holistic assistance, taking into account the totality of a child’s development. “It is not enough for programmes to provide just one aspect of support (psychological support, for example); they must focus on other needs too (such as health and education)” (International HIV/AIDS Alliance (2003:9).

The human needs theory complemented the child rights-based theory as the theoretical lenses in the present study which sought to assess the efficacy of multi-sectoral interventions in addressing the varied needs of school-going orphaned children in Gwanda District.

2.4 Conclusion

The child rights-based and human needs theories were chosen as the theoretical frameworks for the present study because they complement each other. The two theories are mutually inclusive in that, child rights and needs are symbiotic. The UNCRC, which is the guiding framework for the comprehensive rights of the child, gives the mutual characteristic of children's rights and needs. The basic needs of children such as, the need for food, shelter, health care, clothing and education are all spelt out as the rights of all children in this global instrument. Thus, a fulfilment of the material/physical, emotional, mental, social, and spiritual needs of children is tantamount to a fulfilment of their rights, and the reverse is true. Therefore, the two theoretical frameworks were the guiding tools in the present study, which sought to establish the extent to which the interventions by multi-sectoral organisations in Gwanda District had met the varied needs of the orphans (which corresponded to the multiple vulnerabilities they faced) and thus the extent to which the interventions had enhanced the educational opportunities of the orphans. The extent to which children's needs (rights) were fulfilled determined the efficacy of the interventions. The next chapter focuses on the review of literature related to the study.

3 CHAPTER THREE: LITERATURE REVIEW

3.1 Introduction

This chapter focuses on the review of literature related to the problem of the study. The literature review identified the multiple vulnerabilities which orphans in different settings are prone to experience, as well as the corresponding interventions that are recommended. It also served to identify best practice educational and psychosocial support interventions which have been tried and tested for orphans in different settings. Using the literature review guide, the gaps in programming for the school-going orphaned children in Gwanda District vis-à-vis their needs were identified and the efficacy of the interventions in enhancing educational opportunities for the orphans was determined. The review of literature also pointed to the recommendations which were proffered at the end of the study. The first segment of the literature review focuses on the vulnerabilities and needs of orphans as revealed in literature. The second segment focuses on guiding frameworks for the programming for orphans and other vulnerable children. The third and fourth segments focus on the educational support programmes for orphans and psychosocial support for orphans, respectively.

3.2 Vulnerabilities and needs of orphans

3.2.1 Introduction

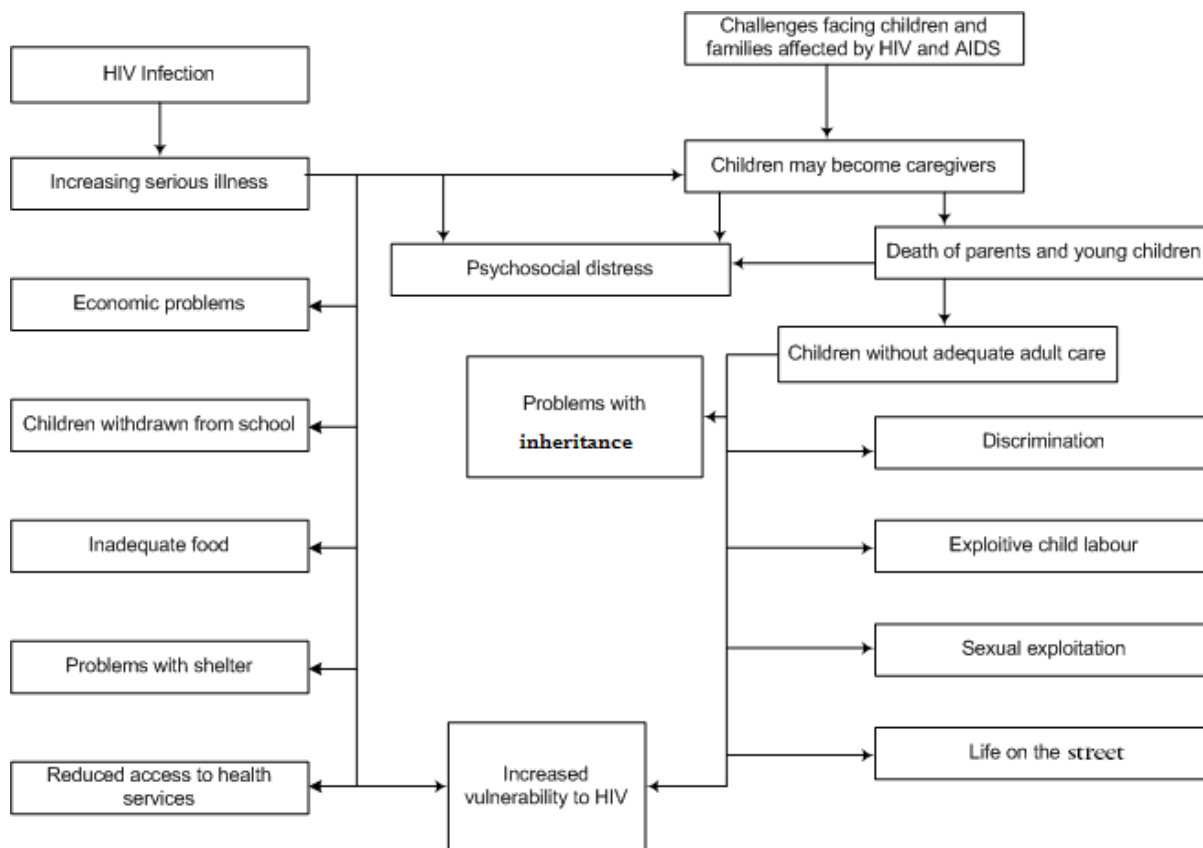
In this section, the discussion focuses on specific vulnerabilities faced by orphans, as well as the corresponding needs of orphans as suggested in literature. Effective interventions depend on knowing the specific needs of orphans (Dyk, 2005; Subbarao & Coury, 2004). The interventions needed by orphans can be derived

directly from the vulnerabilities and risks they face (Subbarao & Coury, 2004). Conversely stated, each vulnerability faced by orphans points to a corresponding need. 'Need' in this context refers to the interventions orphans require in response to the vulnerabilities/problems they face.

3.2.2 Vulnerabilities and needs of orphans in the context of HIV and AIDS in Zimbabwe

The state of orphanhood can greatly increase vulnerability among the affected children (Nelson Mandela Children's Fund, W.K. Kellogg Foundation & Human Sciences Research Council, 2006). Since 2003, Zimbabwe recorded 98 000 orphans due to HIV/AIDS (Mushunje & Mafico, 2007). This figure represented 78% of all orphaned children in the country (Mushunje & Mafico, 2007; UNAIDS, UNICEF & USAID, 2004). This implies that in Zimbabwe, the majority of orphaned children are orphaned due to HIV/AIDS. Mushunje and Mafico (2007) concur with the Zimbabwe National Plan of Action for Orphans and Other Vulnerable Children (2004) that orphans are fast becoming the most vulnerable members of society. Figure 3.1 adapted from Mushunje and Mafico (2007) illustrates the multiple vulnerabilities faced by orphans in Zimbabwe in the context of HIV/AIDs.

Figure 3.1: Vulnerabilities of orphans in the context of HIV and AIDS



Adapted from: Mushunje & Mafico (2007).

Drawing from the assertion by Subbarao and Coury (2004) that orphans' needs can be derived directly from the vulnerabilities they face, it can be argued that the multiple vulnerabilities faced by orphans in Zimbabwe as illustrated in Figure 3.1 are a pointer to the range of interventions that are needed as social protection for the orphans. The inference from the illustration is that holistic interventions for orphans should comprise complementary interventions in response to both economic and non-economic vulnerabilities emerging from the Figure. This suggests that holistic programming for orphans can be achieved through the complementary combination of both material/physical and psychosocial support interventions.

Table 3.1 below illustrates the synchronous relationship between orphan vulnerabilities and the needs of orphans as pointed out by Subbarao and Coury (2004) above. The illustration depicts examples of both material/physical and psychosocial support interventions that can be implemented in response to both economic and non-economic vulnerabilities of orphans.

Table 3.1: Children’s Risks/Vulnerabilities and Needs

Risks/Vulnerabilities	Needs
Reduced economic resources of the family, housing	Adequate productive skills; access to income-generating activities and productive inputs
Risk (loss) of educational opportunities	Uninterrupted access to education; may need fee waivers, subsidies, training skills- sector: policy issue
Malnutrition and lack of adequate health care	Adequate nutrition and access to health care- sector: policy issue
Property grabbing	Social and legal protection
Abuse, exploitation, discrimination	Social and legal protection
Psychological trauma, conflict stigmatisation	Psychosocial support, loving and caring environment

Adopted from Subbarao and Coury (2004:2)

From Table 3.1, it is apparent that each vulnerability faced by orphans should have a corresponding intervention. Similarly, this study investigated the match between the vulnerabilities faced by orphans in Gwanda District and the nature and scope of interventions implemented by the multi-sectoral organisations supporting them. The extent to which these matched determined the extent to which the interventions met the needs of the orphans and hence the efficacy of the interventions in enhancing the educational opportunities for the orphans. Figure 3.1, which illustrates the multiple vulnerabilities faced by orphans in Zimbabwe against the backdrop of the

HIV/AIDS pandemic, and Table 3.1, which shows the synchronous relationship between orphan vulnerabilities and needs, formed the basis of the discussion on the vulnerabilities and corresponding needs of school-going orphans in the wider African context. The discussion features in the first part of the section that follows.

3.2.3 Vulnerabilities and needs of school-going orphans in Africa

Case, Paxson and Ableidinger (as cited in Subbarao & Coury, 2004:14) reveal that data drawn from 10 countries suggest that orphans in Africa, on average, live in poorer households than non-orphans. The World Bank (as cited in Foster & Willianson, 2000: 276) posits that, “Indeed, the death of a father can have disastrous impact on the welfare (wealth/income) of a household because of the costs of a funeral, the loss of income, and the risks of losing one’s property”. Dyk (2005:260) further claims that, “Relatives move in and often exploit the children by taking possession of their property but not providing support for them”. Dyk maintains that in such situations, the children (orphans) lack work skills and family support of any kind and they often end up living on the streets with no money except what they can raise from begging. Sloth-Neilsen (as cited in Mushunje & Mafico, 2007:40) echoes Dyk by making reference to what he calls a common problem in Zimbabwe in the quotation cited below:

Common among children who are living on their own, is the loss of property to greedy relatives who, upon the death of the children’s parents, take away whatever property the parents have bequeathed to the children.

As shown in Table 3.1, orphans who face the vulnerability of loss of inheritance due to property grabbing need social and legal protection (Subbarao & Coury, 2004).

Evidence shows that orphans' care tends to fall more and more on the poorest homes, for example, those headed by the elderly or women (Mushunje & Mafico, 2007). Data from across Africa indicate that, where the HIV/AIDS epidemic is more severe, or the extended family is weakened, orphaned children are more frequently cared for by grandparents (Nelson Mandela Children's Fund, W.K.Kellogg Foundation & Human Sciences Research Council, 2006). Echoing the same finding, SAfAIDS (2004: 2) indicates that "Grandparent carers are becoming increasingly common, particularly in rural areas, and account for 80% of the caregivers in some studies". In Namibia, for example, the proportion of orphans being taken care of by grandparents rose from 44% to 61% between 1992 and 2000 (UNICEF, 2003). Poverty Reduction Forum, IDS and UNDP (2003) reveal that, in Zimbabwe, more than 50% of the orphans are cared for by grandparents, who, in most instances, have severe limitations on the number of orphans they can take care of. Often, the grandparents themselves are in need of care, particularly financially, as a result of the loss of the breadwinner/s in the family. The situation in Zimbabwe and Namibia reflects that an increasing number of orphans are facing the risk of poverty in the households where they live.

UNICEF (2003) asserts that a large and increasing share of households with orphans is impoverished to the point where basic needs go unmet. A survey of over 400 households with orphans in Mwanza Region of Tanzania reported that almost 40% could not even cover basic expenses (UNICEF, 2003). Other recent surveys in eight other countries reported similar findings (UNICEF, 2003). From the illustration in Figure 3.1, it is apparent that economic problems give rise to other vulnerabilities such as: inadequate food, problems with shelter and material needs, and reduced

access to health services. According to the classification of fundamental human needs as illustrated in Max–Neef et al.'s (1991) human needs theory, these vulnerabilities fall into the category of subsistence and protection, which UNICEF (2003) classifies as basic needs.

Lack of food exposes orphans to the risk of malnutrition and stunting (Subbarao & Coury, 2004; UNICEF, 2003). UNICEF (2003) posits that, in households lacking community support, food consumption can drop by more than 40%, thus putting children at higher risk of malnutrition and stunting. Children orphaned by HIV/AIDS face a higher risk of malnutrition, stunting and illness (Ainsworth & Semali as cited in Subbarao & Coury, 2004:18; Dyk, 2005). In a study carried out in Xhariep District in South Africa, participants raised concerns about the nutritional status of orphans (Nelson Mandela Children's Fund et al., 2006). The study revealed that cases of orphans who went to school or bed without eating were common occurrences in Kopanong Municipality in Xhariep District. Table 3.1 shows that orphans who are vulnerable to malnutrition and lack of adequate health care need interventions that provide adequate nutrition and access to health care. Nutrition interventions can be in the form of school meals provided to the orphans or food packs given to the families which house the orphans.

The 2003 nutrition survey for Zimbabwe which weighed 42000 children, including 1760 orphans, shows that a higher percentage of orphans were more malnourished than non-orphans (UNICEF, 2003). The nutritional health and survival prospects of orphans are also worsened by the increasingly weakened state of health care services, which have been overwhelmed by the HIV/AIDS onslaught in many sub-

Saharan African countries (Subbarao & Coury, 2004; UNICEF, 2003). In Zimbabwe, orphans are less likely than non-OVC to access health care (UNICEF, 2005 as cited in Mushunje & Mafico, 2007:38).

Findings of the 2003 poverty assessment study survey carried out by the Ministry of Public Service, Labour and Social Welfare in Matabeleland South Province, under which Gwanda District falls, were that poverty in Matabeleland South increased considerably between 1995 and 2003. The study found that the prevalence of income poverty was much higher amongst households with OVCs (58%) than those without OVC (44%), with poverty being particularly high in households with orphans (59%). According to the study, non-enrolment in both primary school and secondary school was due to financial constraints, among other reasons. Secondary school gross attendance was higher for non-OVC (52%) than OVC. The orphan school attendance ratio was 0.81, which was much lower than the national ratio of 0.92. While about 65% of households in Matabeleland South had experienced food shortages, the incidence of food shortages was higher for households with OVC (70%) than those without OVC (65%).

A baseline psychosocial survey on the challenges faced by OVC in Chimanimani and Bulilimangwe Districts in Zimbabwe (Rusakaniko, Chingono, Mahati, Mupambireyi & Chandiwana, 2006) revealed that the same types of vulnerabilities which had emerged from the 2003 Poverty assessment survey reported above, affected the OVC and households in which they stayed in Bulilimangwe District in Matabeleland South. The study found that, in Bulilimangwe District the households in which the OVC were staying were generally poor, with more than

three quarters (83%) of the guardians mentioning that they did not have enough money for basics such as food and clothes. Most of the OVC expected their guardians to improve on the provision of material things such as food and clothes. The study found that three quarters of OVC were not attending school, having attained primary education only. The findings of the survey highlighted that poverty was a major vulnerability affecting orphans and the households in which they were staying, thus confirming observations by Mushunje and Mafico (2007) and Zimbabwe National Plan of Action for Orphans and Other Vulnerable Children (2004) that orphans are fast becoming the most vulnerable members of society. Among the study's recommendations were that implementation of interventions should target identified areas of needs, concerns and problems like food, educational and financial support. Table 3.1 illustrates that the interventions that correspond with decreased economic resources for the household are the implementation of family capacitating interventions such as adequate productive skills, as well as access to income-generating activities and productive inputs.

In a recent qualitative study on the multiple vulnerabilities of OVC in South Africa, the researchers concluded that OVC required access to essential/basic services such as health, education and nutrition from both state services and civil society organisations, including NGOs, FBOs and CBOs (Davids, Nkomo, Mfecane, & Ratele, 2006). The researchers thus advocated a multi-sectoral approach to addressing the basic needs of OVC.

The picture which emerges from the preceding discussion on the food, nutrition, education and health-related vulnerabilities faced by children in the country does not

tally with the spirit of the UNCRC and ACRWC. By ratifying the UNCRC and ACRWC, Government committed itself to be guided by the principle that the essential needs of children should be given high priority in the allocation of resources, in bad times as well as in good times at national as well as at family levels (Zimbabwe National Orphan Care Policy, 1999).

UNESCO (1990:4) explains the link between the fulfilment of the child's basic needs and the child's ability to "participate actively" in education when it posits that:

Societies must therefore ensure that all learners receive the nutrition, health care, and general physical and emotional support they need in order to participate actively in and benefit from education.

Hence, in the present study, the efficacy of the educational support interventions implemented for the school-going orphaned children in Gwanda District was determined by, amongst other factors, the extent to which they met the overall basic needs of the orphans.

In the same vein, the human needs theory discussed in the previous chapter postulates that human needs are interrelated and interactive. The implication is that, for example, the need for education cannot be fulfilled if the child's need for food or health is not fulfilled. Similarly, the rights-based approach recognizes that children's rights are interactive and indivisible. This implies that fulfilment of the right to education depends on the fulfilment of the other rights of the child, for example, the right to health care. In line with these core tenets of the two guiding theoretical frameworks, this study sought to determine whether there was a synchronous relationship between the identified economic-related vulnerabilities (which correspond to the material/physical vulnerabilities) of the orphans in Gwanda District

and their needs (in terms of interventions). The extent of the match between the vulnerabilities and interventions was a measure of the comprehensiveness of programming in relation to the material/physical needs of the orphans in the District. The degree of the comprehensiveness of programming was used to determine the efficacy of the interventions in enhancing the educational opportunities of the orphans.

Research reveals that the extended family, which in the African culture was an effective safety net, is now overextended and overstretched (Dyk, 2005; Mushunje & Mafico, 2007; Subbarao & Coury, 2004; UNICEF, 2003). These studies report that HIV/AIDS has had a negative impact on the extended family in that the growing numbers of orphans caused by the HIV/AIDS pandemic has reduced the capacity of extended families to absorb and care for orphans. In Tanzania, caretakers have reported that, because poverty is so pervasive, they cannot rely on support from the extended family and, “increasingly, the common thought is everyone has to carry their own burden” (UNICEF, 2003:21).

Figure 3.1 reveals that lack of adequate adult care, which, in part, is a result of the reduced capacity of extended families to absorb and care for orphans, is another common vulnerability experienced by orphans. Children who live in child-headed households fall into this category. UNICEF (as cited by Mushunje & Mafico, 2007: 37) found that there were 48 223 children who were heads of households caring for 102 233 fellow children in the country. Subbarao and Coury (2004: 18) posit that, “...because most of the child household heads lack the required skills or inputs to conduct household economic activities, households headed by a child are often

found in dire straits". This suggests that multi-sectoral organisations supporting orphans should implement programmes which take into consideration the special needs of school-going orphaned children in child-headed households. The child rights-based approach to programming recognizes the dependency position of children in relation to duty-bearers. Therefore, child related organisations are expected to implement interventions at family level and community level to empower families and communities, in order to strengthen their capacities to support OVC. In the six-tier safety net system proposed by Government, the extended family is the second most preferred mode of care after the biological nuclear family (Zimbabwe Orphan Care Policy, 1999). Moreover, as Nyawasha (2006) puts it, society has a mandatory duty to nurture its own children. Therefore, extended families have to be capacitated to enable them to play their part as duty bearers.

The Nziramasanga Commission (1999) reveals that children who are heads of households are burdened by all sorts of responsibilities to do with looking after younger siblings. UNICEF (2001) also reports that some older girls who headed families in Zimbabwe were no longer treated as children, even though other girls of the same age, with parents, were treated as children (by community members). "The community now saw these girls as "mothers" and expected them to work hard to care for their siblings. As a result, the girls had no friends except those who were in similar circumstances (UNICEF, 2001:13). The implication is that the girls who headed families were deprived of leisure time, which is their right as provided for in the UNCRC and ACRWC. Dyk (2005) adds another dimension to the role change dilemma for young orphans when he asserts that the parenting roles assumed by older siblings lead to loss of childhood, which has negative implications for normal

childhood development. Essentially, the workload of children who become heads of households increases (Subbarao & Coury, 2004).

Besides the vulnerabilities associated with living in child-headed households, orphaned siblings are often placed in different homes as a way of distributing the burden of care (UNICEF, 2003). Mushunje (2006) refers to the placing of orphans in different homes as “parcelling out” of orphans. In Zambia, for example, nearly 60 % of a sample of orphaned children had been separated; nearly four out of five saw their brothers and sisters less than once a month (UNICEF, 2003). “The distribution of children and dismembering the family by dispersing siblings can be a certain route to greater psychological distress and emotional disturbance” (UNICEF, 2001:12). Psychological distress and emotional disturbance, illustrated in Figure 3.1 as ‘psychosocial distress’, are some of the vulnerabilities facing orphans. According to the human needs theory, the lack of adequate adult care, as described in the preceding discussion, deprives orphans of such fundamental human needs as: protection, affection, identity, participation, leisure and freedom (cf. categories of fundamental human needs in Chapter Two, section 2.3). Therefore, among other needs, orphans need psychosocial support interventions.

Figure 3.1 also shows that lack of adequate adult care makes orphans vulnerable to exploitative child labour, sexual exploitation, discrimination, and life on the streets, which, in turn, expose the children to increased vulnerability to HIV infection. Surveys carried out by the International Labour Organisation to investigate the situation of working children, found that orphaned children are much more likely than non-orphans to be working in commercial agriculture, domestic service, commercial

sex and as street vendors (UNICEF, 2003). UNICEF established that, in most of the cases, the majority of children were orphans who lost their parents to HIV/AIDS. The conclusion drawn by UNICEF was that there were strong links between HIV/AIDS, orphanhood and the worst forms of labour. For example, in Ethiopia, a study carried out in 2002 revealed that more domestic workers were orphans (UNICEF, 2003). In addition, in 2002, a rapid assessment in four mining areas in Tanzania found that the children involved in the mines were between 7 and 17 years old. Among the children working part time, 7% were orphans.

Furthermore, Foster and Williamson (as cited in Subbarao & Coury, 2004:18) report that there is some evidence that the workload of orphaned children is greater than that of the non-orphaned children living in the same household. According to Subbarao and Coury (2004), in Burundi, data based on a multi-sectoral cluster survey revealed that, although 24% of male non-orphans work more than four hours a day, the proportion increases to 36% for male orphans and 40, 5% for female orphans. Moreover, working more than four hours a day was particularly high (52%), especially for maternal female orphans, thus suggesting that girls tend to take over some of their late mothers' tasks within the households (Subbarao & Coury, 2004). Siaens, Subbarao and Woden (as cited in Subbarao & Coury, 2004:18) found evidence of higher work burdens in Rwanda among female orphans fostered in urban households. Subbarao and Coury (2004:19) conclude that, "Indeed, the lack of parental protection may leave a door open to violation of rights...." The Convention on the Rights of the Child, which is the basis of the rights-based theory, which is the present study's theoretical framework, has, as one of its provisions, Article 32, Provision 1, which obligates States Parties to recognize the right of the

child to be protected from performing any work that is likely to be hazardous or interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development. Furthermore, Provision 2 of the same Article (32) obligates States Parties to provide for a minimum age or minimum ages for admission to employment.

As alluded to in the background to the study (cf. Chapter One, Section 1.2), in the spirit of the protection of child rights as enshrined in the Convention on the Rights of the Child, Zimbabwe has, as one of its child protection legislative instruments, The Children's Protection and Adoption Act. Among other provisions, the Act prohibits the exposure of children to hazardous and harmful duties and also restricts and criminalizes employment of minor children. In Zimbabwe, the phenomenon of quarrying, popularly referred to as 'gold panning', is very common. Although there is no statistical evidence available, it is common knowledge that some school children, orphans included, are involved in this informal mining trade.

Furthermore, a survey carried out by Human Rights Watch (2005) in Kenya, South Africa and Uganda found cases of orphans who were subjected to difficult labour in foster care families. The survey revealed that some families take in orphans only because they are looking for helpers. Orphans in such situations have no time to relax at home, because they have to work for long hours. Subbarao and Coury (2004) also observed that teenage female orphans seem particularly at risk of being put to work on intensive household chores because of the cultural practices and the limited educational opportunities. Admittedly, orphan vulnerability to abusive and exploitative child labour, as discussed in the foregoing paragraphs, is a violation of

children's rights as set out in the Convention on the Rights of the Child. It is Nyawasha's (2006) view that orphans need to be taught about children's rights as part of psychosocial support. Table 3.1 matches abuse and exploitation with the need for social and legal protection interventions.

Orphans are also vulnerable to sexual exploitation and abuse perpetrated by both relatives and strangers (Human Rights Watch, 2005; Subbarao & Coury, 2004; UNICEF, 2003). For a number of girls interviewed by Human Rights Watch, being neglected by caregivers contributed to sexual violence and exploitation (Human Rights Watch, 2005). Human Rights Watch also reports cases of girls who were forced into commercial sex activities by their adult caregivers. Some of the girls reported how they were raped by perpetrators who lured them from the streets where they were begging for money at the behest of their caregivers. A rapid assessment in Zambia, in 2002, found that the average age of children engaged in prostitution was 15 (UNICEF, 2003). About half of them (47 %) were double orphans and 24 % single orphans (UNICEF, 2003). The study established that the need to earn money was the main reason for entering into prostitution. According to Subbarao and Coury (2004), teenage female orphans seem particularly at risk of being sexually abused by some members of their foster families.

A study carried out in Xhariep District, Free State Province in South Africa found that sexual abuse was common among orphans in foster care (Nelson Mandela Children's Fund et al., 2006). According to the study, the situation was complicated by the fact that, in some cases, sexual abuse was regarded as a familial private issue. "Community members preferred to keep quiet in case their intervention could

jeopardize the situation and maybe lead to further abuse” (Nelson Mandela Children’s Fund et al., 2006: 28).

In addition, focus group discussions conducted in Zimbabwe by UNICEF (2001) revealed that some step-parents or extended family members reportedly physically and sexually abused orphans under their care (UNICEF, 2001). Of the 12 000 street children, countrywide, it was established that 30.7% of them were in the street due to orphanhood (UNICEF, 2001). Exposure to sexual exploitation exposes the children to increased vulnerability to HIV infection (Mushunje & Mafico, 2007). Subbarao and Coury (2004) indicate that vulnerability to abuse (for example, verbal abuse, physical abuse and sexual abuse) and exploitation (of any kind) gives rise to safety needs. According to Table 3.1, safety needs arising from abuse and exploitation are best addressed through social and legal protection interventions. Admittedly, child abuse and exploitation are a violation of children’s rights as set out in the Convention on the Rights of the Child.

Figure 3.1 indicates that discrimination is another vulnerability faced by orphans. Studies (Human Rights Watch, 2005; Nelson Mandela Children’s Fund et al., 2006; UNICEF, 2001) indicate that orphans are vulnerable to stigmatisation, discrimination and isolation. UNICEF (2001) found that many children heading households reported feelings of stigmatisation from the local community and from relatives. Relatives and community members said the orphans’ families were cursed because there were so many deaths (UNICEF, 2001) and they did not want to associate with the orphans because their parents had died of HIV/AIDS (UNICEF, 2001). At school some

orphans were shunned by peers because they wore tattered clothes and they had no food to share with the peers during break and lunch time (UNICEF, 2001).

Some orphans interviewed by Human Rights Watch (2005), reported that they were discriminated against by their relatives who were heads of foster households and the latter's biological children. Many of the orphans reported that they were subjected to long hours of household chores while the biological children of the household head were left free. The orphans also reported being physically abused by relatives who loved and always defended and protected their biological children. The orphans reported many other incidents demonstrating the discriminatory treatment between them and the foster family biological children.

UNICEF (2001:10) posits that "Overshadowing the already disadvantaged state of orphan hood is the stigma associated with HIV/AIDS". UNICEF notes that this stigma distorts and magnifies the effect of the loss of parents and deepens the sense of isolation and alienation. Dyk (2005) echoes UNICEF's view when he observes that orphans are further traumatized by stigmatisation and rejection, which leaves them still more vulnerable and isolated. Skinner and Mfecani (as cited in Nelson Mandela Children's Fund et al., 2006: 2) argue along the same lines as UNICEF (2001) and Dyk (2005) when they observe that, being an orphan of someone who has died of AIDS, can raise stigma, thus leading to a damaged self-image, particularly if there is insufficient care for the child after the death of the parents. As shown in Table 3.1, discrimination and stigmatisation correspond with the need for psychosocial support as well as a loving and caring environment.

Lack of birth certificates is another kind of vulnerability which orphans are susceptible to. Zimbabwe National Plan of Action for Orphans and Other Vulnerable Children (2004) notes that there is widespread lack of birth certificates amongst OVC in Zimbabwe and that the lack of birth certificates intensifies the vulnerability of orphans. UNICEF (2003) asserts that birth registration is critical for all children, including orphans, both in terms of identification as well as to ensure access to public services and welfare. UNESCO and UNICEF (2007) concur with UNICEF (2003) that children whose births are not registered risk being denied many of their rights, including educational rights. For example, for many children, the lack of a birth certificate results in the denial of a place in school (UNESCO and UNICEF, 2007).

According to UNICEF (2003), in Sub-Saharan Africa, more than two out of three births went unregistered in 2000. Globally, up to 50 million births were not registered in 2003, and this figure represented 36% of all births that year (UNESCO & UNICEF, 2007). The International Federation of Red Cross and Red Crescent Societies (2002) advise that families should be encouraged to obtain a birth certificate for their child as early as possible. "This will be very valuable in ensuring the child's identity and access to assistance and education in the future" (International Federation of Red Cross and Red Crescent, 2000:22). The CRC obligates member states to ensure that every child is registered at birth.

The section which follows shows how the multiple vulnerabilities discussed above, either in singles or in combination, expose orphans to loss of educational opportunities. Such a scenario demonstrates that an evaluation of the efficacy of

programmes aimed at enhancing the orphans' educational opportunities should take into consideration the extent to which the interventions address the multiple vulnerabilities (both material/physical and psychosocial vulnerabilities) faced by orphans and, thus, the extent to which the interventions meet the holistic needs of the orphans.

A study carried out in Uganda by Gilborn et al. (as cited in Connolly, 2008:1) confirmed other research findings that have shown that the multiple problems that have a detrimental effect on the educational opportunities of orphans start before the death of their parents. The study revealed that parental illness disrupts school attendance because children stay at home to care for sick parents. The children in the study had increased household responsibilities and needed to care for younger children. Furthermore, the study showed that the children suffered emotional distress that interfered with school, and also that they had less money for school expenses. An increasing number of studies shows that in many countries, being orphaned has a detrimental impact on educational indicators (UNAIDS, UNESCO & UNICEF, 2004). According to a study carried out in Uganda by Sengendo and Nambi (as cited in Connolly, 2008:2), among children aged 15-19 years of age whose parents had died, only 29% had continued schooling undisrupted, 25% had lost school time, and 45% had dropped out of school. The same study showed that the school-age children with the greatest chance of continuing their education were those who lived with a surviving parent. In addition, children under the care of grandparents had the least chance to continue schooling.

UNICEF (2003) also found that among eight African countries for which there were data, school absenteeism among orphans was 9.44% higher than among non-orphans. The findings concur with those by UNAIDS, UNESCO and UNICEF (2004) who found that there was a significant gap in school attendance between orphans and non-orphans. In addition, UNICEF (2003) pointed to the probability that there could be large disparities in the school attendance trends of double orphans and single orphans. The observation suggests that those involved in orphan support should be aware of the possible disparities so that, in designing programmes for orphans, they can adequately meet the needs of both categories of orphans.

Similarly, a study reported by UNICEF and WFP (2005) found that in Mozambique, 70% of non-orphans attended school while approximately 32% of double orphans were out of school. In addition, DHS (as cited in UNICEF & WFP, 2005:10) found that in Tanzania the school attendance rate for non-orphans living with at least one parent was 71% yet for double orphans it was only 52%.

Family Health International (2001) claims that in the sub-Saharan countries which are heavily infected by HIV, many children who are under the care of a remaining parent who is sick or dying, elderly grandparents who themselves are in need of care and support, or impoverished relatives who are struggling to meet the needs of their own children are at increased risk of losing opportunities for school. UNAIDS, UNESCO and UNICEF (2004) contend that orphans stand an increased chance of being malnourished and receiving inadequate health care – factors that can adversely affect enrolment, attendance and performance. In addition, several studies (Hepburn, 2001; Human Rights Watch, 2005; Martin, 2006; UNAIDS, UNESCO &

UNICEF, 2004; UNICEF & WFP, 2005; World Bank as cited in Hepburn, 2001:iii) assert that the resultant poverty and other challenges of orphanhood sometimes disrupt the rhythm of schooling and children drop out of school or never enrol. Hepburn (2001), Human Rights Watch (2005), Martin (2006), UNAIDS, UNESCO and UNICEF (2004) and World Bank (as cited in Hepburn, 2001:iii) cite inability to pay school-related costs and increased familial responsibilities such as taking care of siblings and looking after ailing family members as examples of challenges of orphanhood that cause lower enrolment rates, attendance rates, and completion rates. The stigma and discrimination associated with being an AIDS orphan, as well as the emotional and psychological trauma accompanying the loss of a family member or caregiver are other reasons for lower enrolment and completion rates (Human Rights Watch, 2005; Kelly as cited in Hepburn, 2001:iii).

Furthermore, UNAIDS, UNESCO and UNICEF (2005) claim that the challenge of finding resources to pay for school fees and hidden costs of education such as uniforms and textbooks increases the orphans' likelihood of experiencing dire outcomes such as dropping out, child labour, and forms of exploitation such as "survival sex". Therefore, apart from disrupting orphans' schooling, economic problems expose them to the risk of exposure to HIV infection. Human Rights Watch, (2005:34) exposes the web between school dropout and sexual violence and exploitation when they observe that, "School dropout may not only be a contributor to sexual violence and exploitation, it may also result from it".

A study by UNAIDS, UNICEF and USAID (2002) reviewed the effects of orphanhood in 20 sub-Saharan countries and found that children aged 5-14 were less likely to be in school and more likely to be working more than 40 hours a week. UNICEF and WFP (2005) make reference to The World Declaration on Education for All which notes that poor health and nutrition are crucial underlying factors for low school enrolment, absenteeism, poor classroom performance and early school dropout. The World Declaration on Education for All further notes that, in many developing countries, access to school, learning and school performance are compromised due to ill health, hunger and malnutrition, which affect a significant number of school-age children (UNICEF & WFP, 2005). Human Rights Watch (2005) consistently found among the sample of children they interviewed in Uganda, South Africa and Kenya, that orphans were less likely to be in school than the biological children of the foster family. This was evidence of differential treatment of orphans and the biological children by the caregivers. In interviews with both the children and caregivers, Human Rights Watch found that some caregivers would have liked to provide education for all children in the home but they were overstretched, while others practised overt favouritism. In addition, other forms of discriminatory behaviour such as verbal and emotional abuse, which had negative outcomes on schooling, were reported to Human Rights Watch by the interviewed orphans. Furthermore, from interviews with children in child-headed households, Human Rights Watch found that regular school attendance proved to be next to impossible.

The preceding discussion shows that it is not only economic vulnerabilities that lead to the loss of educational opportunities by orphans, but multiple non-economic vulnerabilities that are a result of orphanhood also have a strong influence on school

participation. Essentially, the discussion served to show the interrelatedness of and interplay among the categories of human needs as expounded in the human needs theory. From the discussion, it can be concluded that, in order to enhance the educational opportunities of orphans, the multi-sectoral organisations involved in orphan support should implement comprehensive interventions to address the needs of orphans in a holistic manner. Table 3 suggests that children who face the risk of lack of educational opportunities need fee waivers and subsidies. From the foregoing discussion, it is apparent that fee waivers and subsidies can only cater for the economic vulnerabilities.

Comprehensive programming, therefore, requires that interventions that correspond with the non-economic vulnerabilities detailed in the preceding discussion be implemented as well. In line with this argument, this study sought to establish whether the multi-sectoral organisations supporting orphans in Gwanda District had implemented comprehensive interventions for the orphans. This enabled the researcher to evaluate the efficacy of the interventions in enhancing educational opportunities for the orphans.

The preceding discussion has also revealed the multiple vulnerabilities which affect orphans, as revealed in literature. It came out in the discussion that the wide-ranging vulnerabilities of orphans point to two broad categories of needs, namely, material/physical and psychosocial support interventions. The synchronous relationship between the vulnerabilities and needs (interventions needed to address the vulnerabilities) of orphans was illustrated. The argument pursued in the discussion was that different types of interventions are needed to address the

multiplicity of vulnerabilities orphans face. Drawing the link between programmes that target either vulnerable households or children in vulnerable households and educational opportunities for the children, Badcock-Walters, Gorgens, Heard, Mukwashi, Smart, Tomlinson and Wilson (2005:22) contend, “Such support will alleviate some of the psychosocial, material, nutritional and other kinds of support that vulnerable children may need, and in this way, may in turn contribute to their education”. This argument concurs with the point made in the discussion that the child’s right to education can only be fulfilled if all other needs of the child are met. In the next section, examples of guiding frameworks for programming for OVC in response to the multiple vulnerabilities that they are prone to are discussed.

3.3 Guiding frameworks for programming for orphans and other vulnerable children

3.3.1 Introduction

Literature reveals that there are various frameworks that guide programming for the care and support of orphans and other vulnerable children. Two of the guiding frameworks, which adhere to the view that best practice social protection interventions are those that address all the needs of OVC were found appropriate for the present study. These guiding theoretical frameworks adhere to the holistic view of the child. The two model frameworks were used as benchmarks to determine the efficacy of the interventions which were implemented by the multi-sectoral organisations in enhancing educational opportunities for school-going orphans in Gwanda District. The first framework is detailed below.

3.3.2 The framework for the protection, care and support of orphans and other vulnerable children living in a world with HIV and AIDS

A model which is now recognized by the global community as the “normative basis” for responding to the needs of the growing number of orphans and protecting their rights is the Framework for the Protection, Care and Support of Orphans and Other Vulnerable Children Living in a World with HIV and AIDS (Beard, 2007; Family Health International, 2001; International HIV/AIDS Alliance, 2003; Roby & Shaw, 2008; Subbarao & Coury, 2004; UNAIDS, UNICEF & USAID, 2004). This model framework was a key outcome of the first Global Partners` Forum convened by UNICEF in partnership with UNAIDS in 2003 (UNAIDS, UNICEF & USAID, 2004). It is premised on the goals set for orphans and other vulnerable children at the 2001 United Nations General Assembly Special Session (UNGASS) on HIV/AIDS (Beard, 2007; Roby & Shaw, 2008; UNAIDS, UNICEF & USAID, 2004). According to Subbarao and Coury (2004:126), the three goals that targeted orphans at UNGASS were goals 65, 66 and 67 which are detailed below:

Goal 65: By 2003, develop and by 2005 implement national policies and strategies to: build and strengthen governmental, family and community capacities to provide a supportive environment for orphans and girls and boys infected and affected by HIV/AIDS including by providing appropriate counselling and psychosocial support; ensuring their enrolment in school and access to shelter, good nutrition, health and social services on an equal basis with other children; to protect orphans and vulnerable children from all forms of abuse, violence, exploitation, discrimination, trafficking and loss of inheritance;

Goal 66: Ensure non-discrimination and full and equal enjoyment of all human rights through the promotion of an active and visible policy of de-stigmatisation of children orphaned and made vulnerable by HIV/AIDS;

Goal 67: Urge the international community, particularly donor countries, civil society, as well as the private sector to complement effective national programmes to support programmes for children orphaned or made vulnerable by HIV/AIDS in affected regions, in countries at high risk and to direct special assistance to sub-Saharan Africa.

The provisions of the three goals outlined above obligated States Parties, which included Zimbabwe, to plan and implement interventions to alleviate the multiple

vulnerabilities faced by orphans. This included ensuring that these children are enrolled in school. Goal 67 urged the international community to complement national programmes for children orphaned by HIV/AIDS. It was pointed out in the background to this study (cf. Chapter One, section 1.1) that UNGASS (2001) is the forum that led to the development of the National Plans of Action for Orphans and Other Vulnerable Children by Zimbabwe and the rest of the signatory nations. The National Plans of Action are the basis for programming for vulnerable children in the different countries (Pelham & Wheeler, 2006). The point has also been made that children orphaned due to HIV/AIDS constitute the majority of orphaned children in Zimbabwe (Mushunje & Mafico, 2007). Hence, the present study seeks to establish the nature of interventions that are implemented for the enhancement of educational opportunities for orphans in Gwanda District.

The Framework for the Protection, Care and Support of Orphans and other Vulnerable Children Living in a World with HIV and AIDS has five core principles on which programmes are to be built, namely, strengthening the capacity of families, mobilising and strengthening community-based responses, ensuring access to essential services including education, strengthening governments' role in protecting the children, and raising awareness at all levels through advocacy and social mobilization to create a supportive environment for children affected by HIV/AIDS (Beard, 2007; Carter & Ray, 2007; Roby & Shaw, 2008; UNAIDS Inter-Agency Task Team on Education, 2004; UNAIDS, UNICEF & USAID, 2004). The key strategy related to education in the model framework is, "to ensure access for orphans and vulnerable children to essential services, including education..." (UNAIDS Inter-agency Task Team on Education, 2004: 23). An analysis of the model framework

shows that it conforms to child rights - based approaches to programming, one of whose core principles is to strengthen the capacities of families, communities and governments so that they can be better able to fulfill their responsibilities towards the child.

Education is a critical component of the Framework for the Protection, Care and Support of Orphans and Other Vulnerable Children Living in a World with HIV and AIDS. The Framework obligates States Parties to do everything possible to ensure that all children (including orphans and other vulnerable children) are enrolled in school (UNICEF, 2003). Increased enrolment and retention of orphans in schools is one of the objectives of the Zimbabwe National Plan of Action for Orphans and Other Vulnerable Children. This is the guiding framework for educational support programming by the multi-sectoral organisations that are the focus of the present study (Zimbabwe National Plan of Action for Orphans and Other Vulnerable Children, 2004). The second framework is outlined in the next section.

3.3.3 The integrated basket of support

Badcock-Walters et al. (2005) argue that there is need for social protection in the education sector. Badcock-Walters et al. (2005:15) define social protection in the education sector as:

Any intervention or innovation directed at the education and training needs of educationally marginalized children (EMC), which may involve a series of separate and additional social protection measures required to promote the participation of children who otherwise might not enrol or stay in school.

Badcock-Walters et al. (2005) proposed a model of social protection in the education sector, which they termed an integrated basket of support. The proponents of the model propose that an integrated response should focus on all the educational

needs of the OVC, at the sectoral, school-community and child-household levels. Such a basket of support needs to incorporate the entire gamut of social protection programmes, namely, protective, productive, promotive, and transformative programmes. The four levels of support are defined as follows:

- 1) *Protective measures provide relief from deprivation. Protective measures are narrowly targeted safety net measures in the conventional sense – they aim to provide relief from poverty and deprivation to the extent that promotional and preventive measures have failed to do. Protective measures include social assistance for the “chronically poor”, especially those who are unable to work and earn a livelihood.*
- 2) *Preventive measures seek to avert deprivation. Preventive measures deal directly with poverty alleviation.*
- 3) *Promotive measures aim to enhance real income capabilities, which are achieved through a range of livelihood-enhancing programmes targeted at households and individuals, such as microfinance and school-feeding.*
- 4) *Transformative measures seek to address concerns of social equity and exclusion, such as collective action of workers’ rights, or upholding human rights for minority ethnic groups. (Badcock- Walters, 2005:13).*

According to the model, optimal social support should involve the integration of the four levels of support. The recommended integrated basket of support meets the criteria of the protection, care and support of OVC laid down in the global framework discussed above – The Framework for the Protection, Care and Support of Orphans and other Vulnerable Children Living in a World with HIV and AIDS. Due to its emphasis on meeting all the needs of OVC in programming for them, the integrated basket of support also underpins the tenets of the human needs theory. The present study sought to evaluate the extent to which the interventions (social protection in the education sector) implemented by multi-sectoral organisations in Gwanda District were addressing the varied needs of school-going orphans, and hence the extent to which they adhered to optimal social protection standards. Among other factors, this was the measure of the efficacy of the interventions.

In the subsequent section, examples of educational support programmes that have been tried or recommended for orphans in different contexts are cited and discussed, respectively. Like the programming models discussed in the foregoing section, the identified programmes served as the point of reference in the present study. The study sought to establish the nature and assess the scope of the educational support programmes implemented by the multi-sectoral organisations in Gwanda District.

3.4 Educational support programmes for orphans

Literature reveals that educational support programmes aimed at ensuring that orphans enjoy the same probability of school participation as children with living parents fall into two large categories (Hepburn, 2001; Subbarao & Coury, 2004; World Bank's Africa Region & World Bank Institute, 2005). The first category is sector-specific interventions that benefit all children, including orphans (Hepburn, 2001; Subbarao & Coury, 2004; World Bank's Africa Region & World Bank Institute, 2005). Examples of sector-specific interventions include abolishing school fees and food for education programmes (school feeding and food for work) (Hepburn, 2001; Subbarao & Coury, 2004; UNICEF, 2001; World Bank's Africa Region & World Bank Institute, 2005). The second category of education support programmes comprises orphan-specific interventions such as school-related subsidies, conditional transfers, in-kind support to schools admitting orphans, and community care coalitions (Hepburn, 2001; Subbarao & Coury, 2004; World Bank's Africa Region & World Bank Institute, 2005).

The elimination of primary school fees at national level entails the provision of free and universal primary education to all children (WERK, 2004; World Bank's Africa Region & World Bank Institute, 2005). Studies (Hepburn, 2001; Subbarao and Coury, 2004; UNAIDS, UNESCO & UNICEF, 2004; UNICEF, 2001; World Bank's Africa Region & World Bank Institute, 2005) have found that the elimination of school fees has proven to be an effective way of increasing school enrolment and that it could indirectly benefit orphans for whom school fees represents a barrier to entry into primary school. As emerged from the background to the study, in recent years, many orphans in Zimbabwe either fail to enrol or drop out of school due to financial constraints. Subbarao and Coury (2004: 57) assert that, "Clearly, abolition of school fees benefits all children, and especially orphans living in resource-constrained households or environments". Similarly, UNICEF (2001) argues that the abolition of school fees ensures that all children are enrolled and that they stay in school. Deininger, Garcia and Subbarao (as cited in Subbarao & Coury, 2004:57), UNICEF (2001) and World Bank's Africa Region and World Bank Institute (2005) suggest that Universal Primary Education (UPE) removed potential disadvantages faced by orphans and increased their enrolment rates in Uganda, Kenya, Malawi and Tanzania. In Uganda, specifically, the orphan school attendance ratio increased from 85% to 96% between 1995 and 2000 because of the Universal Primary Education policy (UNICEF, 2001).

However, some studies (Badcock-Walters et al., 2005; Hepburn, 2001; WERK, 2004; World Bank's Africa Region and World Bank Institute, 2005) argue that, while eliminating primary school fees addresses the most commonly cited barrier to school participation – lack of financial resources - it does not address non-economic or

cultural reasons for not attending school, particularly for girls. Badcock-Walters et al., Hepburn, WERK, and World Bank's Africa Region and World Bank Institute argue that elimination of school fees would thus be helpful to some orphans, but it would not guarantee the enrolment of all out-of-school orphans, since school fees may not be the primary reason for non-enrolment. As emerges from the section on vulnerabilities faced by orphans, besides economic reasons, there are numerous other factors that cause orphans either not to enrol or to drop out of school. It has also been found that, since Universal Primary Education requires families to overcome non-economic reasons for not sending their children to school and/or subsidize other school-related costs, the long-term sustainability of this policy requires community support (Hepburn, 2001). Therefore, for free primary education to have a positive impact on school participation, it needs to be complemented by other interventions that focus on the non-economic needs of the children.

Since Universal Primary Education requires a strong national commitment and few governments are in a financial position to effectively implement this policy, it is heavily dependent on donor support (Hepburn, 2001). As a result, its long-term sustainability is questionable (Hepburn, 2001). Research has also found that Universal Primary Education will not make education more affordable for all children since it does not cover other costs such as instructional materials, books, uniforms and examination fees, which typically exceed enrolment fees (Hepburn, 2001).

Hepburn (2001) and World Bank's Africa Region and World Bank Institute (2005) further argue that eliminating school fees for all has the potential to place governments in further debt. Moreover, free education for all also forces schools to

collect unofficial levies since governments often do not have the financial resources to expand services to accommodate increasing enrolment (Hepburn, 2001). For example, in Uganda and Malawi, Universal Primary Education policies caused children to drop out of school before finishing their primary education due to poor quality of instruction (Hepburn, 2001). The governments were unable to expand instructional resources to accommodate increasing enrolments and because of that education quality suffered (Hepburn, 2001).

Hepburn (2001) advises that the effectiveness of free universal primary education would be increased if paired with other initiatives that help reduce other additional school-related expenses. The Convention on the Rights of the Child (CRC), which is the theoretical lens of this study, stipulates that education is a right of every child. Article 28, Provision¹, stipulates that “States parties must recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular, make primary education compulsory and available free to all”.

Therefore, all countries that signed the Convention on the Rights of the Child committed themselves to provide Universal Primary Education. The CRC also obligates signatory parties to promote and encourage international cooperation in matters relating to education (Convention on the Rights of the Child, 1989). In this regard, State Parties are encouraged to take particular account of the needs of developing countries. Thus, CRC obligates the international community to support developing countries in a bid to fulfill the provision of Universal Primary Education.

Other global treaties that recognized Universal Primary Education as a sound intervention are the 1990 World Declaration on Education for All, the 2000 Millennium Declaration where the world's governments committed to achieving the Millennium Development Goals, one of whose targets was to achieve universal access to free and compulsory education by 2015, and the 2002 "A World Fit for Children" Declaration (UNESCO & UNICEF, 2007). Therefore, the child rights-based theory (cf. Chapter Two, section 2.2) requires that Universal Primary Education be a major consideration for multi-sectoral organisations that are implementing educational support programmes for orphans.

School feeding programmes (SFP) are another sector-wide educational support programme, which have been implemented in many countries in an attempt to improve the health, nutrition, and ultimately, the educational performances and attendance of school-aged children (Badcock-Walters et al., 2005; UNICEF & WFP, 2005; World Bank's Africa Region & World Bank Institute, 2005). Both formal and informal research recommends that food aid interventions, including food for education, often have greater development impact when and where they are linked to other development assistance (UNICEF & WFP, 2005). In addition, UNICEF & WFP assert that, for school feeding programmes to reach their full potential, they should be coordinated with other efforts to facilitate access to schooling. Research also suggests that in order to maximize the benefits of school feeding programmes, priority should be given to their integration into comprehensive school education and health interventions (Badcock-Walters et al., 2005; Kajawu & Mwakiwa, 2006; UNICEF & WFP, 2005). Essentially, the research observations noted about school feeding programmes, serve to reinforce the guiding frameworks for programming for

orphans and other vulnerable children discussed in the preceding section. These hold that optimal social protection emanates from an integrated basket of support, which addresses all the needs of vulnerable children.

Richter, Griesel and Rose (2000) argue that while a school-feeding scheme is too expensive for a government, the strongest justification for the programme is looking at it from a rights-based perspective. Further, Richter, Griesel and Rose (2000) argue that the State has a responsibility to meet the basic needs of children. Therefore, these authorities believe that providing food at school is one way of meeting the responsibility. This argument is very relevant in this study, whose framework is the child rights-based approach. The study sought to establish whether the multi-sectoral organisations (which include Government) operating in Gwanda District fulfilled this need/right.

Despite glaring deficiencies and repeated reports of fraud and corruption in the delivery of the Primary School Nutrition Programme (PSNP), introduced in 1994 in South Africa, “anecdotal” reports of increased attendance and punctuality at school were taken as evidence of the success of the programme (Richter, Griesel & Rose, 2000). Kajawu and Mwakiwa (2006) report a programme implemented by the Consortium for Southern Africa Food Emergency which provided school-based feeding to 722 schools in Zimbabwe. Evaluations of the programme indicated that the school feeding scheme provided a major incentive, particularly for hungry children to attend school (Kajawu and Mwakiwa, 2006). In addition, the research indicated that at Shirichena School in Chegutu District, attendance by enrolled children peaked at 90% apparently because there was food available, as opposed to

just 50% before the feeding scheme was introduced, when many children were too weak to walk the long distances to school (Kajawu & Mwakiwa, 2006).

UNICEF and WFP (2005) lump school feeding together with two other interventions, namely, “take home rations” and “food for work” programmes. They refer to this combination of programmes as “Food for Education” (FFE) interventions. Take-home rations are usually targeted at girls, orphans and other vulnerable children who attend school regularly, while food for work is targeted at parents engaged in activities aimed at improving schooling outcomes (UNICEF & WFP, 2005). Food for work or other public works programmes may alleviate the pressure on the vulnerable children in that household to provide food, thereby enabling them to focus on education (Badcock-Walters et al., 2005). The food for work interventions fall into the group of food security interventions for vulnerable children. Such interventions benefit children in the household because they will no longer be expected to fulfill agricultural or economic duties to earn an income to purchase food (Badcock-Walters et al., 2005). Food security interventions strengthen the capacity of the families to support the children. This leads to indirect education benefits.

According to UNICEF and WFP (2005), Food for Education programmes can alleviate short-term hunger in both malnourished and well-nourished school children. Alleviating hunger helps to increase the attention and concentration of students, consequently, producing a gain in cognitive function and learning (UNICEF & WFP, 2005). Furthermore, Food for Education Programmes motivate parents to enrol their children in school and have the children attend more regularly (UNICEF & WFP 2005). When school feeding reduces absenteeism and increases the duration of

schooling, performance, drop out, gender gaps and repetition improve (UNICEF & WFP, 2005). UNICEF and WFP (2005) further assert that such programmes increase enrolment and retention of children orphaned and made vulnerable by HIV and AIDS. In addition, the programmes ease the burden of families hosting (fostering) orphans and vulnerable children by contributing to household access to food through the provision of take-home rations (food packs).

As part of the Southern Africa Regional Strategy, and in a bid to contribute to the achievement of the Millennium Development Goal, which seeks to achieve Universal Primary Education by 2015, in 2004 UNICEF, WFP and the governments of the Southern Africa Region entered a Memorandum of Understanding wherein they agreed to work in partnership to enable access to and improvement of the quality of education for all school children living in rural areas (UNICEF & WFP, 2005). This was to be achieved by making available a package consisting of food for education and water and sanitation, among other programmes, to all these children (UNICEF & WFP, 2005). The governments/UNICEF/WFP model is a giant step towards an attempt to improve education opportunities for vulnerable children.

Like Universal Primary Education (elimination of school fees), Food for Education programmes, in particular, school feeding and food for work, have the advantage of covering all children, not necessarily orphans (Subbarao & Coury , 2004; UNICEF & WFP, 2005; World Bank's Africa Region & World Bank Institute, 2005). As such, orphans are spared the stigmatisation that usually occurs in situations where they are singled out as beneficiaries because of their vulnerability.

However, as has emerged from the discussion on the pros and cons of the sectoral interventions (those that benefit all children), their sustainability is threatened by the high costs involved. Subbarao and Coury (2004) argue that, although multi-sectoral policies seem to be the most appropriate tools for dealing with access to education and nutrition services, not all governments are financially ready to provide all children with free access to schools and nutrition services. Subbarao and Coury (2004) argue that, as the number of orphans and other vulnerable children grows, it is important that only the most vulnerable children are targeted, if the education support programmes are to remain sustainable over the long term. This study sought to establish the types of educational support interventions available to orphans (in Gwanda District) as a vulnerable group of children. The discussion that follows focuses on the second category of educational support programmes – interventions that are orphan-specific.

Subsidizing school-related expenses for individual children is one intervention that specifically targets orphans. The organisation involved either subsidises individual children's fees or facilitates the direct sponsorship of individual children or groups of children by linking them up with sponsors (Badcock-Walters et al., 2005; Hepburn, 2001). Hepburn asserts that the direct payment or provision of expenses to alleviate the burden on families is an increasingly popular initiative for increasing school participation. Such programmes which have been tried in Zambia, Zimbabwe, South Africa and Malawi (Hepburn, 2001) rely heavily on donor or community financial support. Annual costs include enrolment fees and expenditure for school uniforms, text books and other school supplies (Badcock-Walters et al., 2005; Hepburn, 2001; Kajawu & Mwakiwa, 2006). Subsidizing school-related expenses by eliminating

prohibitive school expenses (for school fees, school uniforms, textbooks and other school needs) effectively increases school participation for those who are most vulnerable (Hepburn, 2001). However, one of the disadvantages of this intervention is that only a small number of vulnerable children benefit at one time, particularly in a hyperinflationary environment (Hepburn, 2001; Kajawu & Mwakiwa, 2006).

Another limitation of subsidizing school-related expenses is that, paying school-related expenses does not directly address the other non-economic reasons for low school attendance (Badcock et al., 2005; Hepburn, 2001; Kajawu & Mwakiwa, 2006). Badcock-Walters et al. (2005), Hepburn (2001), and Kajawu and Mwakiwa (2006) argue that, since the requirement for school fee payment is not the only barrier to education, school fee remission or provision, as an exclusive intervention, will not be sufficient to get the most vulnerable groups to enter or return to the school system. The implication is that subsidizing school-related expenses for individual children makes primary education affordable for the most vulnerable children who are not in school for financial reasons.

However, as it emerged in the section on vulnerabilities faced by orphans, the latter lose educational opportunities due to multiple factors, some of which are non-economic. Moreover, Donahue and Williamson, Grant, and UNICEF et al. (as cited in Hepburn, 2001:19) and Kajawu and Mwakiwa (2006) claim that direct sponsorship is costly and may not be financially sustainable in the long run. The implication is that, an implementing organisation may fail to sustain sponsorship and thus stop assistance midway. Furthermore, while sponsors are able to provide children access to school, this intervention does not directly address the need for educational

resources to expand in conjunction with increasing enrolments (Hepburn, 2001). Such an imbalance often impacts negatively on the quality of education delivery. For example, free primary education has negative outcomes, such as increased dropouts. Similarly, subsidizing school-related costs needs to be combined with other interventions for optimal efficacy. However, subsidizing school-related expenses for vulnerable children could alleviate discrimination and stigma in a school setting if orphans are discriminated against for not having proper school uniforms or necessary school materials (Carroll & Boler, 2003; Hepburn, 2001).

An educational support programme that is almost similar to subsidized school-related expenses is conditional transfers (Badcock-Walters et al., 2005; World Bank's Africa Region & World Bank Institute, 2005). Conditional transfers generally provide money or in-kind support to poor families on condition that they exhibit certain desired behaviours (World Bank's Africa Region & World Bank Institute, 2005). These behaviours are usually investments in human capital, such as sending children to school or ensuring that they receive regular health care (World Bank's Africa Region & World Bank Institute, 2005). Unlike in subsidized school-related expenses where the cash assistance is always given directly to the school, in conditional transfers, the support is usually transferred directly to the household (Badcock-Walters et al., 2005; World Bank's Africa Region & World Bank Institute, 2005). If the transfer goes to the school, the school also has to meet certain conditions, such as undergoing an annual audit to ensure that transfers are being managed transparently, and also submitting a school development plan to the sponsoring organisation (World Bank's Africa Region & World Bank Institute, 2005). In the event that the school fails to comply with these conditions, the transfers are

withheld in the subsequent year, thus penalizing all of the students who were supposed to benefit from the transfers (World Bank's Africa Region & World Bank Institute, 2005).

For this reason, it is usually preferred that transfers go directly to households so that if one household in the community fails to fulfill the conditions linked to the transfers, only the children in that household are penalized (World Bank's Africa Region & World Bank Institute, 2005). Badcock-Walters et al. (2005) place conditional transfers into the category of interventions at household /family level because they argue that they provide household income or household resources that may in turn fund education-related activities.

World Bank's Africa Region and World Bank Institute (2005) assert that conditional transfers are a cost-effective and efficient way of preventing orphans and other vulnerable students from dropping out of school and also of increasing the enrolment of OVC who are currently out of school. One of the most attractive features of conditional transfers is that the programme can cover a large number of children at a relatively low cost per child (World Bank's Africa Region & World Bank Institute, 2005). According to the World Bank's Africa Region and World Bank Institute (2005), conditional transfers have been implemented successfully in Mozambique, Swaziland, Zimbabwe and Latin American. World Bank's Africa Region and World Bank Institute (2005:123) posit that, "Targeting poor or vulnerable beneficiaries is critical to the success of a conditional transfer programme". Therefore, its success depends upon a transparent selection process of deserving beneficiaries. Usually, the selection of beneficiaries is done at the community level, with school committees

and other local committees doing the coordination (World Bank's Africa Region & World Bank Institute, 2005). The rationale for this is to identify the neediest children (World Bank's Africa Region & World Bank Institute, 2005).

Apparently, conditional transfers and subsidized school-related expenses follow the same operational guidelines. In both types of programmes, the support to the orphan can either be in the form of cash or in-kind. Apparently, the two terms are used to describe the same type of educational support programme. However, the only difference is that, with conditional transfers, the support can go directly to either the school or the family of the vulnerable child, whereas with subsidized school-related expenses, the support always goes directly to the school. Subbarao and Coury (2004) advise that transfers, whether in kind or in cash, have to be set in a way that prevents opportunistic behaviour such as that exhibited by families interested more in the benefits associated with fostering than in the care of the orphans. The implication is that conditional transfers are prone to abuse and misuse in foster households.

Conditional transfers just like the subsidizing of school-related expenses, target orphans and other vulnerable children (OVC). In both programmes, if resources are limited, preference is given to the "neediest" (World Bank's Africa Region & World Bank Institute, 2005:124) or "extremely vulnerable children" (Hepburn, 2001:19). Focusing on the most vulnerable children in terms of educational support is in line with the observation made by Subbarao and Coury (2004) that, as the numbers of OVC grow, it is important that only the most vulnerable children are targeted to ensure that direct, in-kind or cash transfers remain sustainable over the long term.

Therefore, in the interests of the sustainability of the programme, where resources are scarce, sometimes some deserving orphans and other vulnerable children may not be accommodated in an educational support programme. The operational guidelines of both conditional transfers and subsidized school-related expenses, in particular their focus on vulnerable children, or the most vulnerable children, is in line with a provision given in the preamble of the Convention on the Rights of the Child which requires States Parties to recognize that, "...there are children living in exceptionally difficult conditions, and that such children need special consideration" (Convention on the Rights of the Children, 1989:2). In the background to this study it was explained that orphans and other vulnerable children belong to the category of children in "exceptionally difficult conditions".

In addition, the child rights-based approach, which is the theoretical lens of this study, requires specific efforts to be made to identify children most at risk, facilitate their participation and address their particular issues (Ray & Carter, 2007). This requirement emphasises inclusion and non-discrimination (Ray & Carter, 2007). Thus, from the child rights perspective, it is justifiable that, where resources are limited, special consideration should be given to the "neediest" or "most vulnerable children" who are most at risk. Targeting the most vulnerable children is also sound practice from the point of view of the global World Declaration on Education for All (1990).

Article 3, number 4, of the World Declaration on Education for All (1990) obligates the global signatory nations to make an active commitment to removing educational disparities for "underserved groups" (World Declaration on Education for All, 1990:

3), and also to ensure that they do not suffer any discrimination in access to learning opportunities. The “underserved groups” cited in the Declaration on Education for All, include orphans and other vulnerable children. Therefore, where resources are limited, it is sound practice to target the children most at risk, that is, the most vulnerable. This study sought to establish whether school-going orphans in Gwanda District were prioritized in relation to educational support.

Another critical aspect of conditional transfers comes out in the following assertion by World Bank’s Africa Region and World Bank Institute (2005:124):

The issue of trade-offs between the number of potential beneficiaries and the amount of the transfer is inherent, given the nature of the programme. The level of the grant needs to be high enough to both attract children to school and keep them enrolled, but also low enough to make the programme sustainable from one year to the next.

The above quotation implies that sometimes some deserving vulnerable children may have to be excluded from the educational support programmes, in order that those in the programme can receive a substantial amount to keep them in school. Therefore, it means that when school costs increase without a simultaneous increase of the cash or in-kind transfers, selection committees might be forced to cut down on the number of beneficiaries.

What also emerges from the analysis of the operational guidelines of conditional transfers is that, care should always be taken to match the amount of the transfers to the current school costs as determined by the economic or inflationary situation in the country. Failure to do so may result in the grant being inadequate to attract children to school or keep them enrolled. In addition, the organisation responsible for the transfer should not delay making the transfers to the schools admitting the beneficiaries otherwise the schools would not have enough resources to deliver

quality education. Where conditional transfers are used, a critical issue to assess is the ability of the educational system to absorb the growing number of children without hampering the quality of teaching (World Bank's Africa Region & World Bank Institute, 2005). The implication is that, like in the case of Universal Primary Education and subsidised school-related costs, where conditional transfers are used, stakeholders must ensure that educational resources expand in conjunction with increasing enrolments.

A third educational support programme in the category of orphan-specific interventions is the in-kind support to schools that admit orphans and vulnerable children (Hepburn, 2001; Kajawu & Mwakiwa, 2006). In this intervention, multi-sectoral organisations partner with state-sponsored schools and agree to build or renovate classrooms, provide textbooks, chairs and desks, laboratory equipment, sportswear or food and/or other items in return for a commitment from the school administration to admit a specific number of vulnerable children without paying school fees (Hepburn, 2001; Kajawu and Mwakiwa, 2006). This initiative has been implemented on a limited basis in Zimbabwe and South Africa (Hepburn, 2001; Kajawu & Mwakiwa, 2006).

The in-kind support intervention is also referred to as the resource exchange initiative (Kajawu & Mwakiwa, 2006). "The resource exchange initiative can offer a means of providing formal education assistance to a larger number of children, and in the long run, at a cheaper cost" (Kajawu & Mwakiwa, 2006:80). Kajawu and Mwakiwa (2006) argue that while the initial cost of implementing resource exchange could be high, the approaches allow children to attend school for longer periods of

time without preoccupying the child, community, or partner organisation with the task of sourcing funds. The assurance of the availability of funds is a major strength of the approach. This is in contrast to the traditional direct payment of expenses (examples discussed earlier include subsidizing school-related expenses and conditional transfers) which has been found to be very expensive to implement especially in a hyperinflationary environment (Kajawu & Mwakiwa, 2006). In the traditional direct assistance approach, when school fees or levies are increased by a wide margin, the number of children that would benefit from a given amount of fees would be smaller than that of those who were benefiting before the review (Kajawu & Mwakiwa, 2006).

In-kind support has the potential to improve the learning environment by increasing classrooms and educational resources and hence the quality of education and retention (Hepburn, 2001; Kajawu & Mwakiwa, 2006). The primary benefit of the resource exchange scheme is that it is not only the targeted group of orphans who benefit by receiving education, but the entire school community is able to benefit from the purchase of materials or the improvement of school infrastructure (Hepburn, 2001; Kajawu & Mwakiwa, 2006). Another advantage of the resource exchange initiative is that it increases community participation by requiring the establishment of Education Assistance Committees. The task of these committees is to identify deserving OVC to benefit from the programme (Kajawu & Mwakiwa, 2006).

The major weakness of the in-kind support to schools is that, while the intervention makes education more affordable, it does not provide financial support for additional school-related costs such as uniforms and school supplies (Hepburn, 2001; Kajawu & Mwakiwa, 2006). The provision of material support can be costly to the

implementing organisation and some practitioners argue that this is not a cost effective way (Hepburn, 2001). One other major weakness of this programme is that, despite the in-kind exchange, schools may still need to compensate for the absence of school fees through requiring students' families to supplement additional school-related expenses. Although in-kind support to schools increases access for a targeted OVC population, it is difficult to implement on a large scale (Hepburn, 2001). In other words, only a certain number of OVC can be registered on the programme for a given period. In addition, the approach does not directly address the non-economic reasons for low school attendance (Hepburn, 2001). This means that, like subsidizing school-related expenses for individual children, in-kind support invariably increases attendance for the most vulnerable children who are not in school for financial reasons. This reinforces the idea of an integrated basket of complementary programmes to address the multiple needs of orphans. Another drawback is that it is complicated to implement and monitor to ensure that the number of orphans enrolled matches the material investment (e.g. in the form of furniture, infrastructure and textbooks) put in by the sponsoring organisation.

Furthermore, in-kind support has been found to be unsuitable in countries experiencing hyperinflation because rapid inflation quickly offsets the match between the value of the in-kind resource and the current school costs (Kajawu & Mwakiwa, 2006). Hepburn (2001) also notes that, since in-kind support is largely dependent on donor support, its sustainability is questionable. The implication is that the continuity of donor support is not always assured. However, there is also a risk that some school authorities and communities might consider it more profitable for the school to admit orphans at the expense of other children (non-orphans) (Hepburn, 2001).

Such a scenario may stigmatize the orphans and lead to criticism that implementing organisations favour orphaned children (Hepburn, 2001).

An educational assistance intervention, which operates on a similar principle as the resource exchange programme, is the block grant initiative (Kajawu & Mwakiwa, 2006). In the block grant initiative, “a school receives a lump-sum payment at the beginning of a school year, which it is then able to spend on books, uniforms, school refurbishments, etc.” (Kajawu & Mwakiwa, 2006:77). In exchange, the school undertakes to admit a pre-determined number of vulnerable children who are exempted from paying school fees (Kajawu & Mwakiwa, 2006) for an agreed period. Like in the resource exchange programme, the funds from the block grant scheme benefit the entire school and community by improving the quality of education (Kajawu & Mwakiwa, 2006). The major difference between the block grants educational support programme and the resource exchange programme is that with the latter, rather than receiving a monetary payment, the school receives materials, examples of which are cited above. The aim of both programmes is not only to enable OVC to access education, but it is also to improve the quality of education at the school (Kajawu & Mwakiwa, 2006).

Both the block grants and the resource exchange schemes are cost effective because the children under the programmes are never affected by a sharp increase in school fees, whilst those under direct school fees payment are usually adversely affected. In addition, the programmes benefit not only the orphans and other vulnerable children, but all the children in the school, as well as the entire school community. In this way, the vulnerable children are not stigmatized.

Detrimental to the strengths mentioned above is the fact that paying fees or providing access to schooling without paying fees, as in the case of block grants and resource exchange, does not necessarily guarantee attendance and retention at school (Kajawu & Mwakiwa, 2006). It has been found that OVC will not be enthusiastic about attending school if they have psychological problems, do not have food, have worn out or threadbare clothes, or are being abused at home (Kajawu & Mwakiwa, 2006). Block grants and resource exchange programmes need to be complemented with other interventions that will form a complete package for orphans and other vulnerable children (Kajawu & Mwakiwa, 2006). “Outside the Block Grant scheme, there is need to ensure that the children are well clothed, that their examination fees for public examinations have been paid, and perhaps more importantly, that they are adequately fed” (Kajawu & Mwakiwa, 2006:84).

The present study sought to establish the nature of educational support programmes implemented by the multi-sectoral organisations, as well as evaluate the extent to which the programmes address the varied needs of the orphans. The extent to which the interventions address orphans’ needs determines their efficacy in enhancing the education opportunities of these children.

Micro financing is another approach that has been used to enable children to stay in school. Micro financing is designed to increase household income and assets, thereby enabling children to stay in school (Hepburn, 2001; Subbarao & Coury, 2004). According to Donahue (as cited in Hepburn, 2001:26), micro financing activities have been widely implemented in several African countries including

Malawi, Uganda, Zimbabwe and Zambia. Most micro finance activities target women and research suggests that they are more likely to repay loans and use the generated income to benefit the household by paying school fees, medical expenses, as well as purchasing food (Williamson, cited in Hepburn, 2000:260). Individuals receive loans from an organisation and repay to the organisation over a set period of time (Hepburn, 2000). Donahue (as cited in Hepburn, 2000:26) asserts that one of the purposes of micro finance activities in the context of HIV and AIDS is to help clients to maintain or increase income. By strengthening a family's economic base, micro finance can make education affordable (Hepburn, 2001; Subbarao & Coury, 2004).

An evaluation of the Uganda Women's Finance Trust found that women used income secured through a micro finance programme to pay both educational and health expenses (Williamson as cited in Hepburn, 2001:26). Hepburn (2001) argues that micro finance programmes are usually cost effective and can achieve large-scale outreach. Activities depend initially on donor support and investment but eventually become self-sufficient through lending practices. Hepburn (2001) further argues that, because enrolment rates are positively correlated with income, micro financing is likely to increase school participation for vulnerable children whose families participate in the programme.

However, Hepburn (2001) argues that, while micro finance activities are sustainable in theory, their success depends largely on the economic environment in which they operate. Hepburn (2001) asserts that while micro finance activities do not directly affect the quality of education, they do so indirectly by providing families with

additional resources to enhance the quality of learning. This implies that if families of orphans are able to provide the children with necessary school supplies and uniforms, orphans are less likely to be stigmatised, discriminated against or isolated because of poverty (Hepburn, 2001). However, Subbarao and Coury (2004) are skeptical that micro finance can be regarded as a panacea for the orphan problem. Subbarao and Coury (2004) argue that, where micro financing is used, the pertinent question is: Do the benefits of successful micro finance activities in fostering households actually percolate down to orphans?

Badcock-Walters et al. (2005) describe the micro financing approach as a social assistance programme. They cite the social grants in South Africa that are funded through taxes collected by government as an example of social assistance (micro-financing) programmes. However, the South African social assistance programme is, as its name suggests, a grant and not a loan as, seemingly, the majority of micro-financing activities are. Social assistance programmes increase household income that may in turn fund education-related activities (Badcock-Walters et al., 2005). Therefore, from the categorization of social protection programmes (Badcock-Walters et al., 2004) social assistance/micro financing interventions fall into the inventory of social protection programmes that were designed with educational benefits as a secondary outcome.

Community level interventions are recognized in both national and international policy documents as an effective strategy in response to the orphan crisis. Goal 65 of UNGASS referred to earlier, stipulates that, by 2003 the member states should have developed and by 2005 implemented national policies and strategies to build

and strengthen community capacities to provide a supportive environment for orphans and girls and boys infected and affected by HIV/AIDS.

It has been shown in this write-up that “mobilizing and strengthening community-based responses” is one of the core principles of the Framework for the Protection, Care and Support of Orphans and Other Vulnerable Children Living in a World with HIV and AIDS. Furthermore, as affirmation of the international agenda, the Zimbabwean government has as one of the strategies for achieving the goal and objectives of the NPA for OVC, “strengthening community-based initiatives” (Zimbabwe National Plan of Action for Orphans and Other Vulnerable Children, 2004:14). As alluded to earlier, community support is one of the recommended levels of support in the six-tier safety net system recommended by the Zimbabwe National Orphan Care Policy. Therefore, community level interventions are high on both the international and national agendas.

The Committee on the Rights of the Child, the expert body responsible for monitoring implementation of the CRC also recognizes the importance of CBOs when it calls on governments to “ensure that their strategies recognize that communities are the front line of the response to HIV/AIDS and that these strategies are designed to support communities in their determinations as to how to provide support to the orphans living there” (Committee on the rights of the child, cited in Human Rights Watch, 2005:42). The Committee on the Rights of the Child is echoed by UNAIDS, UNICEF and USAID (2004) which assert that reinforcing the capacity of communities to support, protect, and provide care is fundamentally important to building a response that will match the scale of the orphan crisis. Both the Committee on the Rights of

the Child and UNAIDS, UNICEF & USAID (2004) recognize the indispensable role of communities vis-à-vis the orphan crisis and are calling on governments to support communities by building their capacities so that they can implement sustainable interventions for orphans. Examples of community level interventions which have been successfully implemented in different countries in Africa are cited and discussed in the following sections.

Hepburn (2001) cites community care coalitions as yet another intervention that fits into the broad category of orphan-specific educational support programmes. This programme focuses on mobilizing and building the capacity of community groups to identify children who are not attending school and their reasons for not attending. It also carries out activities to increase their participation (Hepburn, 2001). Implementing agencies, such as NGOs or the government, work with local leaders to mobilize communities to engage in a variety of activities, including persuading guardians to send children to school, persuading schools to accept vulnerable children, offering community-based child care that enables students caring for younger siblings and other dependents to attend school, or assisting vulnerable households with basic tasks, such as gathering firewood and tending crops (Hepburn, 2001). Village communities comprising of community volunteers can establish community-based orphan care projects backed by NGOs or the government (Hepburn, 2001). The volunteers make sure that the orphans are well fed, clothed and housed. They also make every effort to ensure that school-aged orphans attend and remain in school (Hepburn, 2001).

Community care coalitions have been successfully implemented in Zimbabwe, Zambia, Malawi, Uganda and Kenya (DCOF; Donahue & Williamson; Grant as cited in Hepburn, 2001:28). Hepburn (2001) argues that building care coalitions can make schooling affordable for vulnerable children. In Zimbabwe, FOCUS Programme mobilized volunteers to visit orphans regularly, monitor their situation, and respond with community resources to assist them (Donahue & Williamson, 1999). FOCUS was serving approximately 4000 orphans at the cost of about US\$ 3 per child per year (Donahue & Williamson, 1999). In the background to this study it was pointed out that, in Zimbabwe, there are 48223 children who are heads of households, taking care of 102233 fellow children (UNICEF as cited in Mushunje & Mafico, 2007: 37). Community care coalitions would thus be a plausible solution to help children in these child-headed households. For example, the Nziramasanga Commission (1999) revealed that some orphans in Zimbabwe failed to attend school regularly because of chores and responsibilities such as taking a younger sibling to a clinic or staying home with a sick child. The formation of community care coalitions should be encouraged to relieve children of adult roles that deprive them of educational opportunities.

In their study, Donahue and Williamson (1999) reveal that in Malawi, village committees initiated fundraising activities to provide school supplies and pay enrolment fees for orphans and other vulnerable children. Hepburn (2001) observes that, the success of community care coalitions is largely dependent on the commitment of community members, local resources, and the adequate identification of factors that deter school participation for the particular orphans. Donahue and Williamson (1999) assert that, with proper training, community members are able to

identify the most vulnerable children and address the different financial or non-economic reasons inhibiting school participation.

In this regard, community care coalitions have an advantage over programmes that focus on subsidizing the costs of schooling because the former address both financial and non-economic vulnerabilities that hinder school participation. Similarly, UNICEF and UNAIDS (2000) assert that community mobilization provides support to students and their families so that the students do not have to drop out of school to care for their families. Volunteers take on the children's household chores to ensure that children do not drop out of school (UNICEF & UNAIDS, 2000). Community volunteers can work with caregivers to alleviate girls' household responsibilities so that the girls may attend school and also raise funds to pay for the girls' school related expenses (Hepburn, 2001). As explained earlier, community care coalitions address financial and non-economic barriers to school participation.

Building community care coalitions is a sustainable approach since it does not rely heavily on donor resources, reflects the community's priorities, and builds on existing community strengths (Hepburn, 2001). However, Hepburn (2001) claims that communities with few financial and material resources and insufficient training may have difficulty sustaining the approach. Principle Number 11, one of the twelve principles for OVC programming endorsed by the UNAIDS (Joint United Nations Programme on HIV/AIDS) Committee of Co-sponsoring Organisations (in November 2001), encourages the strengthening of partnerships at all levels and the building of coalitions among stakeholders (Subbarao & Coury, 2004). This implies that if there is partnership between multi-sectoral organisations and local communities, community-

based orphan care programmes can be sustainable. The funding would come from NGOs, CBOs, FBOs and government to support the orphan care programmes.

Following is a list of other examples of interventions at community level that have an impact on educational benefits as a secondary outcome as indicated by Badcock-Walters et al. (2005):

- a) funds and skills for income generating activities at community level;
- b) interventions that mobilize the community to acknowledge and understand child rights;
- c) interventions that provide food security at community level;
- d) interventions that make it easy for vulnerable children to access health services; and,
- e) interventions that provide support facilities for vulnerable households.

Badcock-Walters et al. (2005:22) claim that the above cited interventions will improve the situation of vulnerable households within their communities. "Once there is increased support and stability in these households, education may again become a priority". An analysis of the examples of interventions reinforces the idea that human needs are a system, and are interrelated and interactive, as expounded in the human needs theory.

The examples of interventions discussed in the preceding section cater for the physical/material needs of the orphans. They address the economic vulnerabilities of the orphans. In the next segment of literature review, focus shifts to psychosocial support for orphans. Examples of interventions which cater for the psychosocial

needs of the orphans by addressing their non-economic vulnerabilities will be discussed.

3.5 Psychosocial support for orphans

3.5.1 Introduction

The child rights-based and human needs theories require that OVC programming maintains a holistic approach in addressing the needs of children. The present research sought to establish the extent to which the interventions implemented by multi-sectoral organisations in Gwanda District addressed both material/physical and psychosocial needs of the school-going orphans registered under them. In this section, the literature review focuses on the concept of psychosocial support. According to Southern Africa HIV/AIDS (SAfAIDS) (as cited in Nyawasha, 2006:1), psychosocial support can be defined as, “an ongoing process of meeting the social, mental and spiritual needs, which are considered essential elements for positive human development”. The definition of “psychosocial” given above embraces the other (besides material/physical) categories of human needs as spelt out in Max–Neef et al.’s human needs theory. SAfAIDS (as cited in Nyawasha, 2006: 1) throws more light on what psychosocial support entails by identifying and elucidating four components of psychosocial support as follows:

- Emotional needs that include the need for love, security, encouragement, confidence, motivation, care, trust and self-esteem. This component also includes a sense of affiliation or belongingness. Children need to be heard and need to express their feelings in an understandable manner. This has a bearing on their personal development;

- Mental needs which refer to children's areas of mental growth. Formal education (schooling), informal education (opportunities for observational knowledge, adaptational skills) and general skills (life skills, general knowledge, etc.) combined with the right motivation and application to succeed are essential elements within the mental framework. Opportunities for observational knowledge, adaptational skills and general life skills are fundamental in the development of the child;
- Social needs – children's social requirements are essential and they entail involving children in a community without them feeling stigmatized or different, to develop a sense of belonging, form friendships and community ties, acceptance, identity, and acknowledgement from peers; and,
- Spiritual needs enable children to develop hope for their future. They are usually guided by a belief in a Higher Being. They also need to develop trust and security in their survival. This gives them hope to keep trying, courage and perseverance to keep trying, to trust in a Higher Being and to whom they can turn for spiritual guidance and support at difficult times in their lives.

SAfAIDS' (as cited in Nyawasha, 2006:1) classification of the components of psychosocial support is in line with the definition of the concept as given by Gilborn et al. (2006) who states that it includes formal and informal services that address the psychosocial well-being either directly and specifically (e.g. through interpersonal moral support, counselling, spiritual support, creation of memory books, etc), or

indirectly (e.g. school and nutritional support programmes that may alleviate stress and worry).

Gilborn et al. (2006) define a person's psychosocial well-being as his/her intrapersonal (i.e. internal) emotional and mental state (psycho) and his/her interpersonal network of human relations and social connections and functioning (social). They argue that the two aspects of well-being are interrelated. Good or high psychosocial well-being results when one's mental/emotional state and social relationships are predominantly positive, healthy, and adaptive (Gilborn, et al., 2006). In their view, poor psychosocial well-being or psychosocial distress is when these are mostly negative, unhealthy, or maladaptive. The need for psychosocial support services for OVC is spelt out in both national and global instruments as outlined below.

Goal 66 of UNGASS (discusses earlier) on which the Framework for the Protection, Care and Support of Orphans and Other Vulnerable Children Living in a World with HIV and AIDS is premised, obligates States Parties to provide "appropriate counselling and psychosocial support" for orphans. As detailed in the background to the study, the NPA for OVC, the national programme whose vision and goals the multi-sectoral organisations participating in this study are pursuing, is also premised on the three UNGASS goals for orphans, which include Goal 66 which requires programming to focus on psychosocial support for orphans over and above material and other forms of support. Therefore, this study sought to establish the forms of psychosocial support programmes (as formal, informal or non-formal learning

opportunities) implemented by the multi-sectoral organisations which are assisting orphans in Gwanda District.

International HIV/AIDS Alliance (2003) advises that the United Nations Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child should be the main guiding instruments in the programming for orphans. Among other rights, the Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child specify that a child has a right to:

- affection, love and understanding;
- opportunities for play and recreation; and,
- learn to be a useful member of society and to develop the individual.

The rights outlined above are synonymous to the categories of human needs (also children's needs) that are given in Max-Neef et al's (1991) human needs theory (cf. Chapter Two, section 2.3). These rights can best be fulfilled through psychosocial support. UNICEF (2004) concurs with International HIV/AIDS Alliance (2003) on the realisation that psychosocial support is one of the children's rights spelt out in the Convention on the Rights of the Child. UNICEF (2004) notes that the CRC is grounded in the recognition of the right to child survival, well-being and development. According to UNICEF, this principle is in no way limited to a physical perspective. "In fact, it further emphasizes the need to ensure full and harmonious development of the child, including at the spiritual, moral, psychosocial and social levels" (UNICEF, 2004:54). States Parties are obliged to undertake strategies to assist the most disadvantaged children, including those affected by HIV/AIDS (UNICEF, 2004). Therefore, the provision of psychosocial support is a mandatory right of all children, including orphans, since it is spelt out as part and parcel of the rights of the child in

the two global conventions, the Convention on the Rights of the Child and the African Charter on the Rights of the Child, which outline the most comprehensive rights of the child.

In spite of the dictates of global conventions and the literature that justify the need for psychosocial support for school-going orphans, in their study, A. Shumba, Banda and J. Shumba (2007) found that generally, in Zimbabwe, orphaned pupils were not receiving psychosocial support at school to enable them to cope with their psychosocial problems. Shumba et al. (2007) recommended that communities should have programmes in place to assist orphans to cope with their psychosocial problems. They also recommended that schools should have qualified psychologists to offer the required psychological support services to orphans to enable them to participate meaningfully in school. The present study sought to establish the forms of psychosocial support interventions which the multi-sectoral organisations operating in Gwanda District implemented for the benefit of school-going orphaned children registered under them. In the section that follows, the focus is on psychosocial activities and/or programmes that have been carried out in different settings. These exemplar activities and/or programmes were the reference points in the discussion of findings to the present study. The study's purpose was to investigate the efficacy of the psychosocial support interventions that were implemented by multi-sectoral organisations for the school-going orphaned children in Gwanda District.

3.5.1.1 Psychosocial support programmes for orphans

Subbarao and Coury (2004) note that there is no blueprint for the types of psychosocial support programmes that are most effective. Subbarao and Coury

(2004) further observe that, since psychosocial needs are so broad and involve so many issues, organisations must devise those activities that are most appropriate to their setting. Dyk (2005) posits that from experience with existing models of psychosocial support, family and community-based approaches to caring for orphans are the best way of meeting the child's physical, psychological, emotional, spiritual and social needs in a synergistic way. Dyk (2005) argues that, overall, orphanage care should be seen as a last resort. In Dyk's view, orphanages often function as singular satisfiers or even as inhibitors. He believes that a child's emotional and psychological needs can seldom be met in an orphanage. Therefore, Dyk (2004) recommends that orphans should receive psychosocial support while they remain in family and community settings. Dyk's thinking is in line with the mode of orphan care proposed by Government in the Zimbabwe National Orphan Care Policy whose six – tier safety net system for orphan care places institutional care at the bottom of all options available (Zimbabwe National Orphan Care Policy, 1999).

Counselling is one form of psychosocial support widely recommended in literature (International HIV/AIDS Alliance, 2003; Subbarao & Coury, 2004). Emphasizing the value of counselling as a form of psychosocial support, the International HIV/AIDS Alliance (2003: 3) posits that, "Early intervention is vital ...we should not assume that children can always cope... Different approaches to counselling for children need to be explored". Counselling can be provided by volunteer home visitors, day care centres, youth clubs, schools, and religious groups (Subbarao & Coury, 2004). Subbarao and Coury (2004) suggest that a good option is to integrate counselling support for orphans into home-based care programmes for parents living with HIV/AIDS. They observe that such an approach has advantages, for example,

provision of counselling and advice on varied issues, which include sexual abuse, stigmatisation and discrimination. Moreover, the approach allows for referrals to a community system, when necessary.

The idea of incorporating orphan counselling services into home-based care programmes seems sound because, when the counselling session takes place at home, the orphans are likely to find the set up unthreatening and conducive. Thus, they are likely to open up and, as Subbarao and Coury (2004) suggest, reveal any other challenges, such as the common vulnerabilities that orphans are susceptible to, which they might be experiencing.

Elaborating on counselling as a recommended form of psychosocial support for orphans, International HIV/AIDS Alliance (2003) observes that some children do not feel comfortable with sharing their problems in a group (with their peers), but they prefer individual sessions. International HIV/AIDS Alliance asserts that, feelings associated with the death of a parent are usually negative and painful to experience. Consequently, International HIV/AIDS Alliance advises that counselling approaches should give the children an opportunity to explore their feelings.

The International HIV/AIDS Alliance advises that teachers and religious leaders should be trained to counsel children before and after parental death. Human Rights Watch (2005) echoes the need for training teachers to handle counselling when it observes that schools are often ill-equipped to deal with children suffering from emotional and psychological disorders. Like the International HIV/AIDS Alliance (2003), Human Rights Watch (2005) sees the need for trained counselling

personnel, and it advises that International agencies and donors could sensitize teachers to the needs of orphans, train teachers or guidance counsellors to address bereavement issues, support school-based peer support groups and liaise with community-based organisations to identify the most vulnerable children. Such strategies could turn schools into child-friendly environments, and thus motivate orphans to attend school regularly. A good example is HUMULIZA Project in Tanzania, which provides counselling sessions for primary school teachers on the importance of communicating with children (UNAIDS, cited in International HIV/AIDS 2003: 17). During the sessions, teachers are sensitized on how to identify children's problems and needs, the importance of attachment and how to improve a child's self-esteem.

Echoing International HIV/AIDS Alliance and Human Rights Watch's views on teachers' roles in the counselling of orphans, UNICEF (2004:12) posits, "Teachers have a critical role to play in helping school-aged children to remain free from HIV and providing emotional support". HIV prevention is singled out as a core counselling issue. This buttresses the concept of the "education vaccine" against HIV/AIDS which was alluded to in the background to the study.

In concurrence with International HIV/AIDS Alliance (2003) and Human Rights Watch (2005), UNICEF suggests that there should be capacity building programmes for teachers, and that such programmes should also cater for the supervision and support for teachers as a strategy of equipping them with skills to enable them to provide psychosocial support to orphans. The proposed MHTE-VVOB Cooperation Programme (2008-2013), which will see the introduction of such a capacity-building

programme in government teacher training institutions, in the near future, is a noble idea. The broad goal of the programme is to equip both pre-service and in-service teachers with the skills to enable them to give support, including counselling services, to orphans in the schools throughout the country. In addition, Zimbabwe has a large pool of trained counsellors who are holders of the Bachelor of Science Counselling Degree awarded by the Zimbabwe Open University. The expertise of such teachers could be utilized in counselling services for school-going orphans.

Psychosocial support also involves learning life skills through adventure (Subbarao & Coury, 2004). According to Subbarao and Coury the Salvation Army's Masiye Camp programme, in Zimbabwe, provides orphans and other vulnerable children (mainly child-headed households and children living with ill parents) life skills through bush camps held during school holidays. Orphans and other vulnerable children are identified by the organisations, and counsellors are volunteers (often orphans themselves). Camp activities range from hiking, canoeing, and abseiling to craft making, traditional dancing, and drama and fitness training. Subbarao and Coury (2004) observe that participation in games and sports, as what happens in the Masiye Camp programme, plays a major role in the children's development. It helps them to release stress and cope better. The life skills training activities incorporated into the Masiye Camp programme are non-formal educational activities which also have educational benefits as secondary outcomes. It can also be deduced from what Subbarao and Coury say that the variety of activities offered by the Masiye Camp Programme are valuable for exposing orphans to experiential learning through both non-formal and informal education opportunities availed to them during the bush camps.

Recreational activities are also widely used by other organisations outside Zimbabwe. Several organisations in Malawi, for example, the Kasoba Orphan Care Project (supported by Save the Children US) and Namwera AIDS Coordinating Committee have recreational opportunities for orphans to play together (International HIV/AIDS Alliance, 2003). Similarly, in Mozambique and Uganda, community-based activities such as play groups, are used with traumatized orphans in areas worst affected by AIDS (International HIV/AIDS Alliance, 2003). International HIV/AIDS Alliance underscores the finding that play activities develop social skills on the part of orphans.

Another important element in psychosocial support is promoting the social integration of orphans (Subbarao & Coury, 2004). Promoting social integration is important because orphans may face stigma and discrimination, thus further exacerbating their feelings of loneliness (Subbarao & Coury, 2004). Subbarao and Coury assert that, to restore a sense of normalcy and security for orphans, activities that favour social interactions among children and between children and adults should be promoted and strengthened. Examples of interventions that have proved successful include arranging recreational activities such as play, storytelling by the elderly, sports and art (dance, painting, drawing and singing); promoting youth clubs and peer group education; and, developing community services and communal eating at which adults and children are together (M. Chitiyo, Changara & G. Chitiyo, 2008; Gilborn et al., 2006; Nyawasha, 2006; Ruland et al., 2005; Subbarao & Coury, 2004).

Some forms of psychosocial support interventions listed here do not involve funds, and can be organized successfully in different contexts and communities. Multi-sectoral organisations could co-opt community volunteers to organise the activities for the orphans. In line with one of the four core principles of the child rights-based theory of programming – participation, orphans themselves should be encouraged to participate actively and to be proactive to make the activities a success, instead of waiting for things to be done for them. The succeeding paragraphs identify and discuss specific cases of psychosocial support interventions that incorporate the activities cited in this paragraph.

Chitiyo et al. (2008) report a study carried out in four primary schools in Mberengwa District, in Zimbabwe, in which school-going orphans participated in a psychosocial programme involving games, clubs, spiritual activities and counselling. The orphans played different ball games such as boys netball and girls soccer. The games were aimed at encouraging the children to socialize by being part of a team. The orphans were helped to form “buddy clubs” in what was called the “buddy system”. There were two or three orphans in a club of 6 – 10 children. Buddy clubs operated at home and were an extension of the school-based psychosocial support programme, aiming to encourage the children to assist each other in household chores and homework on a rotational basis. The other aim of the buddy system was to reduce solitary time for children and hence increase participation with others (Chitiyo et al., 2008).

Spiritual activities for the orphans in the study described by Chitiyo et al. (2008) entailed reading and sharing the Bible as part of Scripture Union lessons. Justifying

the soundness of Scripture Union activities as a component of the psychosocial programme, Chitiyo et al. (2008) argue that, in Zimbabwe, it is common to read the Bible and do Bible studies in school, regardless of one's religious background. Chitiyo et al. report that, the aim of the spiritual support was to provide the children with a platform to share the Bible and to assure the children that they could pray to God who still loves them. Counselling sessions involved counselling the children on grief and bereavement coping strategies.

The patrons of the games indicated that the games seemed to yield positive results, with the orphans who were interviewed after the games reporting feeling motivated and encouraged. Some of the children were even part of the school team for the games, a thing that may not have happened without psychosocial support. The level of their participation in school games improved and the children were found to be interacting more with their peers. Further, the exercises involving trust building that were components of the games and buddy clubs assisted most children to regain their trust in others, thus resulting in the orphans being more willing to share personal information.

These findings buttress the findings by Subbarao and Coury (2004), discussed earlier, that games offer orphans opportunities for non-formal and informal learning. The findings also confirm the conclusion arrived at by Richter, Manegold and Pather (2004) that play is a compensatory experience for children which can help them recover from the trauma and grief of losing parent(s). Furthermore, Chitiyo et al.'s (2008) research findings demonstrate that games and sports can lead to good or high psychosocial well-being, which in turn leads to positive education outcomes.

Chitiyo et al (2008) corroborate SAfAIDS (2004) who assert that play offers opportunities for informal education (observational knowledge and adaptational skills) as well as general life skills and general knowledge. From the definition of psychosocial support, as given earlier, fulfilment of the social needs of orphans requires that the children be involved in the community so that they do not feel stigmatized or isolated. Involving orphans in buddy clubs and spiritual activities helps them to form friendship and community ties, while at the same time giving them feelings of identity, acceptance, trust, security and acknowledgement from peers as well as hope for the future (SAfAIDS, 2004).

Gilborn et al. (2006) report an exploratory study on the psychosocial support of OVC carried out by Horizons in Collaboration with REPSSI and STRIVE. The study involved 1,258 orphans and other vulnerable children who participated in different forms of psychosocial support programmes. Sixty-five percent (65%) of the participating children were orphans. The participating youth were put into three groups with one group participating in community psychosocial programmes. The second group comprised of youth who attended the Salvation Army Masiye Camp, some of whose activities were described earlier. The Camp sessions lasted 10 days, and were explicitly designed to improve the psychosocial well-being of participants (Gilborn et al., 2006).

The programme encouraged personal growth in areas such as self-esteem, trust, effective communication, conflict resolving, and grief resolution. Camp activities emphasized adventure-based, experiential learning that creates opportunities for discussing life challenges and problem-solving. In addition, contact with counsellors

gave participants an opportunity to talk about how they felt with regard to their experiences and losses in a safe environment. Spiritual practice was also emphasized as a means of coping with loss and maintaining hopefulness.

The third group of participants consisted of youth who had attended Masiye Camp as campers and then became either Masiye Camp counsellors or community psychosocial support youth leaders. Some youth in these groups were responsible for leading kids clubs for younger vulnerable children. Others worked as counsellors at Masiye Camp or as AIDS peer educators. Embedded within both Masiye Camp and community psychosocial programmes are opportunities for youth to serve as mentors and leaders to other vulnerable children (Gilborn et al., 2006).

The study found that community psychosocial support was associated with greater confidence and greater coping skills (Gilborn et al. 2006). All three interventions (i.e. community psychosocial support programmes, The Salvation Army Masiye Camp, and The Salvation Army Masiye counsellors and youth leader group) were associated with greater self-confidence. As Chitiyo et al. (2008) argue, greater self-confidence may lead to increased social interaction and participation in social and schooling activities. Essentially, the study by Gilborn et al. (2006) shows different forms of psychosocial interventions that have been tried and tested. It also illustrates their efficacy in enhancing education opportunities for orphans.

YOCIC and The Farm Orphan Support Trust (FOST) Programmes in Zimbabwe serve to show other forms of psychosocial support activities for OVC that have been undertaken by community-based organisations (International HIV/AIDS Alliance,

2003). YOCIC is a youth programme managed and run by youth for youth in support of children affected by AIDS and orphans in urban high density communities in Zimbabwe (Subbarao & Coury, 2004). By 2001, it had 250 members who were supporting 1,650 orphans through various clubs that offer activities similar to those of the Masiye Camp (Subbarao & Coury, 2004).

The strategy used by YOCIC - giving the youth the duty to run the programme for other youth - affords the youth leaders an opportunity to participate in decision-making, and thus giving them the chance to express their views and have their voices heard. By affording the youth their participation rights, the YOCIC programme adheres to the principles of the child rights- based approach. Such an approach gives due consideration to the best interests of the child. Furthermore, the peer education approach which YOCIC uses is one of the recommended strategies in the child rights-based approach to programming. The justification for using the strategy is that, as children grow, the importance of their peers in guiding their behaviour and forming their values increases (Ray & Carter, 2007).

According to International HIV/AIDS Alliance (2003), FOST uses a range of approaches to care for orphaned children on commercial farms. Children who cannot live with their extended family or a substitute family either live in “family groups” with a paid guardian or in adolescent-headed households that are visited regularly by a member of the community child-care committee. This arrangement typifies the concept of the community care coalitions that were discussed earlier. International HIV/AIDS Alliance comments that the advantage of the FOST approach to psychosocial support services is that the orphaned children remain in the community

and this enables them to take part in community activities, as well as to continue attending school. As was mentioned earlier, according to Dyk (2005), experience with existing models of orphan–care has shown that family and community-based approaches to caring for orphans are the best way of meeting the child’s needs in a synergistic way. In addition, the family and community care safety nets are the first two options in the six-tier safety net system for orphans.

As emerges in the section on vulnerabilities and needs of orphans in this chapter, the separation of orphan siblings and family disintegration are some of the causes of psychosocial distress for orphaned children. Elaborating on what he calls separations anxiety resulting from siblings’ separation, Kluckow (as cited in Dyk, 2005:273) posits:

The child thus has little time to grieve for the death of a parent, and this can lead to a complicated form of grief. The resultant unresolved feelings of anger, sadness, guilt and fear, aggravated by the absence of empathy and opportunity for catharsis, shadow these children throughout their childhood years... with dire emotional and behavioural consequences.

This insightful quotation by Kluckow, on the grave consequences of separation of orphans to their psychosocial well-being is enlightening. The inference is that, as much as possible, programmes for orphans that resemble community care coalitions as illustrated by the FOST example are preferable.

3.6 Summary of chapter

This chapter reviewed literature under four broad headings related to the problem of the study, namely, vulnerabilities and needs of orphans, guiding frameworks for programming for orphans and other vulnerable children, examples of educational support programmes for orphans, and psychosocial support programmes for orphans. Interwoven within the former and latter sub-headings was a review of

literature on the impact of the educational and psychosocial support programmes on the educational opportunities for school-going orphans. There is consensus among authorities that orphans are susceptible to a spectrum of vulnerabilities and that the multiple vulnerabilities point to a wide variety of interventions that should be implemented by supporting organisations as a way of addressing the needs of the orphans. It emerged from literature that holistic programming entails a match between the multiple vulnerabilities and corresponding needs/interventions.

In addition, there is consensus among researchers that an integrated basket of support, comprising complementary interventions, should be implemented, in order to address the needs of orphans in a holistic way. Two guiding frameworks for programming for OVC were identified and discussed. These guiding frameworks adhered to the view that best practice social protection interventions are those that address all the needs of OVC. The guiding frameworks are: The Framework for the Protection, Care and Support of Orphans and Other Vulnerable Children Living in a World with HIV and AIDS; and, the recommended integrated basket of support.

Furthermore, the literature review revealed that there is a large inventory of exemplar educational support programmes that have been piloted in different countries and contexts. The literature revealed the strengths and weaknesses of the identified educational support programmes in addressing the educational needs of orphans. In addition, the literature review revealed that the educational support interventions identified in literature fall into four categories, namely, individual level, school level, family level and community level. Taken together, these interventions form a

complementary package, which constitutes an integrated basket of support vis-à-vis the multiple vulnerabilities and needs of orphans.

Furthermore, the literature review revealed a wide range of examples of psychosocial support programmes, which have been tried and tested in different settings in the African context, with direct educational benefits or secondary educational benefits for orphans. Literature states that there is no blueprint for the types of psychosocial support programmes that are most effective. The advice that emerges from literature is that, since psychosocial needs are so broad and involve so many issues, organisations must devise those activities that are most appropriate to their setting.

The review of literature revealed gaps in the existing literature. For example, although there is abundant literature, which identifies a fairly wide range of school-related educational support interventions that have been tried in different settings both in Zimbabwe and in the wider African context in response to the plight of orphans, most of the literature is silent on the efficacy and effectiveness of the interventions. In particular, the literature is silent on the extent to which the interventions have met the needs of orphaned children in terms of adequacy, timeliness and the extent to which they have been beneficial. Furthermore, there is hardly any mention in the literature about the extent to which school fees, school uniforms, stationery, and textbooks interventions have satisfied the needs of orphans as separate interventions. In most studies these interventions are lumped together as one broad intervention referred to as 'subsidizing school-related expenses'. Generally, in these studies, questions remain about the efficacy of these

interventions in enhancing educational opportunities for the orphan beneficiaries. The same questions remain in relation to the interventions that are implemented by multi-sectoral organisations, which are involved in social protection in the education sector in Gwanda District in Zimbabwe. There is a dearth of literature in this realm.

3.7 Conclusion

The present chapter reviewed literature relevant to issues entailed in the study's sub-research questions. The specific topics covered in the literature review were: the vulnerabilities and needs of orphans; guiding frameworks for programming for orphans and other vulnerable children; educational support programmes for orphans; and, psychosocial support for orphans. In closing, the chapter identified the gaps in the literature in an attempt to justify the significance of the present study. The next chapter outlines the methodology adopted for the study.

4 CHAPTER FOUR: METHODOLOGY

4.1 Introduction

The previous chapter reviewed literature relevant to issues raised in the study's sub-research questions. The sub-research questions that serve as guide to the investigation of the problem of the study are the following: a) What is the nature and scope of educational support programmes available to school-going orphans? b) What is the nature and scope of psychosocial support programmes available to school-going orphans? c) To what extent do the educational and psychosocial support interventions meet the needs of school-going orphans? d) To what extent do the educational support interventions increase school participation trends for school-going orphans?

In this chapter the methods used to investigate the research problem as encapsulated by these research questions are explained. The following aspects of the research methodology are defined, described and justified: the paradigm; the research approach; the mixed-model type of mixed methods research; and, the research design. The chapter also delineates the following methodological aspects: the population; the sample; sampling design and procedures; data collection instruments; use of closed and open-ended questions in the questionnaire and interview schedules; pilot study; and, data collection procedures. The procedures which were adopted to ensure credibility/trustworthiness as well as confirmability and dependability of the study are detailed. The data presentation and analysis methods are also explained. The last part of the chapter details the ethical considerations which guided the study.

4.2 The paradigm

The term paradigm may be defined as, “A loose collection of logically related assumptions, concepts, or propositions that orient thinking and research” (Bogdan & Biklen as cited in Mackenzie & Knipe, 2006:2) or “a philosophical intent or motivation for undertaking a study” (Cohen & Manion, 1994:38). It can be inferred from the two definitions that the term paradigm refers to the researcher’s guiding philosophy in the research undertaking. Mertens (1998) buttresses Bogdan and Biklem’s definition of the term paradigm by defining it as the theoretical framework that influences the way knowledge is studied and interpreted. The selected theoretical framework determines which research methodology, methods, literature and research design a researcher should choose in a particular study (Mackenzie & Knipe 2006).

This study used post-positivism paradigm as a theoretical framework, mainly because it was considered practically realistic per se in relation to the study’s research questions. Babbie (1986) argues that no research approach is better than another. “They are better at doing different things” (Babbie, 1986:116).

Both qualitative (interpretivism) and quantitative (positivism) approaches were used to advantage in this study. The study’s research questions comprised both the “what” (positivist) and “why” (interpretivist) questions. The questions which were asked to establish the nature of educational and psychosocial support programmes, respectively, were purely objective and hence positivist. However, the questions, “to what extent?” were subjective in the sense that participants had to express their perceptions about the efficacy of the interventions and also justify the perceptions. In

justifying their perceptions, participants had to express their views, opinions, as well as feelings about the efficacy of the interventions. The philosophical foundations of pragmatism, as outlined in the preceding section, gave the researcher the legitimacy to use approaches, strategies, techniques and procedures that are aligned to traditionally dichotomous paradigms – interpretivism and positivism.

In this regard, the post-positivist paradigm has the merit of flexibility, since it rejects the purist view of traditionally incompatible epistemologies and ontologies. The post-positivist view of truth as relative, as well as knowledge as multiple realities, legitimated the use of different groups of participants in search of the truth in relation to the study's topic. The multiple realities concept is a view akin to subjectivism, which holds that social phenomena are created from the perceptions and consequent actions of social actors. The nature of the topic required the perceptions of "multiple" participants drawn from the community (of Gwanda) in search of "probabilistic evidence" about the efficacy of interventions implemented by the multi-sectoral organisations that are operating in Gwanda District in enhancing the educational opportunities of orphans.

Seale (as cited in Nieuwenhuis 2007:64) suggests that post-positivism is a useful paradigm for researchers who maintain an interest in some aspect of positivism such as quantification, yet wish to incorporate interpretivist concerns around subjectivity and meaning, and who are interested in the pragmatic combination of qualitative and quantitative methods. Post-positivists reject an incompatibilist, either/or approach to paradigm selection and recommend a more pluralistic or compatibilist approach (Johnson & Onwuegbuzie, 2004). The compatibilist thesis of the post-positivist

philosophy is based on the pragmatism philosophical foundation (Johnson & Onwuegbuzie, 2004). Pragmatists believe that the truth is what works best for understanding a particular research problem (Patton, 1990; Tashakkori & Teddlie, 2003). Therefore, post-positivism holds the view that quantitative and qualitative methods are compatible, and that both approaches have enough similarities in fundamental values to allow their combination within a single study (Howe, 1988; Reichardt & Rallis, 1994).

Furthermore, in the pragmatists' view, a study's research questions are considered more important than the methods used to answer them or the philosophical views underlying each method (Maxcy, 2003). That means the study's research questions determine the researcher's choice of paradigm and the ensuing research strategies. Additionally, some of the major philosophical views that underpin post-positivist philosophy are: (a) the relativity of the "light of reason" (i.e., what appears reasonable can vary across persons); b) the theory-laden perception or the theory-ladenness of facts; c) the problem of induction; and, d) the social nature of the research enterprise (Johnson & Onwuegbuzie, 2004:16).

The "relativity of the light of reason" as noted by Johnson and Onwuegbuzie is echoed by O'Leary (as cited in Mackenzie & Knipe, 2006: 6) who observes that post-positivists see the world as ambiguous, variable and multiple in its realities – what might be the truth for one person or cultural group may not be the truth for another. This view of post-positivism aligns in some sense with the constructivist paradigm (Mackenzie & Knipe, 2006). Essentially, the idea is that there are multiple realities, as perceived by different persons.

The theory-laden perception or the theory-ladenness of facts means that what we notice and observe is affected by our background knowledge, theories, and experiences. In short, observation is not a perfect and direct window into reality (Phillips & Burbules, 2000; Reichardt & Cook, 1979; Reichardt & Rallies, 1994). Cook and Campbell (as cited in Mackenzie & Knipe, 2006:5) echo the theory-laden perception of post-positivism when they posit that post-positivists work from the assumption that any piece of research is influenced by a number of well-developed theories apart from, and as well as, the one which is being tested. The theory-laden perception of post-positivists echoes Johnson and Onwuegbuzie's (2004) and O'Leary's (as cited in Mackenzie & Knipe, 2006:6) philosophical view of multiple realities, and presupposes that, a research endeavour is guided by existing theories (Phillips & Burbules, 2000; Reichardt & Cook, 1979; Reichardt & Rallies, 1994). In addition, the implication is that, in research, we are guided by existing theories and at the same time, we generate new theories (grounded theories).

The problem of induction is the recognition that we only obtain probabilistic evidence, not final proof in empirical research; in short, we agree that the future may not resemble the past (Phillips & Burbules, 2000; Reichardt & Cook, 1979; Reichardt & Rallies, 1994). The philosophy of the problem of induction implies that theories are provisional and, new understandings may challenge the whole theoretical framework.

Lastly, the social nature of the research enterprise (i.e., researches are embedded in communities and are clearly affected by communities' attitudes, values, and beliefs)

suggests that knowledge or the search for truth involves human beings who are part of the communities in which the researches are carried out (Phillips & Burbules, 2000; Reichardt & Cook, 1979; Reichardt & Rallies, 1994). In line with these philosophical views, the researcher sought data from multiple sources drawn from the community in which the interventions were carried out. The use of different data sources enabled the triangulation of the probabilistic evidence and thus enhanced the study's credibility. In accordance with the theory-laden perception of post-positivism, the researcher was guided by the child rights-based and human needs theories in the investigation of the problem.

4.3 The research approach

This study adopted the mixed methods research approach. Mixed methods research is defined as the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study (Best & Khan, as cited in Centre for Distance Education, 1995, Creswell et al., 2007; Johnson, 2008; Johnson & Onwuegbuzle, 2008). The implication of this definition is that, in mixed methods research, the researcher has the legitimacy and freedom to combine quantitative and qualitative strategies within one study. Creswell (as cited in Ivankova, Creswell & Clark, 2007:261) echoes the mixing element in mixed methods research when he posits that:

Mixed methods research is a procedure for collecting, analysing and "mixing" both quantitative and qualitative data at some stage of the research process within a single study to understand a research problem more completely.

Therefore, the mixed research approach requires that the qualitative and quantitative data collected for the study be mixed or combined at some stage in the research process for the research to qualify to be termed mixed. As Ivankova et al. (2007:

262) put it, “the term “mixing” implies that the data or the findings are integrated or connected at some or several points within the study”.

According to Centre for Distance Education (1995:16), “Some investigations could be strengthened by supplementing one approach with the other”. Echoing the idea of the two approaches supplementing each other, Johnson and Onwuegbuzie (2004:15) contend that, “The goal of mixed methods research is not to replace either of these approaches but rather to draw from the strengths and minimize the weaknesses of both in single research and across studies”. Therefore, the two approaches supplement and complement each other when mixed in a single study.

Creswell (2003) gives an additional dimension to the definition of mixed methods approach when he observes that the approach involves gathering numeric information (e.g. on instruments), as well as text information (e.g. on interviews) so that the final database represents both quantitative and qualitative information. Unlike in the traditionally purist approaches, the mixed research approach allows the collection of both numeric (numbers) and text (word) data in a single study. If the final database contains mixed data, it follows that both analysis and reporting modes can also be done both quantitatively and qualitatively.

Maxcy (2003) holds the view that a study’s research questions are considered more important than the methods used to answer them or the philosophical views underlying each method (Maxcy, 2003). Arguing in the same vein, Creswell (2003) asserts that paradigms that recommend mixed methods approaches allow the question to determine the data collection and analysis methods applied, collecting

both quantitative and qualitative data at different stages of enquiry. The implication from the views expressed by Maxcy and Creswell is that, in mixed research, it is the research questions, not the philosophical views, which determine the methods and strategies used in the research process. This presupposes that the researcher has the freedom to mix qualitative and quantitative methods, as long as they are deemed the most suitable methods for providing the best answers in relation to the study's research questions.

The mixed methods research approach was most suitable for the present study whose theoretical framework is post-positivism, which rejects the incompatibilist approach to research. The approach legitimized the combination of the quantitative and qualitative techniques. Gorard (as cited in Mackenzie & Knipe, 2004:7) contends that, "Combined or mixed-methods research has been identified as a key element in the improvement of social science, including educational research, with research strengthened by the use of a variety of methods". Of late, many researchers view qualitative and quantitative methods as complementary, choosing the most appropriate method(s) for the investigation (Mackenzie & Knipe, 2006; Green, Caracelli, & Graham, 1989; Tashakkori & Teddlie as cited in Creswell et al., 2007: 261).

The complementary effect of the two approaches strengthened this study. The study generated both quantitative and qualitative data from both questionnaires and interview schedules. Besides giving additional data in the form of "any other programmes", the qualitative responses justified, elaborated and clarified the quantitative responses, thus making the latter more convincing. The questions which

sought to measure the degree of the intensity of the respondents' perceptions on several variables related to the topic were best answered through the application of quantitative methods, whereas the open-ended questions (typical of qualitative methods) were included to allow participants to express their views and opinions from their experiences with the interventions implemented by multi-sectoral organisations. For Question 12 (in the Interview schedule for orphans) both deductive and inductive approaches were employed in analysing the data. Analysing the qualitative data both qualitatively and quantitatively showed the magnitude of each vulnerability. Mixed methods research offers a logical and practical alternative that rejects dogmatism (Johnson & Onwuegbuzie, 2004).

According to the fundamental principle of mixed research, researchers should collect multiple data using different strategies, approaches, and methods in such a way that the resulting mixture or combination is likely to result in complementary strengths and non-overlapping weaknesses. The effective use of the fundamental principle of mixed research is a major source of justification for mixed methods research because the product will be superior to monomethod studies (Brewer & Hunter, 1989; Johnson & Turner, 2003). It was felt that the trade-offs between the qualitative and quantitative approaches would also strengthen the present study by allowing the researcher to ask both specific, narrow questions to elicit trends (quantitative) and general and broad questions (qualitative) which seek to understand participants' experiences with the central phenomenon – the interventions implemented by multi-sectoral organisations.

Thus, the combination of the positivist and interpretivist approaches allowed for a more complete analysis and understanding of the research problem in the sense that answers were provided to the “what” and “why” and “how” questions (Green et al., 1989; Wisker, 2008). The main reason for combining quantitative and qualitative methods and “vehicles” (Wisker, 2008: 76) within the present study was to enhance the study with a supplemental data set, either quantitative or qualitative (Creswell, Plano Clark, Guttman, & Hanson, 2003). More so, the quantitative dimension made it possible to generalise the results to the whole population of multi-sectoral organisations in Gwanda District. This overcame the challenges associated with studying all the organisations. The qualitative dimension provided the added advantage of an in-depth understanding of issues pertaining to the research questions (Ivankova et al., 2007).

4.4 The mixed-model type of mixed methods research

There are two major types of mixed methods research, namely, mixed-model (mixing qualitative and quantitative approaches within or across the stages of the research process) and mixed-method (the inclusion of a quantitative phase and a qualitative phase in an overall research study) (Johnson & Onwuegbuzie, 2004). “An example of a within-stage mixed–model design is a questionnaire that includes a summated rating scale (quantitative data collection) and one or more open-ended questions (qualitative data collection) (Johnson & Onwuegbuzie, 2004:20).

In this study, three mixed-model design data collection instruments were used. All three instruments (the questionnaire and two interview schedules) comprised a combination of both closed-ended questions (quantitative data collection) and open-

ended questions (qualitative data collection). In the present study, the mixing was carried beyond the “within- stage”. The mixing of qualitative and quantitative data was carried from the data collection stage across to the data presentation, analysis and interpretation stage as well as the reporting of results and conclusion stages. According to Johnson and Onwuegbuzie (2004:20), “In contrast to mixed-model designs, mixed-method designs are similar to conducting a quantitative mini-study and a qualitative mini-study in one overall research study”. Johnson and Onwuegbuzie go on to explain that, to construct a mixed-method design, the researcher has to decide whether one wants to operate largely within one dominant paradigm or not, and whether one wants to conduct the phases concurrently or sequentially.

The researcher opted for the mixed-model type because the trends of the perceptions of the participants were captured through the closed-ended questions (quantitative data collection) which made up the majority of the items in each of the three instruments. However, for an in-depth understanding of the research phenomena, follow-up qualitative questions were necessary. The open-ended questions (qualitative data collection) were thus infused into each of the data collection instruments to qualify, clarify, justify and explain the quantitative responses. Therefore, the mixed-model type of mixed methods research was chosen so that the quantitative and qualitative data would complement each other and thus result in a clearer understanding of the research phenomena. This was in line with the compatibilist view of post-positivism.

4.5 The research design

The research design is the blue print for conducting the study (Johnson, 2008). Huysamen (as cited in Fouche & De Vos, 2002:137) echoes Johnson by defining a research design as “the plan or blue print according to which data are collected to investigate the research hypothesis or the question in the most economical manner”. The implication is that the plan or blue print is the specification of the operations to be performed in order to investigate the research question in the most effective and efficient manner. Wisker (2000:76) sheds light on what a research design is by explaining the purpose it serves in a research endeavour when he contends:

The most important issue to remember when developing your research methodology and deciding on the research methods is to ensure that these can really help you ask your research question. Research designs differ because of the ways we see the world, and the appropriateness of certain methods to help us ask questions and get us somewhere near something like an answer.

The implication is that a researcher’s choice of research design is influenced by the researcher’s unique orientation, or theoretical framework. What emerges from the views expressed by Huysamen and Wisker is that, the research question is core in every research process. This is in line with the post-positivist philosophy discussed earlier - that it is the research question that determines the methods and strategies used in the research process. Hence, the suitability of the research design is always judged in terms of its appropriateness in relation to the research question.

4.6 The across-stage mixed-model design

Johnson and Onwuegbuzie (2004:20) posit that:

The majority of mixed methods research designs can be developed from the two major types of mixed methods research: mixed-model (mixing qualitative and quantitative approaches within or across the stages of the research process) and mixed-method (the inclusion of a quantitative phase and a qualitative phase in an overall research study).

By suggesting that the designs “can be developed”, Johnson and Onwuegbuzie are suggesting that the mixed methods research approach does not have fixed designs, unlike the traditional purist research approaches. Buttressing such flexibility, Johnson and Onwuegbuzie (2004:20) offer the following advice:

It is important to understand that one can easily create more user specific and more complex designs....The point is for the researcher to be creative and not be limited by the designs listed in this article. Furthermore, sometimes a design may emerge during a study in new ways, depending on the conditions and information that is obtained. A tenet of mixed research is that researchers should mindfully create designs that effectively answer their research questions; this stands in sharp contrast to the common approach in traditional quantitative research where students are given a menu of designs from which to select.

Evidently, in mixed methods research, the specific design or designs befitting the study’s questions are determined and or created by the researcher, guided by their appropriateness to address the research questions effectively. The implication is that in mixed methods research, the designs can be as multiple as the researchers themselves.

In the mixed–model type of mixed methods research (adopted for this study), the mixing of qualitative and quantitative approaches takes place within the stages of the research process or across the stages of the research process. In the across–stage mixed–model designs, “the mixing takes place across the stages of the research process” (Johnson & Onwuegbuzie (2004:20). The present study opted for the across-stage mixed–model design, also referred to as the ‘explanatory design’ by Creswell (as cited in Briggs & Coleman, 2007:29), because it was considered the most suitable design vis-à-vis the research question. The across-stage mixed-model design entailed the mixing of qualitative and quantitative approaches across the stages of the research process. Both quantitative and qualitative approaches were

used in the presentation, analysis and interpretation of data as well as in the reporting of findings to enable a more elaborate analysis of the research problem.

4.7 Population

The term 'population' refers to all the members of a given group about whom the study wants to draw conclusions (Babbie & Mouton, 2005; Schweigert, 1994). In research, the term 'population' does not necessarily refer to a number of people, but is a collective term used to describe the total quantity of cases of the type which are the subject of the study. "The cases can consist of objects, people or even events" (Walliman, 2001:232). The term 'population' is also used synonymously with the term 'sampling frame', which refers to a list of all of the members of a population (Schweigert, 1994). The population for the study comprised the following:

- 4.7.1. Ten (10) multi-sectoral organisations that were implementing interventions targeting orphans in Gwanda District;
- 4.7.2. All primary school-going orphans in the 107 primary schools in Gwanda District;
- 4.7.3. All secondary school-going orphans in the 34 secondary schools in Gwanda District;
- 4.7.4. All school authorities (school heads or their representatives) in the 107 primary schools and 34 secondary schools covered by the 10 multi-sectoral organisations in Gwanda District.

4.8 The sample

A sample is a subset of the population (Schweigert, 1994). The sample is chosen from a sampling frame, which is a list of all of the members of a population (Cohen & Manion, 1980; Mason, 2002; Schweigert, 1994). In the current study, three different samples were needed – samples of organisation representatives, school-going orphans, and school authorities. These three different subsets were drawn from the sampling frames detailed under population above.

There were four categories of multi-sectoral organisations operating in Gwanda District. These are: community-based organisations (CBOs); faith-based organisations (FBOs); non-governmental organisations (NGOs) and government (coordinated by the Department of Social Welfare in Gwanda). The sample of multi-sectoral organisations used in the study consisted of one organisation in each category. Thus, the sample of multi-sectoral organisations comprised four organisations, namely, a CBO, an FBO, an NGO and Government.

There were ten (10) multi-sectoral organisations assisting orphans in Gwanda District with a total population of 11371 orphans. Four of the ten multi-sectoral organisations made up the multi-sectoral organisations sample with a total population of 4268 orphans, which gave a 37, 5% sample size.

The sample of orphans from the four selected multi-sectoral organisations was 10% (426) of the total population (4268) of the orphans assisted by the four multi-sectoral organisations. There is consensus among authorities that, in descriptive research, any sample that is between 10% and 25% is representative enough to produce

generalisable information about a population (Leedy, 1980; Van Dalen, 1979). The sample of school authorities was made up of 26 school authorities who were either Heads or representatives of the random sample of schools attended by the sample of orphans.

4.8.1 Sampling design and procedure

Sampling is a systematic process of selecting data sources that relate meaningfully to the wider population under investigation (Mason, 2002). The idea of linking the data sources meaningfully to the wider population requires that the researcher works out in what way, and on what basis, data generated from the sample signify the wider population or universe in which the researcher is interested. The sample should be representative of the wider population. Mason (2002) advises that the researcher should pick a method of sample selection that is both practicable and allows the researcher to establish an appropriate relationship between the sample and the wider universe. The inference by Mason (2002) about a “practicable” sample connotes sample size. A sample enables the researcher to draw valid inferences based on a small proportion of the selected population’s variables (Best & Kahn, 1993). Thus, the sample has to be representative. If the sample is too small, it compromises the generalisability of the findings. If it is too large, it ceases to be practicable, for instance, in terms of time, cost and effort.

There are basically two types of sampling procedures – random sampling and non-random sampling (Cohen & Manion, 1980; Walliman, 2001). In random sampling, the probability of selection of each respondent is known while with non-random sampling the probability of selection of each respondent is not known (Cohen & Manion, 1980;

Walliman, 2001). Random sampling was used to select all samples in the current study. It was preferred because it gives the most reliable representation of the whole population since all elements of the population have an equal chance of being selected, while non-random sampling, relying on the judgement or preference of the researcher, or on accidental selection, cannot generally be used to make generalizations about the whole population (Walliman, 2001).

4.8.1.1 Sampling of organisations

In order to come up with a subset of organisations representative of the population of multi-sectoral organisations, simple stratified sampling (Walliman, 2001) also sometimes termed stratified random sampling (Cohen & Manion, 1980; Schweigert, 1994) was used in this study. According to Walliman (2001:233), “Simple stratified sampling should be used when cases in the population fall into distinctly different categories (strata)”. If there are distinctly different strata in a population, in order to achieve simple randomized sampling, an equally sized randomized sample is obtained from each stratum separately to ensure that each is equally represented (Cohen & Manion, 1994; Schweigert, 1994; Walliman 2001). “The samples are then combined to form the complete sample from the whole population” (Walliman 2001:233).

In this study, the sampling frame of multi-sectoral organisations was sub-divided into four categories (strata), namely, government (GOVT), community-based organisations (CBOs), faith-based organisations (FBOs), and non-governmental organisations (NGOs). The four categories were derived from the classification used in the National Plan of Action for Orphans and Other Vulnerable Children, the

guiding document for OVC programming (as explained in the background of the study).

According to Schweigert (1994:108), “Stratified sampling is done to guarantee that the sample accurately represents the population on specific characteristics. The sample frame is divided into sub-samples or strata on the basis of specific characteristics”. In this study, each category of organisations represents a homogeneous sub-population, with its own unique characteristics. The unique characteristics of each category/class of organisations are implied in the different descriptive names of the categories (government; CBOs; FBOs; and NGOs). Therefore, the sampling frame (total population) of multi-sectoral organisations was divided into four sub-samples (strata), namely, Government; CBOs; FBOs; and NGOs. Stratified random sampling guaranteed that each organisation category was represented in the sample, and thus ensured that the final sample of organisations accurately represented the population of multi-sectoral organisations, which was made up of distinctly different categories of cases or “non-overlapping sub-groups (the ‘strata’ of the method’s name)”(Pratt & Loizos, 1992:61).

In this study, one organisation per stratum was chosen. This amounted to 25% representation for the stratum with the largest population of organisations. Applying simple random sampling at this stage would not have been appropriate since the population of organisations was not uniform or one-dimensional. Applying stratified systematic sampling was also not suitable in this case because there was a very small number of organisations in each category. Stratified systematic sampling involves choosing a starting point in the sampling frame and then choosing every k th

item to be an element in the sample, such as the tenth element or every third (Schweigert, 2001).

In the case where there was more than one organisation in a stratum, simple random sampling was then used to select the participating organisation. According to Cohen and Manion (1980:75), "In simple random sampling each member of the population under study has an equal chance of being selected. The method involves selecting at random from the population (a sampling frame) the required number of subjects for the sample". In this case, each organisation within each category or sub-group was given a number. Tickets with corresponding numbers assigned to each organisation in the different categories were put into a box, and the tickets were shaken about in the box. Finally, only one ticket per category was drawn from the box. The process was repeated in the same manner for each of the four sub-groups of organisations. The advantage of this method was that each organisation in each category had an equal chance of being selected. There was no researcher bias in the selection. Where there was only one organisation in a stratum (as in the case of the Government category), the one organisation was automatically included in the sample.

Thus, the sample of multi-sectoral organisations comprised of four organisations, namely, a CBO, an FBO, an NGO and Government. According to Cohen and Manion (1980), one problem with simple random sampling is that a complete list of the population is not always available. The researcher obtained a complete list of all the multi-sectoral organisations which were implementing interventions for school-going

orphans under the auspices of the NPA for OVC from the Gwanda District Social Welfare Office. The list is shown in Table 4.1 below.

Table 4.1: Population of multi-sectoral organisations under the NPA for OVC and orphan population per organisation as at December 2008

Organisation	Total Orphan Population
Government (coordinated by the Department of Social Welfare in Gwanda)	700
Souls Comfort (CBO)	980
Mpumelelo Orphan Care Trust (CBO)	1238
Lumene Orphan Care Trust (CBO)	1843
Thusanang (FBO)	3000
LDS(NGO)	1800
BICC(FBO)	530
AFM(FBO)	69
Red Cross (NGO)	539
Ingalo Zomusa(CBO)	672
Grand Total	11371

Figures obtained from organisation representatives (personal communication, June, 2009)

4.8.1.2 Sampling of orphans

Using the list of schools under each sampled organisation (i.e. list showing the population of orphans at each school), a random sampling of the schools was done until the required sample of 10% of orphans assisted by the organisations was achieved. At each school where there were between 1-25 orphans, all were interviewed. At sampled schools where there were 26 orphans or more, a maximum of 25 was randomly selected. This was done in order to cut down on the number of schools visited and also to have a spread of the participants. Consequently, a total of eighteen (18) primary schools (making up a sample of 310 orphans) and eight (8) secondary schools (making up a sample of 116 orphans) made up the sample of orphans.

4.8.1.3 Sampling of school authorities

School authorities from those selected schools automatically became the representative sample of the population of school authorities. There was only one school authority or their representative in the randomly selected schools.

4.9 Data collection instruments

The instruments used in this study were the questionnaire (for school authorities) and interview schedules (one for orphans and another for organisation representatives).

4.9.1 The questionnaire

Oppenheim (1992) indicates that the questionnaire is sometimes used to distinguish a set of questions, including perhaps some open-ended ones, from more rigidly constructed scales or tests. The questionnaire usually has closed-ended questions, but it can also have open-ended ones. In this study, the questionnaire for school authorities had both closed-ended and open questions, in line with the compatibility philosophy of post-positivism, and, more specifically, in line with the mixed-model research approach chosen for the study.

Questionnaires differ according to the way they are conducted or administered in that questionnaires can be conducted orally and in person or they can be read over the telephone, or they can be written and self-administered by the respondent (Schweigert (1994). In the written, self-administered questionnaire, respondents read the questions themselves and mark answers on the questionnaire. On the other hand, where questionnaires are conducted orally, in person or over the telephone,

the set of questions is read to the respondent by an interviewer, who also records responses (Borg & Gall, 1983; Cohen & Manion, 2005; Peil, 1982). In the present study, the questionnaires for school authorities were written and self-administered by the school authorities. The advantage of this method is that it makes it easier for respondents to answer questions than is usually the case in other types of interviews since the respondents have more time to think or ponder about the questions and check facts. This often results in more meaningful answers (Peil, 1982; Walliman, 2001). For example, among other questions, the questionnaire items that required school authorities to indicate the extent to which different multi-sectoral programmes had increased school participation trends necessitated that the school authorities be given time to check and verify facts.

Cohen and Manion (2005) indicate that there are three types of questionnaires, namely, structured, semi-structured, and unstructured questionnaires. Cohen and Manion (2005:248) shed light on the characteristics of the three types of questionnaires in the citation below:

The structured questionnaire is closed and it is largely numerical to enable patterns to be observed and comparisons to be made.... An unstructured (open) questionnaire is akin to an open invitation to write what one wants. In the semi-structured questionnaire, a series of questions, statements or items are presented and the respondent is asked to answer or comment on them in a way that she or he thinks best. There is a clear structure, sequence, focus, but the format is open-ended, enabling the respondent to respond in her/his own terms. The semi-structured questionnaire sets the agenda but does not presuppose the nature of the response.

The structured questionnaire was selected for the present study because it enabled the researcher to observe patterns in the perceptions of participants pertaining to the efficacy of interventions by multi-sectoral organisations in enhancing educational opportunities for school-going orphans. It also helped the researcher to compare the trends in the participants' perceptions in order to come to a conclusion in answer to

the main research question. Cohen and Manion (2005:248.) suggest that, “Where measurement is sought then a quantitative approach is required; where rich and personal data are sought, then a word-based qualitative approach might be more suitable”. The present study sought both quantitative and qualitative data from participants in order to determine the efficacy of interventions by multi-sectoral organisations in enhancing educational opportunities for school-going orphans. In the questionnaire for school authorities, “rich and personal data” were sought through the open-ended follow-up questions to the closed questions.

Walliman (2001) states that there are two basic methods of delivering questionnaires, - personally and by mail. The present study opted for personally delivered questionnaires for school authorities. The advantages of personal delivery are that respondents were helped to overcome difficulties with the questions, and personal persuasion by the researcher ensured a high response rate (Peil, 1982; Walliman, 2001). In addition, this method also made it possible for the researcher to check on the responses to establish if they were complete (Peil, 1982; Walliman, 2001). The school authorities also had ample time to think over the questions and check facts since the questionnaires were collected at a time agreed upon between the researcher and each school authority. In addition, delivering questionnaires personally was expedient given that the Zimbabwean postal system has literally collapsed due to the economic meltdown.

Questionnaires have some advantages over other instruments for collecting data. Justifying the use of questionnaires in research, Peil (1982:60) posits:

As most topics are complex, it is usually best to frame questions to get at different aspects rather than rely on responses to a single question....Taken together, a series of answers provides a more adequate, if more complex and ambiguous, picture of the situation being studied).

It was hoped that the “set of questions” (Oppenheim, 1992) which made up the questionnaire for school authorities would provide a series of answers that would provide a more adequate picture about the efficacy of interventions implemented by multi-sectoral organisations in enhancing educational opportunities for school-going orphans. The questionnaire used in this study had a set of both closed and open-ended questions for school authorities. It was anticipated that the set of varied questions – yes/no questions, rating scales, and open-ended questions – would provide an equally varied nature of responses, thereby providing a more adequate picture of the service provision of the multi-sectoral organisations.

Questionnaires were preferred in this study as they can be a relatively economic method, in cost and time, of soliciting data from a large number of people (Borg & Gall, 1989; Schweigert, 1994; Walliman, 2001). A great deal of time was required for the questionnaires/interview schedules that were conducted orally and in person (by the researcher) for the school-going orphans. Using self-administered questionnaires with school authorities left more time available for the researcher-administered questionnaires. Using questionnaires also cut down on the financial cost because there were fewer trips to the schools, to deliver and collect questionnaires, than would have been the case if face-to-face interviews were conducted with each school authority at the different schools. Another advantage of the self-administered questionnaire which the present study made use of is that “Questionnaires are likely to get the best results if they are short, contain straight-forward and easily answered questions which are administered to people who are used to filling in forms” (Peil,

1982:70). The questionnaire for the school authorities met these criteria, and, above all, it was administered to people who were used to filling in forms. Peil (1982:70) also claims that questionnaires are often used in surveys of “well-educated people”. The questionnaire was found to be a suitable instrument to use with the school authorities who are “well-educated people”, unlike the school-going orphans.

Furthermore, self-administered questionnaires can be completed at the respondent’s convenience, and as such, the responses are likely to be complete (Schweigert, 1994). In addition, self-administered questionnaires are free of researcher bias which occurs when an interviewer’s behaviours, questions, or recording procedures yield data that are consistent with the interviewer’s personal beliefs, but do not constitute an accurate record of the subject’s responses (Leedy, 1980; Schweigert, 1994; Walliman, 2001). Leedy (1980:100) depicts the questionnaire as an attractive instrument because of its being free of researcher bias when he opines that, “Data sometimes lie buried deep within the minds or with the attitudes, feeling or reactions of men and women.... A common-place instrument for observing data beyond the physical reach of the observer is the questionnaire...it is totally impersonal”.

Yet another advantage of the self-administered questionnaire is its appropriateness for collecting sensitive information (Schweigert, 1994). “A respondent can more readily believe that his or her responses are anonymous when no one is present recording the information” (Schweigert, 1994:102). In the present study, it was most likely that the school authorities would find the direct questions asking them to give their honest opinion about the service provision of the multi-sectoral organisations rather sensitive. However, the anonymity of the self-administered questionnaires

most likely made them comfortable enough to answer such questions in an honest manner as respondents to a questionnaire do not need to worry about what an interviewer thinks of the answers (Peil, 1982).

Furthermore, self-administered questionnaires are more completely anonymous than an interview can be, and once respondents have decided to cooperate, they may be more truthful (Peil, 1982). Closely related to the attraction of anonymity for the questionnaire is the fact that it is useful for topics where people prefer complete privacy (Peil, 1982). The questionnaire for this study was an evaluation questionnaire in the sense that it required the perceptions of school authorities about the efficacy of service delivery by multi-sectoral organisations. In this regard, school authorities were likely to give their honest opinions, safeguarded by the privacy accorded by the questionnaire.

Conversely, questionnaires are not suitable for questions that require probing to obtain adequate information, as they should contain simple, one-stage questions (Schweigert, 1994). However, in the present study, the simple dichotomous and rating scale questions were fused with open-ended questions which required the participants to explain or justify their answers. The mixing of typical survey questions and typical qualitative questions in the questionnaire overcame the disadvantage of “one-stage questions”.

In addition, the response rate to self-administered questionnaires is usually considerably lower than the response rate to other types of interviews, such as personal and telephonic interviews (Cohen & Manion, 2005; Schweigert, 1994).

Schweigert goes further to assert that, one reason for the lower response rate in self-administered questionnaires is that an interviewer will not be available to explain what a question means or to provide additional information. This may limit the amount of information that can be obtained or it may yield incomplete information (Schweigert, 1994). However, in the present study, the method selected to deliver and collect the questionnaires, which is, delivering and collecting them personally, led to a 100% response rate. The personal involvement of the researcher, as was explained earlier, made it possible for the researcher to clarify questions that were not easily understood by the school authorities. This is in line with Peil (1982:70) who says, “The personal touch can sometimes overcome resistance. If questionnaires are handed out individually, respondents can be encouraged to participate. When they are collected, they can be checked to ensure that all of the questions have been answered”. Thus, the personal involvement of the researcher made it possible for the researcher to do the necessary checks on the questionnaires to ensure that each questionnaire had been fully completed.

4.9.2 Interviews

Cohen and Manion (1980:241) define an interview as:

A two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction, or explanation.

In the present study, “the two-person conversation” took place in the face-to-face, one-on-one sessions between the researcher and organisation representatives as well as school-going orphans. The researcher initiated the “conversation”, in order to elicit information (data) relevant to the objectives of the study. Creswell et al. (2007) echo Cohen and Manion’s (1980) definition by defining the interview as, a two-way

conversation in which the interviewer asks the participant questions in order to collect data and learn about the ideas, beliefs, views and opinions of the participant. In this study, interviews enabled the researcher to get the perceptions of participants, namely, organisation representatives and orphans, on the research problem. Cohen and Manion (1980:241) note that, 'It is an unusual method in that it involves the gathering of data through direct verbal interaction between individuals'. The direct verbal interaction was advantageous in this study because the interviewer explained and clarified issues for the interviewees, more so for the children (orphans).

Four types of interviews are identifiable: the structured interview; the unstructured interview; the focused interview; and the non-directive interview, respectively (Cohen & Manion; Fontana & Frey, 2000; Walliman, 2001). A fifth type of interview – the semi-structured interview – is identified by Walliman (2001). The main characteristic of the semi-structured interview is that it achieves defined answers to defined questions, while leaving room for further development of those answers, and including more open-ended questions (Walliman, 2001). For this study, the structured (formal) interview, usually referred to as the schedule, was preferred. This entailed interviewing participants using structured questionnaires (FHI & IMPACT, 2005).

The structured interview (interviewing with structured questionnaires) was the most suitable type of interview for this study which aimed at getting comparable and generalisable trends of participants' perceptions which could have been achieved through self-administered questionnaires for all three groups of participants. The

structured questionnaires were administered by the researcher on the sample of school-going orphans and organisation representatives.

When a questionnaire is administered by an interviewer rather than the respondent, then we have what is called “interview surveys” (Babbie & Mouton, 2005). Interviewer-administered questionnaires/interview surveys, are also called ‘structured interviews’ or ‘the interview schedule’ or ‘standardized interviews’ (Babbie & Mouton, 2005)

In the interview schedule, the questions, their wording and their sequence are fixed and are identical for every respondent and the answers are recorded on the standardized schedule, by the interviewer (Cohen & Manion, 1980; Fontana & Frey, 2000; C. Nachmias & D. Nachmias, 1989). Cohen and Manion (1980) also note that the interviewer is left with very little room to make modifications in the interview schedule. It is this element of consistency and the standardized nature of structured interviews that gave them a competitive edge over other types of interviews for data collection purposes in this study. The consistency and standardization of both items and procedure of asking questions makes the interviewees’ responses easily comparable and analyzable. C. Nachmias and D. Nachmias (1989) reinforce this idea when they explain that the schedule is based on the following three assumptions: a) that for any research objective, the respondents have a sufficiently common vocabulary so that it is possible to formulate questions which have the same meaning for each of them; b) that it is possible to phrase all questions in a form that is equally meaningful to each respondent; and, c) that if the meaning is to be identical for each respondent, its context must be identical and, since all

preceding questions constitute part of the contexts, the sequence of questions must be identical. It is these characteristics of the schedule which leave very little room for error in the use of it (Fontana & Frey, 2000:650).

Another distinctive feature of the structured interview is that it aims at capturing precise data of a codable nature in order to explain behaviour within pre-established categories (Cohen & Manion, 1980; Fontana & Frey, 2000). This is in contrast to the unstructured interview that attempts to understand the complex behaviour of members of society without imposing any a priori categorization that may limit the field of inquiry (Cohen & Manion, 1980; Fontana & Frey, 2000). However, despite the distinction between the structured and unstructured interviews highlighted here, authorities observe that open-ended questions are also used, though infrequently so, in structured interviews (Fontana & Frey, 2000; Peil, 1982). Since the study adopted a mixed methods research approach, the open-ended questions were used within pre-established categories (close-ended questions) mainly to solicit follow-up responses to the questions.

Researcher-administered questionnaires were used to solicit data from organisation representatives for the sole reason that the sample of organisation representatives was very small – only four in all. The use of questionnaire surveys was not justifiable on the small sample of organisation representatives. Researcher-administered questionnaires/interview surveys were also the most suitable tool for soliciting information from children – the school-going orphans. It was thought that, because of their young minds, level of education, language inhibition and general immaturity, the children would not easily comprehend some of the issues raised in a self-

administered questionnaire. The nature of the subject and the related questions could prove complex for the children, particularly the primary school orphans. In this vein, Peil (1982:71) posits, "Literacy is not necessary for interviews". Therefore, even those school-going orphans who are not able to read or write were able to answer interview questions.

Moreover, the interviewer is in a good position to judge the quality of the responses of the subjects, notice if a question has not been properly understood, and reassure and encourage the respondent to give detailed answers (Borg & Gall, 1983; Walliman, 2001). Conducting face-to-face interviews with both the orphans and organisation representatives offered all these advantages. Babbie & Mouton (2005) observe that, in researcher-administered questionnaires, the interviewer serves as a guard against confusing items. In addition, the interviewer encouraged both the children and organisation representatives, through neutral probing and prompting techniques, to give full answers to the open-ended questions (Sapsford, 2007).

It is generally agreed that interviews enable the researcher to acquire information that subjects would probably not indicate under any other circumstances as the subjects' incidental comments, body language, such as nods, smiles and tone of voice, give indicators that may not be extracted from written communication (Van Dalen, 1979; Walliman, 2001). In this study, a lot of information was elicited through these indicators, particularly incidental comments by interviewees, as well as their tone of voice. Furthermore, the interview context requires that the interviewer establishes "balanced rapport" (Fontana & Frey, 2000:649), be casual and friendly on the one hand, but directive and impersonal on the other (Fontana & Frey, 2000).

The casual and friendly, but directive and impersonal behaviour of the interviewer encouraged both the children and organisation representatives to be relaxed and forthcoming with responses.

Furthermore, face-to-face interviews can be used even for very sensitive topics (Walliman, 2001). Since the study was evaluative in nature, some of the questions may have been sensitive. For example, the orphans might have felt that they were jeopardizing their chances of continued support from the organisations by responding to the direct and perhaps sensitive questions that required them to indicate the 'usefulness', 'adequacy', and 'beneficial extent' of the interventions that were implemented by the organisations supporting them. The one-to-one scenario of face-to-face interviews allayed their fears, hopefully leading to truthful and honest information from them. Organisation representatives may also have considered the same questions sensitive, but the privacy of the one-on-one interviews encouraged them to give their honest views and opinions on the level of the efficacy of the interventions.

A common problem in personal interviews is that respondents may try to provide responses that are biased in the direction they think the interviewer wants to hear (Cohen & Manion, 2005; Fontana & Frey, 2000; Walliman, 2001). This problem is referred to as researcher bias or the tendency to give socially desirable responses. Hochstim (as cited in Schweigert, 1994:104) asserts that the likelihood of receiving socially desirable responses increases as the questions become more threatening or more sensitive, that is, when the respondent feels the answer is more likely to affect

the interviewer's impression or opinion of the respondent. The answers given to the questions may be affected by researcher bias.

Linked to the problem of researcher bias is the fact that sometimes the respondent may choose to omit certain relevant information, in order to prevent the researcher from learning something about him or her. (Bradburn as cited in Fontana & Frey, 2000:650). Sometimes the respondent may also err due to a faulty memory (Fontana & Frey, 2000). The major problem with receiving socially desirable responses biased toward what the respondent thinks the interviewer wants to hear is that the responses have little or no validity and thus are of little worth (Fontana & Frey, 2000; Walliman, 2001).

In order to diffuse socially desirable answers in the present study, the researcher took heed of Kahn and Cannel's (as cited in Fontana & Frey, 2000:650-651) advice that:

There is no single interview style that fits every occasion or all respondents. Interviewers must be aware of respondent differences and must be able to make proper adjustments called for by unanticipated developments.... It is not enough to understand the mechanics of interviewing, it is also important to understand the respondent's world and forces that might stimulate or retard response.

Kahn and Cannel comment on the "balanced rapport" (as cited in Fontana & Frey, 2000:649) that should characterize the interview context. The researcher was guided by this principle to maintain a casual and friendly but firm relationship with interviewees, in order to encourage them to be relaxed and thus, freely interact with the researcher.

In addition, although face-to-face interviews generally get better cooperation and fuller answers than questionnaires, they are more expensive to administer both in

terms of money and time (Peil, 1982). The sample of orphans in the present study was drawn from different schools (in Gwanda District) covered by different organisations. These schools are widely spaced in the District. Considering the amount of time each interview usually lasts, as revealed from the quotation above, and the total sample of school-going orphans, the researcher was forced to make repeated trips to the same school and to the different schools until all orphans had been interviewed. Thus, the use of interviews in this study was costly, in terms of both money and time. In order to overcome this problem, the researcher camped at one school, instead of going back to station, until all the orphans at a given school had been interviewed.

4.9.3 Closed and open-ended questions in the questionnaire and interview schedules

The questionnaire and interview schedules used in this study were characterized by both closed and open-ended questions (cf. Appendices A, B and C for Interview schedule for organisation representatives, Questionnaire for school authorities and Interview schedule for orphans, respectively). Cohen and Manion (1980:248) describe closed and open-ended questions as follows:

Closed questions prescribe the range of responses from which the respondent may choose... they do not enable respondents to add any remarks, qualifications and explanations to the categories. Open questions, on the other hand, enable respondents to write a free response in their own terms, to explain and qualify their responses and avoid the limitations of pre-set categories of response.

In other words, closed questions are structured, fixed response questions while open questions are unstructured, free response questions (Babbie & Mouton, 2005). Both types of questions have their strengths and weaknesses.

In the present study, both the questionnaire and interview schedules fused the two types of questions, in line with the mixed-model type of mixed methods research approach. In quantitative research approaches, the instruments are structured and contain closed items or questions with predetermined multiple-choice or “yes”/“no” responses, which are always considered quantitative (Ivankova et al., 2007). In contrast to the quantitative approach, the qualitative researcher asks the participant broad, open-ended questions to allow them to share their views and experience with the phenomenon (Ivankova et al., 2007). As already explained, the present study utilized both approaches. In the self-administered questionnaires, the closed questions (dichotomous, multiple-choice, and rating scales) (Cohen & Manion, 2005) were easier and quicker for respondents to answer. This countered the disadvantage of open-ended questions, where a greater amount of respondent time, thought, and effort was necessary (Babbie & Mouton, 2005). In the interview schedules, the interviewer only ticked the participants’ responses, and did not have to write long texts verbatim.

In addition, the quantitative (closed) questions allow respondents’ answers to be easily comparable (Cohen & Manion, 1980; Walliman, 2001). In the present study, the triangulation of the data from the three groups of participants, namely, organisation representatives, school-going orphans and school authorities, required that the responses of the three groups of participants be compared to get the trend of participants’ perceptions in relation to the study’s main research question. Comparing the responses from the three sources enhanced the reliability and validity, as well as the trustworthiness of the findings (Gray, 2004). Furthermore, Babbie and Mouton (2005) note that the responses to closed questions are easier to

code and statistically analyse and this counters the disadvantage of open-ended questions where comparisons, statistical analysis and coding of responses become very difficult. The majority of the items in the questionnaire and interview schedules were closed questions. Thus, the coding and statistical analysis tasks were simple.

Furthermore, closed questions can clarify question meanings for participants and suggest ideas that the respondent would not otherwise have had (Babbie & Mouton, 2005). In the present study, the researcher included as full a range of possible responses as could be foreseen for the closed questions in both the questionnaire and interview schedules. This was the case, for example, in the questions on the nature of educational support programmes, and forms of psychosocial support programmes. The school-going orphans particularly needed such guidance and prompting, to make the task of answering the questions easier. There were also fewer “irrelevant” or “useless” responses to closed questions, unlike in open-ended questions where responses may be “irrelevant” or buried in “useless” detail (Babbie & Mouton, 2005: 241).

The use of open-ended questions counteracted the fixed nature of response choices, where respondents can be frustrated because their desired answer is not a choice, thus forcing respondents to give simplistic responses to complex issues (Babbie & Mouton, 2005). In all three instruments, the open-ended questions permitted an unlimited number of possible answers from individual participants. For example, for some of the closed items, there was a follow-up item – “Indicate any other...” which required respondents to give free responses, thus enabling them to draw from their individual knowledge of and experiences with interventions implemented by multi-

sectoral organisations for school-going orphans. This is in line with qualitative research, where a researcher often approaches reality from a constructivist position, which allows for multiple meanings of individual experiences (Fontana & Frey, 2000).

In addition, the open-ended questions in both the questionnaire and interview schedules enabled respondents to answer in detail and to qualify and clarify responses, thus avoiding the limitations of pre-set categories of response. Cognisant of this advantage of open-ended questions, Denzin and Lincoln (as cited in Ivankova et al., 2007:261) note that:

The qualitative researcher collects words (text) about the central phenomenon. The data is collected from people immersed in the setting of everyday life in which the study is framed. The researcher serves as an instrument of data collection and asks the participants broad, open-ended questions to allow them to share their views about and experiences with the phenomenon.

Therefore, the open-ended questions in all three instruments, typical of qualitative research, gave room for the organisation representatives, school authorities and school-going orphans to share their detailed individual views and experiences with the interventions implemented by multi-sectoral organisations for school-going orphans in Gwanda District. The open-ended questions enabled the researcher to see the world through the eyes of the participants, and that helped the researcher to understand the participants' construction of the knowledge and reality in relation to service provision for school-going orphans by multi-sectoral organisations.

Essentially, then, the closed questions fulfilled the goal of quantitative research, which is to describe the trends. In this study, the trends are the perceptions of the different groups of participants, namely, organisation representatives, school-going orphans and school authorities, on the efficacy of interventions implemented by multi-sectoral organisations in enhancing educational opportunities for school-going orphans. On the other hand, the open-ended questions fulfilled the goal of qualitative

research, which is to understand participants' experiences with the central phenomenon (Creswell, 2005). The responses to the open-ended questions complemented the responses to the close-ended questions, thus qualifying the latter by explaining, justifying and elaborating them, thereby making the answers fuller and more convincing.

Babbie and Mouton (2005) who opine that, "The disadvantages of a question form can be reduced by mixing open-ended and closed-ended questions in a questionnaire" (p. 241), succinctly summarize the strengths of the structured instruments with closed and open-ended questions. Walliman (2001) who advises that researchers should aim to achieve a balance between open questioning to explore issues, and obtaining responses that can subsequently be easily examined and compared echoes this point. Cognisant of the trade-offs between closed-ended and open-ended questions in a single study, and legitimated by the post-positivist philosophy and the mixed methods research approach, the present study mixed the two types of questions in the three instruments used to collect data.

4.10 Credibility/Trustworthiness

Qualitative researchers generally use the term 'validity' to refer to the correctness or credibility of a description, conclusion, explanation, interpretation, or other sort of account (Maxwell, 2005). Thus credibility, also known as "trustworthiness" (Denzin & Lincoln, 2000:230) refers to that which can be seen and believed. Denzin and Lincoln (2000) caution that a researcher must indicate the strategies undertaken in the study as a safeguard against validity threat. Lincoln and Guba (1985) suggest a variety of strategies that can be followed to achieve credibility in a study. The

strategies include the following: prolonged engagement; persistent observation; triangulation; peer debriefing; negative case analysis; referential adequacy and member checking (Lincoln & Guba, 1985). For this study, the data collection period was three months, extending over June, July, early August and part of September, 2009. The entire period of the research endeavour was three years. The prolonged period of engagement enabled the researcher to have a fuller grasp of the issues of the research problem.

The mixed-model approach adopted in the study was, in fact, some form of methodological triangulation. This was achieved through juxtaposing different types of closed questions and open-ended questions in both the questionnaire and the interview schedules for complementary purposes (Gray, 2004). This resulted in more informative, convincing and thus more credible explanations, which also led to credible conclusions.

In addition, the raw data and frequency table reports from the closed questions in the questionnaires and interview schedules were saved as soft copies and they were available for scrutiny by the supervisor and any other interested authorized individuals. The original copies of the completed self-administered questionnaires and interview schedules are kept safely by the researcher and are available for verification by any interested authorized individuals.

4.11 Confirmability and Dependability

According to Denzin (as cited in Gray, 2004:344) confirmability and dependability connote the reliability or stability of findings. “A reliable observation, for example, is one that could have been made by a similarly situated observer” (Denzin as cited in Gray, 2004:344). Therefore, confirmability is a technique used to show the extent to which the results could be confirmed or corroborated by others (Cohen & Manion, 1990). For this study, the researcher made an attempt to detail as clearly as possible the research procedures in the Methodology chapter. The researcher also provided evidence of the raw data (Henning, 2004) as detailed in the preceding section. Gray (2004) opines that for most qualitative approaches, confirmability and dependability can be improved by triangulation, which entails gathering information from multiple sources or using multiple data gathering tools. In the present study, confirmability and dependability were improved by gathering data from multiple sources. The data about the service delivery of multi-sectoral organisations were collected from three different sources, namely, school-going orphans, organisation representatives and school authorities. The data from the three sources were compared and conclusions were drawn.

4.12 Pilot Study

“It is very rare to get questions right the first time” (Centre for Distance Education, 1995: 30). Therefore, both the questionnaires and the two interview schedules were pilot – tested. FHI & Impact (2005) describe the pilot study as an abbreviated version of the actual survey that is conducted to simulate actual data collection procedures, but is carried out in an area that will not be included in the sample. Walliman (2001)

advises that it is best to do the pilot-study/pre-test on people of a type similar to that of the intended sample. In this study, four school authorities purposefully selected from schools which were not part of the sample (one from each organisation category), made up the subjects of the pilot study on the self-administered questionnaire. Representatives of two multi-sectoral organisations (one FBO and one NGO), which were operating in Gwanda District and were not part of the sample of multi-sectoral organisations made the subjects of the pilot study for the interview schedule for organisation representatives. Twelve orphans, two from each of the six organisations which were not included in the sample of multi-sectoral organisations, were the subjects of the pilot study for the interview schedule for orphans.

The researcher invited discussions and comments on the instruments from the school authorities and organisation representatives who participated in the pilot study. Consequently, changes were made to the keys for questions 7 and 10 in both the questionnaire for school authorities and interview schedule for organisation representatives, respectively. The changes involved deleting the phrase 'the expectations of orphans' needs' and replacing it with 'the needs of orphans'. In addition, the separate items 'counselling' and 'emotional support' in Questions 17 and 13 in the questionnaire for school authorities and interview schedule for organisation representatives, respectively, were combined into one item to read 'counselling: emotional support'.

The pilot study is important because it increases the validity, reliability and practicability of the questionnaires (Cohen, et al., 2005; Oppenheim, 1992). The validity of an instrument refers to the extent to which it measures what it is supposed

to measure (Creswell et al., 2007). This definition embraces the concepts of content and construct validity of the research instrument (Borg & Gall, 1983). On the other hand, reliability refers to the extent to which a measuring instrument is repeatable and consistent (Creswell et al. 2007). Thus, an instrument is considered reliable if it is understood and interpreted in the same manner by the same respondents at different times, or by different respondents who share the same characteristics as the targeted sample.

In this study, pilot-testing the questionnaire and interview schedules helped the researcher to do the following: detect problems of comprehension and other sources of confusion (Walliman, 2001); check if the questions were clear and whether different respondents interpreted them the same way; clarify the wording of question items; assess the sequencing/flow of questions and content validity of the questions; decide which questions were to be removed completely and which ones were to be rephrased; assess the clarity of instructions in the questionnaires and interview schedules; determine the time needed to complete the questionnaire and to administer the interview schedules; and, identify other field-related logistical problems that were likely to be encountered. In addition, the pilot study also helped to assess the feasibility of administering the instruments on the participants. In this study it was important to test the feasibility of administering the interview schedules on the children (orphans), especially considering their young ages.

In addition, through the practice offered by the pilot study of the interview schedules for orphans and organisation representatives, the researcher managed to read out aloud each question item in the two data collection instruments as naturally as

possible, in conversation style, and without deviating from the language set down in the schedules (Babbie & Mouton, 2005). Furthermore, the repeated reading practice of the schedules enabled the researcher to use the routeing technique effectively in administering the interview schedules for orphans and organisation representatives. Routeing is where the interviewer goes next (i.e. which question item the interviewer asks next), depending on the answer to the question just asked (Babbie & Mouton, 2005). Using the routeing technique, in some cases, questions 7, 14 and 16, as well as questions 7, 12 and 14 in the Interview schedule for orphans and Interview schedule for organisation representatives, respectively, were skipped, depending on the interviewees' answers to the preceding questions.

4.13 Data Collection Procedures

Permission to carry out the research from the schools was sought from the Ministry of Education, Sport and Culture, in writing, since pupils and teachers were involved as respondents in the research (cf. Appendix F and Appendix I for copies of Permission Letter to and Permission granting letter from the Ministry of Education, Sport and Culture, respectively). Permission was also sought from the Ministry of Public Service, Labour and Social Welfare to solicit information from the Social Welfare Department in Gwanda District (cf. Appendix H and Appendix J for copies of Permission Letter to and Permission granting letter from the Ministry of Public Service, Labour and Social Welfare). Similarly, permission was sought from the organisation representatives/managers representing all other selected organisations, to involve them in the study (cf. Appendix G for copy of Permission letter to organisation representatives/managers). Since the orphans were minors, the researcher sought parental consent before involving them in the study (cf. Appendix

K for copy of Consent letter for parent/guardian and orphans). The pupils co-signed the consent letter (same letter signed by parent/guardian) after either their parents or guardians had granted written consent for them to participate in the study. Copies of the letter of introduction written by the supervisor on behalf of the University were made available to the Ministry of Education, Sport and Culture, the Ministry of Public Service, Labour and Social Welfare, the representatives of the sample of multi-sectoral organisations, and the sample of school authorities (see Appendix E for copy of Letter of introduction by supervisor).

Appointments were made with the sample of school authorities and organisation representatives, indicating the dates and times of the visits. Each of the four organisation representatives was interviewed on the agreed suitable date as per appointment. On the first visit to the schools, questionnaires for school authorities were distributed to the school heads together with the consent letters for parents/guardians of all the orphans attending at each selected school. The researcher explained the purpose of the consent letter and the research to the orphans so that they, in turn, would explain to their parents/ guardians. A date for the next visit was then set with the school authorities and the date was made known to the orphans, who were urged to attend school on that date. The school authorities were urged to complete the questionnaire before the agreed day of the second visit, which was the date of collection of the completed questionnaires.

On the appointed day of the second visit, orphans with duly completed consent letters from parents/guardians were selected for the interview as described in the “Sampling” section. The interviews were carried out with the selected orphans as

detailed below. Those school authorities who had not completed the questionnaires were asked to complete them during the time the researcher was interviewing the orphans. Where there were difficulties encountered, the researcher always completed the forms with the school authorities before leaving the school. This ensured 100% returns on the school authorities' questionnaire.

Interviews with the selected orphans were carried out from Mondays to Fridays. Operating times for interviews were 8 am to 1 pm. Each interview took about 30 minutes and an average of seven orphans was interviewed each day. Private rooms were made available by school authorities for all the interviews and orphans were called out from their classrooms one by one for the interviews.

Interviews for the organisation representatives (four in all) were done over three days. The whole data collection exercise took twelve weeks during the months of June, July, early August and part of September 2009.

4.14 Data Presentation and Analysis Methods

Borgden and Biklen (1992) define data analysis as the systematic process of searching and arranging data from interviews, questionnaires and other instruments to enable the researcher to increase his/her understanding of the phenomena under study and to present to others what has been found in a clear way. Data analysis involves organising and transforming data into manageable units, synthesising items, searching for patterns and deducing what is valuable and what is to be learnt (Borgden & Biklen, 1992; Leedy, 1993). Therefore, data analysis can be said to be the process of breaking data into smaller units to reveal their constituent parts and

structure which process becomes the basis for the interpretation, understanding and explanation of the mass of collected data. The process results in the generation of patterns, concepts, themes and inferences.

In this study the data that were yielded were both quantitative and qualitative in nature. Two main procedures were, therefore, applied in the analysis of this data in tandem with the mixed research approach adopted for the study. Quantitative data gathered from the closed-ended questions from all three data gathering instruments were subjected to Number Cruncher Statistical System (NCSS) 2007. NCSS can perform a variety of data analysis and presentation functions, including statistical analyses and graphical presentation of data. The raw data from all closed-ended questions from all three data-gathering instruments were first entered into Microsoft Office Excel from where the data were imported to NCSS 2007 for analysis. NCSS was preferred to other statistical packages because the researcher found it user-friendly. For instance, the researcher did not need to code the data. The data were entered as they were, in word form. Although more time was taken to enter the data, the researcher found the data more convenient to use.

The data were then converted into raw and percentage frequencies using the statistical package. The products were the Frequency Distribution Reports of data from each of the three groups of participants. For most practical quantitative analysis applications, it is best to use a computer software package because, among other reasons, "it is easier to save and transmit the data and analysis to someone else via email", (FHI & IMPACT, 2005:63). The use of both Microsoft Office Excel and NCSS 2007 packages was particularly advantageous in this study where the raw data were

too bulky to go into the appendices sections (Hofstee, 2006). Both the raw and analysed data from the closed-ended questions were transmitted to the supervisor via email. Therefore, tables and graphs generated from the Frequency Distribution Reports created through NCSS 2007 were used to present and analyse the data from the closed items from all three data collection instruments.

The qualitative data were subjected to content analysis. This involved sorting, categorising and tallying the data which were mainly additional information to (in the form of “other” educational and psychosocial support programmes not mentioned in the closed-ended items) or justification of responses given to the closed-ended questions, in line with the mixed-model design. For most of the questions, the presentation was then done in narrative form. In the main, the categories of data were paraphrased to bring out the ideas, sometimes ascribing the categories of data to specific respondents. In some cases direct quotations ascribed to particular respondents were cited to buttress the paraphrased ideas. For the organisation representatives, since there was only one representative for each category of organisations, the content analysis involved paraphrasing their responses for each question, sometimes using a combination of the paraphrased response and verbatim quotations to reinforce the response. In some instances, the verbatim statements represented the ideas of the organisation representatives.

In a few cases (e.g. Question 12 in the Interview schedule for orphans), the qualitative data were analysed using both content analysis and grounded theory techniques, to come up with themes. This data reduction process involved categorizing and coding the data. In this study, it was easy to identify the themes

emerging from manifest features of data and those that came from latent features unearthed by way of interpretation of data (Suter, 2006). This was the case because the data that emerged from interviewing orphans using structured questionnaires were not thick data that is typical of exploratory interviews. The resultant different thematic categories were quantified in percentages and presented in tabular form.

4.15 Ethical Considerations

There is consensus among authorities (Denscombe, 2002; Manga, 1996; Slavin, 1984) that the researcher ought to give a great deal of attention to measures of ethical considerations. Following the guidelines given by these authorities, measures were taken to ensure the respect, dignity, and freedom of each participant. The anonymity of participating individuals and institutions, as well as the confidentiality of information gathered from participating individuals were ensured. Confidentiality involves a clear understanding between the researcher and participants concerning the use of the provided data and linking specific individuals to specific responses (Slavin, 1984).

In this study, names of participating individuals, schools and multi-sectoral organisations did not appear on the data collection instruments nor in the presentation of data. Instead, codes were used to represent each participating individual, while the acronyms of the category of multi-sectoral organisations which were part of the sample were the codes used to refer to these organisations. It was only Government identity that could not be concealed throughout the research because the acronym used belonged to a single organisation category. The

participants were thus assured that the data collected from them would be used only for academic purposes.

In addition, the participants' right to non-participation was respected. There was no coercion of participants; rather, participation was through informed consent and the participants were free to withdraw at any stage of data collection. With regard to the children, the best interests of the child always came first. Consequently, throughout data collection, the researcher promoted and protected the rights of the child to ensure the child experienced no harm, including emotional harm (FHI & IMPACT, 2005).

Pursuant to the ethics of informed consent, permission was sought from the Ministry of Education, Sports and Culture to involve teachers and pupils in the study. Similarly, permission was sought from the Ministry of Public Service, Labour and Social Welfare and from the relevant authorities representing all other multi-sectoral organisations to involve the organisations in the study. Since the orphans were minors, the researcher sought parental consent before involving them in the study. The orphans co-signed the consent forms (same forms signed by parents/guardians) after either their parents or guardians had granted written consent for them to participate in the study.

In addition, asking orphans about the problems they had faced at home and at school was likely to raise expectations for assistance, creating an incentive to exaggerate problems/needs in the hope of receiving some benefit and thus distorting the information they provided (FHI & IMPACT, 2005). The researcher ensured that

the decision to participate was based on accurate and informed information provided. In this regard, the researcher was honest and professional enough to reveal to the orphans that the study was an academic assignment for the researcher and that, apart from the recommendations that would be proffered at the end of the study (which could have long-range influence on policy), there were no benefits they were likely to derive from participating in the study.

4.16 Conclusion

This chapter outlined the methodology used in this study. The paradigm, the research approach and the research design were defined and described. The rationale for the choice of these methodological aspects was also explained. The population, the sample, sampling design and procedures were also described. The data collection instruments were discussed and the advantages and disadvantages of each instrument highlighted. The procedures which were adopted to ensure credibility/trustworthiness as well as confirmability and dependability of the study were detailed. Details of the pilot study which was done to ensure the validity and reliability of the questionnaire and interview schedules were given. In addition, data collection procedures, as well as data presentation and analysis methods used in the study were described. Finally, the ethical considerations of the study were outlined. The next chapter focuses on the presentation, analysis and interpretation of the findings.

5 CHAPTER FIVE: DATA PRESENTATION, ANALYSIS AND

INTERPRETATION

5.1 Introduction

The previous chapter detailed the methodology used to gather data for the study. It also detailed the data presentation and analysis methods. This study is an investigation of the efficacy of interventions by multi-sectoral organisations in enhancing educational opportunities for school-going orphaned children in Gwanda District in Zimbabwe. The main thrust was to interrogate whether the interventions addressed holistically the needs and rights of the orphans who were registered under the organisations. Using broad brushstrokes, this chapter aims to present the picture of the interventions by multi-sectoral organisations regarding their nature and scope, the extent to which they meet the needs of school-going orphaned children, as well as their impact on school participation indicators. The presentation of data is done under the following broad section headings: a) educational and psychosocial support programmes implemented by the multi-sectoral organisations; b) determinants of the extent to which the interventions met the needs of orphans; and, c) the impact of educational support interventions on school participation indicators. Under each section, the data portraying the picture for each category of multi-sectoral organisations are first presented separately, followed by a section summary/synthesis capturing the multi-sectoral picture as emerging from the findings on the separate categories of multi-sectoral organisations. The biographical characteristics of the respondents are presented first before the presentation of findings related to the problem of the study.

5.2 Biographical details of organisation representatives, orphans and school authorities

The biographical details of the organisation representatives were sought to establish their suitability as key informants for the study, particularly in terms of their position and experience in the organisations. Table 5.1 below summarizes the gender, position and experience of each of the four organisation representatives who formed the sample for the study.

Table 5.1: Biographical details of organisation representatives (N = 4)

Organisation and Position Held	Female	Male	Number of years in position
CBO: Executive Director	×		8
FBO: Orphan Care Programme Coordinator		×	6
Govt: District Social Welfare Officer	×		2.5
NGO: Area Coordinator		×	8
Total	2	2	

Data in Table 5.1 shows that the sample of organisation representatives comprised four (4) organisation representatives, one representing each of the four categories of the sample of organisations, namely, CBO, FBO, GOVT and NGO. Further, the data show gender balance among the organisation representatives. Two of the sample of organisations had female administrators, while the other two had male administrators. This shows that the study yielded gender-balanced views from this category of respondents.

The data also reveal that all the four organisation representatives had long administrative experience in their organisations, with two of them having held the administrative position for eight (8) years, while the shortest serving administrator

had two years five months (2.5 years) of service. The long years of service indicate that these administrators were well-versed with the history of the interventions that were implemented for the cohort of orphans who were in the organisations' registers as at 31 December 2008. The biographical details of the second group of participants – the school-going orphans – are presented next.

The following biographic details of orphans were sought: gender, age range, grade or form of the orphans, type of school attended by the orphans as well as category of the orphans. The multi-faceted biographical data served to define the beneficiaries of the multi-sectoral interventions whose efficacy in enhancing educational opportunities for school-going orphaned children in Gwanda District was the subject of the investigation. The data are summarized in separate tables and graphs below.

Table 5.2: Gender and age range of orphans (N = 426)

Organisation	Gender				Age Range			
	Male	%	Female	%	10 - 17yrs	%	5 - 9 yrs	%
FBO (N = 53)	25	47.17	28	52.83	44	83.02	9	16.98
CBO (N = 123)	54	43.90	69	56.10	105	85.37	18	14.63
GOVT (N = 70)	29	41.43	41	58.57	46	65.71	24	34.29
NGO (N = 180)	80	44.44	100	55.56	160	88.89	20	11.11
Totals	188		238					

The sample of orphans comprised 53 FBO, 123 CBO, 70 GOVT and 180 NGO orphans, making a total sample of 426 school-going orphans. This sample was made up of 238 girls (55.86%) and 188 boys (44.13%). The majority of orphans (83.02% FBO; 65.71% GOVT; 88.89% NGO; and 85.37% CBO) fell within the 10-17 years age group. This meant that the conclusions of the study were based largely on the views of fairly mature children as compared to the younger group of 5-9 years. There were no orphans in categories 18 years and above and below 5 years. Therefore,

the sample of orphans in this study met the definition of orphaned children adopted in this study – persons under 18 years of age who have lost either a mother or father or both. The data emerging from Table 5.2 also served to verify the population of school-going orphans as described in this study. More significantly, the gender and age range characteristics of the sample of orphans augured well with the participation rights of children. Participation is a core principle of the child rights-based theory, which focuses on the promotion of children’s effective participation in all decisions affecting them and challenges discrimination on such grounds as gender, class, ethnicity, to mention but a few (cf. child rights-based theory, Chapter Two, section 2.2). Data showing the educational level (Grade /Form) of the sample of orphans are presented next.

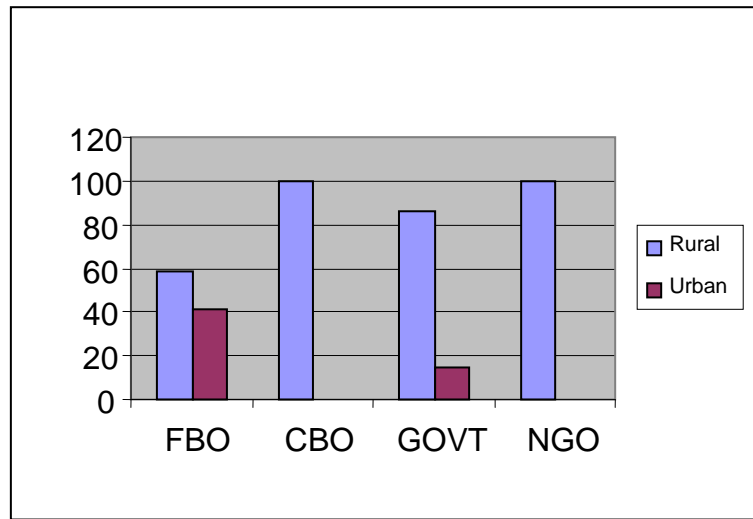
Table 5.3: Grade/Form of orphans (N = 426)

	CBO		FBO		GOVT		NGO	
	F	%	F	%	F	%	F	%
Grade 3	14	11.38	4	7.55	17	24.29	16	8.89
Grade 4	18	14.63	7	13.21	12	17.14	16	8.89
Grade 5	25	20.33	2	3.77	12	17.14	27	15
Grade 6	20	16.26	10	18.86	10	14.29	21	11.67
Grade 7	23	18.70	7	13.21	9	12.86	40	22.22
Form 1	1	0.81	8	15.09	1	1.43	0	0
Form 2	5	4.07	9	16.98	1	1.43	10	5.56
Form 3	11	8.94	6	11.32	4	5.71	32	17.78
Form 4	6	4.88	0	0	4	5.71	18	10
Totals	123	100	53	100	70	100	180	100

(Key: F – Frequency)

Table 5.3 shows a wide spread representation of orphans from Grade 3 to Form 4. This means that the data for the study incorporated the views/voices of children from the Infant level (Grade 3) right up to secondary school level (Form 4), again, in line with the participation rights of children.

Figure 5.1: Type of school attended



Evidently, the sample of orphans from the multi-sectoral organisations constituted both rural and urban orphans, with the majority of them attending rural schools. Data in Figure 5.1 shows that 58.49% of the FBO orphans attended rural schools while the remaining 41.51% attended urban schools. All the CBO and NGO orphans attended rural schools. Of the Government orphans, 85.71% attended rural schools, while only 14.29% attended urban schools. This information serves to shed light on the geographical coverage of schools by the multi-sectoral organisations, again, validating information on the schools from which the school-going orphans and school authorities were drawn, as described under the Population of the study section in Chapter Four. The data presented next shows the category into which the orphans fell, namely, double, maternal or paternal categories.

Figure 5.2: Category of orphans

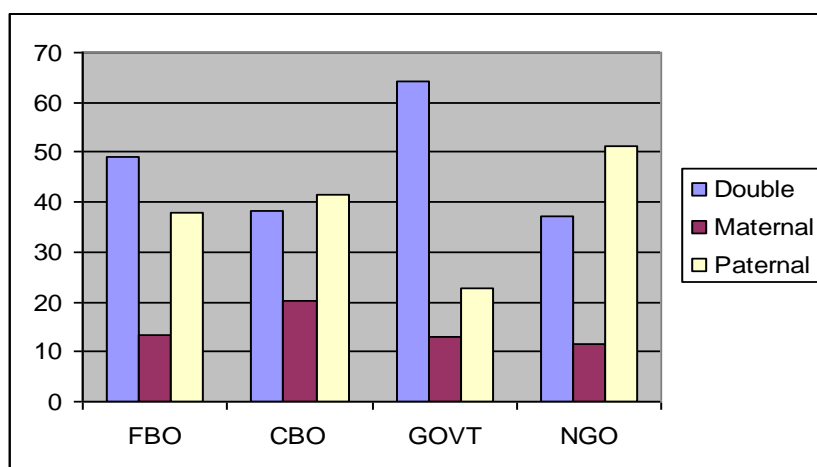


Figure 5.2 shows that as at December 2008, the delimitation date of the study, the orphans supported by the FBO constituted 49.06% double orphans (the majority), 37.74% paternal orphans and 13.21% maternal orphans (the least). Data show a similar distribution of orphans for GOVT which had 64.29% double orphans (the majority), followed by paternal orphans (22.86%) and 12.86% maternal orphans (the least). Data also reflect a similarity in the distribution pattern of orphans for the CBO and NGO. For these two organisations, paternal orphans were the majority (41.46% CBO and 51.11% NGO) followed by double orphans (38.21% CBO and 37.22% NGO) and the least being maternal orphans (20.33% CBO and 11.67% NGO).

From the organisations put together, the majority of the orphans who were assisted by the multi-sectoral organisations as at December 2008 were double orphans (43.42%), followed by paternal orphans (42.02%) and the least being maternal orphans (14.55%). These findings concur with those by Rusakaniko et al. (2006) who found that in both sites of their study – Bulilimamangwe and Chimanimani Districts, the number of paternal orphans was more than that of maternal orphans. In

Bulilimamangwe District, there were almost three times more paternal orphans than maternal orphans, while in Chimanimani District, paternal orphans were slightly more than half the total of orphans (Rusakaniko et al., 2006). This signifies the early disappearance of paternal role models in the lives of the children (Rusakaniko et al., 2006:xii). The deprivation of paternal roles at such a tender age may also exacerbate the vulnerability situation of the orphans with respect to household financial security (Rusakaniko et al. (2006). Overall, the numbers for each category of orphans was a revelation of the growing number of orphans in the schools against the backdrop of the HIV/AIDS epidemic, which confirmed the orphan crisis in Zimbabwe (highlighted in the background chapter as justification for the study).

Table 5.4 below shows the biographical details of the school authorities who were drawn from the schools at which the sample of orphans attended. As with the organisation representatives, it was necessary to establish their suitability as key informants for the study, particularly in terms of their position at the schools from where they were drawn and the number of years in the position. It is not just anyone at the schools who could be privy to information on interventions implemented by multi-sectoral organisations for the specified cohort of school-going orphans.

Table 5.4: Demographic details of school authorities (N = 26)

School Authority	Gender		Position	Number of Years in Position
	Male	Female		
FBO (SAB1)		x	School Head	10
FBO (SAB2)	x		Senior Master	6
FBO (SAB3)		x	School Head	14
FBO (SAB4)		x	Teacher-in-charge	2
FBO (SAB5)		x	Acting School Head	5
FBO (SAB6)	x		School Head	8
CBO (SAM1)	x		School Head	8.5
CBO (SAM4)		x	School Head	0.67
CBO (SAM3)	x		School Head	11
CBO (SAM5)	x		School Head	21
CBO (SAM2)		x	Senior Teacher	5
GOVT (SAG6)		x	Teacher-in-charge	3
GOVT (SAG4)		x	Acting School Head	2
GOVT (SAG5)	x		School Head	5
GOVT (SAG1)		x	Acting School Head	8
GOVT (SAG3)	x		School Head	12
GOVT (SAG2)		x	School Head	15
NGO (SAL2)	x		Acting School Head	1
NGO (SAL6)		x	School Head	3
NGO (SAL3)	x		School Head	5
NGO (SAL8)	x		Acting School Head	5
NGO (SAL5)		x	School Head	10
NGO (SAL4)	x		School Head	13
NGO (SAL7)		x	School Head	14
NGO (SAL9)	x		School Head	17
NGO (SAL1)	x		Senior Teacher	3
Totals	13	13		

Data in Table 5.4 above shows a gender-balanced composition of the sample of school authorities, suggesting, as in the case with organisation representatives, that

the study yielded gender-balanced views from this category of respondents. There were 13 (50%) females and 13 (50) males. The majority (19) which comprises 73.08% of the school authorities had served in the administrative posts for a period of 5 years or more, suggesting that they were in the full picture of the interventions implemented by multi-sectoral organisations in the schools for the period covered by the study. Only one school authority (SAM4) had served as a School Head for less than a year (8 months). However, since experience is a pre-requisite for promotion to position of School Head or Acting School Head, the assumption is that this particular administrator had a fairly long experience in the schools and that she was, therefore, also well-versed with information pertaining to the interventions implemented by the multi-sectoral organisations.

With this presentation of the biographical data, the study proceeds to present the findings with respect to the issues related to the study's four sub-research questions.

5.3 Educational and psychosocial support programmes implemented by the multi-sectoral organisations

5.3.1 Introduction

Data on the specific educational and psychosocial support programmes, the coverage of the programmes, as well as the comprehensiveness of the complete package of programmes for each sampled organisation were the three elements which were used to assess the nature and scope of the programmes. The coverage of programmes embraced the number of orphans covered by each programme, as well as the number of organisations implementing each programme. The comprehensiveness of the complete package of programmes for each sampled

organisation was determined by the match between the available programmes and the totality of orphans' needs. An analysis of the nature and scope of the educational and psychosocial support programmes revealed the extent to which the programmes addressed the varied needs of the orphans and, thus, the extent to which they enhanced educational opportunities for the school-going orphans. The comprehensiveness of the interventions vis-à-vis the totality of orphans' needs was assessed using data which was solicited solely for this purpose. The data revealed the problems faced by the sample of orphans both at school and at home. The data are presented in Tables 5.5 and 5.6 in the next section.

5.3.2 Measure of comprehensiveness of programmes

As a measure of the comprehensiveness of the interventions, the study sought to bring to light the problems/vulnerabilities that the orphans faced at school and at home so as to reveal the needs of orphans as indicated by the orphans themselves. The needs were "derived directly" (Subbarao & Coury, 2004) from the problems/vulnerabilities which they articulated. An exposition of the needs of orphans put against the forms of interventions that were implemented for orphans as emerged from the data presented in the subsequent sections in this study served as an indicator of the extent to which the interventions had addressed the needs of orphans, and, thus, the extent to which they had enhanced educational opportunities for them. Essentially, the data served as a measure of whether the interventions were holistic or comprehensive. Table 5.5 captures the problems which were faced by orphans at school.

Table 5.5: Problems faced at school

Problems faced at school	CBO (n = 123)		FBO (n = 53)		Govt (n = 70)		NGO (n = 180)		Total (n = 426)	
	F	%	F	%	F	%	F	%	F	%
Lack of stationery	112	91.06	40	75.47	70	100	101	56.11	323	75.82
Lack of school uniforms	95	77.24	42	79.23	54	77.14	129	71.66	320	75.12
Lack of textbooks	55	44.71	41	77.36	37	52.86	70	38.89	203	47.65
Lack of supplementary reading	7	5.96	2	3.77	2	2.86	10	5.56	21	4.93
Lack of birth certificates	6	4.88	-	-	-	-	4	2.22	10	2.35
School fees/levies no longer coming from organisation	-	-	-	-	32	45.71	88	48.89	120	28.17
No school satchel	3	2.44	2	3.77	7	10	16	8.89	28	6.57
Laughed at by schoolmates for lack of or for torn school uniforms	2	1.63	1	1.89	1	1.43	2	1.11	6	1.41
Lack of tuck at break time	-	-	4	7.55	-	-	2	1.11	6	1.41
Lack of top-up school fees	-	-	-	-	10	14.29	-	-	10	2.35

(Key: F- Frequency)

Table 5.5 shows that the problems that affected the majority of orphans under each of the four sampled organisations were (in descending order depending on the number of orphans affected): lack of stationery (75.82%); lack of school uniforms (75.12%); lack of textbooks (47.65%); school fees no longer coming (28.17%); no school satchel (6.57%); lack of books for supplementary reading (4.93%); lack of birth certificates (2.35%); lack of top-up fees (2.35%); laughed at by schoolmates for torn school uniform (1.41%); and lack of tuck for break time (1.41%). The problem of school fees/levies that were no longer coming from the sponsoring organisation was

cited by orphans under Government and the NGO only, while lack of top-up school fees was a problem that was peculiar to orphans under Government. The rest of the problems indicated in Table 5.5 affected isolated cases of orphans under each organisation. This question allowed the orphans to reveal or voice their “poverty of subsistence due to insufficient income” (cf. the human needs theory, Chapter Two, section 2.3). Therefore, the mini participatory situational analysis revealed the needs/interventions (from the perspective of the orphans) that should have been included in the benefit package of any organisation whose goal was to enhance their educational opportunities. Table 5.6 captures the problems which the orphans faced at home.

Table 5.6: Problems faced at home

Problems faced at school	CBO (n = 123)		FBO (n = 53)		Govt (n = 70)		NGO (n = 180)		Total (n = 426)	
	F	%	F	%	F	%	F	%	F	%
Lack of clothing	90	73.17	32	60.38	53	75.71	71	38.89	246	57.77
Inadequate food	38	30.89	31	58.49	26	37.14	62	34.44	157	36.86
Child-headed family	2	1.63	1	1.89	1	1.43	3	1.67	7	1.64
No money for health-care services	10	8.13	9	16.98	9	12.85	30	16.67	58	13.62
Lack of blankets	15	12.20	19	35.85	15	21.43	40	22.22	89	20.89
Long hours of household chores	7	5.69	4	7.55	4	5.71	8	4.44	23	5.40
Adult responsibilities	12	9.76	3	5.66	4	5.71	12	6.67	31	7.28
Differential treatment from caregiver's biological siblings	2	1.63	2	3.77	3	4.29	1	0.56	8	1.88
Separation from siblings	3	2.44	2	3.77	1	1.43	1	0.56	7	1.64
Emotional and physical abuse	3	2.44	1	1.89	2	2.86	2	1.11	8	1.88
Lack of soap	61	49.59	17	32.08	23	32.86	37	20.56	138	32.39
Lack of sanitary towels	21	17.07	17	32.08	6	8.57	38	21.11	82	19.25
None	29		11		5		35		80	18.78

(Key: F- Frequency)

Table 5.6 shows that the majority of orphans across the four categories of organisations experienced multiple problems/vulnerabilities at home. The problems which affected the orphans were: (in descending order depending on the number of orphans affected): lack of clothing (57.77%); inadequate food (36.86%); lack of soap (32.39%); lack of blankets (20.89%); lack of sanitary towels (19.25%); no money for health services (13.62%); adult responsibilities (7.28%); long hours of household

chores (5.40%); differential treatment from caregiver's biological children (1.88%); emotional and physical abuse (1.88%); child-headed family (1.64%); and, separation from siblings (1.64%).

The identified multiple vulnerabilities meant that the orphans had multiple needs – both material (physical) and psychosocial needs. These needs also pointed to the need for corresponding interventions. According to categories of human needs as espoused in Max-Neef's human needs theory (cf. the human needs theory, Chapter Two) the myriad of problems experienced by the orphans indicated the multiple human poverties they suffered, namely, poverty of subsistence, poverty of protection, poverty of affection and poverty of leisure. UNESCO (2004) maintains that the child's ability to participate actively in education depends on the extent to which the child's basic needs are met (cf. Literature review, Chapter Three). In the next section, the findings on the forms, coverage and comprehensiveness of educational support programmes, which were available to school-going orphans in Gwanda District as emerged from the responses of the three groups of participants under each category of multi-sectoral organisations, are presented.

5.3.3 The forms, coverage and comprehensiveness of educational support programmes per category

Data were sought from the three groups of participants on the specific forms of educational support programmes which were implemented by each sampled organisation (representing the four categories of multi-sectoral organisations) for the school-going orphans who were registered under them. From the "yes" and "no" responses, the number of orphans covered by each programme emerged, shedding

light on the coverage of each programme. Putting the data which shows the totality of problems which were faced by orphans at school and at home (Tables 5.5 and 5.6) against the complete package of programmes available to the orphans, reflected the comprehensiveness of the package of programmes for each sampled organisation. Table 5.7 shows the responses of the three groups of participants to the question on the forms of educational support programmes which were available to school-going orphans under the sampled community-based organisation (CBO).

Table 5.7: Forms of educational support programmes (CBO)

Form of Educational Support Programme	Organisation Representative (N = 1)		Orphans (N = 123)		School Authorities (N = 5)	
	No	Yes	No (F)	Yes (F)	No (F)	Yes (F)
School Fees/ Levies		x	0	123 (100)	0	5 (100)
School Uniforms		x	123 (100)	0	5 (100)	0
Stationery		x	0	123 (100)	0	5 (100)
School Meals	x		123 (100)	0	5 (100)	0
Food Packs	x		123 (100)	0	5 (100)	0

(Key: F - Frequency)

Table 5.7 shows that there was concurrence among the three groups of participants that the CBO implemented the school fees/levies and stationery programmes. The data reflect that the entire sample of orphans under the CBO was covered under these two programmes. The data also shows that the three groups of participants corroborated each other's evidence that the organisation was not implementing school meals and food packs. Interestingly, while the organisation representative claimed that school uniforms were provided by the CBO, neither the orphans nor school authorities confirmed this evidence. The conflicting data from the organisation representative and that from the orphans (100%) corroborated by the school authorities (100%) is very striking. On the basis of the overwhelming evidence from

both school authorities and orphans, the researcher was led to conclude that the CBO did not provide school uniforms to the orphans.

As part of the rationale of this study, it was important to have a picture of the wider social protection that was available to the orphans in the District. In an open-ended question, respondents were asked to name “other” forms of educational support provided by the CBO. In addition, here, the orphans were asked to indicate “other” forms of educational support programmes they received from any other organisation. In answer to the question, all the orphans under the CBO indicated they had received school meals. The secondary school orphans (MS101 up to MS133) revealed that they had received meals from Zimbabwe Project Trust (ZIMPRO) while the primary school level orphans (MP1 up to MP100) revealed that they were provided with school meals by World Vision. One orphan (MP7) said she had received school uniforms from Souls Comfort. Of the three organisations mentioned here, ZIMPRO and World Vision were outside the population of organisations for the study. The fact that the orphans were assisted by organisations they were not registered under is a revelation of the co-ordination of the multi-sectoral organisations in assisting orphans. This was a demonstration of the spirit of multi-sectoral partnerships, a recommended strategy in response to the orphan crisis in Zimbabwe. (cf. Chapter One, section 1.2).

The organisation representative (OR4) mentioned the following as “other” forms of educational support implemented by the CBO for the benefit of school-going orphans: a) provision of farming inputs to orphan caregivers; b) water and sanitation programmes for the schools; and, c) resource grants for the development of the

schools' infrastructure such as classrooms. Elaborating on these other forms of educational support programmes, the organisation representative said they provided a "broad resource". The implementation of food security, water and sanitation programmes is in line with the provision of the Framework for the Protection, Care and Support of Orphans and Other Vulnerable Children Living in a World with HIV and AIDS, which was cited as the "normative basis" (Beard, 2007) for responding to the needs of the growing numbers of orphans and protecting their rights (c.f. Chapter Three, section 3.3).

Among the school authorities, SAM3 and SAM4 indicated that the organisation provided sports equipment whilst all the school authorities under the CBO, namely, SAM1, SAM2, SAM3, SAM4 and SAM5 indicated that the organisation had provided textbooks in exchange for the enrolment of orphans in the schools. It was learnt from these school authorities that the sports equipment and textbooks were provided under a resource exchange scheme whereby the schools enrolled a certain number of orphans who were exempted from paying school fees/levies in exchange for the provision of textbooks and sports equipment by the organisation. This was a non-cash scheme (resource exchange scheme) which was different from the traditional direct payment of school fees/levies in cash form. However, the question is why only two of the five school authorities mentioned the provision of sports equipment. Could it be that the other three did not consider sports equipment as falling under educational support programmes or they never received sports equipment from the organisation?

The researcher also noted that while the school authorities acknowledged the existence of the resource grants exchange scheme, they did not bring up the three specific programmes which were cited by the organisation representative, namely, provision of farming inputs, water and sanitation, as well as the development of school infrastructure programmes. The orphans did not cite them either. On the basis of the evidence that emerged from all three groups of respondents, the researcher concluded that the three “other” forms of educational support programmes were part of the broad resource grants exchange scheme. It could mean that the orphans and school authorities had never connected the programmes with other programmes that are aimed at enhancing educational opportunities for orphans.

From the evidence given, the picture that emerged was that the CBO interventions were fairly wide in nature and scope. According to the integrated basket of support model proposed by Badcock-Walters et al. (2005) and the standard of programming set by the Framework for the Protection, Care and Support of Orphans and Other Vulnerable Children Living in a World with HIV and AIDS, it would appear that, on paper, this was a comprehensive package. However, in reality, the package of interventions did not meet the individual needs of the orphans. For example, the majority of orphans indicated a number of fundamental needs, which the organisation did not satisfy (cf. Tables 5.5 and 5.6). The needs included school uniforms, clothing, and money for health-care services, to mention only a few. Moreover, despite the revelation that the CBO provided stationery and textbooks as part of the resource exchange scheme, the fact that a number of orphans still indicated shortage of these school needs as problems they faced indicates the lack

of comprehensiveness of the CBO interventions package. Table 5.8 shows the responses of the three groups of participants to the question on the forms of educational support programmes which were available to school-going orphans under the sampled faith-based organisation (FBO).

Table 5.8: Forms of educational support programmes (FBO)

Form of Educational Support Programme	Organisation Representative (N = 1)		Orphans (N = 53)		School Authorities (N = 6)	
	No	Yes	No (F)	Yes (F)	No (F)	Yes (F)
School Fees/ Levies		x	0	53 (100)	0	6 (100)
School Uniforms		x	47 (88.68)	6 (11.32)	5 (83.33)	1 (16.67)
Stationery		x	46 (86.79)	7 (13.21)	4 (66.67)	2 (33.33)
School Meals	x		53 (100)	0	6 (100)	0
Food Packs		x	50 (94.33)	3 (5.66)	5 (83.33)	1 (16.67)

(Key: F- Frequency)

Table 5.8 above shows that the three groups of participants corroborated each other's evidence that the FBO implemented the school fees/levies programme. The data reflect that the total sample of orphans (53) drawn from the sample of 6 schools under the FBO was covered by this programme. Data also show that although the FBO implemented the school uniforms and stationery programmes, both programmes covered very few orphans. The school uniforms programme covered only 6 (11.32%) of the sample of orphans from one school among a sample of six schools. The data reflect that the stationery programme covered only 7(13.21%) of the sample of orphans from 2 of the 6 sampled schools. The data also reflect that the food packs programme covered only 3 orphans while the majority (94.33%) of the sampled orphans was not covered. The 3 beneficiaries were all from one school, representing 16.67% of the sampled schools under the organisation. The data show that the three groups of participants corroborated each other's evidence that school meals were not one of the educational support programmes implemented by the FBO.

During the interview with the organisation representative (OR1), the researcher gathered (from self-volunteered information by OR1) that food packs were given only to the most vulnerable orphans who were members of families with home-based care patients (PLWHA). According to the organisation representative, the FBO implemented a home-based care programme and it was usually during home visits that the most vulnerable orphans were identified. The revelation that orphans were part of families with PLWHA was revelation of the growing vulnerability of orphans in the context of HIV and AIDS (Mushunje & Mafico, 2007). This revelation should send a message to the education sector and its stakeholders of the need for a stepped up response to the orphan crisis. Such a response is necessary in the interest of protecting the affected orphans' right to education. From the data, it shows that the FBO provided food packs to a negligible percentage of orphans in isolated schools. On the basis of this data, the researcher was led to conclude that, assessed on the variable of coverage of programmes, the FBO food packs, stationery and school uniforms programmes were token interventions.

In response to the open-ended question which sought to establish "other" forms of educational support programmes which were provided by either the FBO or any other organisation/s, it emerged that all the primary school level orphans who formed part of the study's sample had received school meals from World Vision, while all the secondary school level orphans had received school meals from ZIMPRO. One of the orphans (BP4) revealed that she had received soap and clothing once from the FBO as an additional benefit package. BP1 indicated she had received one school uniform (on one occasion) from the Red Cross Gwanda Branch, while orphans BP8,

BP19, BP28 and BP30 indicated that they had received stationery (4 exercise books and 2 pens each) from Ingalo Zomusa once in 2008.

As emerged from data provided by the respondents under the CBO, the evidence that shows that orphans under the FBO received assistance from organisations which they were not registered under shows the spirit of the multi-sectoral approach to the orphan crisis. However, the evidence provided by the orphans shows that, with the exception of the school meals from World Vision and ZIMPRO, all other additional benefit packages which were extended to them either by the organisation they were registered under or from across other multi-sectoral organisations, came as occasional small quantities of benefit packages. From the evidence provided, the benefit packages also covered negligible numbers of orphans and hence could best be described as token interventions. The implication is that stakeholders of the NPA for OVC should find strategies of strengthening the financial capacity of the service organisations so that the organisations can act in the best interests of the children instead of providing token assistance to them under the pretext that they are promoting the cause of child rights.

In response to the question on “other” forms of educational support programmes which were provided to orphans by the FBO, school authority SAB6 (Head of one of the rural primary schools) cited the provision of ARVs to HIV positive orphans. The provision of ARVs to HIV positive orphans was cited by only one of the school authorities, revealing that the programme was available to orphans in a few select schools. The information about the provision of ARVs as an additional educational support programme is an indication that some of the orphans in the sampled schools

were not only affected by HIV/AIDS but were also infected by the disease. This revelation should be a telltale sign to the education sector and other stakeholders that schools should not do business as usual but should think of strategies for education in a world of HIV/AIDS.

From the data presented above, it emerged that only the school fees/levies programme covered all orphans who were registered under the FBO. In light of the evidence that emerged, the researcher was led to conclude that the FBO interventions were very limited in the coverage of orphans. Besides the school fees/levies intervention, all other interventions covered a small number of orphans. In this regard, the interventions were not comprehensive in relation to the multiple vulnerabilities of orphans as revealed in Tables 5.5 and 5.6. Table 5.9 below shows the responses of the three groups of participants to the question on the forms of educational support programmes which were available to school-going orphans under Government (GOVT).

Table 5.9: Forms of educational support programmes (GOVT)

Form of Educational Support Programme	Organisation Representative (N = 1)		Orphans (N = 70)		School Authorities (N = 6)	
	Yes	No	Yes (F)	No (F)	Yes (F)	No (F)
School Fees/ Levies	x		70 (100)	0	6 (100)	0
School Uniforms		x	0	70 (100)	0	6 (100)
Stationery		x	0	70 (100)	0	6 (100)
School Meals		x	0	70 (100)	0	6 (100)
Food Packs		x	0	70 (100)	0	6 (100)

(Key: F- Frequency)

From the data in Table 5.9, it is evident that Government availed to all the orphans who were registered under GOVT, school fees/levies only and did not cater for them in terms of school uniforms, stationery, school meals and food packs.

In response to the question on “other” forms of educational support programmes which were implemented by Government for the orphans, the organisation representative (OR2) and all the five school authorities did not indicate any other support programme over and above the school fees/levies programme, which was provided under the auspices of the Basic Education Assistance Module (BEAM). Similarly, none of the orphans mentioned any additional form of educational support from Government. However, the entire sample of primary school orphans indicated that they had received school meals from World Vision while the entire sample of secondary school orphans stated that they had received school meals from ZIMPRO. In addition to the school-wide feeding programmes, orphans GP6 and GP22 indicated that they had received food packs from the Roman Catholic Church (outside the population of organisations for the study) once in 2007 and once in 2008. Furthermore, orphans GP12, GP15, GP23 and GP36 revealed that they had received stationery from Ingalo Zomusa on one occasion in 2008 while GP9 and GP16 indicated that they had also been provided with stationery (exercise books, rulers and pencil erasers) by Lutheran Development Services once in 2008.

The emerging data are an indication that the interventions which were implemented by Government were very narrow in scope. From the data that show the multiple vulnerabilities of orphans (Tables 5.5 and 5.6), it was apparent that there were many gaps in the programming for orphans under GOVT. Table 5.10 below shows the responses of the three groups of participants to the question on the forms of educational support programmes which were available to school-going orphans under the sampled non-governmental organisation (NGO).

Table 5.10: Forms of educational support programmes (NGO)

Form of Educational Support Programme	Organisation Representative (N = 1)		Orphans (N = 180)		School Authorities (N = 9)	
	Yes	No	Yes (F)	No (F)	Yes (F)	No (F)
School Fees/ Levies	x		180 (100)	0 (100)	9 (100)	0
School Uniforms	x		50 (27.78)	130 (72.22)	7 (77.78)	2 (22.22)
Stationery	x		150 (83.33)	30 (16.67)	9 (100)	0
School Meals		x	0	180 (100)	0	9 (100)
Food Packs		x	0	180 (100)	0	9 (100)

(Key: F- Frequency)

Table 5.10 shows that there was concurrence among the three groups of participants that the NGO implemented the school fees/levies programme and that the programme covered all (100%) orphans who were registered under the organisation. The data also reflect that although school uniforms and stationery programmes were implemented by the NGO, these programmes did not cover all the orphans. The data show that the school uniforms were provided to a minority (50) of the orphans in 7 of the schools, while orphans in two of the sample of schools were not beneficiaries of the programme. There were 150 beneficiaries of stationery out of the sample of 180 orphans. The data further indicate that school meals and food packs were not implemented by the NGO.

Since the majority of school authorities indicated that orphans at their schools were provided with school uniforms, while only a small percentage of the total sample of orphans (27.78%) stated that they had received school uniforms, the inference is that at each school a few orphans were given the school uniforms. Clearly, the school uniforms programme was limited in scope in terms of the coverage of orphans. The researcher learnt from both the organisation representative (OR3) and school authorities that the policy of the NGO was that over and above the school fees/levies assistance, each orphan beneficiary was registered under either the

school uniforms or stationery programmes. From the statistics in Table 5.10, it can be deduced that a small group of 20 (11.11%) sampled orphans was receiving both school uniforms and stationery. It was learnt that these were selected on the basis of their extreme vulnerability.

In response to the open-ended question which asked for “other” forms of educational support programmes provided to them, the entire sample of primary school orphans indicated that they had received school meals from World Vision, while all secondary school orphans indicated they had received school meals from ZIMPRO. It emerged that both World Vision and ZIMPRO provided school-wide feeding programmes in all schools in Gwanda District. Only three of the orphans from one school mentioned that they had received additional support in the form of school bags from the NGO (as a once-off benefit package). Two school authorities mentioned the provision of toiletries kits as an additional form of support provided to the orphans at their schools (received once in 2008), while two others cited assistance with Births Certificate acquisition as another form of educational support provided to orphans at their schools.

The picture that emerges is that of poor coverage of both orphans and schools by these “other” forms of programmes. It was not established what criteria were used to select the beneficiaries of these ‘other’ forms of programmes. The trend that comes out is the lack of comprehensiveness of the NGO package of interventions. The package was limited to school related programmes. The section which follows synthesises the findings presented in the preceding section on the forms, coverage

and comprehensiveness of educational support interventions to build the multi-sectoral picture in relation to this aspect of the key question posed by the study.

5.3.4 The multi-sectoral picture

The data presented in the preceding section revealed that the school fees/levies educational support programme was common among all four categories of organisations. It emerged from the data that the school uniforms programme was implemented by only two of the categories of multi-sectoral organisations, namely, the FBOs and NGOs. It also emerged that not all orphans who were registered under the sampled FBO and NGO organisations were covered under the school uniforms programme. The data also showed that the stationery programme was implemented by all other categories of multi-sectoral organisations except Government. It emerged from the data that the coverage of the stationery programme was limited because not all orphans who were registered under the FBOs and NGOs (two of the three categories of organisations which were providing stationery) were beneficiaries of the programme. The findings of the study also revealed that GOVT implemented the school fees/levies programme only and did not cater for orphans in terms of school uniforms and stationery.

Evidence shows that the provision of food packs was not a popular programme among the multi-sectoral organisations. It emerged from the data that food packs were provided in isolated cases of schools under the FBOs. On the basis of the data, the researcher was led to conclude that, assessed on the variable of coverage of programmes, the FBO food packs, stationery and school uniforms programmes were token interventions. From the evidence presented, it emerged that none of the

organisations which comprised the population of organisations for the study provided school meals to the sample of orphans.

In addition to the programmes which were common among the multi-sectoral organisations (mentioned by two or more of the sample of organisations), namely, school fees/levies, school uniforms and stationery, the research findings revealed that there were “other” forms of educational support programmes which varied from one organisation to the other. Specifically, these “other” educational support programmes which were cited under the different multi-sectoral organisations were: a) the provision of farming inputs to caregivers of orphans for food security of the orphans; b) water and sanitation programmes for the schools; c) resource grants for the development of the schools’ infrastructure such as classrooms; d) provision of textbooks; e) provision of sports equipment; f) provision of ARVs to HIV positive orphans; g) provision of school uniforms; h) provision of stationery; i) provision of soap and clothing; j) provision of school bags; k) provision of toiletries kits; and, l) assistance with Births Certificates acquisition.

The study revealed that these “other” forms of educational support programmes were of very limited scope in the sense that they were unique to individual organisations and also the majority of them covered isolated cases of schools within the individual organisations, as well as isolated cases of orphans within those schools. Thus, assessed on the scope variable, the efficacy of these programmes in enhancing educational opportunities for school-going orphaned children could not be generalized to the operations of the multi-sectoral organisations in Gwanda District.

Overall, the data manifested poor coverage of orphans by the majority of the educational support programmes, which were implemented by the multi-sectoral organisations. The researcher concluded that the narrow range of school-related programmes did not constitute a comprehensive coverage of orphans' material/physical needs vis-à-vis the totality of their problems as they emerged from Tables 5.5 and 5.6. The next section presents data on the forms, coverage and comprehensiveness of psychosocial support programmes which were implemented by each sampled organisation. The picture revealed by the data in the foregoing section and the next section served to show whether the multi-sectoral organisations addressed the needs of the orphans holistically, vis-à-vis the totality of their needs as captured in Tables 5.5 and 5.6.

5.3.5 The forms, coverage and comprehensiveness of psychosocial support programmes per category

Data were sought on the forms and coverage of psychosocial support programmes, which were implemented by the sample of multi-sectoral organisations for school-going orphans. As revealed by the literature review, psychosocial support programmes provide opportunities for formal, non-formal and informal educational opportunities. Hence, the forms of psychosocial support programmes availed to the orphans indicate the forms of educational opportunities, which were available to the orphans. In addition, as Chitiyo et al. (2008) put it, although psychosocial support is not directly a special curriculum in itself, it is considered one of the special education-related services because it targets an area that affects the children's education. Psychosocial support may lead to "collateral improvements" (Chitiyo et al. (2008:4), which can in turn lead to positive educational outcomes. Table 5.11 shows

the responses of the three groups of participants to the question on the forms of psychosocial support programmes which were available to the school-going orphans under the CBO.

Table 5.11: Forms of psychosocial support programmes (CBO)

Forms of psychosocial support programmes	Organisation Representative (N = 1)		Orphans (N = 123)		School Authorities (N = 5)	
	Yes	No	Yes (F)	No (F)	Yes (F)	No (F)
Counselling	x		19 (15.45)	104 (84.55)	5 (100)	0
Camping	x		0	123 (100)	0	5 (100)
Life skills activities	x		19 (15.45)	104 (84.55)	5 (100)	0
Recreational activities	x		19 (15.45)	104 (84.55)	5 (100)	0
Youth clubs	x		0	123 (100)	0	5 (100)
Peer education	x		19 (15.45)	104 (84.55)	5 (100)	0
Spiritual activities	x		0	123 (100)	0	5 (100)

(Key: F- Frequency)

Table 5.11 shows that, according to the organisation representative, the CBO implemented all seven forms of psychosocial support activities, namely, counselling, camping, life skills activities, recreational activities, youth clubs, peer education and spiritual activities. However, the orphans who were supposed to be the beneficiaries of psychosocial support (19) and the total sample of school authorities (5) corroborated each other's evidence that only four of the seven psychosocial support activities were implemented by the organisation. These four were: counselling, life skills activities, recreational activities and peer education. Data in Table 5.11 reveal that the majority 104 (84.55%) of the orphans who were registered under the CBO had not received any form of psychosocial support, unlike their counterparts who constituted 15.45% of the sample of orphans. The former had thus missed out on

both the primary and secondary benefits of psychosocial support in relation to educational opportunities.

The study sought to establish “other” forms of psychosocial support programmes which were available to the orphans besides those indicated in Table 5.11. In response to the open-ended question that solicited “other” forms of psychosocial support programmes, the organisation representative (OR4) mentioned that orphans were taken on adventure trips/outings to places of interest such as Bulawayo Town and Chipangali Wildlife Orphanage in Zimbabwe. The organisation representative explained that the adventure trips catered for the emotional and social development of the children. She explained that it was during these adventure outings that they detected abuse cases and sick children since the atmosphere encouraged the children to open up. *“We then take up the investigations when we get back home”*, she elaborated. The organisation representative also explained that in the organisation’s circles, the youth clubs were going by the name “kids clubs”. She went on to explain that the orphans met as kids clubs during weekends to play games, engage in drama activities and other peer education activities.

An analysis of the activities described by the organisation representative reveals that, essentially, these activities were the same as those embraced under the broad terms recreational activities, counselling and peer education, which the three groups of participants had already indicated (cf. Table 5.11). Now she was explaining specific details of these broad activities. However, neither the orphans nor school authorities confirmed the existence of kids clubs/youth clubs. From the evidence given, the researcher concluded that the psychosocial support programmes which

were implemented by the CBO were: counselling, life skills activities, recreational activities and peer education.

In response to the same open-ended question on “other” forms of psychosocial support programmes, the organisation representative took the opportunity to explain the nature of the counselling support that was provided to the orphans by the CBO. She mentioned that counselling support for the orphans was given through “*capacitating the communities to be the teachers*”. She also explained that the caregivers and community leaders had been capacitated to give on-going counselling to the orphans since the orphans lived with them in family and community setups. According to the organisation representative, this unique counselling approach embraced psychosocial support capacity building workshops, which were run in the communities. These were organized for the Village Orphan Care Committees, which comprised some caregivers and community leaders. She went on to explain that Child Committee members representing orphans at the various schools were invited to attend the workshops with the adult committee members. The following detail given by the organisation representative (OR4) about the community psychosocial support workshops was quite insightful:

We want the children to participate in every activity that has a bearing on their lives. That is why we want them to attend the psychosocial support workshops that we organise for the community, represented by the Village Orphan Care Committees. The aim is for the Child Committee members to take their issues or resolutions to the main committee of adults. We believe that whatever we do with adults should also help the children. We work with Village Committees. We have no direct link with the schools for psychosocial support programmes.

The organisation representative further explained that prayers were part of the spiritual support they gave to orphans. “*We start every activity/workshop to which orphans are invited with a prayer and close with a prayer*”, she said. Interestingly, though,

none of the orphans, including the few Child Committee members who had attended the psychosocial support workshops, acknowledged receiving spiritual support from the organisation. Possibly, they did not link prayer with spiritual support.

The picture that emerges is that the CBO psychosocial support programmes were very limited in terms of coverage of orphans. The researcher also concluded that the package of interventions was not comprehensive vis-à-vis the totality of the orphans' needs in that common core psychosocial support activities, namely, spiritual activities, youth clubs and camping were not implemented for the benefit of orphans. This is in spite of the complexity of problems the children experienced at home (cf. Table 5.6). The problems which the orphans faced pointed to the need for a wider variety of psychosocial support programmes.

The study proceeds to present the findings on the forms and coverage of psychosocial support programmes that were implemented by the FBO. Table 5.12 below shows the responses of the three groups of participants to the question on the forms of psychosocial support programmes, which were available to school-going orphans under the FBO.

Table 5.12: Forms of psychosocial support programmes (FBO)

Forms of psychosocial support programmes	Organisation Representative (N = 1)		Orphans (N = 123)		School Authorities (N = 5)	
	Yes	No	Yes (F)	No (F)	Yes (F)	No (F)
Counselling	x		43(81.13)	10(18.87)	5 (83.33)	1(16.67)
Camping	x		43(81.13)	10(18.87)	5(83.33)	1(16.67)
Life skills activities	x		43(81.13)	10(18.87)	5 (83.33)	1(16.67)
Recreational activities	x		43(81.13)	10(18.87)	5 (83.33)	1(16.67)
Youth clubs	x		0	53(100)	1(16.67)	5 (83.33)
Peer education	x		43(81.13)	10(18.87)	3(50)	3(50)
Spiritual activities	x		43(81.13)	10(18.87)	5(83.33)	1 (16.67)

(Key: F- Frequency)

Table 5.12 reveals that, in the main, there was concurrence among the three groups of participants that the majority of orphans (43) who comprised 81.13% of the sample of orphans had received the following forms of psychosocial support from the FBO: counselling, camping, life skills activities, recreational activities, peer education and spiritual activities. The data reveal that, contrary to the organisation representative's claim that the FBO had implemented youth clubs as a psychosocial support activity, the orphans' evidence that the programme was not provided to them was corroborated by all but one of the sample of school authorities (5).

Evidence from Table 5.12 further shows that one (16.67%) school authority indicated that none of the seven listed psychosocial activities were implemented for the orphans at his school. The school authority's "No" response accounted for the 18.87% orphans who answered 'No' to all forms of psychosocial support shown in Table 5.12. This school authority was SAB2 who explained that the psychosocial

support activities for the orphans were scheduled to have taken place for the first time at the urban secondary school in December 2008. SAB2 pointed out that the plan had not materialized because of the cholera outbreak that plagued the country then.

Only one school authority (SAB6) corroborated the organisation representative's evidence that youth clubs were part of the variety of psychosocial activities that had been implemented for the orphans by the FBO. The majority (83.33%) of the school authorities indicated that youth clubs were not part of the package of psychosocial support programmes implemented by the FBO. It was taken that youth clubs were implemented in isolated cases of schools under the FBO. The fact that none of the orphans answered 'yes' to receiving youth clubs might mean that, even in those isolated cases of schools, it was not every orphan registered under the FBO who was a beneficiary of the programme.

On peer education, 50% of the school authorities said it was not provided, going against both the organisation representative and the orphans (81.83%) themselves who said they had received peer education. From the evidence provided, it was apparent that counselling, camping, life skills activities, recreational activities, peer education, spiritual activities and youth clubs were the forms of psychosocial activities that the FBO implemented for the orphans they supported.

The study sought to establish "other" forms of psychosocial support programmes that were provided to orphans besides those indicated in Figure 5.12. In response, the FBO organisation representative (OR1) mentioned that the organisation had set up

AIDS Action Clubs as special forms of youth clubs. He also cited the implementation of income generating projects (IGPs) as a specific life skills activity. The organisation representative explained that through the IGPs the school-going orphans received training on running income generating projects, as well as writing project proposals for income generating projects. He further explained that through the IGPs intervention, the orphans were encouraged to embark on income generating projects for themselves, the schools they attended as well as their families and communities.

Bereavement counselling was also cited by the organisation representative as a specific form of counselling provided to the orphans. *“During bereavement time, we listen to their problems and we advise and counsel appropriately as they open up”*, he explained. A third ‘other’ form of psychosocial support covered by the organisation, according to the organisation representative, was the training of HIV/AIDS matrons as part of the counselling programme in the schools. According to the organisation representative, the matrons were adults who were supposed to be mentors for the orphans. School authority SAB6 cited Christmas parties for orphans as one form of psychosocial support programme provided to orphans.

Apparently, the FBO provided a fairly wide range of psychosocial support programmes which the researcher considered fairly comprehensive vis-à-vis the totality of the orphans’ needs (the 81.13% beneficiaries). However, the package of psychosocial support activities was deemed limited in the coverage of orphans in that it is not all orphans who were registered under the organisation who were provided with psychosocial support. The findings have revealed that 18.87% of the orphans were not catered for in terms of psychosocial support. The two theoretical

frameworks that inform this study regard each child as an independent being with his/her own rights and unique needs, which have to be fulfilled holistically. From this perspective, the FBO psychosocial support programmes were deemed limited in the coverage of orphans.

The study also sought to establish the psychosocial support activities which were implemented for the orphans registered under GOVT. The evidence gathered from the organisation representative (OR2) was that the only form of psychosocial support that was implemented by Government was a counselling programme which was implemented through the Department of Social Welfare. In addition, when asked whether there were any other forms of psychosocial support activities besides counselling, the organisation representative went on to give details about the counselling support she had indicated in response to the closed-ended question. She said the organisation provided counselling services to emotionally abused orphans (and any other children), the sexually abused as well as juvenile delinquents. She also indicated that sometimes they removed the child from the abusive environment. In addition, she explained that they facilitated the referral of juvenile delinquents to rehabilitation centres and training centres. However, neither the orphans nor school authorities confirmed the existence of a GOVT counselling programme. Therefore, the researcher was led to conclude that the programme was either non-existent or non-operational. Essentially, the conclusion was that GOVT did not implement psychosocial support programmes for the orphans registered under the organisation.

The study further sought to establish the psychosocial support activities, which were implemented for the orphans who were registered under the sampled NGO organisation. The evidence that came out from the three groups of participants indicated that the NGO did not implement any form of psychosocial support for the school-going orphans. However, when asked to state any other form/s of psychosocial support they had received, two (1.11%) of the orphans who attended a rural primary school indicated that they had gone on a camping retreat for four days to Sondelani Lodge (in the outskirts of Gwanda Town). They indicated that the psychosocial support retreat was organised and sponsored by United Baptist Church (outside the population of multi-sectoral organisations). This is further evidence of the principle of multi-sectoral partnership and co-ordination in practice.

The section which follows synthesises the findings presented in the preceding section on the forms, coverage and comprehensiveness of psychosocial support interventions to build the multi-sectoral picture in relation to these aspects of the key question posed by the study.

5.3.6 The multi-sectoral picture

The data revealed that only two of the categories of organisations (CBOs and FBOs) implemented psychosocial support programmes for the orphans who were registered under them. The findings showed that all the orphans under GOVT and the NGOs were not availed with psychosocial support interventions. The data also showed that it was not all the orphans who were registered under the CBOs and FBOs who were beneficiaries of psychosocial support. The evidence revealed by the data was that the range of psychosocial support interventions availed to the orphan beneficiaries

under the CBOs and FBOs were not a comprehensive package vis-à-vis the totality of needs of the orphans. It also emerged from the evidence provided that psychosocial support interventions were non-existent for the majority of the orphans registered under the multi-sectoral organisations in Gwanda District. This implied that the majority of the orphans registered under the population of multi-sectoral organisations had missed out on the educational opportunities which were inherent in the psychosocial support programmes availed to their counterparts.

The data revealed that the psychosocial support programmes, which were common among the two categories of multi-sectoral organisations, which provided psychosocial support to the orphans registered under them (CBOs and FBOs) were: counselling; life skills activities; recreational activities; and, peer education. In addition to these four programmes, camping and spiritual activities were implemented by the FBOs only. Their efficacy in enhancing educational opportunities for school-going orphaned children, therefore, could not be generalized to the operations of the multi-sectoral organisations in Gwanda District. It also emerged from the data that, in addition to these programmes which covered a fairly sizeable number of orphans, youth clubs and Christmas parties for orphans were implemented in isolated cases of schools under the FBOs. The data indicated that youth clubs and Christmas parties were patchy and limited in scope in that the programmes covered isolated schools under the FBOs only. On this basis, the researcher concluded that their efficacy in enhancing the educational opportunities for school-going orphaned children was also not generalisable to the operations of multi-sectoral organisations in Gwanda District. The overall picture that emerged was

that the distribution of psychosocial support programmes among the two implementing organisations (CBOs and FBOs) was fragmented and limited in scope. In order to get a clearer picture about the extent to which the interventions by the multi-sectoral organisations enhanced educational opportunities for the orphans, data were sought to establish the extent to which the interventions met the needs of the orphans. The data on this aspect of the study's key research question are presented in the next section.

5.4 Determinants of the extent to which the interventions met the needs of orphans

5.4.1 Introduction

The study sought to determine the extent to which the educational and psychosocial support interventions implemented by the multi-sectoral organisations met the needs of school-going orphans. The 'needs of orphans' refer to the material/physical needs incorporating school-related needs, as well as psychosocial needs which are inherent in the questions and emergent data on the forms of educational support programmes and forms of psychosocial support programmes, respectively (cf. sections 5.3.3 and 5.3.5). The extent to which the interventions met the needs of the orphans indicated the extent to which they enhanced educational opportunities for the orphans, and, thus, the level of their efficacy (cf. efficacy key in Appendix D for additional interpretation of efficacy-related rating terms used in this study). For the educational support programmes, the four indicators of the extent to which the interventions met orphans' needs were: the adequacy of the programmes; timeliness of the programmes; extent of usefulness of programmes; and, the extent to which the programmes were considered beneficial. For the psychosocial support

programmes, the indicators were: the extent of the usefulness of the programmes; the adequacy of the programmes; and, the extent to which the programmes were considered beneficial. The extent to which the interventions by multi-sectoral organisations met orphans' needs was derived from the overall picture that emerged from the data presented on each of these variables for each category of multi-sectoral organisations.

The study sought the responses of the three groups of respondents on the adequacy and timeliness of support provided by the organisations (for the separate programmes) in relation to the needs of orphans. Only those programmes which were more frequently cited across the sample of organisations and, therefore, were taken as the common programmes were assessed on the adequacy and timeliness variables. These programmes were contrasted with the programmes which were unique to the different categories of organisations and in some cases limited to isolated cases of orphans within these organisations. These were referred to in this study as the "other" forms of educational and psychosocial support programmes. The common programmes were: school fees/levies, school uniforms and stationery.

The adequacy of the support was a key variable in determining the extent to which the identified needs of the orphans were catered for. This served as a core measure of the extent to which the interventions were enhancing educational opportunities for the orphans. The assessment of timeliness was a measure of the extent to which the interventions had come in handy to address the needs of the orphans and hence served as a pointer to the extent to which the needs had been met. Data on the timeliness of the educational support programmes that were implemented by the

sample of organisations were sought from the authorities only (organisation representatives and school authorities) and not the children (the orphans).

To determine the extent to which “other” forms of both educational and psychosocial support programmes were considered to have met the needs of the orphans, data were sought only from the respondents who cited them. The extent of the usefulness variable was not applied to the three common forms of educational support programmes.

Finally, the study sought the perceptions of school authorities and orphans on the extent to which they considered the complete educational and psychosocial support benefit packages for each category of organisations to have been beneficial. The rating of the interventions on this variable demonstrated the extent to which the complete benefit package for each category of multi-sectoral organisations was considered to have been useful or helpful in enhancing educational opportunities for the orphans. This item was a wrap up question in which respondents were now evaluating the educational and psychosocial support programmes not as separate entities but as whole/complete benefit packages for each category of multi-sectoral organisations (incorporating both the common and “other” forms of programmes).

For the orphans, the complete benefit packages were not necessarily the same among all, as emerged from the data under the forms and coverage of the programmes. The respondents to this question were the school authorities and orphans. The service providers (organisation representatives) were left out since this was a typical summative evaluation of the multi-sectoral organisations. In the

subsequent section, data on the spelt out variables which were indicators of the extent to which orphans' needs were met are presented for each category of multi-sectoral organisations, starting with the indicators for the educational support interventions.

5.4.2 Educational support interventions: adequacy, timeliness, usefulness and beneficial measures

In this section data are presented on the adequacy and timeliness of the common educational support interventions (namely, school fees/levies, school uniforms and stationery). Data are also presented on the extent of usefulness of the "other" forms of educational support programmes and on the extent to which the complete package of educational support interventions, which were implemented by each category of multi-sectoral organisations were beneficial. The four variables were the indicators of the extent to which the interventions met the needs of the school-going orphans who were registered under them. Data on the sampled community-based organisation (CBO) are presented first below.

5.4.2.1 Community-based organisation (CBO) picture

Data were sought from the school authorities and the organisation representative on the timeliness of the school fees/levies, stationery and school uniforms programmes, which were implemented by the sampled CBO organisation. In relation to school fees/levies, the data revealed that the organisation representative and school authorities were agreed that sometimes there were delays in the disbursement of the support in relation to the CBO school fees/levies programme. The organisation

representative indicated that the school fees/levies support was 'sometimes on time' and all 5 (100%) school authorities corroborated this rating.

In response to the open-ended question which required an explanation for the lack of timeliness of the programmes, the organisation representative (OR4) had this to say:

We are an intermediary organisation. Some of our funders are UNICEF, Benard Vanleer Foundation, and individuals.... There is a long process of mobilization of funds from bilateral organisations which also rely on their governments for donations. What we get depends on how much amounts they get from their own funders.... There is also bureaucracy interference.

From the organisation representative's explanation, it emerges that the CBO was dependent on donations from a broad spectrum of partnerships, which included bilateral international non-governmental organisations, other civil society organisations as well as individuals. The inference from the organisation representative's explanation is that funds for the programmes were not always guaranteed. Bureaucratic interference also features in the organisation representative's explanation as a cause of delays in the disbursement of support for the educational support programmes, which were implemented by the CBO.

The school authorities echoed the organisation representative by citing dependency on donations and the centralized processing system, which required that everything be finalized at the central office in Bulawayo, as some of the reasons leading to delays in the disbursement of programmes by the CBO. In addition, the economic meltdowns, the hyper-inflationary situation in the country, as well as political interference were cited by some school authorities as factors which caused the delays. For example, SAM5 wrote this: *"This has been due to national economical problems and political interference as well as high inflation rate"*. The political interference might be referring to the period in 2008 when some NGOs restricted their activities

for OVC due to “requests to do so by Government authorities or general concern at current uncertainties” (UNICEF Press Centre, 2008:1).

The study also sought the responses of the three groups of participants on the adequacy of the support from the CBO in relation to school fees/levies, school uniforms and stationery needs of the orphans who were registered under the organisation. From the data, it emerged that the support in relation to school fees/levies needs of the orphans was considered as ‘very adequate’ and ‘adequate’ by the three groups of participants. The organisation representative indicated that the support provided for the school fees/levies needs was ‘very adequate’ and this evidence was corroborated by all the 123 (100%) orphans and 2 (40%) of the school authorities. The majority (60%) of the school authorities rated the support ‘adequate’. From this data, the researcher concluded that the CBO support for orphans’ school fees/levies needs was ‘very ‘adequate’. This meant that the amount that the orphans were supposed to pay as school fees/levies dues was covered fully by the organisation. In this regard, orphans’ needs for school fees/levies were met to a great extent.

The data presented showed that although the CBO support in relation to the fees/levies needs of the orphans was deemed very adequate in the sense that the organisation paid the school fees/levies amount in full, sometimes there were delays in the remittance of the money to the schools. The implication is that the support did not always come at the opportune time to address the orphans’ educational needs. In this regard, the researcher concluded that the CBO support in relation to school fees/levies met orphans’ needs to some extent. This suggested that the programme

had a low efficacy level in enhancing educational opportunities for the orphans who were registered under the CBO.

In relation to stationery needs, the data showed conflicting evidence on the adequacy of the support provided to the orphans between the organisation representative, on one hand, and orphans and school authorities, on the other hand. The organisation representative rated the support in relation to the orphans' stationery needs 'adequate'. However, all the 123 (100%) orphans and the 5 (100%) school authorities rated the support 'inadequate'. Summarily, the reasons given by the school authorities for rating the support for stationery 'inadequate' were that the stationery given to the orphans fell far short of the term and yearly needs of the orphans. SAM1, School Head of a secondary school in the sample of schools under the CBO wrote this in justification of the rating of 'inadequate', *"On average pupils receive 2 exercise books a year, at times plus a pen. Sec. schl ppls will be expected to have about 18 Ex. Bks a year"*. Echoing the same idea SAM4 wrote, *"...stationery that has been supplied to pupils is not adequate for the whole term"*.

The orphans themselves echoed the school authorities that the stationery they were given fell far short of their term and yearly requirements, thus justifying the rating of 'inadequate' for the support they had been given for their stationery needs. The majority indicated that they had received only two to six exercise books in two years. An orphan in Grade 6 (MP42) had this to say, *"I have received six exercise books to date, three in 2007 and three in 2008"*. Another orphan in Grade 7 said, *"So far I have received three exercise books in 2007"*. A third one, in Grade 6 (MP79), said, *"Only six exercise books have been given to me in two years"*. It is thus evident that, while the

CBO had adequately addressed the orphans' needs in terms of the amount required for school fees/levies, the support in relation to stationery needs was 'inadequate'.

On the timeliness variable, data indicated that sometimes there were delays in the disbursement of stationery support for the majority of the schools. The majority (80%) of the school authorities corroborated the organisation representative's evidence that the stationery support was 'sometimes on time'. The remaining 1(20%) school authority rated the stationery support 'never on time'. The data presented reveal that the CBO stationery provision was both inadequate in relation to the quantities given and untimely sometimes.

It is common knowledge that pupils need stationery for their day-to-day learning needs. Thus, if there were delays in the disbursement of stationery and the provision was inadequate when it was eventually received, then it means the programme was not efficacious in enhancing educational opportunities for the orphans. The data show that, on average, the majority of the orphans had received two to six exercise books in two years yet, according to evidence provided by some school authorities, secondary school pupils needed eighteen exercise books a year. The data show a big gap in the provision of basic resources for the education of the children. The evidence that 91.06% of the orphans under the CBO indicated lack of stationery as one of the problems they had faced at school during the time they were assisted by the organisation is further evidence of the meagre provision of stationery (cf. Table 5.5). This scenario smacks of violation of the child's right to education.

The item which sought the respondents' perceptions on the adequacy of the support from the CBO in relation to school uniforms needs was relevant to the organisation representative only since both the orphans and school authorities indicated (in response to the question on the forms of educational support programmes) that the organisation did not provide school uniforms to the orphans. The organisation representative rated the school uniforms support 'inadequate'. The organisation representative's justification for rating 'inadequate' the support given in relation to school uniforms is captured in her utterance, *"Ideally, school uniforms should be provided on an annual basis. Giving the orphan a uniform once in three or more years is not adequate provision for the child's needs"*.

Inferring from the statement that the organisation provided school uniforms "once in three or more years", the researcher takes this to explain why both school authorities and orphans responded "No" to the provision of school uniforms. It is possible that the organisation had provided school uniforms some years ago, but none of the orphans in the particular cohort under study had yet received the school uniforms. This conjecture is strengthened by the fact that both the orphans and school authorities had indicated that at the beginning of year 2009 (outside study period), the organisation had gone around the schools getting orphans' sizes for school uniforms. Whatever the explanation might be, the organisation representative's rating of the adequacy of school uniforms for the sample of orphans for the study was considered invalid as this study established that the school uniforms programme was non-existent for the cohort of orphans.

The study sought data from the respondent/s who cited “other” forms of educational support as a measure of the extent to which these programmes that were unique to the CBO had met the needs of the orphans. Data showed that the following educational support programmes were rated ‘very useful’ by the organisation representative (the only respondent who cited these): a) provision of farming inputs to orphan caregivers; b) water and sanitation programmes for the schools; and, c) resource grants for the development of the schools’ infrastructure such as classrooms. This rating suggested that all three programmes met orphans’ needs to a great extent. From the data, it emerged that, generally, the rest of the “other” forms of educational support programmes which were cited by the school authorities met orphans’ needs to some extent. The data revealed that the majority (60%) of the school authorities rated the textbooks programme ‘sometimes useful’ while the remaining two school authorities rated the programme ‘useful’ and ‘very useful’, respectively. The two school authorities who cited sports equipment rated the programme ‘sometimes useful’. The textbooks programme was part of the resource exchange deal between the CBO and the schools which enrolled the orphans. The indication by the school authorities that the stationery programme met orphans’ needs (textbooks needs) to some extent confirms the shortage of textbooks which emerges from the citation of problems faced by orphans in Table 5.5.

The study further sought the responses of the orphans and school authorities on the extent to which the complete package of the different educational support programmes which were implemented by the CBO were considered beneficial to the orphans. These were the programmes which were cited in the section on the forms, coverage and comprehensiveness of educational support programmes (section

5.3.3). The data revealed that the educational support programmes were ‘sometimes beneficial’ – rated so by all (100%) orphans in concurrence with the majority (60%) of school authorities. This suggested that the complete benefit package was considered to have met orphans’ needs to some extent, suggesting that the package had a low efficacy level in enhancing educational opportunities for the school-going orphaned children who were registered under the CBO.

The rating ‘sometimes beneficial’ implies that the CBO educational support programmes were not considered to be benefitting the school-going orphaned children wholly. It was the researcher’s view that this rating followed logically from the flaws that have been highlighted in relation to the programmes, for example, the lack of timeliness of core school-related programmes, namely, school fees/levies and stationery, as well as the gross inadequacy of the provision of stationery. These flaws show the porosity of the CBO educational support package. The next section presents data on the adequacy, timeliness, usefulness and extent to which the educational support programmes which were implemented by the sampled FBO organisation were beneficial.

5.4.2.2 Faith-based organisation (FBO) picture

The study sought the responses of the three groups of participants on the adequacy of the support from the FBO in relation to school fees/levies, school uniforms and stationery needs. The data revealed that the three groups of participants placed the rating of the FBO support in relation to school fees/levies support into the ‘adequate’ and ‘very adequate’ categories. The organisation representative rated the support ‘adequate’. This rating was corroborated by the majority (83.02%) of orphans. The

majority (66.67%) of school authorities and 9.43% orphans rated the support 'very adequate'. From this evidence, the researcher deduced that the amount that the orphans under the FBO were supposed to pay as school fees/levies was covered fully by the organisation. In this regard the programme was very useful.

There was consensus among the three groups of participants that the FBO support in relation to school uniforms needs was 'inadequate'. The organisation representative (OR1) rated the support in relation to school uniforms 'inadequate.' Similarly, the one school authority (SAB1) who indicated that the orphans at his school were under the school uniforms programme also rated the support 'inadequate'. All the 6 (100%) orphans who were beneficiaries of the school uniforms programme rated the support 'inadequate'. Clearly, the FBO support in relation to orphans' school uniforms needs was 'inadequate'.

To justify the 'inadequate' rating of the support given in relation to school uniforms needs, the school authority who represented the school where some orphans were beneficiaries of the school uniforms programme stated that school uniforms were given only occasionally to the most vulnerable orphans. All orphans who were beneficiaries of the school uniforms programme echoed the explanation given by the school authority that the school uniforms were supplied only once in two or three years. The organisation representative (OR1) gave an all-embracing response to the question which asked him to give reasons for rating 'inadequate' the FBO support in relation to orphans' school uniforms needs. OR1 said that, because of limited financial support which the organisation received from sister churches in America, priority for the FBO organisation was school fees/levies. He said because of limited

financial capacity, the organisation could only manage to buy school uniforms and stationery occasionally for the few beneficiaries who were selected for their extreme vulnerability. *“Donors are not spared of the effect of world recession”*, he said, highlighting the point about limited financial support.

There was consensus among the three groups of participants that the FBO support in relation to orphans’ stationery needs was ‘inadequate’. The data indicated that the organisation representative rated the support in relation to stationery needs ‘inadequate’. This rating was corroborated by the 7 (100%) orphans who were beneficiaries of the stationery programme, as well as the two school authorities who had indicated that orphans at their schools were beneficiaries of the stationery programme. Evidently, the FBO support for orphans’ stationery needs was ‘inadequate’.

In justifying the ‘inadequate’ rating for the support in relation to stationery needs, the two school authorities (SAB1 and SAB3) indicated that stationery was given only occasionally to the most vulnerable orphans, thus corroborating the information given by the organisation representative as alluded to earlier. All the orphans who were beneficiaries of the stationery programme echoed the authorities that stationery was given to them only occasionally, thus justifying the ‘inadequate’ rating for the support..

In addition to rating the adequacy of the support in relation to the programmes which were implemented by the FBO, the study also sought information on their timeliness as an additional variable in creating a picture about the extent to which they met the

orphans' needs. As explained earlier in this section, the timeliness measure was applied only to those programmes which were common (cited under two or more organisations) across the categories of multi-sectoral organisations, namely, school fees/levies, school uniforms and stationery programmes. Data on this variable were sought from the school authorities and the organisation representative only. The data revealed that there were delays in the disbursement of all three programmes. The organisation representative (OR1) rated the support in relation to the school fees/levies programme 'sometimes on time'. This rating was corroborated by 83.33% of the school authorities. Evidently, the support in relation to school fees/levies was 'sometimes on time'. The rating 'sometimes on time' means that sometimes there were delays in the disbursement of the support. In this regard, even though the school fees/levies support was adequate in terms of the amount provided, the delays in the remittance of the amount meant the support only met the orphans' needs to some extent. Put on the efficacy scale, the support in relation to school fees/levies needs was only helpful to some extent, thus suggesting that the FBO school fees/levies programme had a low efficacy level in enhancing educational opportunities for the orphans. The late disbursement of the support meant that, in one way or the other, the educational outcomes were negatively affected.

It also emerged from the data that the FBO organisation representative rated the school uniforms support 'never on time' and his view was corroborated by the one school authority (among the six sampled school authorities under the FBO) who indicated that orphans at his school had received school uniforms. Thus, the evidence showed that the FBO support in relation to orphans' school uniforms needs was 'never on time'. Based on the evidence that the organisation's support in relation

to the orphans' school uniforms needs was 'inadequate' and 'never on time', the researcher concluded that the school uniforms programme did not meet the orphans' school uniforms needs at all. The implication was that the programme was not useful and was thus not efficacious in enhancing educational opportunities for the few beneficiaries who were selected on the basis of their extreme vulnerability.

The data also revealed that the FBO organisation representative (OR1) rated the provision of stationery 'never on time'. One of the two school authorities who answered "Yes" to stationery support rated it 'never on time', while the other one rated it 'sometimes on time'. From this evidence, the researcher concluded that the FBO support for orphans' stationery needs was 'never on time'. Drawing from the evidence that the FBO's support in relation to orphans' stationery needs was 'inadequate' and 'never on time', the researcher concluded that, like the school uniforms programme, the FBO stationery programme did not meet orphans' needs for stationery at all. This implied that the programme was not efficacious in enhancing educational opportunities for the select few orphans who were beneficiaries of the token programme.

In response to the open-ended question which required an explanation for the lack of timeliness of the FBO programmes, the organisation representative (OR1) had this to say:

The project pays for many schools which do not bring fees structure at once....The protocole (sic) of the organisation is long that by the time we pay already fees will be overdue. Taking the money to the schools is not instant for there are many schools.

The inference from what the organisation representative says is that the school authorities were partially responsible for the delays in the disbursement of the

support for the different programmes by delaying to submit the “fees structure”. The “long protocole of the organsation” suggests delays emanating from the bureaucratic system of administration. The organisation representative’s words that it took time for the money to be taken to the different schools suggests limited resources and/capacity on the part of the organisation to facilitate the quick disbursement of the money.

The FBO school authorities cited funding problems emanating from the organisation’s dependency on donor funding and poor administrative capacity as their perceived reasons for the delays in the disbursement of programmes. On dependency on donor funds as a contributory factor to the delays, SAB6 wrote, “*It depends on the budget and the availability of funds. The organisation also depends on donors*”. The poor administrative capacity was inferred from the following words by SAB2:

I think structural problems within the organisation administration and their distance away from the project and constituency cause this (“this” referring to the delay). The Programme officer might be having brilliant ideas and concern because he is always talking to his clients, but those that administer, or disburse the funds might not be that committed or well capacitated.

This finding concurs with the remark made in the Zambia Draft Social Protection Strategy, May 2005 (as cited in Badcock-Walters et al., 2005:45) that meeting the needs of the poorest and most vulnerable is often hampered by challenges in implementation, including poor administrative capacity.

The presentation of data in this section has revealed that, when appraised as separate programmes on the adequacy and timeliness variables, the FBO school fees/levies programme met orphans’ needs to some extent, while the school uniforms and stationery programmes did not meet orphans’ needs at all.

The study also sought data on the extent of the usefulness of the “other” forms of educational support programmes which were identified under the FBO from the respondent/s who cited them. The data obtained were a measure of the extent to which these programmes that were unique to the FBO had met the needs of the orphans.

The data revealed contradictory views on the rating of the ‘extent of usefulness’ of the FBO food packs programme between the orphans, on one hand, and the organisation representative and the one school authority, on the other hand. The organisation representative and the one school authority that cited food packs rated the programme ‘useful’ and ‘very useful’, respectively. On the contrary, two of the orphans who were beneficiaries of food packs rated the programme ‘sometimes useful’ while the remaining one rated it ‘not useful’.

The data revealed that the one beneficiary of soap and clothing from the FBO rated the benefit package ‘sometimes useful’. The rating ‘sometimes useful’ indicates that the orphans who were recipients of the material provisions (food packs; soap and clothing) were yearning for more in terms of these material provisions. Child related organisations are obligated by the UNCRC to ensure the survival and development of children. The data presented here shows that while the authorities believed that the few beneficiaries of subsistence provisions were well catered for, the children felt that they were not adequately provided for (by rating the provisions ‘sometimes useful’). The one school authority who cited the provision of ARVs to HIV positive

orphans rated the programme 'very useful', which meant that the programme met orphans' needs to a great extent.

The study sought to establish the extent to which the complete benefit package of FBO educational support programmes was beneficial to the orphans who were registered under the organisation as an additional measure of the extent to which the programmes met orphans' needs. The responses of the orphans and school authorities on this item are presented below.

The data reflected that all (100%) orphans rated the educational support programmes 'sometimes beneficial'. The data also revealed that the school authorities were split into half on their rating of the extent to which the FBO educational support programmes had been beneficial. Fifty percent (50%) of the school authorities rated the programmes 'sometimes beneficial', while another 50% rated them 'always beneficial'. From this data, the researcher concluded that the FBO educational support programmes were 'sometimes beneficial', which implies that the programmes met the needs of orphans to some extent. This finding was interpreted to mean that the package of programmes had a low efficacy level in enhancing educational opportunities for the orphans who were registered under the FBO.

The rating 'sometimes beneficial' also means that the complete package of the forms of educational support programmes implemented by the FBO was not wholly beneficial. This overall rating of the programmes is an indication that there were flaws in the implementation of the programmes. The flaws included the lack of

timeliness and lack of adequacy of some of the programmes as highlighted in the preceding paragraphs. The next section presents data on the adequacy, timeliness and extent to which the sole educational support programme which was implemented by GOVT was beneficial.

5.4.2.3 Government (GOVT) picture

Data were sought from the school authorities and organisation representative (OR2) on the timeliness of the GOVT School fees/levies programme. The school fees/levies programme emerged as the sole educational support programme that was implemented by GOVT for the population of school-going orphans encompassed in the delineated period of the study. The picture that emerged from the data was that the only support coming from Government in the form of school fees/levies was invariably coming late. Data revealed that the organisation representative rated the school fees/levies support 'never on time'. This rating was corroborated by the majority (66.67%) of the school authorities. Evidently, GOVT support in relation to orphans' school fees/levies needs was 'never on time'.

In response to the open-ended question which required the respondents to give their perceived reasons for the lack of timeliness of the programmes, the organisation representative indicated that bureaucracy had been the major problem causing delays in the disbursement of school fees/levies support. She indicated that there was late disbursement of funds from the Ministry of Finance. The organisation representative went on to explain the delay in the following words, "*The bureaucracy is long – from district level to provincial office up to national office. The response from national office goes through the same channels*". In addition to the bureaucratic system, the

organisation representative cited what she called the monetary policy, specifically citing the cutting of zeros, a characteristic practice at the height of the devaluation of the Zimbabwean dollar, as a reason for the delays in the disbursement of support for the orphans.

The school authorities representing the schools within the Government category also cited the bureaucratic structure and delays at Head Office as some of the reasons (in their opinion) that led to delays in the disbursement of support for the school fees/levies programme. The following response by SAG2 serves to illustrate this reason: *“The allocations at Head office were taking too long. The release of funds was taking too long and sometimes First Term’s allocation would come Third Term”*. In the same vein, SAG6 wrote, *“In my view, the bureaucratic system led to the processing delays of the applications”*. Another reason cited by the school authorities was that, in their opinion, Government had no capacity to raise the funds to sustain the school fees/levies programme. SAG4’s words serve to illustrate this reason: *“I think Government had no money due to economic slump”*. SAG3 echoed this reason by writing: *“The Government seems not to have the capacity to pay levies for these orphans”*.

Essentially, the respondents under GOVT cited the long bureaucratic chains, as well as lack of financial resources as their perceived reasons for the delay in the disbursement of the school fees/levies by GOVT. The implications of this data are similar to those alluded to under the FBO, that is - the need for stakeholders to make an effort to strengthen the financial capacity of the frontline service organisations and break the bureaucratic chains in the organisation’s administrative structure in order to speed up the processing of application documents at the various schools. There is

need for Government to take the lead in sourcing funds for educational support interventions for the orphans from both local and international stakeholders. Article 28, provision 2 of the CRC obligates signatory states to promote and encourage international cooperation in matters relating to education. In terms of this provision, the needs of developing countries are given priority attention. The study also sought to establish the adequacy of the GOVT school fees/levies support programme as an additional measure of the extent to which the programme met the needs of the orphans who were registered under the organisation. Data on this variable are presented next.

Data on the adequacy of the GOVT school fees/levies support was sought from the three groups of participants. The data showed that the organisation representative (OR2), in concurrence with 83.3% of the school authorities, rated the school fees/levies support 'inadequate'. Interestingly, the majority (71.4%) of the orphans rated the school fees/levies support 'adequate', in concurrence with a minority (16.7%) of school authorities. A minority (28.6%) of the orphans rated the support 'inadequate'. The data reflected that the 71.4% orphans who rated the school fees/levies support 'adequate' were all from rural primary schools in the District.

The organisation representative's reasons for rating GOVT support in relation to orphans' school fees/levies needs 'inadequate' are captured in the following quotation, *"There are delays in the disbursement of BEAM funds. When the funds finally come, they cover very few children, and the amount is really insignificant per child"*. The organisation representative's words highlight the flaws of the Government school fees/levies support programme, namely, gross delays in disbursement. The

organisation representative highlighted two grave consequences of the delays in the disbursement of the school fees/levies funds. First, she says that some children who were originally supposed to benefit were left out because of the depreciation in the value of the money (the effect of the hyper-inflationary situation in the country implied). Secondly, the shared amounts did not sufficiently cover the beneficiaries' school fees/levies needs, in terms of the amount required.

The reasons given by the school authorities in justifying the rating of the school fees/levies support 'inadequate' to a great extent corroborate those cited by the organisation representative. SAG1, SAG2 and SAG5 mentioned that BEAM shared amounts per orphan were too small due to delays in disbursement, erratic payment and hyper-inflation in the country. These factors are succinctly captured in what SAG5 said, *"The payment of the school fees has been erratic. When the funds eventually came they were eroded by inflation.... Actually, the funds have been erratic and useless"*. School authority SAG1 also wrote, *"The amounts have been too small to have an impact on the beneficiaries. During recent years of hyper-inflationary trends the amounts have been meaningless"*.

The two school authorities (SAG4 and SAG6) who headed the two secondary schools in the sample of schools in the GOVT category and the Head of an urban primary school (SAG2) indicated that the orphans always had to top up BEAM funds because they did not meet the set amounts for the school fees/levies. The words of school authority SAG2 captured below highlight the key flaws of the Government programme:

The money was never adequate to cover the required fees; hence each orphan often had to top-up on the tuition fees and levies. The last time the funds were disbursed (2006) the amount was equivalent to cents per child. Also, as a school, you wouldn't plan your things on time. We could not budget basing on BEAM funds. The funds were not covering the main activities of the school.

The inference from SAG2's words is that the inadequacy of GOVT support in terms of school fees/levies had a negative impact on educational outcomes in that it upset the budget and the day-to-day running of the schools. Furthermore, two of the school authorities (SAG2 and SAG4) who rated BEAM funds 'inadequate' in relation to orphans' school fees/levies needs indicated that the funds were last received in 2006 at their schools. Apparently, Government had abruptly cut-off support to the orphans.

The orphans who indicated that the school fees/levies support was not adequate comprised all the ten secondary school orphans (GS61-GS70) and the ten orphans from an urban school in the sample of schools (GP1, GP2, GP17, GP22, GP37, GP38, GP41, GP54, GP56 and GP59) under the Government category. In response to the open-ended question which required them to state the reasons for rating the support 'inadequate', the majority of these orphans indicated that Government funds (BEAM funds) had last come in 2006 and although they were still under the BEAM register they had had to pay fees for 2007 and 2008. Some of the orphans indicated that they still owed the school fees for either year 2007 or 2008. At the time of the interviews (Term Two and beginning of Term Three, 2009) some said they owed school fees/levies for both 2007 and 2008. The third reason mentioned by yet another group among the orphans was that BEAM funds usually fell far short of the current fees when they were finally disbursed, thus necessitating a top-up of the fees by the orphans. One Form Four student (GS64) had this to say in justification of the 'inadequate' rating, *"Since I was in Form Two I have been asked to pay my school fees*

because BEAM funds have never been paid on time and I have been hoping for reimbursement when Government pays”.

The view expressed by the orphan, GS64, was corroborated by the Head of the secondary school (SAG4) who justified the rating of ‘inadequate’ for school fees/levies in the following statement, *“The children proceed to Form One on BEAM register, assured of fees. However, once inside secondary school, they have many other unfulfilled needs. Some end up dropping out”.* The inference from the quotation is that, for secondary school orphans, the school fees payment alone is not adequate to meet the multiple needs of the orphans. This finding echoes Kajawu and Mwakiwa (2006) who assert that school fees assistance alone does not necessarily guarantee attendance and retention at school. According to Kajawu and Mwakiwa (2006) the school fees intervention needs to be complemented by other forms of programmes in order to address all the needs of OVC.

It is most likely that the orphans from rural primary schools rated the school fees/levies support ‘adequate’ because it was Government policy that beneficiaries of the BEAM fund should not be sent away from school even when there were delays in the disbursement of the fees. It is evident that as persons in charge of schools where the orphans attended, school authorities felt the negative effects on the educational outcomes because of the delays in the disbursement of the funds. In the light of the evidence that emerged from the data, the researcher concluded that GOVT support for orphans’ school fees/levies needs was ‘inadequate’ due to gross delays in disbursement. On the basis of this rating, the conclusion drawn was that, assessed on the timeliness and adequate variables, the GOVT school fees/levies programme did not meet orphans’ needs. The implication arising from the data is

that the policy which worked in the favour of orphans being kept at school, despite the non-remittance of school fees/levies by GOVT, did not necessarily enhance educational opportunities for the orphans. The general understanding is that quality education cannot be achieved if schools are financially challenged. No “other” forms of educational support were cited by the respondents as coming from GOVT. The GOVT school fees/levies programme was also assessed on the extent to which it was considered to have been beneficial (as a single benefit package). The triangulation of data on the timeliness, adequacy and extent to which the programme was beneficial served to portray a clearer picture on the extent to which the programme met the needs of the orphan beneficiaries. The data on the beneficial variable are presented below.

Data were sought from the orphans and school authorities on the extent to which the GOVT school fees/levies programme (BEAM) was beneficial. From the data, it emerged that, generally, there was agreement between the orphans and school authorities that the GOVT educational support programme was ‘sometimes beneficial’. The majority (71.4%) of orphans rated the educational support programme ‘sometimes beneficial’, while the remaining minority (28.6%) rated the programme ‘not beneficial’. The majority of school authorities (66.7%) corroborated the view expressed by the majority of the orphans that the Government educational programme was ‘sometimes beneficial’, while 33.3% of the school authorities rated the programme ‘not beneficial’. Apparently, the GOVT school fees/levies programme was ‘sometimes beneficial, suggesting that it met orphans’ needs to some extent. This rating was interpreted to mean that the programme was sometimes useful, or helpful to some extent. Data on the timeliness and adequacy measures exposed

gross flaws in the implementation of the programme, which accounted for its low efficacy level in enhancing educational opportunities for the orphan beneficiaries. The next section presents data on the timeliness, adequacy, usefulness and, extent to which the educational support programmes which were implemented by the sampled NGO organisation were beneficial.

5.4.2.4 Non-governmental organisation (NGO) picture

The study sought the responses of the three groups of participants on the timeliness of the support from the NGO in relation to school fees/levies, school uniforms and stationery needs of the orphans who were registered under the organisation. The data showed that, generally, there were delays in the disbursement of these NGO programmes. From the data it emerged that the organisation representative (OR3) rated the school fees/levies support for the orphans 'sometimes on time'. The majority (66.67%) of the school authorities rated the school fees/levies support 'never on time' while 22.22% rated it 'sometimes on time'. Only 11.11% (one) school authority rated it 'always on time'.

With regard to school uniforms, the organisation representative rated the support 'sometimes on time', corroborated by 28.57% of the school authorities. On the contrary, the majority (57.14%) of the school authorities rated the school uniforms support 'never on time'. Only one (14.29%) school authority rated the school uniforms support 'always on time'.

Furthermore, the organisation representative rated the support in relation to stationery needs 'always on time', corroborated by two (22.22%) of the school

authorities. In contrast, the majority (55.56%) of school authorities rated the support 'sometimes on time'.

In response to the open-ended question which asked the participants to say what they thought the reasons for the delay in the disbursement of support in relation to the different programmes were, the organisation representative of the NGO (OR3) gave the following explanation for the delays in the disbursement of support for the school fees/levies programme:

Funds are given on a request basis. For the National Plan of Action for Orphans and other Vulnerable Children, the programme we are on now, UNICEF is the funder. We request funds on the basis of school fees invoices collected from schools. But some schools fail to give us the invoices on time. We have to wait for all schools to submit invoices so that we make our request on the basis of a complete and realistic budget....When the paperwork finally gets to the donor, the donor also takes their time because they are dealing with the whole country. Therefore, generally, there is a backlog in payment.

The NGO representative's allegation that school authorities contributed to the delays in the disbursement of support for the orphans by delaying to submit the school fees invoices was also corroborated earlier by the FBO representative. As in the case of the FBO, the NGO representative also indicated that the NGO depended on funds from international donors such as UNICEF. From what the NGO organisation representative says in the quotation above, it can be inferred that the centralized nature of the administration was also a contributory factor to the backlog in the disbursement of school fees/levies support. In addition to the factors which emerge from the explanation given above, the NGO representative, like the Government representative, also cited what he described as the "chaotic monetary system characterized by the cutting of zeros", as a contributory factor to the delays in the disbursement of support to orphans under the different programmes. "Whenever that

happened (referring to the cutting of zeros), invoices were sent back and the process would start all over again”, he said.

Explaining specifically the delay in the disbursement of school uniforms, the organisation representative had this to say, *“In the past year, it has been very difficult to get school uniforms from suppliers in the local market due to the economic slump. Hence there were difficulties in procuring the school uniforms”*. The evidence given by the NGO organisation representative indicates that the nightmare of goods shortages, a characteristic of the economic downturn in the country, especially in 2007-2008, did not spare the NGOs.

The explanation of the factors leading to the delay in the disbursement of funds for the different programmes given by school authorities under the NGO, in part, echoed the organisation representative’s explanation. The school authorities cited the centralized nature of the administration, the economic slump affecting the country, as well as funding problems emanating from the organisation’s dependence on donor funding, as their perceived reasons for the delays in the disbursement of support by the NGO. What was also interesting to note was the apparent blame shifting game that emerged. While, on one hand, the organisation representative blamed the school authorities for delays in submitting the invoices, on the other hand, the school authorities blamed the organisation representatives for delays in taking the application forms for support to the schools. For example, SAL2 explained, *“Capturing of data is delayed because the routine officer brings data sheets almost on deadlines”*. In addition, some school authorities attributed the delay in the disbursement to delays

by the School Development Committees (S.D.Cs) in pegging school fees/levies.

SAL5's explanation as captured below illustrates this alleged cause:

Delays are sometimes caused by the fact that S.D.Cs. delay in pegging levies. When request forms are sent, it will be already late in the term. The processing and paying out is also delayed. Term One levies ending being payed (sic) in Second or Third Term.

The explanation given by the different participants (for the delays in disbursement of support in relation to the NGO programmes) revealed the flaws in the implementation of the programmes, which served as pointers to the recommendations at the end of the study. From the data presented and discussed above, it emerges that the rating of the timeliness of the NGO programmes, as given by the majority of the school authorities indicated the reality more accurately than the rating by the organisation representative. While both the organisation representative and the majority of school authorities were agreed that, generally, there were delays in the disbursement of the three NGO programmes, data showed that the organisation representative was inclined towards the rating 'sometimes on time', while the school authorities were more inclined towards 'never on time'. The analysis of the data presented above led the researcher to conclude that the NGO support in relation to orphans' school fees/levies and school uniforms needs was 'never on time' while the support for stationery needs was 'sometimes on time'.

The reasons for the delays in the disbursement of the programmes as perceived by the authorities under the NGO to a large extent echo those raised by the respondents under the FBO and GOVT. The revelation that the NGO was implementing the NAP for OVC Programme for the population of orphans involved in the study strengthens the need for Government to take the lead to source funds for

this national programme to achieve its goals. Data on the adequacy of the NGO educational support programmes are presented next.

The data revealed conflicting evidence on the adequacy of the support in relation to orphans' school fees/levies needs from the majority of the school authorities and the organisation representative (OR3), on one hand, and the orphans, on the other hand. The organisation representative, in concurrence with 4 (44.4%) of the school authorities and a minority (16.1%) of the orphans, rated the support 'adequate'. Two (22.22%) of the school authorities also placed the rating of the support into the positive category – 'very adequate'. However, the majority of the orphans (80%) rated the school fees support 'inadequate', corroborated by 3 (33.3%) of the school authorities.

Varied reasons were given by the orphans and school authorities for rating the NGO school fees/levies support 'inadequate'. The majority (61.11%) of the orphans who rated the school fees/levies support 'inadequate' said they had been sent away for non-payment of fees in 2008. Of these, some said they had been sent away during Term Three in 2008 because the organisation had failed to pay school fees for that term while the remainder said they had been sent away during the same period because of non-payment of school fees for the whole of 2008. Another group of orphans stated that sometimes the NGO delayed to pay the school fees and the school authorities demanded that the orphans pay the fees with the promise of a refund when the organisation eventually paid. During the interviews (from June up to the beginning of Term Three, 2009) the researcher learnt that those who had paid for themselves in 2008 had still not been reimbursed. The delay in payment of school

fees/levies by the organisation was corroborated by some of the school authorities. For instance, in justifying the rating of “inadequate” for school fees/levies, school authority SAL2 wrote: “School fees and levies are never disbursed timeously and when they finally come they are eroded by inflation”. School authority SAL8 who also rated the school fees/levies support ‘inadequate’ indicated that in 2008, the beneficiaries did not receive any support from the NGO. School authority SAL3, Head of a rural secondary school, corroborated the evidence by SAL8 by elaborating as follows:

Financial support is inadequate because it is hardly received at our school. The NGO (name supplied) is always giving us a lot of paper work to do but they hardly pay. We are forced to send away pupils on the NGO (name supplied) register for non-payment of fees. Some of the pupils are forced to drop out of school for lack of school fees yet they are on the NGO (name supplied) register. At this school, in 2008, 3 Form 3 pupils dropped out.

From the evidence detailed above, the researcher concluded that the NGO support in relation to orphans’ school fees/levies needs was ‘inadequate’. On the basis of the evidence that the support was ‘inadequate’ due to the delays in disbursement, the researcher concluded that the NGO school fees/levies programme met orphans’ needs to some extent. This was interpreted to mean that the programme had a low level of efficacy in enhancing educational opportunities for the school-going orphans who were registered under the organisation.

Data on the adequacy of support in relation to the school uniforms needs reflect conflicting evidence between the organisation representative, on one hand, and the orphans and the majority of school authorities, on the other hand. From the data it emerged that the organisation representative rated the school uniforms support programme ‘adequate’, supported by a minority (14.29%) of the school authorities. On the contrary, all (100%) orphans who were beneficiaries of the school uniforms programme rated the support ‘inadequate’. This finding was corroborated by the

majority (85.71%) of the school authorities. It was noted that the data given by the organisation representative in relation to the timeliness and adequacy of the school uniforms support was not reconcilable. While the organisation representative gave evidence that it had been difficult for the NGO to get school uniforms from the market in 2008 (on the timeliness variable), on the adequacy variable, he went on to rate the support in relation to orphans' school uniforms needs 'adequate'.

The reasons given by the orphans who were registered under the school uniforms programme for rating the support in relation to school uniforms needs 'inadequate' fell largely into two categories. Twenty-eight (56%) out of the fifty beneficiaries stated that the organisation had never honoured their promise to provide them with school uniforms, while the remaining 22 (44%) mentioned that they had received only one school uniform in three years. In both cases the evidence was corroborated by some of the school authorities who also rated the support 'inadequate'. Two additional reasons given by some of the school authorities for rating the support in relation to school uniforms needs 'inadequate' were that some children were left out in the distribution of the school uniforms and that the school uniforms supplied were not a complete set. For example, SAL5 said, *"The uniforms were not complete as there were no shoes, jerseys, leaving the child vulnerable to cold during winter time"*. From the data, the researcher was led to conclude that the NGO support in relation to orphans' school uniforms needs was 'inadequate'.

Data also revealed that there was contradictory evidence between the organisation representative and the majority of the school authorities, on one hand, and the orphans, on the other hand, with respect to the rating of the adequacy of the NGO's

support in relation to orphans' stationery needs. The data showed that the organisation representative rated the support adequate. Data reflected that the majority (55.56%) of school authorities also placed the rating into the adequate category while 2 (22.22%) rated the support very adequate. On the contrary, the majority – 105 (70%) of the orphans rated the support 'inadequate', in concurrence with 22.22% of the school authorities. The orphans cited two reasons to justify this rating.

All the orphans (70%), regardless of their level of education, who rated the support for stationery needs "inadequate", said that the stationery allocation they received fell short of their term and yearly needs of stationery. This justification was corroborated by the school authorities who rated the support 'inadequate'. Some of the orphans said that they were given stationery not on a continuous basis (as and when they needed it), but occasionally. From the data, the researcher was led to conclude that the NGO support in relation to orphans' stationery needs was 'inadequate'.

The study also sought data on the extent of usefulness of the "other" forms of educational support programmes, which were identified under the NGO by the respondent/s who cited them as a measure of the extent to which these programmes, that were unique to the NGO, had met the needs of the orphan beneficiaries. Data showed that assistance with Birth Certificates acquisition was rated 'useful' and 'very useful', respectively, by the two school authorities who cited the programme. The data also revealed that the three orphans who were beneficiaries of school bags rated them 'useful', while the school authority who headed the school attended by the three beneficiaries of the school bags programme

rated it 'sometimes useful'. It emerged that one of the two school authorities who cited toiletries kits as another form of educational support programme implemented by the NGO rated the programme 'useful', while the second one rated it 'sometimes useful'. The data on the forms and coverage of educational support programmes (cf. section 5.3.3) showed that all three programmes were available to orphans in isolated cases of schools under the NGO. As such, the extent to which the three "other" educational support programmes met the needs of orphans could not be generalised to the activities of the NGO.

Finally, the study sought to determine the extent to which the complete benefit package of NGO educational support programmes met the needs of orphans. To do this, data were sought from the school authorities and orphans on the extent to which the complete benefit package of educational support programmes was beneficial.

It emerged from the data that, generally, there was consensus between the majority of the orphans and school authorities that the NGO educational support programmes were 'sometimes beneficial'. The majority of orphans (93.33%) rated the educational support programmes 'sometimes beneficial', in concurrence with the majority (77.78%) of school authorities. A minority (6.67%) of orphans rated the programmes 'not beneficial' while a minority (22.22%) of the school authorities rated them 'always beneficial'.

The orphans, among them, LS4, LS6, LS7, LS16, LS18,LS22, LS24, and LS27, who rated the educational support programmes 'not beneficial' cited various reasons

(some stated more than one reason) for their rating. LS45, LS46, LS47 and LS55 stated that the organisation had never honoured their promise to buy them school uniforms. LS18, LS22, LS32, LS35, and LS58 indicated that the organisation had not paid school fees/levies for them for the whole of 2008. One Form Three girl (LS18) said, *“Sometimes they go for too long without meeting their promise and I just remain a statistic in their records. They have not paid the fees for the whole of 2008 up to now”*. LS6, LS18 and LS32 mentioned that the organisation had still not refunded the money they had paid as school fees/levies for 2008, while LS22 and LS58 indicated that the stationery supplied was not adequate for their term needs. In addition, LS16, LS7, LS25, LS30 and LS35 stated that since they were registered under the organisation in 2008, they had never benefited under any of the programmes they were registered for.

However, although the evidence from the minority of orphans and school authorities indicated gross flaws in the implementation of the NGO educational support programmes, from the data given by the majority of the respondents, it was apparent that the complete benefit package was ‘sometimes beneficial’, suggesting that the programmes had met orphans’ needs to some extent. This was interpreted to mean that, taken together as a complete benefit package, the NGO programmes had a low efficacy level in enhancing educational opportunities for school-going orphans who were registered under the organisation. Data presented on the timeliness and adequacy of the separate common programmes (school fees/levies, school uniforms and stationery) revealed that the implementation of the programmes was grossly flawed, the flaws impacting negatively on the efficiency and effectiveness of the programmes. With these identified flaws, the complete package of the NGO

interventions could not possibly have scored a better rating. The section which follows synthesises the findings presented in the preceding section on the adequacy, timeliness, usefulness and beneficial measures of the educational support interventions. The aim is to build the multi-sectoral picture in relation to the four aspects which address the key question raised by the study.

5.4.2.5 The multi-sectoral picture

The foregoing sub-section has presented data on the variables which showed the extent to which the educational support programmes (cf. 5.3.3) met the needs of the orphans who were registered under the different categories of multi-sectoral organisations. The three common school-related programmes, namely, school fees/levies, school uniforms and stationery programmes were rated on the timeliness and adequacy measures while the “other” forms of educational support programmes which were restricted to individual organisations were rated on the ‘extent of usefulness’ variable alone. The complete package of programmes which were implemented by each sampled organisation was then rated on the extent to which it was beneficial.

On the adequacy variable, it emerged from the data that, overall, the support that was provided by the multi-sectoral organisations in relation to the school fees/levies needs was adequate in terms of the amount of school fees/levies that was required per child. However, when the organisations were taken as separate entities, the conclusion was that the GOVT and NGO school fees/levies programmes were inadequate because it emerged from the data that these programmes were grossly flawed in terms of timeliness.

On the timeliness variable, data revealed that, generally, there were delays in the disbursement of the school fees/levies programmes, which were implemented by the multi-sectoral organisations. In the case of GOVT and the NGOs, evidence revealed that there were gross delays in the disbursement of the school fees/levies support. On the basis of the evidence on the adequacy and timeliness variables, the picture that emerged was that the school fees/levies programme met orphans' needs to some extent. This implied that the programme had a low level of efficacy in enhancing educational opportunities for the school-going orphans.

The findings further revealed that, assessed as separate educational support programmes, the stationery and school uniforms programmes, which were implemented by the multi-sectoral organisations did not meet the needs of the school-going orphaned children on the variables of timeliness and adequacy. Evidence revealed that the support provided by the multi-sectoral organisations in relation to both stationery and school uniforms needs was invariably inadequate and untimely.

The following was the range of "other" educational support programmes which was implemented by the sampled organisations and was rated on the 'extent of usefulness' variable alone (rated only by the respondents who cited them): a) the provision of farming inputs to caregivers of orphans for food security of the orphans; b) water and sanitation programmes for the schools; c) resource grants for the development of the schools' infrastructure such as classrooms; d) provision of textbooks; e) provision of sports equipment; f) provision of food packs; g) provision of

ARVs to HIV positive orphans; h) provision of school uniforms; i) provision of soap and clothing; j) provision of school bags; k) provision of toiletries kits; and, l) assistance with Births Certificates acquisition.

Evidence showed that the rating of these “other” educational support programmes ranged from ‘sometimes useful’ to ‘very useful’. This means that some of the programmes met orphans’ needs to some extent, while others met orphans’ needs to a great extent. However, because the coverage of the range of these “other” educational support programmes was restricted to individual organisations, the study concluded that the extent to which they met the needs of orphans and, thus, their efficacy in enhancing educational opportunities for school-going orphans, was not generalisable to the operations of the multi-sectoral organisations in Gwanda District. However, their contribution to the complete package of educational support programmes for individual respondents and organisations was significant.

Evidence revealed that, when the separate forms of programmes which were implemented by the multi-sectoral organisations were now taken as complete benefit packages of educational support interventions, they were rated sometimes beneficial, suggesting that they met orphans’ needs to some extent. This rating was interpreted to mean that the complete benefit packages of educational support interventions had a low level of efficacy in enhancing educational opportunities for the school-going orphans, who were registered under the organisations.

Data also revealed that all (100%) secondary school orphans and all (100%) primary school orphans across the four sampled organisations rated the school meals

provided by ZIMPRO and World Vision, respectively, 'very useful', suggesting that the school-wide feeding scheme met orphans' needs to a great extent. The rating meant that the school meals had a high level of efficacy in enhancing educational opportunities for the school-going orphaned children in Gwanda District.

In addition to determining the extent to which the material/physical needs (which incorporate school-related needs) of the orphans were met, as shown in the foregoing section, the study sought to establish the extent to which the psychosocial support interventions which were implemented by the multi-sectoral organisations met the psychosocial needs of the orphans. This served to create a picture of the extent to which the holistic needs of the orphans were met. The next sub-section presents data on the adequacy, usefulness and extent to which the identified forms of psychosocial support programmes were beneficial. The findings on these measures shed light on the extent to which the psychosocial needs of the orphans were met.

5.4.3 Psychosocial support interventions: usefulness, adequacy and beneficial measures

It emerged from data presented on the forms, coverage and comprehensiveness of psychosocial support programmes (cf. section 5.3.5) that, among the sample of organisations, only the CBO and FBO implemented psychosocial support programmes for the school-going orphaned children. The study sought the responses of the three groups of participants on the extent to which the psychosocial support interventions met the needs of the orphans who were beneficiaries of the interventions. This section presents data on the three measures of the extent to

which the interventions met the needs of the orphans, namely, the usefulness, adequacy and beneficial measures of the forms of psychosocial support programmes which were implemented by the CBO and FBO organisations. The extent of the usefulness of each programme was meant to indicate the extent to which the programme was considered to have met the needs of orphans. The rating key accompanying the question (cf. Questions 10, 10 and 11 in the Interview schedule for organisation representatives, Questionnaire for school authorities and Interview schedule for orphans, respectively) was used. Data on the extent of the usefulness variable were considered in combination with the data on the adequacy and the extent to which the interventions were beneficial, to determine the extent to which the interventions had met the needs of the orphan beneficiaries (cf. section 5.4.1 on what the adequacy and beneficial variables entailed). The extent to which the psychosocial needs were met indicated the extent to which the psychosocial support programmes enhanced educational opportunities for the orphans. Data on the CBO are presented first below.

5.4.3.1 Community-based organisation (CBO) picture

The data showed conflicting views among the three groups of participants in the rating of the extent of the usefulness of the psychosocial support programmes, which were implemented by the CBO. Data showed that the organisation representative (OR4) rated all the four psychosocial support programmes which the organisation had implemented (counselling, life skills activities, recreational activities, and peer education) 'very useful'. This was corroborated by 1(20%) of the school authorities. This rating meant that, according to the organisation representative, all four psychosocial support programmes met the needs of the orphans to a great extent.

Another 1(20%) school authority also rated all four programmes positively, by placing the rating into the 'useful' category. The remaining three school authorities who made up the majority (60%) rated each of the four psychosocial support programmes 'not useful'. This rating meant that, according to the majority of the school authorities, the CBO psychosocial support programmes did not meet the orphans' needs at all. From the data, it emerged that all (100%) orphans who were beneficiaries of the psychosocial support programmes rated each of them 'sometimes useful', suggesting that, in their view, the programmes met their needs to some extent.

The data revealed that the provision of psychosocial support for the orphans under the CBO was usually done during a one-day workshop, which was an annual event (cf. reasons in justification for rating the psychosocial support programmes 'inadequate' in next paragraph). Although, according to the organisation representative, psychosocial support for the orphans was supposed to be an on-going community-based process engineered through the Village Orphan Care Committee (cf. section 5.3.5), evidence showed that this approach was not effective (cf. reasons in justification for rating the psychosocial support programmes 'inadequate' in next paragraph).

On the basis of this evidence, the researcher concluded that no ample provision in terms of the four programmes, namely, counselling, life skills activities, recreational activities, and, peer education could be achieved through the one day workshops. The researcher rated the programmes 'not useful', suggesting that they did not meet the needs of the orphans at all. The fact that the rest of the orphans who were not part of the Child Committees who attended the psychosocial support workshops said

they did not receive psychosocial support of any kind was evidence enough that, outside the one day workshops, the community-based approach did not work.

On the adequacy variable, the psychosocial support programmes were taken as three broad psychosocial needs groupings, namely, counselling support needs, social needs and spiritual needs. The data on the adequacy of the support provided to the orphans in relation to counselling support needs and social needs showed conflicting evidence between the organisation representative (OR4) on one hand, and orphans and school authorities, on the other hand. The organisation representative rated the support in relation to counselling support needs 'adequate'. On the contrary, all (100%) orphans who said they had received counselling support rated the support 'inadequate'. All (100%) school authorities corroborated the evidence given by the orphans that the support in relation to counselling support needs was 'inadequate'. Similarly, whilst the organisation representative rated the support provided in relation to social needs 'adequate', all (100%) orphans and all (100%) school authorities corroborated each other's views that the support was 'inadequate'.

In answer to the open-ended question, which required justification for the 'inadequate' rating for the two broad psychosocial support needs groupings (counselling and social needs in the case of the sampled CBO organisation), the majority of the school authorities and the majority of the orphans concurred that the psychosocial support provided to the few (15.45%) orphans came in the form of occasional (usually held once a year) psychosocial support workshops. Some school authorities went further to indicate that it was only the few orphans who were

members of Child Committees (also referred to as Child Forum) who had the privilege to attend and benefit from the occasional once-off psychosocial support workshops organised for the community. For example, SAM1 had this to say:

Organisation must organise the psychosocial support activities in such a manner that they effectively benefit every orphan registered under them in the school. Using the school committees comprising young orphans is not effective. Their forcefulness in carrying issues from other orphans and reporting back issues is doubtful. So it is the committee members who attend the workshops who benefit mostly. Moreover, the workshops are usually held once a year....

This evidence tallies with the picture which emerged from the presentation of data on the forms and coverage of psychosocial support programmes available to school-going orphans (cf. section 5.3.5), which revealed that, out of the total sample of orphan respondents under the CBO (123) only 19 (15.45%) had received psychosocial support. Some school authorities said that the workshops lacked proper organisation which caused some orphans in the Child Committees to miss some sessions. For instance, school authority (SAM5) gave the following evidence:

The organisation seems not to have properly documented schedules for their activities. Sometimes as a school we are just told on short notice that they want to take orphans to a particular place for a workshop, e.g. to a nearby school. Hence sometimes there is a clash between school programmes and workshop days, leading to non-attendance by orphans.

The above citation from SAM5's response agrees with the organisation representative's explanation (cf. section 5.3.5) that, for the psychosocial support programmes, the organisation worked with the Village Orphan Care Committees and they had no direct link with the schools. The inference from the statement by SAM5 is that the lack of coordination between the organisation and the schools jeopardized the orphans' chances of attending the workshops, leading to inadequate provision of psychosocial support. In addition, the majority of the school authorities indicated that the orphans who attended the psychosocial support workshops received group

counselling instead of individual counselling. Thus for that reason, they rated the counselling support 'inadequate'.

Therefore, while the organisation representative believed that the psychosocial support provided to orphans in relation to counselling support needs and social needs was 'adequate', the orphans themselves, as well as the school authorities, indicated that the support was 'inadequate'. On the basis of the evidence given by both school authorities and orphans, which exposed gross flaws in the duration, organisation and implementation of the CBO psychosocial support activities, the researcher concluded that the support provided to orphans in relation to counselling support needs and social needs was 'inadequate'.

From the data presented under the forms of psychosocial support programmes, it emerged that the organisation representative was the only respondent who indicated that the CBO had provided support for spiritual needs (in the form of prayers at the beginning of functions to which orphans were invited). She rated this support 'adequate'. This study considered this rating invalid on the evidence of data from both orphans and school authorities that the CBO did not have a support programme for spiritual needs.

The third dimension which was used to gauge the extent to which the psychosocial support interventions provided by the CBO met orphans' needs was the extent to which they were considered beneficial. Whereas on the usefulness and adequacy variables, the programmes were assessed as standalone single programmes and standalone groupings of programmes, respectively, on the beneficial variable they

were assessed as one complete benefit package of psychosocial support interventions. The data reflected that the CBO psychosocial support programmes were rated 'sometimes beneficial' by the majority (60%) of school authorities and all (100%) orphans.

Thus, using the evidence presented on the three variables, namely, extent of usefulness, adequacy and the extent to which the psychosocial support interventions were beneficial, the researcher concluded that the CBO psychosocial support interventions had met the needs of the few orphans who were beneficiaries of the support to some extent. This implies that, assessed on the extent to which they met orphans' psychosocial needs, the interventions had a low efficacy level in enhancing educational opportunities for the orphans. Data on the responses of the three groups of participants on the extent to which the psychosocial support interventions which were implemented by the sampled FBO organisation met the needs of the orphans are presented next, starting with the usefulness variable.

5.4.3.2 Faith-based organisation (FBO) picture

The data that emerged indicated lack of consensus in the rating of each of the six psychosocial support programmes which were available to the orphans who were registered under the FBO, namely, counselling; camping; life skills activities; recreational activities; peer education; and spiritual activities. The data showed that the organisation representative (OR1) rated each of the programmes, namely, counselling, camping, life skills activities, recreational activities, peer education and spiritual activities 'useful'. This rating meant that, according to the organisation representative, each of the six programmes met orphans' needs to a great extent.

The data also revealed that an overwhelming majority of the orphans (97.67%) rated each of the programmes 'sometimes useful' while the remaining one orphan (2.33%) rated each of the programmes 'very useful'.

It also emerged from the data that the majority (80%) of the five school authorities who indicated that the orphans at their schools were beneficiaries of counselling, camping, life skills activities, recreational activities, and spiritual activities consistently rated each of these psychosocial support programmes 'very useful'. The remaining one (20%) school authority consistently rated each of the same five programmes 'useful'. All three school authorities who indicated that peer education was provided to orphans at their schools rated the programme 'very useful'.

On the basis of the evidence that the provision of psychosocial support for the orphans under the FBO was an event that occurred over a few days (cf. reasons in justification for rating the psychosocial support programmes 'inadequate' in next paragraph), the researcher concluded that the range of activities was 'sometimes useful', in agreement with the orphans who said that the support met their needs to some extent. With regards to counselling, camping, life skills activities, recreational activities, and spiritual activities, it follows logically that not much can be achieved over a few days to meet the needs of children. Psychosocial support should be a continuous process.

On the adequacy variable, the psychosocial support programmes were rated not as standalone programmes, but as three broad psychosocial support groupings, namely, counselling support, social needs and spiritual needs. There was consensus

among the three groups of participants in the rating of counselling support needs of the orphans for adequacy. The organisation representative rated the counselling support 'inadequate'. All (100%) orphans and the majority (60%) of school authorities corroborated the organisation representative's evidence. There was lack of consensus among the three groups of participants on the rating of the adequacy of support in relation to orphans' social needs and spiritual needs. While the organisation representative rated the support in relation to both social needs and spiritual needs 'adequate', all (100%) orphans and the majority (60%) of the school authorities rated the support 'inadequate'.

In justifying their rating of all three broad psychosocial needs groupings, namely, counselling, social needs and spiritual needs 'inadequate', the majority of the school authorities and orphans corroborated each other's evidence that the psychosocial support activities carried out by the organisation were once-off events which usually took place during the annual camping retreats, which lasted a few days (three days as indicated by some respondents). In addition, the school authorities indicated that during these camping retreats, orphans received group counselling instead of individual counselling. The belief that psychosocial support provision was inadequate permeated the responses of the school authorities. For example, SAB5 wrote, *"These children are lonely and they need parental guidance and love which they do not get at home. More psychosocial support programmes are needed for these children"*.

On the basis of the presented evidence, the researcher concluded that the FBO support in relation to counselling support, social needs and spiritual needs was 'inadequate', suggesting that, on the adequacy variable, the FBO support in relation to counselling needs, social needs and spiritual needs did not meet the orphans'

needs at all. The implication of this rating is that the psychosocial support rendered to the orphan beneficiaries in relation to the broad needs groupings was not adequate enough to be beneficial in enhancing educational opportunities for the orphans,, that is, in terms of both primary and secondary educational benefits.

One school authority who indicated the provision of youth clubs to orphans at his school rated these 'very useful'. Similarly, Christmas parties were rated 'very useful' by the one school authority who cited them. On the basis of the data which emerged on the forms of psychosocial support programmes showing that youth clubs and Christmas parties were available to isolated cases of schools and orphans, the researcher was led to conclude that the extent to which these programmes met the needs of orphans could not be generalised to the operations of the FBO organisation. Data on the extent to which the FBO psychosocial support interventions were beneficial are presented next.

In rating the FBO psychosocial programmes as one complete package of psychosocial support interventions on the extent to which they were beneficial, all the 43 (100%) orphans who were beneficiaries of psychosocial support programmes rated them 'sometimes beneficial' and their perceptions were corroborated by the majority (60%) of the school authorities. A minority (40%) of the school authorities rated them 'always beneficial'. Thus, evidence revealed that the complete package of psychosocial support interventions which was implemented by the FBO was 'sometimes beneficial'. This suggests that, taken as a complete benefit package, the programmes had met the needs of orphans to some extent, thus implying that the complete package of FBO psychosocial support programmes had a low efficacy

level in enhancing educational opportunities for the orphan beneficiaries. The section which follows synthesises the findings presented in the preceding section on the usefulness, adequacy and beneficial measures of psychosocial support interventions, in order to build the multi-sectoral picture on these three aspects which answer the main question of the study.

5.4.3.3 The multi-sectoral picture

The data presented in the foregoing section showed consistent conflicting views among the three groups of participants in the rating of the psychosocial support programmes on the 'extent of usefulness' and 'adequacy' variables. The contradictory perceptions were more pronounced between the organisation representatives of the two implementing organisations (CBO and FBO) and the orphans who were beneficiaries of the psychosocial support programmes. In the case of the CBO, while the organisation representative placed the rating of the four psychosocial support programmes, which were available to the orphans who were registered under the CBO (counselling; life skills activities; recreational activities; and peer education) into the 'very useful' category, the orphans were unanimous that the programmes were 'sometimes useful' to them, suggesting that they met their needs to some extent. On the basis of the available evidence, particularly evidence that showed that the provision of psychosocial support by the CBO was inadequate, the researcher concluded that the programmes were 'not useful' in meeting the needs of orphans.

With regard to the FBO, the data that emerged indicated that the organisation representative (OR1) and the majority of school authorities placed the rating of each

of the six psychosocial support programmes which were available to the orphans who were registered under the FBO (counselling; camping; life skills activities; recreational activities; peer education; and spiritual activities) into the 'useful' and 'very useful' categories. On the other hand, an overwhelming majority of the orphans who were beneficiaries of the psychosocial support rated each of the programmes 'sometimes useful'. On the basis of the evidence that the provision of psychosocial support for the orphans under the FBO was an event that occurred over a few days (cf. reasons in justification for rating the psychosocial support programmes 'inadequate' in next paragraph), the researcher concluded that the range of activities was 'sometimes useful', in agreement with the orphans that the support met their needs to some extent.

In relation to the adequacy of the CBO psychosocial support programmes, it emerged from the data that, while on one hand the organisation representative rated the support in relation to counselling support needs and social needs adequate, all 19 (100%) orphans, on the other hand, who were beneficiaries of psychosocial support, in concurrence with all the 5 (100%) school authorities under the CBO, rated the support in relation to both counselling support needs and social needs inadequate. On the basis of the evidence given by both school authorities and orphans, which exposed gross flaws in the organisation and implementation of the CBO psychosocial support activities, the researcher concluded that the support provided to orphans in relation to counselling support needs and social needs was 'inadequate'. It emerged from the data elicited from both school authorities and orphans that the provision of psychosocial support by the CBO entailed a once-off one day annual event.

On the adequacy variable, there was consensus among the three groups of participants that the support provided by the FBO in relation to the counselling support needs of the orphans was inadequate. However, there was lack of consensus among the three groups of participants on the rating of the adequacy of support in relation to the orphans' social needs and spiritual needs. While the organisation representative rated the support in relation to both social needs and spiritual needs 'adequate', all (100%) orphans and the majority (60%) of the school authorities rated the support 'inadequate'. On the basis of the evidence presented, the researcher concluded that the FBO support was 'inadequate', suggesting that, on the adequacy variable, the FBO support did not meet orphans' counselling, social and spiritual needs at all.

It emerged from the data that, rated as complete benefit packages (by the school authorities and the sample of orphans who were beneficiaries of psychosocial support) on the extent to which they were beneficial, the psychosocial support interventions implemented by the two categories of multi-sectoral organisations were considered 'sometimes beneficial'. Drawing from the findings on the three variables, namely, 'usefulness', 'adequacy' and 'extent to which the psychosocial support interventions were beneficial', the conclusion is that the psychosocial support interventions that were implemented by the two categories of multi-sectoral organisations (CBOs and FBOs) met the orphans' psychosocial needs to some extent.

On the whole, the data reflected that, invariably, the organisation representatives of both implementing organisations (CBO and FBO) rated the psychosocial programmes positively, thus painting a picture that the programmes met the orphans' needs to a great extent. The impression created by the consistent contradictory perceptions of the phenomena expressed by the orphans and organisation representatives was that the organisations did not involve the orphans in the planning and implementation of the psychosocial support programmes. This observation creates a picture whereby the participation rights of the orphans were not exercised.

The two preceding sub-sections have presented data to show the extent to which the educational and psychosocial support interventions implemented by multi-sectoral organisations met orphans' needs in terms of adequacy, timeliness, usefulness and the extent to which they were beneficial. The extent to which the interventions met the holistic needs of orphans was a core determinant of the extent to which the interventions enhanced educational opportunities for the orphans. In the next section, data are presented to bring out the picture of the impact of the educational support interventions on orphans' school participation trends. The effect of the educational support interventions on school participation trends was an additional core determinant of the extent to which the interventions enhanced educational opportunities for the orphans.

5.5 The impact of the educational support interventions on school participation indicators

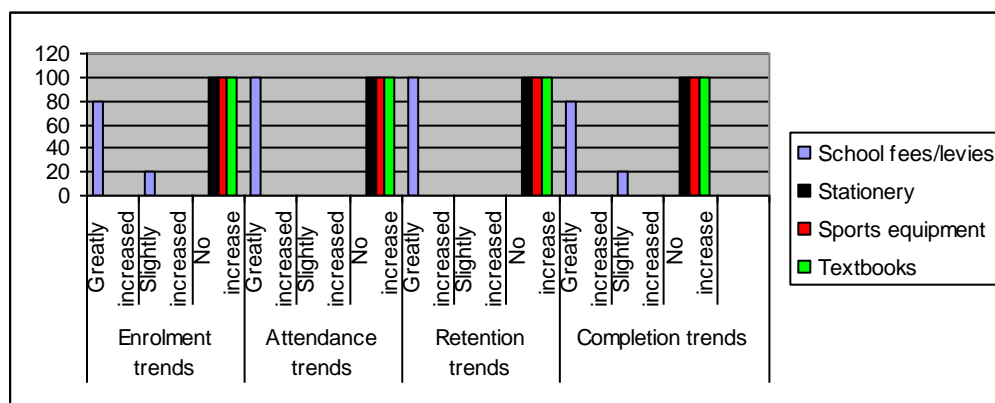
5.5.1 Introduction

The study sought to establish the extent to which the interventions which were implemented by the multi-sectoral organisations increased school participation trends. In this study participation trends refer to enrolment, attendance, retention and completion trends, for school-going orphans. The extent to which the interventions increased the four indicators of school participation indicated the extent to which they enhanced educational opportunities for the school-going orphans. Data on this question was sought from the school authorities. The perceptions of organisation representatives and orphans were not sought on this question because it is the responsibility of school authorities to keep records on pupils' school participation trends. They pass on the information to the organisations which sponsor the orphans. It was hoped that, for this question, the school authorities would actually take time to check the facts (Peil, 1982; Walliman, 2001) before completing the questionnaire instead of giving unfounded opinions. The data for each sampled organisation on each of the four indicators of school participation are presented below.

5.5.2 The effect of the educational support interventions on enrolment, attendance, retention and completion trends per category

The responses of the school authorities on the extent to which the interventions which were implemented by the sampled CBO organisation increased orphans' school participation trends are presented in Figure 5.3 below.

Figure 5.3: Extent to which interventions increased school participation trends (CBO)



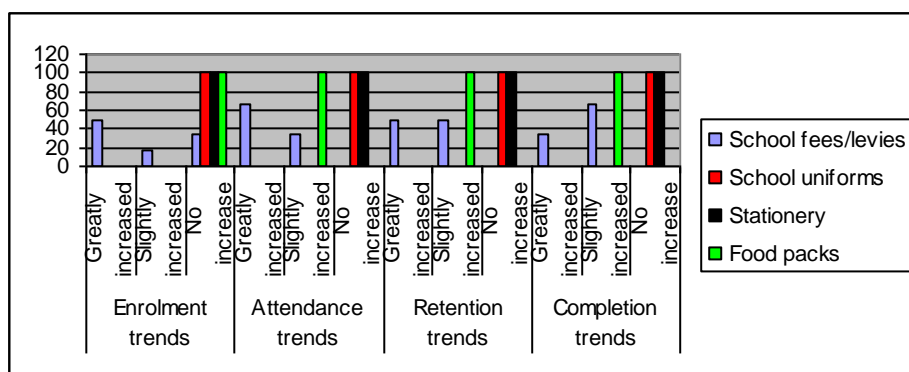
Evidence from Figure 5.3 shows that the CBO school fees/levies programme was considered to have 'greatly increased' all four school participation trends, viz, enrolment, attendance, retention, and completion. The majority (80%) of school authorities indicated that the school fees/levies programme 'greatly increased' both enrolment and completion trends, while the remainder (20%) indicated that the programme 'slightly increased' both enrolment and completion rates. All (100%) school authorities indicated that the school fees/levies programme 'greatly increased' both attendance and retention trends. From the evidence presented, it was concluded that the CBO school fees/levies programme had a 'greatly increased' effect on all four school participation trends. This meant that the support given to orphans in terms of school fees/levies was helpful in enabling the orphans to have access to school, to remain in school and also to complete.

The data shown in Figure 5.3 denotes that all (100%) school authorities indicated that the CBO stationery programme had a 'no increase' effect on all four school participation trends, namely, enrolment, attendance, retention and completion. Evidently, the stationery programme had a 'no increase' effect on the four indicators

of school participation, implying that the programme was not efficacious in enhancing educational opportunities for the orphans.

Data in Figure 5.3 also reveal that 100% (2) school authorities who cited the provision of sports equipment under “other” forms of educational support programmes implemented by the organisation believed that the sports equipment had a ‘no increase’ effect on all four school participation indicators. Similarly, data reveal that all (100%) CBO school authorities were of the view that the provision of textbooks programme which they cited under “other” forms of additional educational support programmes that were implemented by the CBO had a ‘no increase’ effect on all four school participation trends. The implication is that both the sports equipment and provision of textbooks programmes were not efficacious in enhancing educational opportunities for the orphan beneficiaries. The responses of the school authorities on the extent to which the interventions which were implemented by the sampled FBO organisation increased the orphans’ school participation trends are presented in Figure 5.4 which follows.

Figure 5.4: Extent to which interventions increased school participation trends (FBO)



The picture that emerges from the data portrayed in Figure 5.4 is that the FBO school fees/levies programme had a positive increase effect on all four school

indicators, namely, enrolment, attendance, retention and completion, although the extent of the increase was not the same for the different indicators. The data reflect that the majority (50%) of school authorities pointed out that the school fees/levies programme 'greatly increased' orphans' enrolment trends, while 16.67% indicated that the programme had 'slightly increased' the trends. The remaining 33.33% school authorities put the rating at 'no increase'. The data provided has revealed that the school fees/levies programme 'greatly increased' the orphans' enrolment trends.

In addition, the data in Figure 5.4 indicate that the majority (66.67%) of the school authorities revealed that the school fees/ levies programme 'greatly increased' attendance trends, while 33.33% of the school authorities put the extent of the increase at 'slightly increased'. The evidence shows that the FBO school fees/levies programme 'greatly increased' the orphans' attendance trends.

It emerges from Figure 5.4 that there was an equal split of school authorities in the rating of the effect of the FBO school fees/levies programme on retention trends. While 50% of the school authorities indicated that the school fees/levies programme had 'greatly increased' retention trends, an equal percentage (50%) of school authorities put the increase effect at 'slightly increased'. Additional evidence which emerged on the 'adequacy of support versus needs variable (refer to section 5.4.2.2) indicated that, generally, the three groups of participants placed the rating of the FBO support in relation to school fees/levies needs into the 'adequate' and 'very adequate' categories. According to the 'adequacy' rating data as presented in that section, only 7.55% of the orphan beneficiaries rated the school fees support 'inadequate'. On the basis of this additional evidence, the researcher was led to

conclude that the FBO school fees/levies programme had a 'greatly increased' effect on retention trends, which implied that the programme had a high level of efficacy in enhancing retention trends.

The data depict that the majority (66.67%) of school authorities placed the increase effect of the school fees/levies programme on completion trends at 'slightly increased' while 33.33% placed it at 'greatly increased'. Apparently, the FBO school fees programme 'slightly increased' the orphans' completion trends. Overall, the data showed that while the FBO school fees/levies programme had a 'greatly increased' effect on enrolment, attendance and retention, the programme had a 'slightly increased' effect on completion trends. This trend might be an indicator that even if school fees/levies are paid for the orphans, some fail to complete due to other needs that are not catered for.

Data provided by one school authority (indicated as 100% in Table 5.4) who answered "Yes" to the question on provision of school uniforms to orphans show that the FBO school uniforms programme had a 'no increase' effect on all four school participation trends, namely, enrolment, attendance, retention and completion. Similarly, the data from the two (100%) school authorities who answered "Yes" to the provision of stationery show that the stationery programme had a 'no increase' effect on all four school participation trends. Evidently, both the FBO school uniforms and stationery programmes were not efficacious in enhancing educational opportunities for the very few beneficiaries who were selected on the basis of "extreme vulnerability". The implication is that the FBO organisation failed to cater for the best

interests of the children who suffered from extreme vulnerability, contrary to the dictates of the child rights-based theory.

It also emerges from Figure 5.4 that one (also indicated as 100% in Table 5.4) school authority who gave evidence that orphans at the school where he was had received food packs believed that, overall, the FBO food packs programme had a 'slightly increased' effect on the school participation trends of the few select orphan beneficiaries. The data reflected in Figure 5.4 reflect that food packs had a 'no increase' effect on enrolment trends but they had a 'slightly increased' effect on attendance, retention and completion trends.

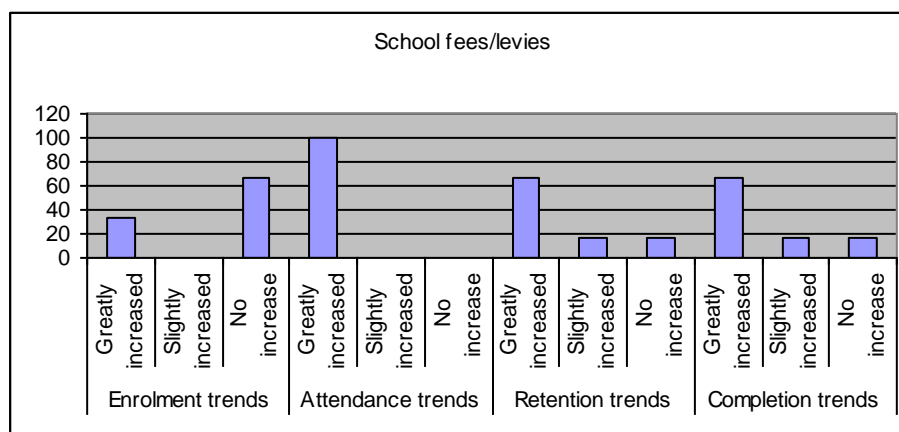
The implication derived from the data is that, on the whole, the food packs programme had a low level of efficacy in enhancing school participation trends. The beneficiaries of the food packs were the extremely vulnerable cases of orphans. The orphans indicated that the programme did not wholly satisfy their needs by rating it 'sometimes useful' and 'not useful'. Since the programme had a low level efficacy in meeting the needs of the orphans, the assumption was that it would not have a significant influence on their school participation.

Furthermore, data revealed that one school authority (SAB6) who cited the provision of ARVs to HIV infected orphans believed that this "other" form of educational support programme had a 'greatly increased' effect on all four school participation trends for the isolated cases of orphan beneficiaries. The implication is that the provision of ARVs to HIV infected orphans was helpful to the few cases of orphans who were beneficiaries of the programme. However, on the basis of the evidence

that the provision of ARVs was limited in coverage of organisations and orphans, the researcher concluded that the efficacy of the programme in enhancing educational opportunities for school-going orphaned children could not be generalised to the activities of the multi-sectoral organisations in Gwanda District.

The responses of the school authorities on the extent to which the interventions which were implemented by GOVT increased orphans' school participation trends are presented in Figure 5.5.

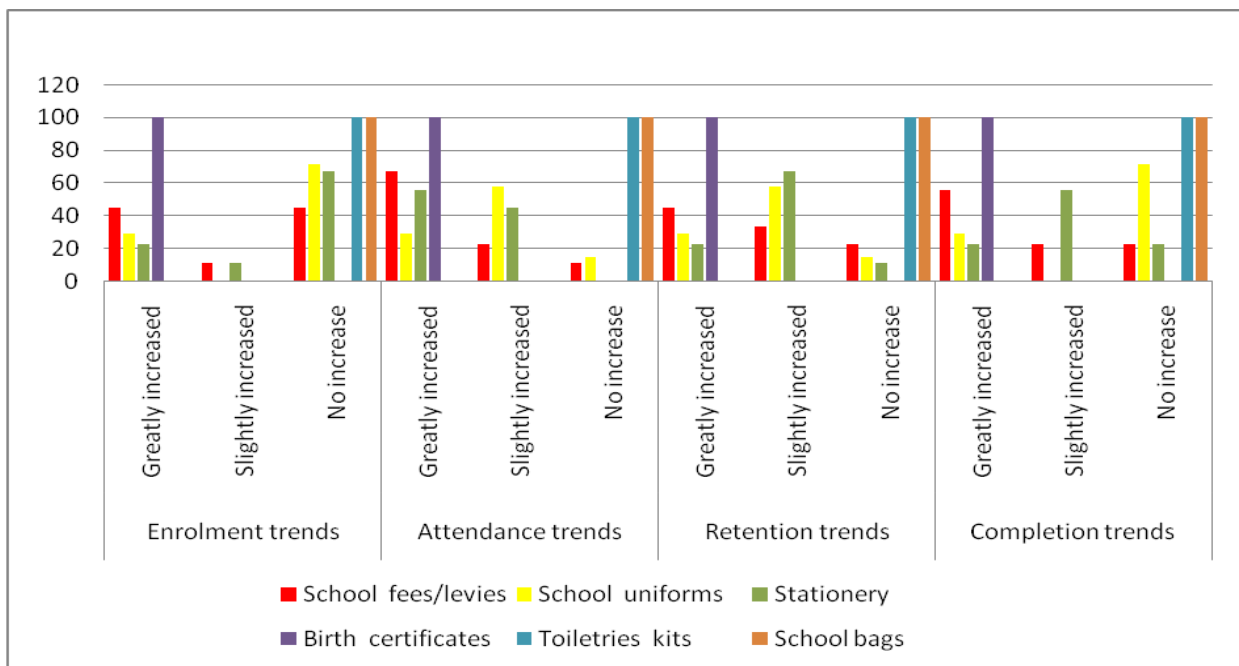
Figure 5.5: Extent to which interventions increased school participation trends (GOVT)



Data in Figure 5.5 reveals that the GOVT school fees/levies programme had a 'greatly increased' effect on attendance, retention and completion trends but a 'no increase' effect on enrolment trends. Sixty-six (66.67%) of the school authorities indicated that the Government school fees/levies programme had a 'no increase' effect on enrolment trends of the orphans, while the remaining 33.33% put the increase effect at 'greatly increased'. The data show that all (100%) school authorities placed the rating of the effect of the school fees/levies programme on attendance trends into the 'greatly increased' category. The majority (66.67%) of the

school authorities indicated that the school fees programme ‘greatly increased’ retention trends, as well as completion trends. A split minority of 16.67% on both sides put the rating for the two school participation indicators at ‘slightly increased’ and ‘no increase’, respectively. Overall, the data reveal that the GOVT school fees/levies programme had a ‘greatly increased’ effect on all school participation trends save for enrolment. The responses of the school authorities on the extent to which the interventions which were implemented by the sampled NGO organisation increased the orphans’ school participation trends are presented in Figure 5.6.

Figure 5.6: Extent to which interventions increased school participation trends (NGO)



The data depicted in Figure 5.6 show that, overall the NGO school fees/levies programme had a ‘greatly increased’ effect on school participation trends. The data show mixed responses from school authorities on the rating of the school fees/levies effect on enrolment trends. Forty-four percent (44.44%) of the school authorities indicated that the NGO school fees/levies programme had ‘greatly increased’ the

enrolment trends, while another 44.44% put the rating at 'no increase'. The remaining one (11.11%) school authority put the rating at 'slightly increased'. The school authority who gave the rating 'slightly increased' definitely removed it from the 'greatly increased' category.

In the light of the many gross flaws that emerged from the data elicited from the majority of the orphans and some of the school authorities on the adequacy variable, the conclusive evidence is that the NGO support for school fees/levies needs was 'inadequate' (cf. presentation of data on this variable and the reasons given in justification of the rating in section 5.4.2.4). One of the reasons which were cited by the majority of the orphans who rated the support 'inadequate' was that the organisation had failed to pay school fees/levies for them for the whole of 2008. It was on the basis of the cross-linking of data that the researcher concluded that the NGO school fees/levies programme had a 'no increase' effect on enrolment trends.

As Table 5.6 reflects, the NGO school fees/levies programme had a 'greatly increased' effect on orphans' attendance trends. Data show that the majority (66.67%) of the school authorities indicated that the school fees/levies programme 'greatly increased' attendance trends, while 22.22% put the rating at 'slightly increased'.

Data captured in Figure 5.6 also show that 44.44% of the school authorities put the increase effect of the NGO school fees/levies programme on retention trends at 'greatly increased', while 33.33% put the rating at 'slightly increased'. The remaining 22.22% of the school authorities put the rating at 'no increase'. It was taken that the

programme 'greatly increased' retention trends. However, the combined percentage of 'slightly increased' and 'no increase' is noticeable. On the adequacy variable, some school authorities under the NGO revealed that some orphans were forced to drop out due to delayed disbursement of the school fees/levies fund from the organisation. This explains the mixed feelings among the school authorities on the effect of the programme on retention trends.

Furthermore, the data reflect that the NGO school fees/levies programme 'greatly increased' the orphans' completion trends. The majority (55.56%) of school authorities put the increase effect of the school fees/levies programme on completion trends at 'greatly increased', whilst 22.22% put it at 'slightly increased' and another 22.22% at 'no increase'. On the whole, the data suggest that the NGO school fees/levies had a 'greatly increased' effect on the orphans' school participation trends.

Data in Figure 5.6 indicate that the NGO school uniforms programme had a 'no increase' effect on orphans' enrolment trends. The majority (71.43%) of the school authorities who indicated that the school uniforms educational support programme was implemented at their schools put the increase effect of school uniforms against enrolment trends at 'no increase', while the remainder (28.57%) put it at 'greatly increased'.

The data show that the NGO school uniforms programme had a 'slightly increased' effect on orphans' attendance trends. The majority (57.14%) of the school authorities put the increase effect of the school uniforms programme on attendance trends at

'slightly increased', while 28.57% put it at 'greatly increased'. The remaining minority (14.29%) put the rating at 'no increase'.

It also emerges from data in Figure 5.6 that the NGO school uniforms programme 'slightly increased' the orphans' retention trends. The majority (57.14%) of school authorities indicated that the school uniforms programme had 'slightly increased' retention trends, while 28.57% of the school authorities put the rating at 'greatly increased' and a minority (14.29%) put it at 'no increase'.

Furthermore, data shown in Figure 5.6 depict that the NGO school uniforms programme had a 'no increase' effect on the orphans' completion trends. The data reveal that the majority (71.43%) of school authorities put the increase effect of the school uniforms programme on completion trends at 'no increase', whilst a minority (28.57%) put it at 'greatly increased'. The cross-linking of the evidence from this question with data on the rating of the NGO school uniforms programme with regards to the timeliness and adequacy variables (cf. section 5.4.2.4) enabled the researcher to conclude that the NGO school uniforms programme had a 'no increase' effect on school participation trends, suggesting that it was not efficacious in enhancing educational opportunities for the orphan beneficiaries.

The data reflected in Figure 5.6 show a mixed rating of the effect of the NGO stationery programme on the four different indicators of school participation by the school authorities. The statistics show that the NGO stationery programme had a 'no increase' effect on orphans' enrolment trends. The majority (66.67%) of school authorities indicated that the stationery programme had a 'no increase' effect on

enrolment trends, while 22.22% put the increase effect at 'greatly increased' and a minority (11.11%) put it at 'slightly increased'. However, the data show that the stationery programme was considered to have 'greatly increased' the orphans' attendance trends. The majority (55.56%) of school authorities put the increase effect of the stationery programme on attendance trends at 'greatly increased' while the remainder (44.44%) put it at 'slightly increased'. Data show that the NGO stationery programme 'slightly increased' the orphans' retention trends. The majority (66.67%) of school authorities put the increase effect of the stationery programme against retention trends at 'slightly increased', while 22.22% put it at 'greatly increased' and the remaining 11.11% put it at 'no increase', respectively.

The data also reveal that the NGO stationery programme had 'slightly increased' the orphans' completion trends. The majority (55.56%) of school authorities put the increase effect of stationery against completion trends at 'slightly increased', whilst 22.22% put it at 'greatly increased' and the remaining (22.22%) put the rating at 'no increase'. Overall, the data presented revealed that, while the NGO stationery programme had 'slightly increased' retention and completion trends and 'greatly increased' attendance trends, clearly, the programme had a 'no increase' effect on enrolment trends.

Data in Figure 5.6 also show that the two (100%) school authorities who indicated assistance with Birth Certificates acquisition as one of the NGO programmes rated the increase effect of the programme against all four school participation trends at 'greatly increased'. In addition, the two (100%) school authorities and one (100%) school authority who indicated the provision of toiletries kits and school bags,

respectively, as “other” forms of educational support programmes implemented for orphans at their schools rated the increase effect of the programmes against all four school participation trends at ‘no increase’.

On the basis of the limited scope (limited coverage of orphans and schools) of assistance with Births Certificates acquisition, provision of toiletries kits and school bags programmes (cf. data presentation in section 5.3.3), the researcher concluded that the effect of these programmes on school participation trends was not generalisable to the operations of the NGO. The section which follows synthesises the findings presented in the foregoing sub-section on the impact of the educational support interventions on school participation indicators, in order to build the multi-sectoral picture on this aspect of the problem of the study.

5.5.3 The multi-sectoral picture

From the data presented on the separate categories of multi-sectoral organisations, it emerged that, generally, the school fees/levies interventions which were implemented by the multi-sectoral organisations had a greatly increased effect on the school participation trends, although the GOVT and NGO school fees/levies programmes had a ‘no increase’ effect on enrolment trends. The data showed that the school uniforms interventions which were implemented by only the FBO and NGO organisations had a ‘no increase’ effect on all four school participation trends. The data also showed that, although generally, the stationery interventions (which were implemented by CBO, FBO and NGO organisations) had a ‘no increase’ effect on all four school participation trends, the NGO stationery programme had a greatly increased effect on attendance trends.

Furthermore, evidence revealed that the NGO assistance with Birth Certificates acquisition programme and the provision of ARVs to HIV infected orphans had a 'greatly increased' effect on all four school participation indicators. Data also revealed that the rest of the "other" forms of educational support programmes, which were cited by school authorities under the different categories of multi-sectoral organisations, had a 'no increase' effect on all four school participation trends of orphans. These "other" educational support programmes were: provision of textbooks, provision of sports equipment, provision of toiletries kits, and provision of school bags. However, on the basis of the evidence that this range of "other" educational support programmes was limited in coverage of both orphans and organisations, the researcher concluded that their efficacy in enhancing educational opportunities for school-going orphaned children could not be generalised to the activities of the multi-sectoral organisations in Gwanda District.

5.6 Summary of the chapter

The findings revealed that the school fees/levies educational support programme was the only programme that covered all school-going orphans within and across the four categories of multi-sectoral organisations. The findings also revealed that, while the stationery programme was implemented by all other categories of multi-sectoral organisations besides GOVT, for two of the implementing categories, namely, the FBO and NGO, the programme was limited in scope because not every orphan who was registered under these organisations was a beneficiary of the programme. From the data, on paper two of the sampled multi-sectoral organisations, namely, the FBO and NGO were implementing the school uniforms programme. However, the

conclusion arrived at on the basis of its being extremely limited in coverage of orphans is that the FBO school uniforms programme was a token intervention.

The findings also revealed that besides the fairly common programmes, namely, school fees/levies, stationery and school uniforms programmes, there were several “other” forms of educational support programmes, which were available to the school-going orphans, but were, however, restricted to the different categories of organisations. The data showed that these “other” interventions were extremely limited in scope in that they covered isolated cases of schools and orphans within the different categories of organisations.

Overall, data revealed that the available package of educational support programmes under each category of multi-sectoral organisations was narrow in scope, in that the programmes were not comprehensive vis-à-vis the multiple needs that the orphans articulated. On the whole, the packages revealed gaps in programming when measured against the standards set by the two model programming frameworks - the integrated basket of support and the Framework for the Protection, Care and Support of Orphans and Other Vulnerable Children Living in A World with HIV and AIDS.

The findings revealed that only two of the sample categories of multi-sectoral organisations (CBOs and FBOs) were implementing psychosocial support programmes for the orphans who were registered under them. The data showed that none of the orphans under GOVT and the NGO were availed with psychosocial support. The data revealed that, among the sample of CBO orphans, only a minority

of the orphans were provided with some form of psychosocial support. Furthermore, the study found that the psychosocial support programmes implemented by the CBOs and FBOs also fell short on the measure of nature and scope, in that the range of programmes provided to the few orphans under the two categories of multi-sectoral organisations did not cover the range of non-economic vulnerabilities, which were cited by the orphans themselves. In this regard, the interventions were not considered comprehensive.

The findings further revealed that, for the different categories of multi-sectoral organisations, the stationery and school uniforms programmes did not meet the needs of the school-going orphans on the variables of timeliness and adequacy. Evidence also showed that the NGO and GOVT school fees/levies programmes were 'never on time'. Thus, the emerging picture was that, assessed on the timeliness variable, the three core school-related programmes did not meet the needs of the orphans at all. Furthermore, the findings showed that, in the main, the organisation representatives, in some cases in agreement with some of the school authorities, rated the different psychosocial programmes positively on the variables of 'usefulness' and 'adequacy'. However, the orphans, also in agreement with other school authorities in some instances, rated the programmes negatively, suggesting that the programmes had not met their needs.

The findings reflected that, overall, the school fees/levies interventions which were implemented by the multi-sectoral organisations had a greatly increased effect on attendance, retention and completion trends. The data showed that for GOVT and the NGO, the school fees/levies programmes had a 'no increase' effect on enrolment

trends. The data also showed that the school uniforms interventions, which were implemented by only the FBO and NGO organisations, had a 'no increase' effect on all four school participation trends. It also emerged from the data that, although generally, the stationery interventions (which were implemented by CBO, FBO and NGO organisations) had a 'no increase' effect on all four school participation trends, the NGO stationery programme had a greatly increased effect on attendance trends.

Furthermore, with the exception of the NGO assistance with the Birth Certificates acquisition programme and the provision of ARVs to HIV infected orphans, the rest of the "other" forms of educational support programmes that were cited under the different categories of multi-sectoral organisations had a 'no increase' effect on all four school participation trends of the orphans. However, on the basis of the evidence that both the assistance with the Birth Certificates acquisition programme and the provision of ARVs to HIV infected orphans as well as the rest of the range of "other" forms of programmes were limited in scope as far as coverage of both organisations and orphans were concerned, it was concluded that their efficacy in enhancing educational opportunities for school-going orphaned children could not be generalised to the activities of the multi-sectoral organisations in Gwanda District.

5.7 Conclusion

This chapter has presented, analysed and interpreted data that depict the picture of interventions by multi-sectoral organisations regarding their nature and scope, the extent to which they met the needs of school-going orphaned children, as well as their impact on school participation indicators. The presentation, analysis and interpretation of data was done under the following broad section headings: forms of

educational and psychosocial support programmes, their coverage and comprehensiveness; determinants of the extent to which the interventions met the needs of orphans; and, the impact of educational support interventions on school participation indicators. For each section, the data for each category of multi-sectoral organisations were first presented, analysed and interpreted separately, followed by a section summary/synthesis capturing the multi-sectoral picture as emerging from the findings on the separate categories of multi-sectoral organisations. In the next chapter, the synthesised findings are re-captured. It is these findings that portray the multi-sectoral picture in relation to each of the four sub-research questions of the study that form the basis of the discussion on the findings.

6 CHAPTER SIX: DISCUSSION OF THE FINDINGS

6.1 Introduction

The purpose of the study was to investigate the efficacy of interventions by multi-sectoral organisations in enhancing educational opportunities for school-going orphaned children in Gwanda District in Zimbabwe. The thrust of the thesis within this purpose was to interrogate whether these interventions addressed holistically the needs and rights of the orphans who were registered under the organisations. The study sample comprised four organisation representatives, who represented the four categories of multi-sectoral organisations, namely, community-based organisations (CBOs), faith-based organisations (FBOs), Government (GOVT) and non-governmental organisations (NGOs), as well as 426 school-going orphans and 26 school authorities drawn from schools which fell under each of these categories of multi-sectoral organisations. The sample of orphans was made up of 10% of the population of each of the four representative organisations.

The main question that the study sought to answer was: To what extent are the interventions implemented by multi-sectoral organisations enhancing educational opportunities for school-going orphaned children in Gwanda District in Zimbabwe? This question was sub-divided into the following four sub-research questions: a) What is the nature and scope of educational support programmes available to school-going orphans? b) What is the nature and scope of psychosocial support programmes available to school-going orphans? c) To what extent do the educational and psychosocial support interventions meet the needs of school-going

orphans? and, d) To what extent do the educational support interventions increase school participation trends for school-going orphans?

The literature review undertaken for the study revealed that there is consensus among authorities that orphans are susceptible to a spectrum of vulnerabilities and that the multiple vulnerabilities point to the nature of the variety of interventions that should be implemented by supporting organisations to address the needs of the orphans. It emerged from literature that holistic programming entails a match between the multiple vulnerabilities and corresponding needs/interventions. Generally, there is consensus among researchers that an integrated basket of support, comprising complementary interventions, should be implemented in order to address the needs of orphans in a holistic way.

The literature review identified and discussed two guiding frameworks for the programming for OVC, which adhered to the view that best practice social protection interventions are those that address all the needs of OVC. The guiding frameworks are: The Framework for the Protection, Care and Support of Orphans and Other Vulnerable Children Living in a World with HIV and AIDS; and, the recommended integrated basket of support. Furthermore, the literature review revealed that there is a large inventory of exemplar educational support programmes that have been piloted in different countries and contexts. The educational support interventions fall into four categories, namely, individual level, school level, family level and community level. Taken together, these interventions form a complementary package which constitutes an integrated basket of support vis-à-vis the multiple vulnerabilities and needs of orphans. It is this inventory of interventions which,

among other measures, served as a reference point in the discussion on the nature and scope of interventions implemented for school-going orphans in Gwanda District. The literature revealed the strengths and weaknesses of the identified educational support programmes in addressing the educational needs of orphans, thus shedding light on best practice interventions, which served to guide discussions and conclusions in this study.

Furthermore, the literature review revealed a wide range of examples of psychosocial support programmes with direct educational benefits or secondary educational benefits for orphans which have been tried and tested in different settings in the African context. Literature states that there is no blueprint for the types of psychosocial support programmes that are most effective. The advice that emerges from literature is that, since psychosocial needs are so broad and involve so many issues, organisations must devise those activities that are most appropriate to their setting.

A key component of the child rights-based approach to programming is a holistic view of children, which corresponds with the view held by the human needs theory, that human needs are a system. In this regard, the two theories which were the guiding frameworks for this study share the view that programming for children should be holistic vis-à-vis their needs/rights. The discussion of the findings which is the focus of this empirical chapter will be embedded within the literature review summarized above and the two complementary theoretical frameworks that guided the study.

In this chapter, the synthesized findings capturing the multi-sectoral picture, as emerging from the findings on the separate categories of multi-sectoral organisations, are re-captured. It is these findings that portray the multi-sectoral picture in relation to each of the four sub-research questions of the study that form the basis of the discussion. The purpose of the discussion is to consider the findings in terms of the literature that was reviewed for the study, as well as the two theoretical frameworks that informed the study. With focus now on the bigger picture – the multi-sectoral picture - the discussion is done basically under the same headings as in the previous chapter. These headings embrace the sub-research questions of the study. The headings are: 1) Forms of educational support programmes, their coverage and comprehensiveness; 2) Forms of psychosocial support programmes, their coverage and comprehensiveness; 3) Educational support interventions: timeliness, adequacy, usefulness and extent to which they were beneficial; and, 4) Psychosocial support interventions: usefulness, adequacy and extent to which they were beneficial; and, 5) Impact of educational support interventions on school participation indicators.

6.2 Forms of educational support programmes, their coverage and comprehensiveness

The study found that the school fees/levies educational support programme was common among all categories of organisations. It was established that the school uniforms programme was implemented by only two of the categories of multi-sectoral organisations, namely, the FBOs and NGOs. The study further found that the stationery programme was implemented by all other categories of multi-sectoral organisations except Government. The study also found that the provision of food

packs was not a popular programme among the multi-sectoral organisations. Food packs were provided in isolated cases of schools under the FBOs.

From the evidence presented in this study, none of the organisations, including Government, which comprised the population of organisations for the study provided school meals to the sample of orphans. This finding conflicts with Richter, Griesel and Rose (2000) who argue that while a school-feeding scheme is too expensive for a government, the strongest justification for the programme is looking at it from a rights-based perspective. Richter, Griesel and Rose (2000) argue that the State has a responsibility to meet the basic needs of children and they believe that providing food at school is one way of meeting the responsibility. Moreover, it has been found that the introduction of school meals, especially in areas of food insecurity, will contribute to keeping children in school (UNICEF & WFP, 2005; UNAIDS, UNESCO & UNICEF, 2004) and will also provide the added benefit of improving the children's nutritional status (UNAIDS, UNESCO & UNICEF, 2004). In addition, school feeding reduces absenteeism and increases the duration of schooling, which, in turn, improves performance, reduces dropout rates, gender gaps and repetition (UNICEF & WFP, 2005). Subbarao and Coury (2004) argue that, although multi-sectoral policies seem to be the most appropriate tools for dealing with access to nutrition services, not all governments are financially ready to provide all children with free access to nutrition services. Could this be the constraint of Government?

However, there was ample evidence to show that other child related organisations which were not part of the population of organisations for this study had consistently and regularly provided school meals on a school-wide basis. It emerged that all the

primary school orphans had received school meals from World Vision, while all the secondary sector orphans had received school meals from ZIMPRO. These two organisations were part of the consortium of child related multi-sectoral organisations operating in the District. However, at the time of sampling they were not among the list of organisations registered at the District Social Welfare Office as partners in the NPA for OVC Programme. The study has explained that, as part of its rationale, it was important to have a picture of the wider social protection that was available to the orphans in the District.

The part played by World Vision and ZIMPRO in providing food programmes to the orphans in the schools in the entire District demonstrates the multi-sectoral approach to the care and support of orphans (cf. Chapter One, section 1.2 for detail on the multi-sectoral approach). This approach is widely advocated for in literature (Connolly, 2008; Family Health International, 2001; SAfAIDS, 2005; UNAIDS, UNICEF & USAID, 2004; UNICEF & WFP, 2005). The multi-sectoral approach is premised on The Framework for the Protection, Care and Support of Orphans and Other Vulnerable Children Living in a World with HIV and AIDS (UNAIDS, UNICEF & USAID, 2004), as a model for responding to the needs of the growing numbers of orphans and protecting their rights (cf. Chapter One, section 1.2 and Chapter Three, section 3.3.2 for details on the Framework). Basically, the multi-sectoral approach was designed to encourage collaborative partnerships among stakeholders concerned with the safety and well-being of orphans (cf. Chapter One, Section 1.2).

However, from a rights-based and needs fulfilment perspective, GOVT and the other categories of multi-sectoral organisations, namely, CBOs, FBOs and NGOs were

expected to augment the efforts of World Vision and ZIMPRO in feeding the orphans (Richter et al., 2000). Davids et al. (2006) also suggest that OVC require access to basic services such as health, education and nutrition from both state services and civil society. It is the researcher's contention that collaborative effort in school-feeding schemes was likely to enhance educational outcomes for the orphans.

In addition to the programmes which were common among the majority of organisations (mentioned under two or more of the sample of organisations), namely, school fees/levies, school uniforms and stationery, the research findings revealed that there were "other" forms of educational support programmes which varied from one organisation to the other. The CBO organisation representative cited three "other" programmes, namely, provision of farming inputs to caregivers of orphans; water and sanitation programmes for the schools; and, resource grants for the development of the schools' infrastructure such as classrooms. UNAIDS, UNESCO and UNICEF (2004) suggest that strategies to help children access education should be directed, not only to orphaned children, but to all vulnerable children. UNAIDS, UNESCO and UNICEF (2004) assert that the efforts need to benefit schools and communities directly.

The three "other" interventions cited by the CBO organisation representative are typical efforts aimed at benefitting all vulnerable children, as well as strengthening the family and community capacities for the benefit of orphans. As has been shown in this study, strengthening family and community capacities are two of the core principles of The Framework for the Protection, Care and Support of Orphans and other Vulnerable Children Living in a World with HIV and AIDS – a core guiding

framework for programming in response to the orphan crisis (Beard, 2007; Carter & Ray, 2007; Roby & Shaw, 2008; UNAIDS Inter-Agency Task Team on Education, 2004; UNAIDS, UNICEF & USAID, 2004). The resource grants/resource exchange initiative is also widely cited in previous research (Hepburn, 2001; Kajawu & Mwakiwa, 2006) under the name 'in-kind support' to schools. According to Kajawu and Mwakiwa (2006), the resource exchange initiative can offer a means of providing formal education assistance to a larger number of children at a cheaper cost in the long run. Similarly, the provision of water and sanitation programmes is cited in previous studies (UNICEF & WFP, 2005) and the argument is that safe water, sanitation and hygiene education in schools have a profound impact on the health of children, on learning as well as on the teaching environment. UNICEF & WFP (2005) argue that promotion of sanitation, hygiene and water programmes in schools is justified because of the potential high risk of disease transmission if facilities are either non-existent or, in a state of disrepair or incorrectly used.

Apparently, the three "other" programmes cited and discussed above were implemented by the CBO only, as part of the resource exchange scheme. The implementation of the family level and community level interventions by the CBOs was a commendable effort aimed at enhancing the educational opportunities for the orphan beneficiaries under this category of multi-sectoral organisations. However, the efficacy of these interventions was not generalisable to the operations of the multi-sectoral organisations in Gwanda District as they were implemented by the CBOs only. The study maintains that, had the resource exchange scheme been implemented on a wider scale in the District, the educational opportunities for a greater population of the orphans would have been enhanced.

The additional “other” educational support programmes which were also unique to the CBO were the provision of textbooks, as well as the provision of sports equipment. The “other” programme which was unique to the FBO was the provision of ARVs to HIV positive orphans. The research findings showed that this programme was implemented in isolated cases of schools under the FBOs only. Other additional educational support programmes which were unique to the NGOs were: the provision of school bags, toiletries kits, and assistance with Births Certificates acquisition. The study found that an isolated number of schools and orphans under the NGO were covered under the provision of school bags, toiletries kits, and assistance with Births Certificates acquisition programmes.

In light of the evidence, which shows a limited coverage of organisations and orphans by the range of the “other” educational support programmes cited under the different multi-sectoral organisations, the study concluded that, measured on the nature and scope variable, their efficacy was not generalisable to the operations of the multi-sectoral organisations in Gwanda District. The researcher’s view was that had all these “other” interventions been implemented on a larger scope, they would have complemented the three school-related interventions, namely, school fees/levies, school uniforms and stationery, thus resulting in a more holistic and efficacious package of educational support programmes available to the population of school-going orphans in the District.

The problems cited by the orphans under the different organisations as captured in Tables 5.5 and 5.6 (cf. Chapter Five, section 5.3.2) represented an outcry by the

orphans that there were multiple unfulfilled subsistence needs that were yet to be met. According to the human needs theory, human needs fall into ten fundamental categories which incorporate subsistence needs (cf. Chapter Two, section 2.3). The human needs theory sees human needs as a system, and, thus, from the perspective of the theory, the fulfilment of the child's right to education is dependent on the fulfilment of all other needs, including subsistence needs. Thus, from the human needs theory perspective, the researcher opines that had the coverage of the range of "other" forms of educational support programmes listed above been wider, the spill off effects would have enhanced educational opportunities for the population of orphans.

The finding that assistance with the acquisition of Births Certificates was limited in scope (only implemented by the NGOs) does not tally with UNICEF (2003) and UNESCO and UNICEF (2007) who contend that births certificates are crucial for every child, as children whose births are not registered risk being denied many of their rights, including educational rights. Of the sample of orphans interviewed in this study, ten (2.35%) indicated that one of the problems they had faced at school was lack of birth certificates (cf. Table 5.5 in Chapter Five, section 5.3.2). Although the statistics appear negligible, from the perspective of both the child rights-based and human needs theories, every individual child matters. Article 7 of the CRC requires that every child be registered immediately after birth (Convention on the Rights of the Child, 1990).

Moreover, in the Zimbabwe National Orphan Care Policy, the Government makes a pronouncement that it is obliged to facilitate the acquisition of birth registration by

orphans (Zimbabwe National Orphan Care Policy, 1999). Yet the study found that it was only the NGOs which implemented the assistance with Births Certificates acquisition programme for the sampled orphans. In the best interests of the children, Government and all other multi-sectoral organisations are expected to assist every orphan to acquire a birth certificate. Government should not pay lip service to the Zimbabwe National Orphan Care Policy, which it formulated for the purpose of promulgating a package of basic care and protection for orphans given the HIV/AIDS pandemic and the consequential high incidence of orphanhood (Zimbabwe National Orphan Care Policy, 1999).

In addition, although empirical evidence was not sought on the matter, the fact that there were some orphans under FBOs who were HIV infected at some schools, the probability is high that HIV infected orphans were there even at other schools which were covered by other organisations. The findings that the provision of ARVs was restricted to isolated schools under the FBOs only seems to suggest that other children were not catered for in terms of their health-care needs. Yet, viewed from the angle of the human needs theory, there is a high correlation between the fulfilment of the child's right to education and the fulfilment of health-related needs. UNESCO (1990) also acknowledges the correlation. In fact, as Table 5.6 (cf. Chapter Five, section 5.3.2) shows, the study found that 13.62% of the sample of orphans revealed that one of the problems they faced at home was that they had no money for health-care services. The implication is that the inclusion of health-care interventions would have widened the scope of interventions that were available to the orphans in the District, thus increasing the efficacy of the interventions in enhancing the educational opportunities for the orphans.

The research findings revealed that the coverage of the school uniforms programmes was poor in that only two categories of multi-sectoral organisations (FBOs and NGOs) implemented the programmes. The scope of the school uniforms programmes was also poor in terms of coverage of orphans because it was found that out of the total sample of 426 orphans, only 56 (13.15%) were receiving school uniforms. These comprised six FBO and fifty NGO orphans (cf. data presented in Chapter Five, section 5.3.3). Apparently, all the six FBO school uniforms beneficiaries were from one school, a rural primary school headed by SAB1. Only this one school authority out of the six who formed the sample of FBO school authorities answered “Yes” to the question whether the orphans at his school had been receiving school uniforms (cf. Table 5.8 in Chapter Five, section 5.3.3). According to data provided by both the school authorities and the FBO organisation representative, the provision of school uniforms by the FBO was restricted to a select few orphans, who were chosen for their extreme vulnerability.

The overall picture that emerged was that except for the NGOs, generally, the multi-sectoral organisations in Gwanda District did not provide school uniforms to orphans. The NGOs also did a poor job as far as coverage of orphans was concerned, thus making the intervention not efficacious in enhancing educational opportunities for the school-going orphaned children who were registered under the NGOs in Gwanda District. The FBOs provided token school uniforms interventions to isolated cases of schools, picking on an insignificant number of extremely vulnerable orphans. Like the NGOs interventions, the FBOs token interventions were not efficacious in enhancing

the educational opportunities for the school-going orphaned children who were registered under the FBOs in Gwanda District.

The importance of school uniforms is underscored in incidents reported by UNICEF (2001) when some orphans were shunned and discriminated against by peers at school because they wore tattered clothes. Cluver and Gardner (2007) also report the results of a qualitative study of orphaned children and caregivers' perspectives on risk and protective factors for the psychological well-being of orphaned children. The results showed that the orphaned children were psychologically distressed and angered by the inability to afford school uniforms, among other compulsory school needs. The present study found that 1.41% of the total sample of orphans for the study reported that they were laughed at by schoolmates for either lack of or for torn school uniforms (cf. Table 5.5 in Chapter Five, section 5.3.2). Although 1.41% is a statistically negligible figure, ridicule can have a negative effect on the well-being of individual children which in turn can have negative effects on school participation and other education indicators. In fact, during the interviews at different schools, the researcher noticed several cases of orphans with torn clothes, including torn school uniforms. The assumption is that the affected orphans did not enjoy optimal learning conditions. The expectation was that all the organisations should have provided school uniforms to every orphan registered under them as a way of curbing incidents of discrimination such as those reported by the orphans who were ridiculed by schoolmates for lack of school uniforms. By failing to avert situations which encouraged discrimination, the organisations acted contrary to one of the core principles of the child rights-based theory – non-discrimination.

The study established that the coverage of the stationery programme was also limited because not all orphans who were registered under the organisations which were providing stationery (CBOs, FBOs, and NGOs), were beneficiaries of the programme. Among the sample of FBO orphans, the data revealed that only 13.21% were beneficiaries of the stationery programme (cf. Table 5.8 in Chapter Five, section 5.3.3). These were a few select orphans chosen for their extreme vulnerability (same criteria used to select school uniforms beneficiaries, as per data given by the FBO organisation representative as captured in section 5.4.2.2. Evidently, the FBO stationery programme was a token intervention, which was not designed to benefit every orphan who was registered under the organisation.

Among the NGO orphans, 83.33% had received stationery, whereas the remaining 16.67% were not beneficiaries of the programme (cf. Table 5.10 in Chapter Five, section 5.3.3). None of the GOVT orphans had received stationery because Government was not implementing the stationery support programme. The research evidence revealed that only the entire sample of CBO orphans (123) was receiving the stationery benefit package (cf. Table 5.7 in Chapter Five, section 5.3.3). The conclusion drawn from this is that, on the rating of the coverage of organisations and orphans, the stationery programme which was implemented by the multi-sectoral organisations was not efficacious in enhancing educational opportunities for the school-going orphaned children in Gwanda District.

The revelation that GOVT was not providing orphans with stationery and school uniforms sounds like Government neglect of orphans. Mupedziswa (as cited in Dhlembeu & Mayanga, 2006:56) insinuates that Government is not making adequate

effort to alleviate the challenges faced by OVC and he warns that a nation can only ignore issues of child development at its own peril. As was alluded to in Chapter One, section 1.2, Zimbabwe is signatory to such global instruments as the CRC, the World Declaration of Education, the ACRWC and MDGs, which has seen it endorsing and affirming the child's right to education. In this regard, the expectation is for Government to take the lead in providing orphans registered under it with basic tools of education such as stationery and school uniforms. How does Government expect the MDGs that relate to education to be achieved if vulnerable children are not provided with the basic school needs?

Moreover, in view of the fact that the child related organisations professed to be guided by the child rights-based theory in the programming for the children by virtue of their being part of the NAP for OVC Programme, the provision of fundamental educational needs such as school uniforms and stationery should have been considered basic entitlements of each orphan to fulfill the child's right to education. The failure by the multi-sectoral organisations to provide some children with these basic school needs amounts to failure by these organisations to create an environment which was conducive to promoting educational opportunities for the orphan beneficiaries, and, therefore, failure to promote the orphans' right to education. One can also deduce from this scenario the failure by these organisations to act in the best interests of the children, as required by the child rights-based theory and also failure to cater for all needs of the child as required by the human needs theory.

The study found that the coverage of the food packs programme was very limited. Only the FBOs implemented the programme. The data showed that an insignificant percentage (5.66%) of orphans from one school under the sampled FBO organisation was provided with food packs. Yet data on the problems the orphans had faced at home indicated that some orphans from all the organisations had inadequate food at home – 30.89% CBO, 58.49% FBO, 37.14% GOVT, and 34.44% NGO, thus giving an average of 36.86% of the total sample of orphans who cited lack of food as a problem they faced at home (cf. Table 5.6 in Chapter Five, section 5.3.2).

On the basis of its limited scope, the study concluded that the efficacy of the food packs programme in enhancing the educational opportunities for school-going orphans was not generalisable to the operations of multi-sectoral organisations in Gwanda District. The multi-sectoral organisations should have included the food packs programme among their package of interventions for the school-going orphaned children as a way of addressing their food needs. This would be in line with Davids et al.'s (2006) recommendation that collaborative partnerships are required for effective nutrition services to OVC.

The foregoing discussion has exposed gaps in programming in relation to the enhancement of educational opportunities for the school-going orphaned children in Gwanda District. UNAIDS, UNESCO and UNICEF (2004) assert that school fees and hidden costs (costs of school needs, e.g. school uniforms, stationery, textbooks) of schooling are often the greatest barriers to schooling. UNAIDS, UNESCO and UNICEF (2004) argue that the challenge of finding resources to pay for school fees

and hidden costs of education increases the orphans' likelihood of experiencing such dire outcomes as dropping out of school, child labour, and forms of exploitation such as survival sex. By failing to strengthen such core school-related interventions such as the provision of school uniforms, stationery and textbooks, the multi-sectoral organisations in Gwanda District risked creating barriers to schooling, and the resultant dire outcomes for the orphans who were registered under them.

The provision of textbooks to the schools should, ideally, be a core programme by multi-sectoral organisations whose aim is enhancing educational opportunities for orphans in Zimbabwe. According to the Minister of Education, David Coltart, most schools in the country are characterised by what he has described as “the shocking textbook ratio in our schools” (Coltart, as cited in *The Zimbabwe News*, Thursday, 10 September, 2009: 17). In this article the Minister announced that he had appealed to UNICEF and donor countries for textbooks to help disadvantaged schools. The appeal by David Coltart is an affirmation of the acute shortage of textbooks in the country. The problem was also articulated by the orphans in Gwanda District as emerged in this study. The appeal by the Minister serves to show that, over the years, the efforts by the organisations that have proliferated in the country have not yielded the desired results in relation to enhancing educational opportunities for the children, who include the orphans.

Seen from the view of the human needs theory, the multiple problems cited by the orphans, which include lack of core school-related materials (cf. Table 5.5 and Table 5.6 in Chapter Five, section 5.3.2) represented the multiple human poverties faced by the school-going orphans. These human poverties represented the gaps in

programming for the orphans in relation to their educational opportunities and also their right to education. The human needs theory holds that the traditional concept of poverty is limited and restricted since it refers exclusively to the predicaments of people who may be classified below a certain income threshold. The proponents of this theory propound that any fundamental human need that is not adequately satisfied reveals a human poverty (cf. human needs theory in Chapter Five, section 2.3).

In addition, the multiple vulnerabilities that affected the orphans as exposed by the orphans themselves stand in stark contrast to the ultimate goal of the two theories of relief and development (the human needs and rights-based theories) which is the improvement in people's quality of life. The child rights-based approach to programming focuses specifically on the improvement of the quality of life of boys and girls under the age of 18 (cf. child rights-based theory in Chapter Two, section 2.2). Essentially, child rights programming involves using the principles of child rights as enshrined in the UNCRC in order to plan, implement and monitor programmes with the overall goal of improving the position of children so that they can fully enjoy their rights. Thus, by failing to provide the orphans registered under them with their basic entitlements in the form of core school-related needs and other material needs which are prerequisite to the fulfilment of the right to education, the organisations were violating the same rights (of the children) whom they professed to be protecting through the relief work they were doing.

From data presented in Table 5.6 (cf. Chapter Five, section 5.3.2), the problems which the orphans faced at home included both economic and non-economic related

vulnerabilities. There is an abundance of studies (Case, Paxton & Ableidinger, as cited in Subbarao & Coury, 2004:14; Dyk, 2005; Poverty Reduction Forum, IDS & UNDP, 2003; SafAIDS, 2004; UNICEF, 2003; World Bank, as cited in Foster & Williamson, 2000:276) that have found that orphans are susceptible to economic vulnerability which is induced by different circumstances in their lives after the death of either of their parents. The list of economic-related problems portrays unmet basic/subsistence needs for the orphans. This confirms the assertion by UNICEF (2003) that a large and increasing number of households with orphans are impoverished to the point where basic needs go unmet. Put against the nature of interventions that were implemented by the multi-sectoral organisations, the list of problems pointed to a lack of a comprehensive package of interventions in relation to the multiple vulnerabilities of orphans.

The combination of economic and non-economic vulnerabilities as problems that affected orphans strengthens the need for comprehensive and holistic support of OVC as raised by Dyk (2005) and International HIV/AIDS Alliance (2003). Dyk argues that the care of OVC should be based on the fulfilment of all their needs using synergistic satisfiers. Dyk's idea of synergistic satisfiers relates to the idea of an integrated basket of support whose goal is addressing all the needs of the child through complementary interventions. The narrow range of interventions which were cited across the majority of organisations (as demonstrated in this section) was largely restricted to the provision of school-related assistance in the form of school fees/levies, school uniforms and stationery. This finding contradicts UNESCO (1990) who show the link between the fulfilment of a child's varied needs and the child's ability to participate actively in education. UNESCO urges societies to ensure that all

learners receive the nutrition, health care, and general physical and emotional support, in order to participate actively in education.

In line with UNESCO's line of thinking, and also guided by Subbarao and Coury (2004) who maintain that there is a synchronous relationship between orphan vulnerabilities and their needs, it is the researcher's view that programmes to strengthen the capacity of families should have been among the range of interventions implemented by the multi-sectoral organisations. The Framework for the Protection, Care and Support of Orphans and other Vulnerable Children Living in a World with HIV and AIDS, discussed earlier, makes it mandatory for child related organisations to implement family level interventions in their efforts to capacitate families to meet the needs and rights of orphans.

Examples of family capacitating interventions which come in a variety of social assistance programmes aimed at strengthening the economic capacity of the household are cited in previous research (Donahue, as cited in Hepburn, 2001:26; Hepburn, 2001; Subbarao & Coury, 2004; Williamson, as cited in Hepburn, 2000: 260). Social assistance in the form of social grants has also been successfully implemented by the South African Government (Badcock- Walters et al., 2005). WERK (2004) contend that the living standard of a child will greatly influence his or her educational outcomes. Therefore, it seems that the interventions that were implemented by the multi-sectoral organisations operating in Gwanda District did not improve the living conditions of the majority of the school-going orphaned children in the District because of their limited nature and scope. It can be concluded from the range of problems cited by the orphans as depicted in Table 5.6 that the living

standard of the majority of the orphans was not conducive to positive learning at school.

As has been noted above, the fact that the problems cited by the orphans in this study were prevalently associated with lack of basic needs suggests that the majority of the orphans were from generally poor households. In this regard, the findings are similar to those in the study by Rusakaniko et al. (2006) which found that in Bulilimamangwe and Chimanimani Districts, the households in which OVC were staying were generally poor. More than three quarters (84%) of the OVC in the study by Rusakaniko et al. mentioned that they did not have enough money for basics such as food and clothing. The poor living conditions of the orphans in Gwanda District, as deduced from the problems cited by the majority of the orphans in the present study, served to strengthen Davids et al.'s (2006) recommendation that OVC require access to basic services such as health, education and nutrition from both state services and civil society. On the contrary, however, evidence discussed above shows that the narrow range of interventions (*vis-à-vis* orphans' needs) which were implemented by the multi-sectoral organisations fell far short of the four integrated levels of social support, namely, protective, productive, promotive and transformative (Badcock-Walters et al., 2005) and hence were not efficacious in enhancing educational opportunities for orphaned school-going children in Gwanda District.

Overall, on the nature and scope of educational support programmes, it was apparent that the school fees/levies was the only programme that covered all orphans under all multi-sectoral organisations. Although a fair number of interventions were cited for each of the organisations, the limited coverage of

orphans by all other programmes besides school fees/levies shows that the programmes were not a comprehensive or holistic support for the population of orphans who were registered under the organisations. The study established that while a number of interventions were cited under all other organisations except for GOVT, the distribution of the programmes among each orphan was very limited. Interventions at the household and community levels were missing from the package of interventions that was available to the greater population of the orphans. The findings of the study also showed that, for such core basic educational needs as school uniforms, stationery and food packs, the greater population of orphans was not catered for.

The lack of comprehensive support for each orphan contradicts Badcock-Walters et al. (2005) who argue that optimal social protection in the education sector should involve the integration of the four levels of support as espoused in the integrated basket of support model. The four levels of social protection are protective measures, preventive measures, promotive measures and transformative measures (cf. Chapter Three, section 3.3.3 for detail on the model). The premise of the integrated basket of support is the view that optimal protection mechanisms and policies are those that address all the needs of particular vulnerable groups at the sectoral, school-community and child-household levels. Such a gamut of interventions was glaringly missing from the service delivery that was provided to the orphans by the multi-sectoral organisations operating in Gwanda District.

Badcock-Walters et al.'s (2005) idea of an integrated basket of support augurs well with both the human needs and child rights-based theories which hold a holistic view

of the child. A holistic view of children requires that programming for children should cater for all their needs. Essentially, proponents of the human needs theory hold that holistic programming for a child should comprise interventions at the level of the individual child, family/household level as well as at community level. Dyk (2005) and International HIV/AIDS Alliance (2003) also subscribe to the concept of an integrated basket of support in the care of orphans and other vulnerable children. They also advise child related organisations to provide long-term, comprehensive and holistic assistance.

From the data, it emerged that the greater majority of orphans across the different categories of organisations were availed with singular satisfiers (cf. detail on the types of satisfiers for human needs as propounded by the human needs theory in Chapter Two, section 2.3) in the form of school fees/levies. Clearly, the orphans under the different multi-sectoral organisations lacked a basket of support, thus signifying lack of optimal social protection by the multi-sectoral organisations.

6.3 Forms of psychosocial support programmes, their coverage and comprehensiveness

The educational opportunities which were inherent in the psychosocial support programmes identified from the data were deduced by relating these psychosocial support programmes to the range of psychosocial support programmes, which were identified in the literature reviewed for the study to see the fit between the former and the prototype of programmes identified in literature. As was demonstrated from the literature review, most psychosocial support programmes availed to the orphans offer opportunities for informal and non-formal (experiential) learning. It was

highlighted in the literature review that, although not directly a special curriculum in itself, psychosocial support is considered one of the special education–related services because it targets an area that affects children’s education (Chitiyo et al., 2008). It was also argued in the literature review that psychosocial support targets pivotal areas in which improvements in those areas may lead to collateral improvements in other areas within a child’s life (Chitiyo et al., 2008). The latter is the view that psychosocial support programmes bring about secondary educational benefits.

The data revealed that, rated on the coverage variable, the psychosocial support interventions were found to be limited and fragmented in the coverage of both organisations and orphans. The data revealed that only two of the categories of organisations (CBOs and FBOs) implemented psychosocial support programmes for the orphans who were registered under them. The findings showed that all the orphans under GOVT and the NGOs were not availed psychosocial support interventions. Data also showed that it was not all the orphans who were registered under the CBOs and FBOs who were beneficiaries of psychosocial support. The study concluded that the range of psychosocial support interventions availed to the orphan beneficiaries under the CBOs and NGOs was not a comprehensive package vis-à-vis the totality of the needs of the orphans. Therefore, under coverage of programmes, it was found that psychosocial support interventions were non-existent for the majority of orphans registered under the multi-sectoral organisations in Gwanda District. This implied that the majority of the orphans registered under the population of multi-sectoral organisations had missed out on the educational opportunities which were inherent in the psychosocial support programmes availed

to their counterparts. The finding about the limited scope of psychosocial support interventions confirms studies (Family Health International, 2001; International HIV/AIDS Alliance, 2003; Nyawasha, 2006) which have found that the care and support for orphans has primarily focused on addressing their material (physical) needs, while relatively few consider the psychosocial effects of losing one or both parents on children. Family Health International (2001) maintains that it is essential that psychosocial support interventions are implemented in a mutually reinforcing manner to provide comprehensive care and support for orphans.

The study established that the psychosocial support programmes common among the two categories of multi-sectoral organisations, which provided psychosocial support to orphans registered under them (CBOs and FBOs) were: counselling, life skills activities, recreational activities, and, peer education. In addition to these four programmes, camping and spiritual activities were implemented by the FBOs only. Owing to limited coverage, the efficacy of these two programmes in enhancing educational opportunities for school-going orphaned children could not be generalized to the operations of the multi-sectoral organisations in Gwanda District. The findings of the study also revealed that, in addition to these programmes which covered a fairly sizeable number of orphans, youth clubs and Christmas parties for orphans were implemented in isolated cases of schools under the FBOs. The research findings showed that youth clubs and the provision of Christmas parties were fragmented and limited in scope in that they affected isolated cases of orphans and schools under the FBOs only. Given this, their efficacy in enhancing the educational opportunities for school-going orphaned children was also not generalisable to the operations of multi-sectoral organisations in Gwanda District.

The psychosocial activities which were common among the CBOs and FBOs, namely, counselling, life skills activities, recreational activities and peer education, as well as the two which were available to the orphans under the FBOs, namely, camping and spiritual activities, largely match the prototype activities in studies done by authorities such as and Chitiyo et al., (2008), Gilborn, et al. (2006), International HIV/AIDS Alliance (2003), Nyawasha (2006), Ruland et al. (2005), Subbarao and Coury (2004), and The World Bank (2002). These studies found that camping and the resultant recreational activities (which include a variety of games and other peer-related activities) involve the learning of life skills through adventure. They also found that recreational activities play a major role in the children's development and ability to release stress and cope better with adversity.

In addition, the cited authorities found that recreational activities motivated and encouraged the orphans, as well as improved their ability to interact with their peers. Chitiyo et al. (2008) found that counselling and spiritual activities equipped orphans with coping strategies. Overall, the cited studies indicate that recreational activities, counselling, and spiritual activities led to good or high psychosocial well-being which in turn led to positive educational outcomes. SAfAIDS (2004) validates the value of the variety of recreational activities by arguing that play offers opportunities for informal education (observational knowledge and adaptational skills), as well as general life skills and general knowledge.

The World Bank (2002) highlights the importance of peer education as an educational support programme by asserting that young people are often more

comfortable discussing such matters as HIV/AIDS and sex with peer educators (for example respected students and colleagues than authority figures). The World Bank further asserts that peer education can lead to behavioural change rather than mere information exchange. Hence, it can also be argued that the CBO and FBO orphans who were beneficiaries of the identified psychosocial support programmes were exposed to similar learning experiences, thus enhancing educational opportunities for them. Conversely, the majority of the orphans who were registered under the multi-sectoral organisations missed out on the educational benefits because they were not taken on board in the provision of psychosocial support interventions.

With regard to the sampled CBO, the study found that only a minority (15.45%) of the sample of orphans were availed with these forms of psychosocial support. This was poor coverage of orphans. Therefore, the majority of the orphans under the CBOs did not benefit from the available package of psychosocial support activities and the inherent opportunities for informal and non-formal education as alluded to above. The study established that the 15.45% orphans who had received psychosocial support from the organisation had been members of Child Forum Committees at the different schools they attended. It was revealed that the Child Forum Committee members at each school occasionally attended psychosocial workshops (organised by the organisation) together with Village Orphan Care Committees. The Child Forum Committee members were supposed to report back information from the psychosocial workshops to the rest of the orphans (at their different schools) supported by the organisation. The study established that, in the true spirit of Child Forum Committees, these committee members were supposed to

carry issues from the orphans at their schools to the workshops, as well as from the workshops to the orphans they represented.

The idea of Child Forum Committees augured well with the participation rights of children as advocated for by the child rights-based theory. In addition, involvement in Child Forum activities exposes children to non-formal learning experiences, thus enhancing the educational opportunities for the children. However, apparently, the strategy was not effective for the orphans under the CBOs as all the orphans who were not committee members indicated that they had not received any form of psychosocial support from the organisation. The study also established that the community-based strategy of psychosocial support provision to the orphans was fraught with organisation and implementation flaws that rendered it ineffective. For example, failure by the organisation to coordinate with schools in the organisation of the psychosocial support workshops constituted a major weakness of the strategy.

It also emerged that 81.13% of the sample of FBO orphans had received psychosocial support, while the remaining 18.87% had not been afforded any form of psychosocial support. This finding revealed that it was not all orphans under the FBOs who were availed with the educational opportunities that are inherent in the forms of psychosocial support programmes, namely, counselling, life skills activities, recreational activities, peer education, camping and spiritual activities, which were implemented by the FBOs. In addition, the study found that all the orphans under GOVT and the NGO had not been availed with psychosocial support. This suggested that, in all, only 14.55% of the total sample of orphans under the multi-sectoral

organisations had received some form of psychosocial support. This was, clearly, poor coverage of the orphans.

Apparently, the majority of orphans under the multi-sectoral organisations was not provided with any form of psychosocial support and thus had missed out on educational opportunities which were inherent in the psychosocial support programmes availed to their counterparts. This finding confirms the claim by Chase et al. (2006) who say that the pragmatic response to children's psychosocial needs is woefully lacking. International HIV/AIDS Alliance (2003) and UNICEF (2004) make it clear that psychosocial support is, according to the provisions of the United Nations Convention on the Rights of the Child (UNCRC) and the African Charter on the Rights and Welfare of the Child (ACRWC), a mandatory right of all children. UNICEF (2004) argues that the recognition of the right to child survival, well-being and development which are spelt out in these two global instruments are in no way limited to a physical perspective. Rather, they emphasize the need to ensure the full and harmonious development of the child, including at the spiritual, moral, psychosocial and social levels (UNICEF, 2004). Therefore, the majority of the orphans under the multi-sectoral organisations were not given opportunities for full and harmonious development since they were not provided with psychosocial support of any kind.

Apart from the limited coverage of organisations in terms of the provision of psychosocial support interventions as well as the limited coverage of orphans by the interventions which were common among the CBOs and FBOs, the study found that the psychosocial support for orphans further fell far short on the nature and scope

scale in that there were no programmes that were synchronous with the non-economic vulnerabilities which were cited by the orphans themselves. It was found that some of the orphans experienced the following non-economic related vulnerabilities: belonging to child-headed families; differential treatment from caregiver's biological children; separation from siblings; long hours of household chores; and, adult responsibilities (Table 5.6). Non-economic vulnerabilities, as challenges associated with orphanhood, are widely documented in literature (Dyk, 2005; Human Rights Watch, 2005; Nziramasanga Commission, 1999; Subbarao & Coury, 2004; UNICEF, 2001; UNICEF, 2003). Such vulnerabilities have been found to have detrimental effects on the educational opportunities for school-going orphaned children. For example, research evidence (Nziramasanga Commission, 1999; Subbarao & Coury, 2004) suggests that the workload of children who become heads of households increases, thus interfering with the child's school participation. A study by UNICEF (as cited by Mushunje & Mafico, 2007:37) found that there were 48 223 children in Zimbabwe who were heads of households caring for 102 233 fellow children. The fact that orphans articulated such vulnerabilities shows that there was need for organisations to implement corresponding psychosocial interventions to address the needs of the orphans who suffered such vulnerabilities.

The orphans who faced vulnerabilities such as those referred to above would have benefited from community care support programmes/approaches modelled on the lines of community care coalitions that are cited in previous research studies, for example, FOCUS Programme (Hepburn, 2001) and FOST Programme (International HIV/AIDS Alliance, 2003) (cf. Chapter Three, section 3.5.1.1). In the foregoing examples, government and other multi-sectoral organisations were responsible for

funding the activities and resources of the community-based programmes. According to Hepburn (2001) and International HIV/AIDS Alliance (2003), community care programmes offer community-based child care services, which enhance school participation for orphaned children who face such vulnerabilities as those cited above. Examples of community-based child-care services are: community monitoring and visiting of affected households; volunteer programmes that provide much needed psychosocial support; community child-care services; provision of relief labour; and respite child care (UNICEF, 2004). Government is also compelled to implement similar programmes for school-going orphaned children in Gwanda District as a strategy for ensuring that affected orphans do not lose educational opportunities.

The study thus concluded that the psychosocial interventions, which were implemented by the two categories of multi-sectoral organisations, were not comprehensive vis-à-vis the orphans' problems/vulnerabilities. This finding vindicates the assertion by Family Health International (2001) that although programmes have responded to the need for psychosocial support, they are often fragmented and lack a comprehensive approach. Using the lenses of Max-Neef et al.'s human needs theory, the greater majority of the orphans who were registered under the multi-sectoral organisations in Gwanda District were suffering from the poverty of unfulfilled needs since the theory holds that any fundamental human need that is not adequately satisfied reveals a human poverty (cf. human needs theory in Chapter Two, section 2.3). According to the categories of fundamental human needs as propounded in the human needs theory (cf. Chapter Two, section 2.3), the greater majority of the orphans suffered multiple psychosocial human poverties, namely,

participation, leisure, and transcendence poverties since they were not provided with any form of psychosocial support. These human poverties show the deprivation the orphans suffered in terms of both direct and indirect educational benefits that are inherent in different forms of psychosocial support activities.

In the light of the foregoing discussion, the study concluded that, rated on coverage, the psychosocial support programmes were limited and fragmented in the coverage of both organisations and orphans. The study concluded that on the comprehensiveness variable, the range of psychosocial support interventions availed to the orphan beneficiaries under the CBOs and NGOs were not a comprehensive package vis-à-vis the totality of the needs of the orphans who were registered under these categories of multi-sectoral organisations. In the next section, the discussion focuses on the synthesized findings on the extent to which the identified educational support programmes met the needs of the orphans.

6.4 Educational support interventions: timeliness, adequacy, usefulness and extent to which they were beneficial

The study established that, measured against the determinants of ‘timeliness’, ‘adequacy’ and ‘extent to which the identified educational support programmes had been beneficial’, the educational support programmes which were common among the multi-sectoral organisations (cited across two or more of the sampled organisations), namely, school fees/levies, school uniforms and stationery programmes, had met the needs of orphans to some extent. This pointed to a low level of efficacy in enhancing the educational opportunities for school-going orphaned children in Gwanda District in Zimbabwe.

The study found that, rated on the variables of 'timeliness' and 'adequacy', on the whole, the school fees/levies programmes implemented by the multi-sectoral organisations met the needs of the orphans to some extent. However, GOVT and NGOs programmes had major flaws. Thus, the conclusion arrived at, in terms of 'timeliness' and 'adequacy', is that the school fees/levies programmes implemented by the multi-sectoral organisations had a low level of efficacy in enhancing educational opportunities for school-going orphaned children in Gwanda District.

The study found that there were delays in the disbursement of the school fees/levies programmes implemented by the multi-sectoral organisations. In the case of GOVT and the NGOs, evidence revealed that there were gross delays in the disbursement of the school fees/levies support. The reasons which commonly featured among the participants representing the different categories of organisations as causes of the delays in the disbursement of the school fees/levies programmes (in most cases the same reasons applied to all other programmes) were: dependency on donations; and, the centralized/bureaucratic system. The finding about the lack of timeliness of programmes due to dependency on donations reinforces the assertion by SAfAIDS (2004) that governments in Southern Africa are poor in terms of resources and thus they rely heavily on funding and other help from donors and NGOs to provide essential services, including education, health and social welfare, to children. The same finding also confirms Human Rights Watch (2005) which asserts that often, international funding fails to reach organisations in a timely or effective manner. Regarding the bureaucratic system as a cause of delays in the disbursement of programmes, WERK (2004) also found that one of the major problems in the

implementation of the Free Primary Education Programme in Kenya was too much bureaucracy in getting the funds from the Kenyan Government.

Other reasons cited as leading to delayed disbursements in this Zimbabwean study were lack of administrative capacity, limited resources on the part of organisations to facilitate the disbursement of the benefit packages, the chaotic monetary system in the country, particularly the repeated cutting of zeros, and, lack of capacity on the part of organisations, particularly GOVT, to pay the school fees/levies due to the economic slump. The finding on the lack of capacity by GOVT to pay school fees/levies concurs with the assertion by SAfAIDS (2004) that governments in developing countries lack sufficient financial resources to play an effective role in mitigating the impact of HIV/AIDS on children. It was pointed out in the background to the study that the NPA for OVC, under whose auspices the population of multi-sectoral organisations for this study was operating, was promulgated to mitigate the impact of HIV/AIDS on children. The implication is that GOVT and all other partners involved in the implementation of the NPA for OVC should make vigorous efforts to source funds from both local and international communities. The reference to the chaotic monetary system and the economic slump is an indicator of the economic downturn that the country experienced during the time covered by the study.

There was also blame shifting, in some cases. The organisation representatives and school authorities blamed one another for delaying the disbursement of the benefit packages. In certain instances, the blame was laid on the School Development Committees (S.D.Cs). This indicates that there is need for the three players, namely, organisation representatives, school authorities and S.D.Cs to come together and

agree on how each player could possibly improve the efficiency of the service delivery. The overall implication is that if there were delays in the disbursement of the school fees/levies, then, the assistance did not reach the orphans timeously enough to address their educational needs. For instance, in the case of the NGOs, the research findings revealed that the organisation went for the whole of 2008 without remitting school fees/levies for the majority of the orphan beneficiaries until the schools sent them away for not paying.

Clearly, such a scenario indicates that the orphans' education was sometimes disrupted because of the delays in the disbursement of the fees by the NGOs. This situation shows that the programme was grossly flawed. In the case of the GOVT school fees/levies programme, evidence showed that the support was erratic. In addition, it emerged from the data that in some schools the school fees/levies funds had last been disbursed in 2006, which was two years back at the time of collecting data. Clearly, the GOVT and NGOs school fees/levies programmes had major flaws which contravened the child rights-based principle of best interests of the child.

On the adequacy of the support by the multi-sectoral organisations in relation to the school fees/levies needs, the study concluded that, on the whole, in terms of the amount involved, the support provided by the multi-sectoral organisations in relation to the school fees/levies needs was adequate. However, the gross flaws in terms of timeliness earned the GOVT and NGOs programmes the rating 'inadequate' as standalone programmes. It was found that there was overwhelming evidence from all three groups of respondents that the CBO school fees/levies support was 'adequate' to "very adequate". However, this was in contrast to the GOVT and NGO school

fees/levies programmes which were rated 'inadequate' by some of the respondents. The findings of the study revealed that while the majority of orphans rated the GOVT school fees/levies support 'adequate', the majority of the school authorities corroborated the evidence by the organisation representative that the support was 'inadequate'. Similarly, the NGOs school fees/levies programme was also rated 'inadequate' by the majority of the orphan beneficiaries.

One of the reasons given by the GOVT representative and the school authorities in justifying the rating of the GOVT school fees/levies programme (BEAM) 'inadequate' was that BEAM funds had last come in 2006, implying that GOVT had gone for two years without meeting its commitment of supporting the orphans. In addition, the school authorities indicated that the combined effect of the gross delays in the disbursement of the fees and the hyperinflationary situation rendered the school fees/levies "useless" and "meaningless" when they were finally paid. Both the organisation representative and the school authorities revealed that when the money was finally paid, it was inadequate to cover the amount of fees required per child. The organisation representative described the amount per child as "insignificant" while one school authority said the amount was "equivalent to cents". Similarly, in justifying their rating of the school fees/levies support 'inadequate', the NGO orphans indicated that they had been sent away from school during Third Term 2008 because the organisation had failed to pay their fees for the whole of 2008.

Apparently, both GOVT and the NGOs lacked the financial capacity to meet their commitment of paying school fees/levies for the orphans. The study established that both organisations had abruptly stopped paying the fees. This finding confirms

Hepburn (2001) and Kajawu and Mwakiwa (2006) who claim that direct sponsorship is costly and may not be financially sustainable in the long run. The revelation by the GOVT representative and school authorities that there were gross delays in the disbursement of the GOVT school fees/levies funds and that when the funds finally came the shared amounts per orphan were too small due to hyperinflation echoes Hepburn (2001) and Kajawu and Mwakiwa (2006). These authorities argue that one of the disadvantages of subsidizing school-related expenses through direct payment is that in a hyperinflationary environment, only a small number of vulnerable children benefit. More significantly, the difference in service delivery by the CBOs, on the one hand, and GOVT and the NGOS, on the other hand, serves to confirm the advantages of the non-cash payment scheme (in-kind support/resource exchange scheme) versus the traditional direct assistance scheme (Kajawu & Mwakiwa, 2006).

The study established that the CBOs educational support scheme fell under the resource exchange scheme, while GOVT and the NGOs implemented the traditional direct assistance scheme. Kajawu and Mwakiwa (2006) posit that in the traditional direct assistance scheme, when school fees or levies are increased by a wide margin, the number of children that would benefit from a given amount of fees would be smaller than those who were benefitting before the review. On the contrary, the in-kind support offers a means of providing formal education to a larger number of children, and in the long run, at a cheaper cost (Kajawu & Mwakiwa, 2006). The researcher gathered evidence from both the GOVT representative and school authorities that when GOVT (BEAM) funds finally came, the school authorities had to choose between sharing small amounts among all the beneficiaries and cutting down on the number of original beneficiaries to increase the benefit amount. Evidence

revealed that, in most cases, the former option was the popular one. This explains the “top-up” fees that some GOVT orphan beneficiaries, as well as the school authorities referred to. The concept of top-up fees referred to the extra amount that the orphans were required to pay to supplement the amount paid by GOVT, which did not meet the amount charged as school fees.

The picture that is emerging from the foregoing discussion is that the schools that were under GOVT and NGO categories were short-changed in terms of school fees remittances. The quality of education is influenced by the financial resources that a school has. Some school authorities under GOVT revealed that the schools’ budgetary plans were upset by delayed remittances of GOVT fees. From the perspective of the human needs theory, the GOVT and NGOs school fees/levies programmes were pseudo- satisfiers (cf. types of satisfiers for human needs as set out in the human needs theory in Chapter Three, section 2.3) in the sense that the promise of assistance with school fees/levies was appealing to the orphans. However, the organisations were failing to meet the needs of the orphans until, in the case of those children under NGOs, the children were sent away from school. In this respect, the promise of assistance generated a false sense of satisfaction in the orphans. This signified failure by the organisations to act in the best interests of the children.

The study found that the school uniforms programmes which were implemented by the two categories of multi-sectoral organisations – the NGOs and FBOs - did not meet the orphans’ needs at all, suggesting that the programmes were not efficacious in enhancing educational opportunities for the school-going orphans in Gwanda

District. The findings of the study were that the school uniforms programmes were generally 'never on time' and the support in relation to the school uniforms needs of the orphans was 'inadequate'. In fact, the FBO school uniforms programme was, in essence, a token intervention in the sense that it was provided to isolated cases of orphans in isolated FBO schools. According to both the organisation representative and the school authorities, the select few orphan beneficiaries of the programme were orphans chosen for their extreme vulnerability. Apparently, the organisation failed to meet even the needs of these few most vulnerable orphans. This finding confirms that there is deepening orphan vulnerability despite the proliferation of organisations that have responded to the problem of the orphan crisis (Dhlembeu & Mayanga, 2006; Mushunje & Mafico, 2007; Zimbabwe National Plan of Action for Orphans and other Vulnerable Children, 2004).

The reasons that were advanced by the FBO and NGO organisation representatives and school authorities as explanation for the delays in the disbursement of the school uniforms support were the same as those cited and discussed above in relation to school fees/levies. The additional reason cited in relation to school uniforms was the shortage of goods in the market due to the economic downturn. Delayed disbursement meant that the expected assistance in the form of school uniforms support did not reach the orphans on time. This lack of efficient service delivery meant that the support was not as helpful as it would have been had it been received in good time. UNAIDS, UNICEF and USAID (2004) caution that, while outside funding and material assistance are needed, it is important to ensure that its timing and continuity does not have a detrimental effect on government incentive, community solidarity, or local initiative. The importance of school uniforms and the

negative impact of lack of school uniforms on pupils were discussed under the forms, coverage and comprehensiveness of educational support programmes (section 5.3.3).

The reason given by one FBO school authority heading the school where some orphans were beneficiaries of school uniforms to justify the rating of the school uniforms support programme as 'inadequate' was that the school uniforms were given only occasionally. The FBO orphans stated that they were given school uniforms after two or three years, to justify a rating of 'inadequate'.

Similar reasons were given by the respondents under the NGO. Both the orphans and the school authorities under the NGO revealed that the organisation had failed to honour their promise to provide school uniforms to the orphans. In addition, the school authorities and orphans corroborated each other's evidence that the school uniforms were supplied once in two or three years. Evidence from some of the school authorities also revealed that the NGO supplied incomplete school uniforms. These school authorities said that there were neither jerseys nor shoes in the uniforms package, and thus the children were vulnerable to cold weather in winter.

This researcher confirmed the evidence of the school authorities because the interviews with the orphans were carried out during a very cold winter. Some orphans were bare-footed on the cold classroom floors and others were shivering from exposure to the cold since they had neither jerseys nor shoes. This was a clear case of the infringement of the children's right to clothing (Article 27 of the CRC). Further, this researcher observed that some of the orphans were wearing old and

torn school uniforms. From the reasons given by both orphans and school authorities in justifying the rating of 'inadequate', for the school uniforms support programme, it was apparent that the support provided by the NGO fell far short of the needs of the orphans. Moreover, the evidence that the organisation had failed to honour their promise to provide school uniforms means that the organisation raised children's hopes but failed to deliver the service. This is another case of pseudo-satisfier (cf. human needs theory, Chapter Two, section 2.3).

The study found that, measured on the 'timeliness' and 'adequacy' ratings, the stationery programmes which were implemented by the three categories of multi-sectoral organisations, namely, CBOs, FBOs and NGOs did not meet the orphans' needs at all, suggesting that, rated on the two variables, the stationery programmes were not efficacious in enhancing educational opportunities for the school-going orphans in Gwanda District. The findings of the study were that the support provided by the multi-sectoral organisations in relation to both stationery and school uniforms needs was invariably inadequate and untimely. There was overwhelming evidence from both orphans and school authorities that the stationery supplies given to the orphans under the different organisations fell far short of their term and yearly needs for stationery. In the main, the data pointed to an outcry by the orphans that the stationery supplies were inadequate.

For the orphans under the CBOs, there was ample evidence that, on average, the orphans had received between two and six exercise books in two years. Evidence that emerged from the school authorities was that secondary school pupils required an average of eighteen exercise books per year, thus pointing to the gross under-

provision in relation to the orphans' stationery needs. For both the FBOs and NGOs, the orphans and school authorities corroborated each other's evidence that the stationery was supplied occasionally, implying that the orphans did not get the stationery as and when they needed it. Yet stationery is a core resource which students need for their day-to-day schoolwork. Therefore, if the stationery was supplied late and was also inadequate, the assumption is that the programme was not helpful in enhancing educational opportunities for the orphan beneficiaries.

The picture that emerges is that, generally, the multi-sectoral organisations failed to provide the orphans adequately with the basic tools of education. In the case of GOVT there was absolutely no provision of these basic tools. GOVT provided orphans in terms of school fees/levies only. The scenario emerging about the activities of the multi-sectoral organisations is one whereby each organisation did relief work its own way, thus confirming The International Programme Group (2005) which observed that there is no blueprint on operationalising rights-based approaches. The International Programme Group argue that the lack of such a blueprint has led to different organisations coming up with different visions of how to carry out relief work and, in some cases, the approaches do not constitute an ordered and comprehensive approach to development.

As emerged from the evidence on the forms, coverage and comprehensiveness of educational support programmes, the study found that, in addition to the school fees/levies, school uniforms, and stationery programmes, there were "other" programmes which were restricted to individual categories of organisations and, in some cases, limited to isolated cases of schools as well as isolated cases of orphans

in these schools. The following is the range of the programmes: a) the provision of farming inputs to caregivers of orphans for food security of the orphans; b) water and sanitation programmes for the schools; c) resource grants for the development of the schools' infrastructure such as classrooms; d) provision of textbooks; e) provision of sports equipment; f) provision of ARVs to HIV positive orphans; g) provision of school uniforms; h) provision of soap and clothing; i) provision of school bags; j) provision of toiletries kits; k) assistance with Births Certificates acquisition; l) provision of stationery.

Evidence showed that the rating of the "other" educational support programmes which were cited across the sampled organisations ranged from 'sometimes useful' to 'very useful'. This meant that some of the programmes met the orphans' needs to some extent while others met the orphans' needs to a great extent (as rated by the respondents who cited them). It was found that these "other" forms of educational support programmes were once-off types of assistance. With regard to assistance in the form of school uniforms, stationery, soap and clothing, the benefit packages involved very small quantities of material support occasionally given to isolated cases of orphans. Apparently, the additional support was not only small in terms of quantity but in terms of coverage of orphans as well as coverage by organisations. Therefore, the extent to which these "other" forms of educational support programmes met the needs of orphans and thus their efficacy in enhancing educational opportunities of school-going orphans was not generalisable to the operations of the multi-sectoral organisations in Gwanda District.

The study found that, rated as complete benefit packages and not as separate programmes (by the entire sample of the orphans), on the extent to which they were beneficial, the educational support programmes implemented by the multi-sectoral organisations were deemed 'sometimes beneficial'. Clearly, the flaws which were highlighted in relation to the coverage, timeliness and adequacy of the separate programmes, as demonstrated in the preceding discussion, influenced the respondents to rate the complete benefit packages of educational support interventions 'sometimes beneficial'. This rating signified the general porosity of the benefit packages, as well as the gaps in programming in relation to the orphans' varied needs. Therefore, the study concluded that, measured against the determinants of 'timeliness', 'adequacy' and 'extent to which the identified educational support programmes had been beneficial', the educational support programmes which were implemented by the multi-sectoral organisations had met the needs of the orphans to some extent. This pointed to a low level of efficacy in enhancing the educational opportunities for school-going orphaned children in Gwanda District in Zimbabwe.

The research findings discussed in the preceding section point to apparent failure by the multi-sectoral organisations, which are operating in Gwanda District to honour their promises to assist the school-going orphaned children in providing their basic school needs in terms of school fees/levies, school uniforms and stationery. Failure to provide the basic educational needs was tantamount to failure by the organisations to enhance educational opportunities for the orphans. This finding confirms the widespread scepticism about the long-term future of rights-based approaches as raised by some critics (Cave, 2005; Theis, 2005). Cave (2005:8)

poses the crucial question: Is the rights-based approach just the latest development fad and Utopian dream with no chance of becoming mainstream practice? Cave (2005) and Theis (2005) caution relief and development practitioners to be wary of using the rights-based approach rhetoric without tangible changes taking place in practice. The evidence that came out in this study is that most of the interventions which were implemented by multi-sectoral organisations did not constitute mainstream practice in relation to the provision of the varied needs of school-going orphaned children in Gwanda District.

6.5 Psychosocial support interventions: usefulness, adequacy and extent to which they were beneficial

Using the three determinants, namely, 'extent of usefulness', 'adequacy' and 'extent to which the psychosocial support interventions had been beneficial', the study concluded that the interventions that were implemented by the two categories of multi-sectoral organisations (CBOs and FBOs) had met the orphans' needs to some extent, thus implying a low level of efficacy in enhancing the educational opportunities for the school-going orphaned children who were registered under these categories of multi-sectoral organisations in Gwanda District in Zimbabwe.

In addition, the study found that youth clubs and Christmas parties were implemented in isolated cases among the schools under FBOs (from the data on the nature and scope of programmes). Therefore, their efficacy in enhancing the educational opportunities for the school-going orphaned children was not generalisable to the operations of multi-sectoral organisations in Gwanda District.

The study found that, rated as separate packages of programmes on the two variables – ‘extent of usefulness’ and ‘adequacy’, the psychosocial support interventions which were implemented by the two categories of multi-sectoral organisations (CBOs and FBOs) were considered not to have met the orphans’ needs at all. This suggested that the interventions were not efficacious in enhancing educational opportunities for school-going orphaned children who were registered under these categories of multi-sectoral organisations. The findings of the study indicated that, rated as complete benefit packages (by the school authorities and the sample of orphans who were beneficiaries of psychosocial support) on the extent to which they were beneficial, the psychosocial support interventions implemented by the two categories of multi-sectoral organisations were considered ‘sometimes beneficial’. Thus, using the three determinants, namely, ‘extent of usefulness’, ‘adequacy’ and ‘extent to which the psychosocial support interventions had been beneficial’, the study concluded that the psychosocial support interventions that were implemented by the two categories of multi-sectoral organisations (CBOs and FBOs) had met the orphans’ needs to some extent. This implied that the interventions had a low level of efficacy in enhancing the educational opportunities for the school-going orphaned children who were registered under these categories of multi-sectoral organisations in Gwanda District in Zimbabwe.

With regard to the usefulness of the psychosocial support programmes, the findings were that each of the CBOs psychosocial support programmes, namely, counselling, life skills activities, recreational activities, and peer education, were ‘not useful’. This implied that, assessed on the extent of usefulness variable, the programmes did not meet the orphans’ needs at all, suggesting that they were not efficacious in

enhancing educational opportunities for the school-going orphans who were registered under the CBOs. It was found that the FBOs psychosocial support programmes, namely, counselling, camping, life skills activities, recreational activities, peer education and spiritual programmes were 'sometimes useful'. This implied that the programmes met the orphans' needs to some extent and thus had a low level of efficacy in enhancing educational opportunities for the school-going orphaned children who were registered under the FBOs in Gwanda District. On the adequacy of the programmes, the findings of the study were that the support given to orphans by the CBO in relation to the broad psychosocial support needs, namely counselling and social needs (embracing recreational activities, peer education and life skills), was 'inadequate'. Similarly, the study found that the FBO support in relation to counselling support, social needs and spiritual needs was 'inadequate'.

The research findings showed that only a few CBOs orphans who were members of the School Committees had been availed psychosocial support through attendance of psychosocial support workshops. These were represented by the 15.45% who answered 'Yes' to the provision of psychosocial support (cf. Chapter Five, section 5.3.3). Moreover, from the evidence that emerged, it seemed that there was no proper coordination between the organisations and the school authorities when it came to the organisation of the psychosocial support workshops. The representative of the sampled CBO organisation revealed that for the psychosocial support activities, the organisation worked with the Village Orphan Care Committees and not with the school authorities. As part of their justification for rating the support in relation to counselling and social needs 'inadequate', the CBOs school authorities argued that this kind of arrangement was not effective because sometimes the

schools were told at short notice that the orphans in the School Committees were supposed to attend a workshop. According to the school authorities, sometimes when the short notice arrangement was made, some orphans did not attend the workshops because of a clash between the school activities and the planned workshop. Therefore, it seemed that while the organisation representative thought that the psychosocial workshops were an effective arrangement for the psychosocial support of the orphans, from the evidence provided by both the school authorities and the orphans, they were not. There was inadequate provision of psychosocial support for the few orphans who were members of the School Committees.

To justify the rating of 'inadequate' for the programmes, both the FBOs and CBOs school authorities and orphans corroborated each other's evidence that the psychosocial support provided to orphans came as once-off annual events. In the case of CBOs, the annual events were the psychosocial support workshops, while for the FBOs these once-off events were in the form of annual retreat camps. As was alluded to in the discussion under the nature and scope of psychosocial support programmes, psychosocial support programmes are a mandatory right of all children, including orphans.

In relation to educational opportunities, the study has highlighted that psychosocial support programmes are valuable either as direct educational benefits or secondary educational benefits. The argument held is that, although not directly a special curriculum in itself, psychosocial support is considered one of the special education-related services because it targets an area that affects the children's education. From the research findings that showed that for both the CBOs and FBOs

psychosocial support activities were once-off yearly events, it was deduced that the orphans were getting a very small dosage of the “special education-related services” that are inherent in the variety of psychosocial support activities.

In addition, the reason cited by the school authorities under the FBOS in justification for rating counselling support ‘inadequate’ was that, during these annual retreat camps, the orphans received group counselling instead of individual counselling sessions. This finding confirms the weaknesses of the group counselling approach as captured by International HIV/AIDS Alliance (2003), which asserts that some children do not feel comfortable with sharing their problems in a group (with their peers), but they prefer individual sessions. Apparently, the orphans under the FBOs were not availed individual counselling sessions and, therefore, the counselling was deemed inadequate.

International HIV/AIDS Alliance (2003) underscores the value of counselling for orphans by asserting that early intervention is vital and that we should not assume that children can always cope. International HIV/AIDS Alliance advises that different approaches to counselling for children need to be explored. The scenario as captured by the findings in this study showed that the counselling support provided to the orphans was inadequate since counselling sessions took place during the once-off annual events. This was worsened by the fact that this counselling support was for whole groups, for both the CBOs and FBOs.

The study thus concluded that orphans were not equipped with adequate coping strategies and other secondary benefits that go with counselling as a special

education-related service. Moreover, the FBO organisation representative, who also concurred with the school authorities that the counselling support was inadequate, explained that, in view of the financial constraints, the priority of the FBOs was school fee/levies assistance. This finding confirms Shumba et al. (2007) who found that generally, in Zimbabwe, orphaned pupils were not receiving psychosocial support at school to enable them to cope with their psychosocial problems. Thus, Shumba et al. (2007) recommended that schools should have qualified psychologists to offer the required psychological support services to orphans so as to enable them to participate meaningfully in school.

As emerged from the discussion under the nature and scope of interventions, the orphans under the different categories of multi-sectoral organisations articulated a host of non-economic problems that they were experiencing as orphans. These problems were: belonging to child-headed households, adult responsibilities, differential treatment from caregiver's biological siblings, separation from siblings and emotional and physical abuse. The list of problems demonstrated the need for psychosocial support for the orphans. Clearly, the magnitude of psychosocial support needed by the orphans could not be met during the once-off annual events that were the practice amongst both CBOs and FBOs. Thus, the study found that, as separate programmes, and rated on the 'extent of usefulness' and 'adequacy' scales, the psychosocial support programmes had not met the needs of orphans at all, suggesting that they were not efficacious in enhancing educational opportunities for the orphans.

However, when rated as a complete package of psychosocial support programmes, on the 'extent to which they had been beneficial', the psychosocial support programmes implemented by each of the two categories of multi-sectoral organisations were found to have been 'sometimes beneficial', suggesting that they were considered to have met the orphans' needs to some extent. Using the three determinants, namely, 'extent of usefulness', 'adequacy' and 'extent to which the psychosocial support interventions had been beneficial', the study concluded that the interventions that were implemented by the two categories of multi-sectoral organisations (CBOs and FBOs) had met the orphans' needs to some extent. This implies a low level of efficacy in enhancing the educational opportunities for the school-going orphaned children who were registered under these categories of multi-sectoral organisations in Gwanda District in Zimbabwe.

It can be argued that the rating "sometimes beneficial" logically followed in view of the flaws of the individual programmes that were highlighted under the 'adequacy' variable. By rating the psychosocial support programmes 'sometimes beneficial' the respondents were, in a way, indicating that more should have been done in the provision of psychosocial support for the orphans. It was also this researcher's view that more could be done by the multi-sectoral organisations to make their psychosocial support services more efficacious. For example, organisations could utilize teachers to improve the efficacy of psychosocial support programmes (Human Rights Watch, 2005; International HIV/AIDS Alliance, 2003; UNICEF, 2004). Human Rights Watch (2005) advises that international agencies and donors could sensitize teachers to the needs of orphans, train teachers or guidance counsellors to address bereavement issues, support school-based peer education groups and liaise with

community-based organisations to identify the most vulnerable children. It is the view of Human Rights Watch that such strategies could turn schools into child-friendly environments, and thus motivate orphans to attend schools regularly.

UNICEF (2004) argues that teachers have a critical role to play in providing emotional support to school-aged children, while International HIV/AIDS Alliance (2003) also advises that teachers and religious leaders should be trained to counsel bereaved children before and after parental death. Utilising teachers would ensure that orphans receive psychosocial support on a more frequent basis instead of waiting for the once-off annual events. In fact, the MOHET-VVOB Cooperation Programme (2008-2013) whose thrust is the proposed OVC Programme (cf. Chapter One, section 1.11), aims to produce teachers with competencies and attitudes to address the needs of orphans and other vulnerable children so as to ensure their development, safety and well-being. The research findings of this study justify the urgent need for the proposed programme to serve as a strategy to improve the efficacy of the psychosocial support provision for school-going orphans. It is also the researcher's view that the large pool of trained counsellors who are holders of the Bachelor of Science Counselling Degree awarded by the Zimbabwe Open University could be utilised to render psychosocial support, particularly counselling support, to orphans in Gwanda District schools and in all the Zimbabwean schools.

6.6 Impact of educational support interventions on school participation indicators

The research findings indicated that, generally, the school fees/levies intervention, which emerged as a major or core business of all the multi-sectoral organisations in

Gwanda District, had a greatly increased effect on the school participation trends although the GOVT and NGO school fees/levies programmes had a 'no increase' effect on enrolment trends. The study showed that the stationery and school uniforms interventions were not efficacious in enhancing school participation trends for the orphans. The effect of food packs and all "other" educational support interventions (which were cited under the different organisations) on orphans' school participation trends was not generalisable to the operations of multi-sectoral organisations in Gwanda District. This is because these programmes were either unique to individual categories of organisations or they were available to isolated cases of schools and orphans as was highlighted in the discussion of findings under the forms, coverage and comprehensiveness of educational support interventions.

The study established that the school fees/levies programmes which were implemented by all the multi-sectoral organisations had a greatly increased effect on orphans' attendance, retention and completion trends. The research findings revealed that there was consensus among the three groups of respondents that the CBOs and FBOs' school fees/levies support was adequate and thus the increase effect on the school participation trends was expected. However, even with the NGOs and GOVT for which the data showed that the school fees/levies support was 'inadequate' and 'never on time', these flaws did not necessarily have a negative effect on the school participation trends. This is because it is Government policy that no school should send away orphans who are under Government support for failure to pay school fees/levies. This explains why the majority of the orphans under GOVT rated the school fees/levies support 'adequate'. Their rating conflicted with that of

both the organisation representative and school authorities who rated the support 'inadequate'.

The research findings also revealed that despite the fact that there were delays in the disbursement of the NGOs school fees/levies, the orphans under the NGOs were usually not sent away from school. The study established that the majority of the orphans were only sent away at the end of 2008 (Term Three) when the organisations had failed to pay for the whole of 2008 for the majority of the orphans and for the whole of Term Three for some of the orphans. This shows that, normally, the schools kept the children in the belief that the organisations' pledge to pay their school fees/levies would be fulfilled. This, therefore, led to an increase in the attendance, retention and completion trends of the orphans. This finding concurs with Hepburn (2001) who asserts that subsidizing school-related expenses and thus eliminating prohibitive school expenses (for school fees, school uniforms, textbooks and other school needs) effectively increases school participation for those who are most vulnerable (Hepburn, 2001).

However, for the enrolment trends, it was found that, while the CBOs and FBOs school fees/levies programmes had a 'greatly increased' effect on the orphans' enrolment trends, the NGOs and GOVT school fees/levies programmes had a 'no increase' effect on the enrolment trends. One of the objectives of the NPA for OVC, the national programme whose mission is to assist orphans, who include the orphans who are the subjects of this study, was to increase new school enrolment of OVC in primary and secondary schools and ensure their retention. It can, therefore, be argued that the NGOs and GOVT school fees/levies programmes failed to

achieve the objective relating to the increase of enrolment and, thus, were not efficacious in enhancing educational opportunities for orphans in this regard.

The overwhelming evidence showing the gross flaws of both GOVT and the NGOs school fees/levies programmes has been highlighted in this study. The worst flaw is that both organisations stopped the payment of school fees/levies abruptly. The research findings also showed that the GOVT school fees/levies paid out for individual orphans were very small due to delays in disbursement, erratic payment and hyper-inflation in the country. Possibly, it was some of these flaws that caused the programme to fail in attracting orphans to enrol either as returnees or as new entrants.

Badcock-Walters et al. (2005), Hepburn (2006), and Kajawu and Mwakiwa (2006), however, argue that, since the requirement for school fee payment is not the only barrier to education, school fee remission or provision as an exclusive intervention will not be sufficient to get the most vulnerable groups to enter or return to the school system. The study established that, the greater population of orphans who were registered under the NGOs and GOVT were availed this support in the form of school fees/levies only. Yet, generally, the orphans had multiple other unfulfilled economic and non-economic-related needs. In this regard, the likelihood is that the singular satisfier in the form of school fees/levies support was not an adequate factor to increase school enrolment trends.

The study established that, with the exception of the NGOs for which data showed that the stationery programme had greatly increased attendance trends, overall, the

stationery programmes implemented by the multi-sectoral organisations had a 'no increase' effect on school participation trends, namely, enrolment, attendance, retention and completion. As was highlighted in the discussion on the extent to which the interventions met the needs of the school-going orphans, there was overwhelming evidence from both orphans and school authorities that the stationery supplies given to the orphans under the different organisations fell far short of their term and yearly needs for stationery. It followed logically, then, that the school authorities rated the stationery interventions as having had a no increase effect on school participation trends, suggesting that the interventions were not efficacious in enhancing educational opportunities for the school-going orphans in Gwanda District.

The research findings also showed that the school uniforms programmes implemented by the two categories of multi-sectoral organisations (FBOs and NGOs) had a no increase effect on all four school participation indicators, namely, enrolment, attendance, retention, and, completion. It was found that the token school uniforms programme that was implemented by the FBOs had a no increase effect on enrolment, attendance, retention and completion trends of the select few orphans who were chosen for their extreme vulnerability. Apparently, such flaws as failure by the implementing organisations to fulfill their commitment to provide school uniforms, the inadequacy of the school uniforms support and the delays in the disbursement of the benefit package, accounted for the school uniforms programme being rated negatively in relation to school participation trends by the school authorities.

The study has underscored the idea that basic school needs such as stationery and school uniforms should have been considered by the multi-sectoral organisations as entitlements of the orphans, in respect of the children's right to education. However, those organisations that were implementing the stationery and school uniforms programmes did poorly in delivering their service. Hence the programmes did not promote the orphans' school participation trends and, thus, were not efficacious in enhancing educational opportunities for the orphans.

The evidence that both the school uniforms and stationery support that was provided to the orphans by the multi-sectoral organisations in Gwanda District was inadequate and disbursed late contradicts Hepburn (2001), who asserts that subsidizing school-related expenses and thus eliminating prohibitive school expenses (for school fees, school uniforms, textbooks and other school needs) effectively increases school participation for those who are most vulnerable. Apparently, these flaws rendered both the stationery and school uniforms programmes ineffectual in relation to the orphans' school participation pattern trends. This finding confirms Kajawu and Mwakiwa (2006) who observe that school fees alone do not adequately address the needs of orphans. The school fees need to be complemented by other programmes.

Thus, although the findings showed that the school fees/levies programme had a greatly increased effect on school participation trends, the reality is that the enhancement of school participation trends did not necessarily mean enhancement of learning opportunities. It emerged from the data that underneath the veneer of increased school participation was the grim reality of impoverished children (orphans) and impoverished schools. The majority of the orphans lacked school

uniforms and the fundamental tools of learning - stationery and textbooks. The data revealed that in some schools under the NGOs, some orphans were forced to drop out when the schools were forced to send them away for non-payment of school fees. This was due to the gross delays in the disbursement of the school fees/levies by the NGOs. In the case of GOVT, some school authorities painted a similar unpleasant reality by mentioning that some secondary school orphans were forced to drop out because they had many other unfulfilled needs besides school fees.

Generally, the school authorities heading schools under GOVT painted a picture of schools which were financially disabled because of Government's failure to remit the school fees/levies funds timeously. School authorities pointed out that because of the delayed school fees/levies disbursements, the budget, as well as the day-to-day running of schools was destabilised. The BEAM funds were described as "meaningless", "insignificant", and "equivalent to cents" to portray that the money had no value when it was finally disbursed. The picture that emerges is one where the quality of education was marred by lack of fundamental resources of learning partly caused by the failure of organisations to honour their pledges to remit school fees/levies to the schools for admitting and keeping orphans. Moreover, the data showed that the orphans generally faced multiple vulnerabilities/problems at home and school. Therefore, the conclusion was that the increased school participation trends did not entail a match in increased educational opportunities per se.

The effect of food packs and that of all "other" educational support interventions namely, sports equipment, textbooks, toiletries kits, school handbags, assistance with Birth Certificates acquisition and provision of ARVs, on the orphans' school

participation trends was not generalisable to the operations of multi-sectoral organisations in Gwanda District. This was so because these programmes were either unique to individual categories of organisations or they were available to isolated cases of schools and orphans.

6.7 Conclusion

The synthesis and discussion of the research findings has exposed the narrow scope of both the educational and psychosocial support interventions in relation to the multiple vulnerabilities of orphans in Gwanda District. This, therefore, explains the multiple needs of the orphan beneficiaries who were registered under the multi-sectoral organisations. The discussion also exposed the general inadequacy and lack of timeliness of the core school-related interventions. These flaws had a negative impact on the efficaciousness of the interventions on the school participation trends, in particular, and the educational opportunities for the orphans, in general.

Furthermore, the picture that emerges from the operations of the multi-sectoral organisations as highlighted in this discussion chapter shows that, despite the claim that the child rights-based theory is the guiding framework for the implementation of the NPA for OVC, there is no uniformity in programming in response to the orphan problem. The nature and scope of support varies from one child-related organisation to another. Such a scenario confirms the observation made by The International Programme Group (2005), that there is no blueprint on operationalising rights-based approaches. The International Programme Group argue that the lack of such a blueprint has led to different organisations coming up with different visions of how to

carry out relief work and, they argue, in some cases, the approaches do not constitute an ordered and comprehensive approach to development. The next chapter presents the conclusions of the study and highlights the contributions of the study, which embrace the implementation recommendations. The chapter also proffers recommendations for further research.

7 CHAPTER SEVEN: CONCLUSIONS, CONTRIBUTIONS AND

RECOMMENDATIONS

7.1 Introduction

The previous chapter discussed the findings of the study whose main purpose was to investigate the efficacy of interventions by multi-sectoral organisations in enhancing educational opportunities for school-going orphaned children in Gwanda District in Zimbabwe. The thrust of the thesis within this purpose was to interrogate whether these interventions addressed holistically the needs and rights of the orphans who were registered under the organisations. The main question that the study sought to answer was: To what extent are the interventions implemented by multi-sectoral organisations enhancing educational opportunities for school-going orphaned children in Gwanda District in Zimbabwe? This question was sub-divided into the following four sub-research questions: a) What is the nature and scope of educational support programmes available to school-going orphans? b) What is the nature and scope of psychosocial support programmes available to school-going orphans? c) To what extent do the educational and psychosocial support interventions meet the needs of school-going orphans? and, d) To what extent do the educational support interventions increase school participation trends for school-going orphans?

This chapter presents the summary of findings and conclusions of the study. First, the summary of findings and conclusions to each sub-research question are highlighted, followed by the overall conclusion to the study. The chapter proceeds to

present a summary of the contributions of the study under the following headings: a) contributions to new knowledge in the field; b) implications for the education sector; c) implications for existing theory; and, d) implementation recommendations. The study comes to a close by presenting the recommendations for further research.

7.2 Summary of findings and conclusions of the study

7.2.1 The nature and scope of educational support programmes available to school-going orphans

The study found that there were three common (cited across two or more of the sample of organisations) interventions which were available to the orphans who were registered under the multi-sectoral organisations in Gwanda District. These were the school fees/levies, school uniforms and stationery interventions. The study established that, apart from the school fees/levies intervention, the other two common interventions, viz, school uniforms and stationery interventions did not cover all orphans who were registered under the implementing organisations. The findings of the study also revealed that GOVT implemented the school fees/levies programme only and did not cater for orphans in terms of school uniforms and stationery. It was established that the provision of food packs was not a popular programme among the multi-sectoral organisations. The findings of the study revealed that food packs were provided in isolated cases of schools under the FBOs. The study concluded that, assessed on the variable of coverage of programmes, the FBO food packs, stationery and school uniforms programmes were token interventions. The study further established that none of the organisations, which comprised the population of organisations under study, provided school meals to the sample of orphans.

The findings of the study revealed that, in addition to the programmes which were common among the multi-sectoral organisations, namely, school fees/levies, school uniforms and stationery, there were “other” forms of educational support programmes. The study established that these “other” forms of educational support programmes were of very limited scope in the sense that they were unique to individual organisations and the majority of them covered isolated cases of schools within the individual organisations as well as isolated cases of orphans within those schools.

The following is the range of the “other” forms of educational support programmes which were cited under the different multi-sectoral organisations: a) the provision of farming inputs to caregivers of orphans for food security of the orphans; b) water and sanitation programmes for the schools; c) resource grants for the development of the schools’ infrastructure such as classrooms; d) provision of textbooks; e) provision of sports equipment; f) provision of ARVs to HIV positive orphans; g) provision of school uniforms; h) provision of stationery; i) provision of soap and clothing; j) provision of school bags; k) provision of toiletries kits; and, l) assistance with Births Certificates acquisition.

The study established that, in the main, apart from their limited coverage of organisations and orphans, these “other” forms of educational support programmes were occasional types of assistance which, in some of the cases, involved very small quantities of material support. Thus, the study concluded that, on the variable of the nature and scope, the efficacy of these “other” forms of educational support

programmes in enhancing educational opportunities for school-going orphaned children could not be generalized to the operations of the multi-sectoral organisations in Gwanda District.

The overall picture that emerged from this study was that although multi-sectoral organisations exist in Gwanda District with the core objective of assisting orphans educationally, the nature and scope of their educational support interventions was so superficial and constricted that they were deemed not efficacious in enhancing educational opportunities for the school-going orphaned children. The study found that the scope of educational support interventions implemented by the multi-sectoral organisations was restricted to a narrow range of school-related assistance whereas the orphans had many other unmet school needs and multiple other needs which emanated from their living conditions at home.

7.2.2 The nature and scope of psychosocial support programmes available to school-going orphans

The study found that only two of the categories of multi-sectoral organisations (CBOs and FBOs) were implementing psychosocial support programmes. The findings also revealed that it was not all the orphans registered under the CBOs and FBOs who were beneficiaries of psychosocial support interventions. It was established that all the orphans under GOVT and the NGOs were not availed to the psychosocial support interventions and thus had missed out on the educational opportunities which were inherent in the psychosocial support programmes availed to their counterparts.

The study established that the psychosocial support programmes which were common among the categories of multi-sectoral organisations which provided psychosocial support were: counselling; life skills activities; recreational activities; and, peer education. It was also found that over and above these programmes which were common among the CBOs and FBOs, camping and spiritual activities were available to orphans under the FBOs only while youth clubs and Christmas parties were also patchily distributed among some schools under the FBOs. The study concluded that the range of psychosocial support interventions available to the orphan beneficiaries under the CBOs and FBOs was not a comprehensive package vis-à-vis the totality of orphans' needs. The overall conclusion was that, rated on the nature and scope variable, the psychosocial support interventions were limited and fragmented in the coverage of both organisations and orphans and thus were deemed not efficacious in enhancing the educational opportunities for the school-going orphaned children in Gwanda District.

7.2.3 The extent to which the interventions meet the needs of the school-going orphans

7.2.3.1 Educational support interventions

On the adequacy variable, the study found that, overall the support by the multi-sectoral organisations in relation to the school fees/levies needs was adequate in terms of the amount of school fees/levies that was set to be remitted to the schools. The gross flaws in terms of timeliness, however, earned the GOVT and NGOs programmes the rating 'inadequate' as standalone programmes. On the timeliness variable, the study established that there were delays in the disbursement of the school fees/levies programmes, which were implemented by the multi-sectoral

organisations. In the case of GOVT and the NGOs, it was established that there were gross delays in the disbursement of the school fees/levies support. On the basis of this evidence, the study concluded that the school fees/levies interventions met the orphans' needs to some extent. This implied that the programme had a low level of efficacy in enhancing educational opportunities for the school-going orphans.

In addition, the study found that, assessed as separate educational support programmes, the stationery and school uniforms programmes which were implemented by the multi-sectoral organisations did not meet the needs of the school-going orphaned children on the variables of timeliness and adequacy. Evidence revealed that the support provided by the multi-sectoral organisations in relation to both stationery and school uniforms needs was invariably inadequate and untimely.

Evidence showed that the rating of the "other" educational support programmes which were cited across the sampled organisations ranged from 'sometimes useful' to 'very useful'. (cf. Chapter Five, section 5.4.2.5 for the full list of the range of "other" educational support programmes). This meant that some of the programmes met the orphans' needs to some extent, while others met the orphans' needs to a great extent (as rated by the respondents who cited them). However, because the coverage of these "other" educational support programmes was restricted to individual organisations, the study concluded that the extent to which they met the needs of orphans and, thus, their efficacy in enhancing educational opportunities for school-going orphans was not generalisable to the operations of the multi-sectoral organisations in Gwanda District. Despite all this, these programmes were significant

in that they were incorporated in the complete package of educational support programmes which were rated by individual respondents under each of the sampled organisations on the extent to which they were beneficial

The study found that, when the separate forms of educational support programmes implemented by each category of multi-sectoral organisations were taken as complete benefit packages of educational support interventions, they were rated sometimes beneficial, suggesting that they met orphans' needs to some extent.

The conclusion was that, measured against the determinants of 'timeliness', 'adequacy', 'usefulness' and 'extent to which the identified educational support programmes were beneficial', the educational support programmes which were implemented by the multi-sectoral organisations met the needs of orphans to some extent. The rating pointed to a low level of efficacy in enhancing the educational opportunities for school-going orphaned children in Gwanda District in Zimbabwe.

7.2.3.2 Psychosocial support interventions

The study found that, with regard to the usefulness of the psychosocial support programmes, each of the CBO's psychosocial support programmes, namely, counselling, life skills activities, recreational activities, and peer education, were 'not useful'. The study established that the FBO's psychosocial support programmes, namely, counselling, camping, life skills activities, recreational activities, peer education and spiritual programmes were 'sometimes useful'. Both youth clubs and Christmas parties were rated 'very useful' by the respondents who cited them under the FBO. However, on the basis of the evidence that emerged in the study showing

that youth clubs and Christmas parties were available to isolated cases of schools and orphans under the FBO, the study concluded that the extent to which these two programmes met the needs of orphans could not be generalized to the operations of the FBOs in Gwanda District.

On the adequacy of the programmes, the study found that the support given to orphans by the CBOs in relation to the broad psychosocial support needs, namely counselling needs and social needs, was 'inadequate'. The study established that there were gross flaws in the organisation and implementation of the CBO psychosocial support programmes. It was found that the provision of psychosocial support by the CBO entailed a once-off one day annual event. The study found that the CBO community-based psychosocial support provision approach involving the Village Orphan Care Committees was not effective. The study established that the lack of coordination between the organisation and the schools in the organisation of the CBO psychosocial support programmes was a major weakness. The study also established that counselling support for the orphans who attended the psychosocial support workshops involved group counselling instead of individual counselling. Similarly, it was found that the FBO support in relation to counselling support, social needs and spiritual needs was 'inadequate'. The study established that, as was the case with the CBOs, the psychosocial support activities carried out by the organisation were once-off annual events which usually took place during the camping retreats which lasted a few days. The study also established that during these camping retreats the orphans received group counselling instead of individual counselling.

The study established that, rated as complete benefit packages (by the school authorities and the sample of orphans who were beneficiaries of psychosocial support) on the extent to which they were beneficial, the psychosocial support interventions implemented by the two categories of multi-sectoral organisations were considered 'sometimes beneficial'.

Drawing from the research findings on the three variables, namely, 'usefulness', 'adequacy' and 'extent to which the psychosocial support interventions had been beneficial', the study concluded that the psychosocial support interventions that were implemented by the two categories of multi-sectoral organisations (CBOs and FBOs) met the orphans' psychosocial needs to some extent.

7.2.4 The extent to which the educational support interventions increase school participation trends for school-going orphans

The study established that, generally, the school fees/levies interventions which were implemented by the multi-sectoral organisations had a 'greatly increased' effect on the school participation trends, although the GOVT and NGO school fees/levies programmes had a 'no increase' effect on enrolment trends. It was found that the school uniforms interventions which were implemented by only the FBOs and NGOs organisations had a 'no increase' effect on all four school participation trends.

The study also found that, although generally, the stationery interventions (which were implemented by CBO, FBO and NGO organisations) had a 'no increase' effect on all four school participation trends, the NGO stationery programme had a 'greatly increased' effect on attendance trends. Furthermore, the study found that, among

the “other” forms of educational support programmes, the assistance with Birth Certificates acquisition programme and the provision of ARVs to HIV infected orphans had a ‘greatly increased’ effect on all four school participation indicators. However, it was found that the rest of the “other” forms of educational support programmes that were cited by the school authorities under the different categories of multi-sectoral organisations had a ‘no increase’ effect on all four school participation indicators. These “other” educational support programmes were: food packs, provision of textbooks, provision of sports equipment, provision of toiletries kits and provision of school bags.

However, on the basis of the evidence that this range of “other” forms of educational support programmes was limited in coverage of both organisation and orphans, the study concluded that their efficacy in enhancing educational opportunities for school-going orphaned children could not be generalized to the activities of the multi-sectoral organisations in Gwanda District.

The conclusion was that, because of the greatly increased effect of the school fees/levies intervention on attendance, retention and completion, overall, the interventions which were implemented by the multi-sectoral organisations had a greatly increased effect in enhancing school participation trends for the school-going orphaned children in Gwanda District in Zimbabwe. However, whilst the increased school participation trends entailed increased access to school and retention in school, it did not, however, result in a match in increased educational opportunities per se.

7.2.5 Overall conclusion of the study

The conclusion, therefore, is that the educational support interventions that are implemented by the multi-sectoral organisations have a low level of efficacy in enhancing educational opportunities for the school-going orphaned children in Gwanda District. Psychosocial support interventions are non-existent for the majority of the orphans who are registered under the multi-sectoral organisations in Gwanda District. Where these are provided, the conclusion is that they are not efficacious in enhancing educational opportunities for the orphans. The study concludes that the interventions which are implemented by the multi-sectoral organisations do not address holistically the needs and rights of the orphans.

7.3 Summary of contributions

In the subsequent sub-sections, the summary of contributions of the study is given under the following headings: a) contributions to new knowledge in the field; b) implications for the education sector; c) implications for existing theory; and, d) implementation recommendations.

7.3.1 Contributions to new knowledge in the field

In addition to policy significance, the study also has theoretical significance in that it adds to the body of literature on the service content and efficacy of programmes that have been implemented in response to the orphan crisis in Zimbabwe. In particular, the study adds to the body of literature on the evaluation of the service content and efficacy of interventions that directly favour orphans' access to education. More particularly, the study contributes new knowledge on the efficacy of specific educational and psychosocial support programmes that are implemented by multi-

sectoral organisations in enhancing educational opportunities for school-going orphans in Gwanda District in Zimbabwe. The areas of focus are the nature and scope of the programmes, their 'adequacy', 'timeliness', 'usefulness' as well as their impact on school participation trends.

7.3.2 Implications for the education sector

The implications of the study for the education sector are that, although the educational support interventions have a weak efficacy in enhancing educational opportunities per se for the orphaned children, particularly in relation to quality education, there are benefits derived from the social protection endeavours. For example, the promotion of school participation trends is a move in the right direction towards the achievement of the millennium development goal of universal primary education by 2015.

In the light of the findings of this study, the Ministry of Education, Sport and Culture should utilise all available channels to lobby more vigorously for Government commitment towards educational support for school-going orphaned children. Furthermore, it is important that the Ministry of Education, Sport and Culture takes the lead to have the stakeholders who are involved in social protection in the education sector re-gather at the drawing board to map the way forward. Focus should be on redressing the shortcomings of the social protection system as they emerged from the study. It is important that organisations declare their goals for the education sector. From their expert position, the Ministry of Education, Sport and Culture should guide the organisations on how best to use the available resources

effectively. In particular, the Ministry should guide them on what it takes to achieve enhanced school participation and quality education, simultaneously.

With regard to psychosocial support provision, the Ministry of Education, Sport and Culture should engage all stakeholders, not necessarily the multi-sectoral organisations. The goal should be to provide a package of psychosocial support programmes in the schools in the District. In respect to counselling, the Ministry should identify the pool of teachers who are qualified to handle bereavement counselling issues with a view to having active counselling units to deal with bereavement issues, especially against the backdrop of the growing number of orphans in the schools. In all their endeavours, the Ministry of Education, Sport and Culture and all other players who are involved in the programming for orphans in the education sector must act in the best interests of the children as dictated by the UNCRC and the child rights-based theory. The implications of the findings for existing theory are detailed below.

7.3.3 Implications for existing theory

The study found that while the child rights-based theory, which the multi-sectoral organisations are using as the framework for programming for orphans and other vulnerable children, is a suitable theory for relief and development, the theory is fraught with implementation weaknesses. One major weakness that surfaced from the study is the seeming lack of clear operation guidelines for development agencies to follow. Similar to what other critics in different contexts have pointed out, the study found that child related organisations in Gwanda District carry out relief services in different ways. Some of their operations do not constitute a comprehensive package

of interventions for the fulfilment of the rights of the school-going orphaned children who are registered under them. The implementation process is also marred by lack of timeliness of interventions, as well as the inadequacy of the benefit packages under the different programmes implemented by the organisations.

The main weakness of the theory is its principle of prioritisation where resources are scarce. This is a self-destroying element because service providers can always justify their limited service delivery on the basis of this principle. Some of the organisations investigated in this study made it clear that, because of limited financial capacity, their priority was payment of school fees/levies. They did not prioritise catering for the rest of the core school-related needs.

The study also found that organisations did not apply the human needs theory in the programming for the enhancement of educational opportunities for the orphans. The human needs theory, with its emphasis on addressing all the needs of the child in all programming, is much more appropriate than the child rights-based theory in this respect. The two theories can complement each other, with the child rights-based theory wielding the power of global acceptance.

In the light of the foregoing, the researcher proposes a combination of the child rights-based and human needs theories into one theory with clearer guiding operations for programming for OVC. In this regard, a new theory going by the name, the human needs child rights-driven theory is proposed. Guided by the principle that human needs cannot be prioritized because they are a system, the thrust of the new theory will be meeting all the needs of the child in a holistic manner.

A fulfilment of all the needs of the child will automatically mean a fulfilment of the rights of the child. In this way, there will be no prioritisation of the rights of the child, which is the current practice of rights-based theories in a situation where resources are scarce. In addition, because the theory will be premised on child rights, it will derive global acceptance, which is currently the prerogative of the child rights-based theory. Essentially, the proposed theory exploits the complementary attributes of the two theories. Recommendations for implementation are detailed below.

7.3.4 Implementation recommendations

UNAIDS, UNESCO and UNICEF (2004) note that a key challenge in developing effective action for orphans is the lack of monitoring and evaluation data. Thus, in the light of the findings and conclusions of the study, some recommendations are put forward with the hope that effective action will be taken by stakeholders to improve the situation of orphans in the District. The recommendations are detailed below.

- a) The study recommends that the participation rights of children be respected by stakeholders who are providing them with social protection and that in this regard, the orphans be involved in the planning, monitoring and evaluation of interventions that aim at enhancing educational opportunities for them. This way, the orphans would occupy the position of subjects of rights and not objects of charity. Through such involvement, the orphans would have a platform to declare and justify their needs, as well as give their perceptions about the service delivery that they are getting just as they did as participants in this study.

- b) The study also recommends that multi-sectoral organisations should always do a situational analysis, which involves assessing the situation of the children they are assisting, in order to determine their needs. In this way, the benefit packages will not be a one-size-fits-all, but will be tailor-made to suit the needs of each child.
- c) Furthermore, the study recommends that multi-sectoral organisations share orphan support responsibilities and complement each other's efforts on the strength of their comparative advantages. This will strengthen the impact of the programmes on the orphans. The example of World Vision and Zimbabwe Project Trust (ZIMPRO), who have been concentrating on school-feeding programmes should be copied. In the spirit of multi-sectoral collaboration, organisations should sub-divide areas of focus depending on their expertise and financial capacity.
- d) The study recommends that the funders of the programmes recognise the need for timely disbursement of benefit packages to the schools and individual children. It is important that once an organisation has committed itself to assisting orphans, then, the organisation should disburse the school-related benefit packages timeously. Late disbursement of benefit packages such as school fees and stationery has a negative effect on the quality of education. Schools cannot operate optimally when the school fees/levies they should receive for keeping the orphans are not paid. When the quality of education goes down because schools are poorly resourced, the spill-over effects affect every child in the school.

- e) It is also recommended that organisations desist from making promises that they cannot honour. Failure to fulfill promises to pay school fees, buy school uniforms and stationery for the orphans is tantamount to violating the children's rights.

- f) The study recommends that the documentation process required from the school authorities as part of the process of application for assistance on behalf of the children is made less cumbersome and that the bureaucratic line of the funding process be shortened by decentralizing the processing offices. This could speed up the processing of the applications and, thus, the disbursement of benefit packages.

- g) It is also recommended that Government re-engages the international world for financial aid in the spirit of global commitments on increasing educational opportunities for OVC. It is clear that the organisations operating in Gwanda District lack the financial capacity to make a meaningful impact on the quality of lives, in general, and on the education opportunities, in particular, of the orphans who are registered under them.

- h) It is also recommended that, in the quest for long-term and sustainable solutions, multi-sectoral organisations capacitate families and communities who are taking care of orphans through income-generating projects and micro-financing schemes.

- i) The study recommends that Government takes urgent steps to activate the Zimbabwe National Orphan Care Policy in a bid to protect the rights of the orphans.
- j) Furthermore, the study recommends that the provision of ARVs to orphans who are infected with HIV be done on a wider and more comprehensive scale with a view to improving the quality of the lives of school-going orphaned children who are affected and infected by HIV/AIDS.
- k) Finally, the study recommends that a database of orphans, separate from that of other vulnerable children, be kept by stakeholders, who are partners in the response to the orphan crisis in the education sector, not only in Gwanda District but country-wide. The study also makes recommendations for further research as detailed in the section below.

7.4 Recommendations for further research

- a) It is recommended that a study replicating the current one be done with a concurrent qualitative phase involving focus group interviews with members of School Development Committees (S.D.Cs) and guardians of the orphans.
- b) It is also recommended that further research be done on social protection in the education sector country-wide to establish the extent of the response to the orphan crisis, as well as the impact of the interventions on the educational opportunities for the orphans.

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Appendix A: Interview Schedule for Organisation Representatives

This study seeks to get your perceptions on the usefulness/helpfulness of interventions implemented by your organisation for school-going orphans in Gwanda District up to December 2008. You are taken as one of the key informants in the study because you oversee the day-to-day activities carried out by your organisation for the school-going orphans. You are kindly requested to answer all items in the interview schedule truthfully. There are no wrong or right answers. Your name and that of your organisation will not be indicated on the interview schedule. The information to be collected will be kept strictly confidential and will only be used for the purposes of this study. Thank you for your valued support and cooperation.

Section A: Demographic Details

1. Type of organisation:
Faith-based []
Community-based []
Non-governmental []
Government []
2. Gender of organisation representative:
Male []
Female []
3. Position held in the organisation _____
4. Length of service in that position in the organisation _____

Section B: Main study questions

5. The following is a list of common educational support programmes implemented by multi-sectoral organisations for school-going orphans (list read out). For each educational programme, please answer **Yes** or **No** to show whether your organisation has been implementing it.

Key:

Yes, means your organisation has been implementing the educational support programme.

No means your organisation has not been implementing the educational support programme.

Nature of educational support programme	Yes	No
School fees		
School levies		
School uniforms		
Stationery		
School meals		
Food packs		

6. State any other form/s of educational support programme/s, not mentioned in the list given in the previous question, which your organisation has been implementing for the benefit of school-going orphans.

7. Against the “other” educational support support programme(s) you have indicated in questions 6 above, indicate in the table below the extent of the usefulness of each programme using the following key:

KEY:

Very useful means exceeds the needs of orphans.

Useful means meets the needs of orphans.

Sometimes useful means not always meeting the needs of orphans.

Not useful means not meeting the needs of orphans.

Educational Support Programme	Very Useful	Useful	Sometimes Useful	Not Useful
Other from question 6				
Other from question 6				
Other from question 6 etc.				

8. The following is a list of forms of psychosocial support programmes commonly implemented by multi-sectoral organisations for school-going orphans (programmes read out). For each psychosocial support programme, please answer **Yes** or **No** to show whether or not your organisation has been implementing it.

Psychosocial Support Programme	Yes	No
Counselling support		
Camping		
Life skills activities		
Recreational activities, e.g. sports or any other recreational activity		
Youth clubs		
Peer education		
Spiritual activities		

9. State any other form/s of psychosocial support programme/s, not mentioned in the list given in the previous question, which your organisation has been implementing for the benefit of school-going orphans.

10. If you answered **Yes** against any of the following psychosocial support programmes in questions 8 and 9 (list of programmes read out), indicate the extent of the usefulness of each of these programmes using the following key:

KEY:

Very useful means exceeds the needs of orphans.

Useful means meets the needs of orphans.

Sometimes useful means not always meeting the needs of orphans.

Not useful means not meeting the needs of orphans.

Psychosocial Support Programme	Very Useful	Useful	Sometimes Useful	Not Useful
Counselling support				
Camping				
Life skills activities				
Recreational activities, e.g. sports or any other recreational activity				
Youth clubs				
Peer education				
Spiritual activities				
Other from question 9				
Other from question 9				
Other from question 9				

11. How would you rate the timeliness of your support to school-going orphans in relation to the following educational support programmes?

Educational support programme	Always on time	Sometimes on time	Never on time
School fees			
School levies			
School uniform/s			
Stationery			
School meals			
Food packs			
Other from question 6			
Other from question 6			
Other from question 6			

12. If you have answered **Sometimes on time** or **Never on time**, for any of the programmes in the previous question, please explain why that has been happening.

13. How adequate has been the support your organisation has been giving to the school-going orphans in relation to the following needs?

Needs	Very adequate	Adequate	Inadequate
School fees			
School levies			
School uniform/s			
Stationery			
School meals			
Food packs			
Counselling: emotional needs (need for love, confidence, security, encouragement, etc.)			
Social needs (sense of belonging, friendships, acceptance by peers & community ties, de-stigmatisation)			
Spiritual needs (development of hope for the future, trust, security & spiritual guidance)			

14. If you have answered **Inadequate** for any of the needs in the previous question, please explain the reason/s for your answer.

END OF INTERVIEW

Appendix B: QUESTIONNAIRE FOR SCHOOL AUTHORITIES

This questionnaire seeks to get your perceptions on the usefulness/helpfulness of interventions implemented by multi-sectoral organisations for school-going orphans in Gwanda District up to 31 December 2008. You are taken as a key informant in the study because you are involved in day-to-day decisions concerning educational opportunities for orphans attending at your school. You are kindly requested to answer all items in the questionnaire truthfully. There are no wrong or right answers. The information to be collected will be kept strictly confidential and will only be used for the purposes of this study. Do not write your name on the questionnaire. Thank you for your valued support and cooperation.

Section A: Demographic details (Tick against the relevant answer in the bracket).

1. Gender of school authority:
Male
Female
2. Position held _____
3. Number of years in that position _____
4. Indicate type of school:
Urban
Rural

Section B: Main study questions

5. The table below shows a list of educational support programmes commonly implemented by multi-sectoral organisations for school-going orphans. Please tick either **Yes** or **No** against each of the educational support programmes listed in the table below to show whether the orphans in your school (supported by the organisation indicated) have been receiving that support.

KEY:

Yes means the orphans at your school have been receiving the type of educational support from the organisation indicated.

No means none of the orphans at your school have been receiving the type of educational support from the organisation indicated.

Educational Support Programme	Yes	No
School fees		
School levies		
School uniforms		
Stationery		
School meals		
Food packs		

6. Indicate any other educational support programme/s, not mentioned in the table in question 5 above, which this organisation has been providing to orphans in your school.

Question 7 on next page

7. Against the “other” educational support support programme(s) you have indicated in questions 6 above, indicate in the table below the extent of the usefulness of each programme using the following key:

KEY:

Very useful means exceeds the needs of orphans.

Useful means meets the needs of orphans.

Sometimes useful means not always meeting the needs of orphans.

Not useful means not meeting the needs of orphans.

Educational Support Programme	Very Useful	Useful	Sometimes Useful	Not Useful
Other from question 6				
Other from question 6				
Other from question 6 etc.				

8. The table below shows a list of forms of psychosocial support programmes commonly implemented by multi-sectoral organisations for school-going orphans. Please tick either **Yes** or **No** against each form of psychosocial support programme to indicate whether the organisation (name indicated above) supporting orphans at your school has been implementing them.

Psychosocial Support Programme	Yes	No
Counselling		
Camping		
Life skills activities		
Recreational activities, e.g. sports or any or any other recreational Activity		
Youth clubs		
Peer education		
Spiritual activities		

9. Indicate any other psychosocial support programme/s, not mentioned in the table in question 8 above, which this organisation has been providing to the orphans in your school.

10. Against the psychosocial support programme(s) you have ticked **Yes** in questions 8 and 9 above, indicate in the table below the extent of the usefulness of each programme using the following key:

KEY:

Very useful means exceeds the needs of orphans.

Useful means meets the needs of orphans.

Sometimes useful means not always meeting the needs of orphans.

Not useful means not meeting the needs of orphans.

Psychosocial Support Programme	Very Useful	Useful	Sometimes Useful	Not Useful
Counselling				
Camping				
Life skills activities				
Recreational activities, e.g. sports or any or any other recreational activity				
Youth clubs				
Peer education				
Spiritual activities				
Other from question 9				
Other from question 9				
Other from question 9				

11. Using the key below, indicate in the table below by entering 1, or 2, or 3, to show the extent to which the

educational support programmes and psychosocial support programmes that have been implemented by the organisation supporting orphans in your school have increased school participation trends (enrolment, attendance, retention and completion) of the orphans.

Key

1. Greatly increased
2. Slightly increased
3. No increase

Educational Programme	Support	Enrolment Trends	Attendance Trends	Retention Trends	Completion Trends
School fees					
School levies					
School uniforms					
Stationery					
School meals					
Food packs					

12. Indicate any other educational support programme/s, not mentioned in the table in question 11 above, which this organisation has been providing to the orphans in your school and rate the extent to which the educational support programme/s has/have increased school participation trends (enrolment, attendance, retention and completion) of the orphans.

13. How would you rate the timeliness of the support that has been given to the orphans in your school by this organisation in relation to the following support programmes?

Support programme	Always on time	Sometimes on time	Never on time
School fees			
School levies			
School uniforms			
Stationery			
School meals			
Food packs			

15. If you have ticked **Sometimes on time** or **Never on time** in question 13 above, please explain why you think this has been happening.

15. Do you think that the educational and psychosocial support programmes/interventions that have been implemented by this organisation for the orphans in your school have been beneficial? Indicate (by ticking) your answer in the following table:

Programme/Intervention	Always beneficial	Sometimes beneficial	Not beneficial
1. Educational support programmes			
2. Psychosocial support programmes			

16. If you have ticked **Not beneficial** against either of the programmes/interventions in question 15 above, please explain the reason/s for your answer.

17. How adequate has been the support that has been given by this organisation to the orphans in your school in relation to the following needs (in the table below)?

Needs	Very adequate	Adequate	Inadequate
School fees			
School levies			
School uniforms			
Stationery			
School meals			
Food packs			
Counselling: emotional support (need for love, confidence, security & encouragement)			
Social needs (sense of belonging, friendships, acceptance by peers & de-stigmatisation)			
Spiritual needs(development of hope for the future, trust, security & spiritual guidance)			

18. If you have ticked **Inadequate** against any of the needs in question 17 above, please explain the reason/s for your answer.

Thank you for your participation.

END OF QUESTIONNAIRE

Appendix C: Interview schedule for orphans

This study seeks to get your perceptions on the usefulness/helpfulness of interventions implemented by the multi-sectoral organisation that has been supporting you in your education up to December 2008. You are taken as a key informant in the study because your responses will provide valuable information that will contribute towards recommendations that will be made at the end of the study. You are kindly requested to answer all items in the interview schedule truthfully. There are no wrong or right answers. Your name will not be indicated on the interview schedules. The information to be collected will be kept strictly confidential and will only be used for the purposes of this study. Thank you for your valued support and cooperation.

Section A: Demographic details.

1. Gender: Female []

Male []

2. Age: 18 years+ []

10-17 years []

5-9 years []

Below 5 years []

3. Grade or Form:

Grade		Form	
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	

8. Against the “other” educational support programme(s) you have indicated in question 7 above, indicate in the table below the extent of the usefulness of each programme using the following key:

KEY:

Very useful means exceeds the needs of orphans.

Useful means meets the needs of orphans.

Sometimes useful means not always meeting the needs of orphans.

Not useful means not meeting the needs of orphans.

Educational Support Programme	Very Useful	Useful	Sometimes Useful	Not Useful
Other from question 7				
Other from question 7				
Other from question 7 etc.				

9. The following is a list of forms of psychosocial support programmes commonly implemented by multi-sectoral organisations for school-going orphans (programmes read out). For each form of psychosocial support, please answer **Yes** or **No** to show whether or not you have been receiving the support:

Form of psychosocial support	Yes	No
Counselling		
Camping		
Life skills activities		
Recreational activities, e.g. sports or any other recreational activity		
Youth clubs		
Peer education		
Spiritual activities		

10. State any other form/s of psychosocial support, not mentioned in the list given in the previous question, which you have been receiving and specify the name of the organisation/s that has/have been providing the support.

11. You answered **Yes** against the following psychosocial support programmes in questions 9 and 10 (list of programmes read out). Indicate the extent of the usefulness of each of these programmes using the following key:

KEY:

Very useful means exceeds the needs of orphans.

Useful means meets the needs of orphans.

Sometimes useful means not always meeting the needs of orphans.

Not useful means not meeting the needs of orphans.

Form of psychosocial support	Very Useful	Useful	Sometimes Useful	Not Useful
Counselling				
Camping				
Life skills activities				
Recreational activities, e.g. sports or any other recreational activity				
Youth clubs				
Peer education				
Spiritual activities				
Other from question 10				
Other from question 10				
Other from question 10				

12. What problem/s have you faced during the time that you have been receiving assistance from this organisation?

a) At school?

b) At home?

13. Do you think that the educational and psychosocial support programmes/interventions implemented by the organisation supporting you have been beneficial?

Programme/Intervention	Always beneficial	Sometimes beneficial	Not beneficial
Educational support programmes			
Psychosocial support programmes			

14. If you have answered **Not beneficial** against either of the programmes/interventions in the previous question, please explain the reason/s for your answer.

15. How adequate has been the support you have been getting from the organisation supporting you in relation to the following needs?

Needs	Very adequate	Adequate	Inadequate
School fees			
School levies			
School uniforms			
Stationery			
School meals			
Food packs			
Counselling: emotional support (need for love, confidence, security & encouragement)			
Social needs(sense of belonging, friendships, acceptance by peers &community ties, de-stigmatisation)			
Spiritual needs(development of hope for the future, trust, security & spiritual guidance)			

16. If you have answered **Inadequate** against any of the needs above (needs read out), please explain the reason/s for your answer.

END OF INTERVIEW

Appendix D: Efficacy key

A. Very useful/useful = helpful = meets orphans' needs to a great extent = high efficacy

Sometimes useful = helpful to some extent = meets orphans' needs to some extent = low efficacy

Not useful = not helpful = not meeting orphans' needs at all = not efficacious

B. Always on time = very useful/useful = helpful = meets orphans' needs to a great extent = high efficacy

Sometimes on time = Sometimes useful = helpful to some extent = meets orphans' needs to some extent = low efficacy

Never on time = Not useful = not helpful = not meeting orphans' needs at all = not efficacious

C. Always beneficial = very useful/useful = helpful = meets orphans' needs to a great extent = high efficacy

Sometimes beneficial = Sometimes useful = helpful to some extent = meets orphans' needs to some extent = low efficacy

Not beneficial = Not useful = not helpful = not meeting orphans' needs at all = not efficacious

D. Very adequate/adequate = very useful/useful = helpful = meets orphans' needs to a great extent = high efficacy

Not adequate = Not useful = not helpful = not meeting orphans' needs at all = not efficacious

E. Greatly increased = very useful/useful = helpful = meets orphans' needs to a great extent = high efficacy

Slightly increased = Sometimes useful = helpful to some extent = meets orphans' needs to some extent = low efficacy

No increase = Not useful = not helpful = not meeting orphans' needs at all = not efficacious

Appendix E: Letter of Introduction by Supervisor



University of Fort Hare
Together in Excellence

6 June 2009

TO WHOM IT MAY CONCERN

Re: Mrs. Ngoni Moyo: Student Number 200804950

This letter serves to confirm that the above mentioned student is pursuing a Doctor of Philosophy Degree in Education (PhD) at the University of Fort Hare, South Africa. The title of her study is: **An Investigation Into The Efficacy of Interventions by Multi-Sectorial Organizations in Enhancing Educational Opportunities for School-Going Orphaned Children in Gwanda District in Zimbabwe.** Her proposal has been accepted by the Faculty Research and Higher Degree Committee and subsequently she has also completed the first three chapters of her thesis. She is now supposed to collect data and is required to administer questionnaires to interview multi-sectorial organizations representatives and school-going orphans; and to administer a questionnaire to school authorities in order to get their perceptions on the usefulness/helpfulness of interventions implemented by multi-sectorial organisations for school-going orphans in Gwanda District.

I would be grateful if you could allow her to collect data from your multi-sectorial organizations and schools through interviews and self administered questionnaires. I would like to assure you that any information that will be collected will remain confidential and only used for purposes of this study. The student will ensure that she does not disrupt school activities during the period she will be collecting data. I thank you for your assistance.

Yours Sincerely

Professor Almon Shumba, PhD
Mrs. Ngoni Moyo's PhD Supervisor
School of Post Graduate Studies
Faculty of Education, University of Fort Hare
Tel: +27 72 426 8036 (Cell) & +27 (040) 602 2493 (Work)
E-mail: ashumba@ufh.ac.za

Appendix F: Permission Letter to Ministry of Education, Sport and Culture

Joshua Mqabuko Polytechnic
Private Bag 5832
Gwanda

The Secretary for Education
Attention: The Provincial Education Director
Ministry of Education, Sports and Culture
Matebeleland South Province
Gwanda

Dear Sir/Madam

Re: Permission to carry out educational research in the schools in Gwanda District

I request to carry out a research in primary and secondary schools in Gwanda District. The topic of my research is: **An investigation into the efficacy of interventions by multi-sectoral organisations in enhancing educational opportunities for orphaned children in Gwanda District in Zimbabwe.** Specifically, I request to solicit information from school authorities (School Heads or their representatives) through questionnaires (copy attached) as well as from school-going orphans (through interviews administered through an interview schedule, a copy of which is attached).

I am employed by the Ministry of Higher and Tertiary Education as Vice Principal at Joshua Mqabuko Polytechnic and I am currently on study leave at the University of Fort Hare doing Ph. D studies.

It is hoped that this research shall be of benefit to the Ministry of Higher and Tertiary Education and the Ministry of Education, Sport and Culture, in the light of upcoming OVC programmes in education.

The information obtained shall be kept strictly confidential and shall only be used for the purposes of the study.

Thank you.

Yours faithfully

Ngoni Moyo

Appendix G: Permission letter to Organisation Representatives/Managers

Joshua Mqabuko Polytechnic
Private Bag 5832
Gwanda

The Manager

Dear Sir/Madam

Re: Permission to carry out research on support programmes implemented by your organisation for school-going orphans in Gwanda District.

I request permission to carry out a research on support programmes implemented by your organisation for school-going orphans in Gwanda District .The topic of my research is: **An investigation into the efficacy of interventions by multi-sectoral organisations in enhancing educational opportunities for orphaned children in Gwanda District in Zimbabwe**. Specifically, I request to carry out face-to-face interviews with you or a representative of your organisation (a copy of the Interview Schedule is attached).

I am employed by the Ministry of Higher and Tertiary Education as Vice Principal at Joshua Mqabuko Polytechnic and I am currently on study leave at the University of Fort Hare doing Ph. D studies.

It is hoped that the findings of this research shall be helpful to the multi-sectoral organisations dealing with orphans in Zimbabwe.

The information to be obtained shall be kept strictly confidential and shall only be used for the purposes of the study.

Thank you.

Yours faithfully

Ngoni Moyo

Appendix H: Permission letter to Ministry of Public Service, Labour and Social Welfare

Joshua Mqabuko Polytechnic
Private Bag 5832
Gwanda

The Permanent Secretary
Ministry of Public Service, Labour and Social Welfare
Causeway
Harare

Dear Sir

Re: Permission to carry out research on Government support programmes for school-going orphans in Gwanda District

I request to carry out research at the Department of Social Welfare in Gwanda District on Government support programmes for school-going orphans. The topic of my research is: **An investigation into the efficacy of interventions by multi-sectoral organisations in enhancing educational opportunities for orphaned children in Gwanda District in Zimbabwe.** Specifically, I request to carry out face-to-face interviews with the Head of Gwanda District Social Welfare Department or the representative of the District Head (a copy of the Interview Schedule is attached).

I am employed by the Ministry of Higher and Tertiary Education as Vice Principal at Joshua Mqabuko Polytechnic and I am currently on study leave at the University of Fort Hare doing Ph. D studies.

It is hoped that the findings of this research shall be helpful to the multisectoral organisations dealing with orphans in Zimbabwe.

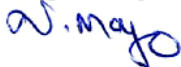
The information to be obtained shall be kept strictly confidential and shall only be used for the purposes of the study.

Please find attached the Introduction Letter from my research supervisor which indicates that I am a Doctoral student at Fort Hare University.

Thank you.

Yours faithfully

Ngoni Moyo



Appendix I: Permission Granting Letter from Ministry of Education, Sport and Culture

*All communications should be addressed to
"The Provincial Education Director Ministry of
Education Sport and Culture"
Telephone: 0284/3009/11
Fax: 0284/23383*



**Ministry of Education Sport and
Culture
P. Bag 5824
Gwanda
Zimbabwe**

12 June 2009

Mrs N. Moyo
J.M.Polytechnic
Gwanda


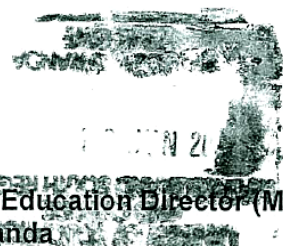
**APPLICATION FOR PERMISSION TO CARRY OUT A RESEARCH IN
PRIMARY AND SECONDARY SCHOOLS ON "AN INVESTIGATION INTO THE
EFFICACY OF INTERVENTIONS BY MULTISECTORAL ORGANISATIONS IN
ENHANCING EDUCATIONAL OPPORTUNITIES FOR ORPHANED CHILDREN IN
GWANDA DISTRICT IN ZIMBABWE"**

I refer to your undated application to carry out a research on the above subject in Gwanda district schools.

Please be advised that authority to carry out the research has been granted.

You will be expected to avail a copy of your research findings to the ministry in order to inform it on the impact of the stakeholder interventions on education provision.

By copy of this minute the District Education Officer for Gwanda district is informed.



T. Thabela
A/Provincial Education Director (Matabeleland South Province)
cc. DEO Gwanda

**Appendix J: Permission Granting Letter from Ministry of Public Service,
Labour and Social Welfare**

Reference: SW/21/3 137

28th January, 2009

The Provincial Social Welfare Officer
Matabeleland South

RE: **AUTHORITY FOR MRS NGONI MOYO TO CARRY OUT A DOCTORAL RESEARCH
STUDY ON THE BASIC EDUCATION ASSISTANCE MODULE (BEAM) IN THE
MATABELELAND SOUTH SOCIAL WELFARE DISTRICT OFFICES**

This serves to confirm that Mrs Ngoni Moyo has been granted authority to carry out the
afore-mentioned research in the Department of Social Welfare, Matabeleland South Province.

The bearer is a Doctoral candidate at the Fort Hare University and is carrying out her research
in partial fulfillment of the requirements for the programme. May you kindly assist her with
the information needed for the purposes of her studies.



L.C. Museka

SECRETARY FOR PUBLIC SERVICE LABOUR AND SOCIAL WELFARE

cc: Director Social Services

✓ cc: Mrs Ngoni Moyo
Joshua Mqabuko Nkomo Polytechnic
P. Bag 5812
Gwanda

/sn

Appendix K: Consent Letter for Parent/Guardian and Orphans

Joshua Mqabuko Polytechnic
Private Bag 5832
Gwanda

June 2009

Dear Parent / Guardian

Re: Permission for your child to participate in a research interview

This letter serves to request you to give permission to _____ (Name of child) be interviewed by me in connection with the support he/she has been receiving for his/her education from _____ (Name of organisation) up to December 2008. The interview will take place at school and will last only about 30 minutes. Please sign below to indicate that you allow your child to be interviewed.

I allow / do not allow (delete inapplicable) my child to be interviewed.

Name of parent / guardian _____

Signature of child _____

Thank you for your cooperation

Yours faithfully

Ngoni Moyo
(PhD Student)