A STUDY OF THE SOCIO-ECONOMIC CHALLENGES FACED BY ORPHANS AT TARIRO SCHOOL IN HOPLEY FARM, SOUTH OF GREATER HARARE.

BY

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A DISSERTATION SUBMITTED TO THE DEPARTMENT OF SOCIAL WORK AT BINDURA UNIVERSITY OF SCIENCE EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF BACHELOR OF SOCIAL WORK HONOURS DEGREE.

NOVEMBER 2014
Approval form

Supervisor

I certify that I have supervised Ropofadzo Mashayahanya for this research titled An investigation into the socio-economic challenges faced by orphans in Harare: a case of Tariro School in Hopley farm in partial fulfilment of the requirements for the Bachelor of Science Honours Degree in Social Work at Bindura University of Science Education.

Supervisor name................................Signature........................................Date....................

Chairperson of Department Board of Examiners

The Departmental Board of Examiners is satisfied that this dissertation report meets the examination requirements and I therefore recommend to the Bindura University to accept a research project by Ropofadzo Mashayahanya titled The socio-economic challenges faced by orphans at Tariro School in Hopley South of Greater Harare in partial fulfilment of the requirements for the Bachelor of Social Work Honours Degree

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DEDICATION

To my parents Stephen and Caltus Mashayahanya and family.

To my impaired brother Mhazo, your condition kept me going. I love you so much.

Mostly important to orphans in Hopley Farm.
Acknowledgements

I would like to express my gratitude to the Department of Social Work at Bindura University of Science Education for their support during this study. Special thanks goes to my supervisor the late Mr R G Banda for the immense assistance during the grounding of this work,” Sir your patience and kindness got me this far, thank you”. I also want to thank the School Head of Tariro School in Hopley for granting me the permission to carry out my study and his contribution.

To my Parents Stephen and Caltus Ndinatei Mashayahanya, my brothers Mhazo, George, Tinashe, my sisters Ratidzai, Dudzai and kids George, Steve, Grace, Tariro and Gwynfryn your direct and indirect support is greatly appreciated, I love you guys.

To Muhle and my Friends Tariro Zambe, Samuel, Jones, Nyasha, Annah, Moira, Gotore and the rest of Social Work part 4s(2015class) thank you so much for your inspiration during this study, God bless you.

Most importantly to GOD your name is praised through this work and always because you are able!
ABSTRACT

The aim of the study was to investigate the socio-economic challenges faced by orphans at Tariro School in Hopely farm outside the capital city Harare. The objectives of the study were to examine the socio-economic challenges faced by orphans, identify coping mechanisms used and to explore government and key actor’s initiatives intended to curb the challenges faced by these orphans. A case study research design was used. The study employed the purposive sampling technique and used the interview method to collect data. Data were thematically analysed and presented. The study found out that children are experiencing socio-economic challenges like, lack of food, loss of inheritance, abuse and access to education and health facilities. The respondents indicated the following as coping mechanisms used by orphans, child labour, vending, begging to mention a few and utilise government safety nets like BEAM. Some of the recommendations of this study include calling the government and key actors in child protection systems to work hand in hand to help orphans and their caregivers with basic needs and income generating projects.
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CHAPTER ONE

1.0 Introduction

This chapter reviews the background of the study, statement of the problem, justification of the study as well as the aim of the study.

1.1 Background information of the study

UNICEF (2010) noted that there are currently over 14 billion orphans living in the world today, due to poverty, war, HIV/AIDS and that more than 130 million children have lost one of their parents. An estimated 100 million more children are said to be living on the streets. Studies show that orphaned children are at higher risk of severe malnutrition, high mortality rates, and lower levels of school attendance. According to the UNAIDS (2010) there are 16.6 million children worldwide that have lost one or both parents and that 15 million of them live in the Sub-Saharan Africa.

According to UNICEF, Sub Saharan Africa has the largest orphan burden with over 70 million children who have lost one or both parents (State of the World’s children, 2011). In Zimbabwe the current socio-economic and HIV/AIDS related difficulties have increased the number of orphans and worsened poverty crisis. It is due to HIV/AIDS pandemic that the orphan category is growing the fastest. Although HIV/AIDS epidemic is the most prevalent cause of orphanhood, there are other causes that results in more children being orphans like natural disasters, violence, conflict and other health conditions (Gulaid 2008).

Orphanhood is a problem which has existed throughout the history of many cultures and ethnic groups. The loss of one or both parents is an overriding threat to any nation. Most of the children are left suffering with grief, distress, social segregation and psychological impact on the loss of their parents. These children fail to access decent accommodation, basic education, essential food, safe water and some end up in child headed families which according to World Health Organization (2006), most girls are compelled to exchange sexual favours for basics such as food, shelter and clothing among others. This increases their vulnerability to HIV infection and early pregnancies. Boys in similar setting usually resort to illegal activities for survival and hence become hardened criminals in the long run.
Earlier in Zimbabwe Orphanhood was easily handled by the families and communities. Mushunge (2006) sited in Masuka, Banda, Mabvurira, and Frank (2012) postulated that traditionally children have been viewed as central to society; hence their protection has been rendered an issue of particular concern to the whole community. It was clear that children who lost one parent were to endure with a single parent who was given a alternative of remarrying (kugarwanhaka / chimutsamapfihwa). This scenario was not stressing to children of the deceased parent (paternal /maternal orphans). In case both parents died the extended family was responsible for looking after the children (double orphans) and if it fails the community would take on the responsibility. This was possible because people lived in areas according to ethnic groups so they considered themselves related. It was also during such initiatives that there was the Zunde ra Mambo project that was meant to care for orphans in every community.

The HIV / AIDS and current socio-economic crisis in Zimbabwe has played a role in refuse of the traditional values of caring for orphans. According to Maushe (2014) sited in Mugumbate (2014), with the decline of the economy many extended families are finding it difficult to look after extra family members. This is because most of them are living in scarcity and orphans under their care continue to face the vast socio-economic challenges in life. This scenario has also resulted in many orphans living in streets and child headed households. Hence continue to face socio-economic challenges.

1.2 Orphanhood and Social Work

Orphanhood is a social problem that has existed for many years around the world and it is escalating due to different causes. This problem can emanate from war, diseases, natural disasters and accidents and HIV/AIDS which has been found to be the leading cause. The orphan problem is essential to issues of social protection and child protection in particular. Child protection systems in different countries are meant to cater for the welfare of children especially orphans and vulnerable ones. Social work is one chief profession that prioritises the wellbeing of human beings and children are said to be at the core of social work practice in Zimbabwe. Social workers are obliged to understand the challenges faced by children of any kind (orphans and non orphans) and provide for their safety because they are key actors in issues of child protection, they lobby and advocate, intermediates, facilitates to mention a few for the wellbeing of orphans.
1.3 Statement of the problem

Orphans in Hopley farm prolong to face more socio-economic challenges as they live in poverty and some are not attending school regularly. There is need to approach orphans in Hopley farm and comprehend the impacts of orphanhood in their lives, how they are surviving and assess the rate in which they are assisted either by government or other nongovernmental organisations.

1.4 Justification

This study will help to come up with vibrant support systems for orphans at Tariro School in Hopley farm and how they can cope with the challenges they face. It will also offer advocacy for these children and impact on orphan policies to reinforce the coping mechanisms, indigenization and youth empowerment for the development of the nation and attainment of the millennium development goals (MDGs) set for 2015.

1.5 Aim

To investigate the socio-economic challenges faced by orphans at Tariro School in Hopley Farm.

1.6 Objectives

• To examine the socio-economic challenges faced by orphans at Tariro School in Hopley farm.

• To identify coping mechanisms used by orphans at Tariro School in Hopley Farm.

• To explore government and Key actors’ initiatives intended to curb challenges faced by orphans at Tariro School in Hopley farm.

1.7 Research questions

• What are the socio-economic challenges faced by orphans?

• What are the types of assistance do orphans get from Government and Children’s rights Actors (NGOs)?

• What are the coping mechanisms used by orphans?
1.8 Significance of the study

The study will assist local authorities, Government service providers, those in health and education sector and also policy makers to create an environment which prioritize the needs of orphans. The researcher is of the view that the information which will be collected will convince the hearts of the authorities so that orphans in Hopley Farm can get assistance.

1.9 Delimitations

The study is limited to boys and girls who are below the age of 18 years.

The study is also delimitated to Tariro School in Hopley Farm.

1.10 Limitations

In collecting data from the respondents, the researcher will intrude into children’s personal lives by asking sensitive, intimate and innermost questions pertaining to their life experiences of orphan hood. Therefore, respondents might not participate well for it will bring back a vivid picture of their past and emotions might control them.

1.11 Definition of terms

Child

Zimbabwe’s Legal Age Majority Act of 1982 defines a child as anyone below the age of 18.

Orphan

Zimbabwe National Care Policy (2006-2010) defines an orphan as a child whose parents have died.

Single Orphan

This refers to a child whose Mother or Father is dead.

Double orphan

This refers to a child who has lost both parents.
Paternal Orphan
This refers to a child whose Father is dead.

Maternal Orphan
This refers to a child whose Mother is dead.

Caregiver
A caregiver is defined as a family member or non family member who regularly takes care of a child or any other person.

Kugarwa Nhaka
This is when a wife of a deceased person gets married to the husband’s relative.

Chimutsamapfihwa
This is when a man of a deceased wife marries a wife’s relative.

Nuclear family
This refers to a family which is related by blood or by marriage.

Extended family
A family with father, mother, biological or adopted children and other relatives like uncles and aunts tied together with blood or by marriage.

Community care
This refers to the area in which the child was staying whilst the parents were still alive. This community will put in place an adult to take up the role of guardian of the child if the extended family is not available to take care of that child.

Foster care
This refers to a temporary supervised care for orphans usually in an institution or substitute home.
Adoption

This refers to the act of taking a child into one’s own family through legal means and raise as one’s child. Boswell J. (1998) stated that adoption is a process whereby a person assumes the parenting for another and in so doing, permanently transfers all the rights and responsibilities.

Institutionalization

This is whereby an orphan or a vulnerable child is put at an institution. According to the National Orphan Care Policy (1999), this institutionalization is seen as the last resort to place a child when the first five measures fail.

1.12 Summary and organisation of the study

The study will be divided into five (5) chapters. Chapter one looked at the introduction, background of the study, statement of the problem, objectives, research questions, assumptions, limitations and delimitations of the study. Chapter two will look at the conceptual or theoretical framework, interpretation and evaluation of relevant literature and citations. Chapter three will look at the methodology of the study. Chapter four will present and interpret the results which would give adequate policy recommendations and considerations for future research. Chapter five will summarize the whole project, presenting also recommendations. Most importantly, after reviewing chapter one, the study will move on to literature review (chapter 2)
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature of a study into the socio-economic challenges faced by orphans with relation to its objectives which are to examine the socio-economic challenges faced by orphans, to identify coping mechanisms used by orphans and to explore government and Key actors’ initiatives intended to curb challenges faced by orphans at Tariro School in Hopley farm.

2.1 Theoretical framework

Orphan hood is a complex problem that is growing day by day therefore there cannot be a direct factor that can explain it holistically. Consequently a number of theories can touch orphan hood in a diverse manner explaining different factors that are involved in orphan hood.

This study will be informed by Maslow’s hierarchy of needs theory. The theory pointed out that all human beings require the first need in the hierarchy of needs to be fulfilled, that is the physiological needs. These physiological needs are basic needs to life which includes food, shelter and clothing. Maslow’s idea is that when human beings have the basic needs such as food, shelter, clothing are motivated to attain the next need in the hierarchy. Lack of these needs to Maslow disturbs one developmental processes of reaching to the top of the pyramid.

Security is the second need of Maslow’s hierarchy of needs which entails one’s security as a priority in life for instance being in a safe environment. At this stage Maslow eluded safety in a perspective of a proper and adequate shelter that prevents fear of environmental and physical danger. The importance of self preservation is pointed out at this stage ensuring security of employment, family, resources and health. Maslow believes that after one has security he/she will strive to have love and a sense of belonging as the next need in life.

Sense of belonging seems to the most important need of human beings. It is from this perspective that Maslow believed that if one lacks love and belonging chances of attaining to self actualisation are low. Maslow is of the view that a sense of belonging and love motivates one to
achieve certain things in life. It is alluded to as the drive to human prosperity and it allows one to have high self esteem.

According to Maslow, self esteem is the fourth need on his hierarchy of human needs. It entails ones confidence and pride in life. Maslow’s thinking was that when one has attained the first three needs he / she is motivated more to reach the last need of self actualisation in life.

Self actualisation is the last stage of Maslow’s hierarchy of needs, according to Maslow (1954) sited in Gross (2010) few people reach this stage in life, where they have everything and strives for nothing after it.

Source: (Gross 2010)

2.2 Relevance of the theory to the Study

The theory can be used to explain the socio-economic challenges faced by orphans. These children lack access to basic needs such as food, health services and education. Maslow’s theory can also explain the various coping mechanisms with a bid to access the basic needs to human
life. Maslow pointed out that for a human being to reach to the self actualization stage has to acquire the basic needs which are at the bottom of the pyramid- the physiological needs.

Security need by Maslow is relevant in explaining the vulnerability of orphans in Hopley farm since the area is manned with political issues and violence in communities and families. It can also be used to explain the lack of security of orphans in extended families, communities and institutions and in child headed households after the dearth of their parents. Orphans also lacks security of resources thus some lost their inheritance to extended family members.

Orphans whose parents are dead normally lacks love and a sense of belonging because some are taken in to extended families, some adopted, some becomes street children and some are institutionalised. Therefore this study seeks to investigate the need of belonging and love as a drive to self actualisation. It is also important to note that orphans exhibit low self esteem because of grief. Orphans do not stop to grief for the dearth of their parents.

### 2.3 Defining orphan hood

According to the Convention on the rights of the Child (CRC), a child who is under the age of 18 can be considered an orphan if he/she has lost a mother, father or both parents usually regardless of the cause of the dearth of the parent or parents. Orphans are classified in different types and some of these types include: double orphans, maternal orphans and paternal orphans. Maternal orphans are children under the age of 18 who have lost their mother from any cause, Paternal orphans refers to children under the age of 18 who have lost their father from any cause. According to Case, Paxson and Ableidinge (2004) “double orphans” can be broadly defined as children for whom either both parents are deceased, or one parent is deceased and the other parent has unknown vital status, or both parents have unknown vital status. According to the Orphan Society America (2007), an orphan can be defined as: a minor child who has lost both parents due to death, whose parents have died, have relinquished their parental rights, or whose parental rights have been terminated by a court of jurisdiction, one who has lost the love of its natural parents due to death, abandonment, abuse, or neglect, whose parents’ rights has been terminated and is waiting to be adopted, a child who has remained in foster care for more than 5 years, depending on the age and race of a child, these children will likely ‘age out’ of the child welfare system.
Therefore it is important to note that children are also classified as orphans for reasons other than the death of their parents.

HIV/AIDS is one of the leading causes of orphanhood around the world. At the economic, social, security and demographic levels the AIDS epidemic is having an impact far more devastating than ever imagined. In addition to the untold grief and human misery caused by AIDS, the epidemic is wiping out development gains, decreasing life expectancy, increasing child mortality, orphaning millions, setting back the situation of women and children, and threatening to undermine national security in highly-affected societies (UNAIDS 2005). Extreme poverty, conflict, exploitation, war, famine, disease and the HIV/AIDS pandemic is having a devastating impact on the world’s youngest and most vulnerable citizens. (Children on the Brick 2004) UNICEF (2008) noted that worldwide 15 million children have been orphaned due to AIDS with 11.6 million orphans due to AIDS in sub-Saharan Africa alone. The problem of orphanhood around the world is a central cause to poverty.

The term orphan in this study is used to refer to any child under the age of 18 who have lost one or both parents due to any cause. It is in this regard that these orphans might be living under the care of a single parent, extended family members, and child-headed households, foster care or institutional care.

2.4 Global Overview on Orphanhood.

The loss of parents has in most instances compromised the socio-economic lives of children left behind. These children find it difficult to access education, health services, adequate shelter, food and access to clean water and suffer loss of their parent’s inheritance. According to World Vision (2012) sited in Gutsa (2012) 15 million children have been orphaned by AIDS in the World. These children are believed to be facing different socio-economic challenges. This is so because of the new set of life orphans experience after the dearth of one or both parents. UNICEF (2008) noted that loss of a productive family member is likely to be a financial burden and might push a family into poverty. The dearth of one or both parents has been said to have been one of the leading causes of poverty, because more of people who are dying are the economically active ones for any nation and who in most cases are breadwinners of their families.
According to USAID (2008), orphans and vulnerable children stand in particular need of education intervention as they are amongst the children most in danger of becoming infected with HIV due to economic hardship, reduced parental care and protection and increased susceptibility to abuse and exploitation. These factors contribute to the barriers orphans and vulnerable children face when pursuing an education. According to Cooper, Risley, Drake and Bundy (2007), these barriers can be categorized as within the child, through impaired health, including impaired development, and through emotional stress; within the family, including the child but adding the dynamics of the family’s function as a group; within the community; and within the school system and the school.

According to UNICEF (2009), worldwide 30% of girls and 15% boys suffer from child abuse. The levels of abuse of children who has lost their parents from any cause are different from the levels of abuse that non orphans are having. Orphans who live with extended family relatives, foster parents and in child headed households are at a higher risk of different types of abuse. Child abuse can be explained in four major types and these are: emotional abuse, physical abuse, sexual abuse, and neglect abuse. According to Howard (2010), orphans in child headed households experience any kind of abuse but mist orphan sexual abuse.

According to UNICEF (2006), Children who are orphaned are more likely to suffer from detrimental health and nutritional outcomes; orphaned children are more likely to be stunted compared to non-orphans. Paternal orphans are also more likely to have suffered from recurring sickness compared to non-orphans. Additionally, caregivers of double and maternal orphans are less likely to report that the child has been sick although maternal orphans are more than twice as likely to report being treated worse than other members of the household, compared to non-orphans.

2.5 Sub Saharan Region Overview of Orphan hood

UNAIDS (2008) noted that the African continent is home for about 14 million orphans and estimated that there will increase 50 million by 2015. The region records the greatest number of dearth’s due to HIV/ AIDS which is the leading cause of orphan hood. Poverty is recorded more in the sub Saharan region than in western countries and it is the drive to so many diseases that cause orphan hood in the region.
According to the African Charter on the Rights of the Child (ACR) across the region there are 8.8 million children who are out-of-school and an estimated 80 percent of them live in just five countries: Ethiopia, Kenya, Angola, Somalia, and Mozambique. According to MICS preliminary report, 17, 2% of Mozambican children are orphans. While other children in Africa are able to grow, learn and thrive as part of loving families and communities others suffer due to issues like poverty, conflict, natural disasters, and harmful practices such as early marriages. All these acts have a bearing on children’s development.

2.5.1 Stigmatisation

Stigmatization is one of the major social challenges that orphans face. Stigmatisation is when one is side lined because of a problem that he / she is facing. Stigmatisation is reduces self esteem or confidence in one’s self and make that person isolates him/herself or isolated by others. Michael (2009) noted that some explanations for why people living with HIV/AIDS are stigmatized, such as association with illicit sex or injecting drug use, can in a way make sense, but it is still not so easy to understand why people stigmatize innocent children whose parents are dead. Children who are orphaned by HIV/AIDS are at the peak of receiving stigmatisation because AIDS though it is an epidemic that has existed for many years, people tend not to appreciate it as any other diseases. AIDS orphaned children are seen as a disgrace by different people and in different communities because AIDS in most cultural societies is viewed as a punishment for sinning against God. Therefore orphans are stigmatised as a result of people’s lack of knowledge on diseases. According to Michael (2009), Poverty is another reason why orphans are stigmatised after the dearth of their parents because they are left with little resources for their upkeep due to medical expenses catered during the course of their parent’s sick periods, or loss of resources from extended family members.

The Sub Saharan region has been one of the leading regions in the world with more people’s lives being shattered by AIDS leaving behind orphans in a large scale. UNAIDS (2008) pointed out that the total number of children orphaned by HIV/AIDS in sub-Saharan Africa is 12 million and the number is increasing. Therefore the increase in stigmatisation of those children left behind because of the pandemic. According to Cluver, Gardner and Operario (2008), Orphans due to HIV/AIDS continue to be stigmatized in African countries like South Africa and Uganda.
A study by Michael (2009) carried out in Uganda in Rakai District with special interests in assessing the interventions to reduce stigma among double orphans in sibling headed households. The study was based on the assumptions that children living on their own (children in child headed homes) face much greater material and psychosocial challenges and stigma than other orphans and other (OVCs. The study found out that stigma related to HIV/AIDS and orphans is still an issue of concern, and that stigma is still an important barrier in combating HIV/AIDS and in improving the lives of those infected and affected by it. Therefore it can be noted that orphans are at a higher risk of being stigmatised because of the dearth of their parents especially those died due to HIV/AIDS.

2.5.2 Adequate Care Givers

Orphans lack adequate care givers after the dearth of their parents, many of orphans in African countries because of the cultural ties to the protection of orphans by extended families. Old people tend to be at the fore front caring for orphaned children. A study carried out in rural china on care arrangements of AIDS orphans and their relationship with children’s psychosocial well-being by Carman and Adams (2011), found out that despite kinship care (extended family care) is considered the best care alternatives over institutional care or foster care as alluded by Ford, Meltzer and Goodman (2007), kinship care may not be the best option in resource- poor settings. The study by Carman and Adams (2011), pointed out that in poverty-stricken areas, households caring for orphans may have to struggle with the dilemma of generating income and caring for orphans. The study saw government- supported orphanages and group homes as serving better to orphans basic needs than kinship families.

2.5.3 Child headed households

Many orphans are said to end up living in child headed families after the dearth of their parents. According to Mhaka- Mutepha (2010), studies in Southern Africa show that there has been a significant increase in the proportion of children who are double orphans due to HIV/AIDS. This outcome of studies can also be said to have limited the problem to double orphans only within the orphans in general. Breda (2010) added that despite the fact that these children will be living without parents, they face many problems and poverty remains their greatest problem. According to Meinjes (2009), Prior studies conducted in the different parts of Africa have shown that
orphaned children from child-headed families live in poor conditions than other children who have living parents.

2.5.4 Child labour

Child labour has been reported as a major challenge that orphans especially in African countries face. Kinship orphan care in African societies is dominated by old grandparents, poor and sick extended family members thus children are forced by the situation to work for the family sustainability. A study by Kabala (2008-2010) in Mulena compound in Kitwe (Zambia) on the factors affecting orphans and vulnerable children dropping out of School identified child labour as one of the social problems faced by orphans leading to school dropout. It pointed out that children usually face child labour from the extended family members they will be living with after the dearth of their parents.

2.5.5 Children living in the streets

Street living is among various challenges that orphans are facing especially in African countries. According to Nyawasha (2012), the number of children living streets in African towns and cities has sharply increased and the increase is largely attributed to day to day survival and economic hardships faced by orphaned and vulnerable children. There has been evidence from studies conducted in different parts of the African continent which continue to show that most of the children living on the streets end up being sexually exploited.

2.5.6 Lack of psychosocial support

Orphans lack psychosocial love and support after the dearth of their parents and from their care givers. A study by Juma, Askew and Ferguson (2007) on the Situation Analysis of the Sexual and Reproductive Health and HIV Risks and Prevention Needs of Older Orphaned and Vulnerable Children in Nyanza Province, Kenya, found out that guardians/ caregivers may feel uneasy disciplining orphans who are not their own children, fearing that it may be interpret as abusive rather than as a form of guiding the child. These children they parental involvement which ensures them to acquire good decision making skills as they teach them right from wrong (Berns2007).
2.5.7 Peer Pressure

Peer pressure has been reported as a challenge most orphans are facing in different societies. Its impacts have been in most cases linked with deviant behaviours. This correlated with a study by Kalaba (2008-2010) On Factors Affecting Orphans and Vulnerable Children Dropping out of School in Mulenga Compound, Kitwe, Zambia, Which found out that Peer pressure, was among the reasons why most OVC are forced to drop out and join gangs and involve in alcohol and drug abuse in poor communities.

2.6 Local Overview of orphan hood

2.6.1 Loss of inheritance

Orphans are at a higher risk of losing their inheritance after the death of their parents especially to extended family members. A study carried by Rose (2008), in Mutoko in Zimbabwe in order to discover how property inheritance proceeds in a mostly Shona community focusing on children's present and future property rights rather than their involvement in specific incidences of property grabbing or dispute in order to demonstrate overall property inheritance patterns. The study’s 10 cases found out that: some children are left with nothing to inherit after the death of their parent, Will writing protects inheritance/ properties for children left behind from greedy relatives and that girls are not given first priority to inherit properties even if they are first child.

Wakweya, Kateregga, Konde-Lule, Mukyala, Sabin and Williams (2002) pointed out that loss of inheritance results is one of the reasons why double orphans keep living in their past parents home. Therefore this study seeks to assess the applicability of this literature to orphans in Hopley farm.

2.6.2 Access to education

Orphans have been reported to lack access to education in Zimbabwe during the initing of National Action Plan 1. A study carried out by Gutsa in (2012) on local governance and access to education by orphans and vulnerable children under Zimbabwe’s NAP for OVCs which was aimed at pointing out the challenges faced by orphans in accessing education, found out that there is more to access to education including the inability to learn of children due to hunger and failure to pay school fees, anxiety at home and lack lessons with a responsibility to look after
they family members. The general conclusion made by the study was that though enrolment is one of the most important educational indicators in determining access to education, the quality of attendance is also critical to orphans. It is therefore important to analyse this situation with reference to orphans at Tariro School in Hopley farm.

2.6.3 Access to health services

UNAIDS (2006), pointed out that over 15 million of children in the region have been orphaned by AIDS, some are living with chronically ill parents and about three million of them are themselves infected by the AIDS virus. According to Watts, Gradson, Saito, Lopman, Bealey and Monach (2007), several studies have found orphans to have poorer health than non orphans because of fees that are also required for health treatment. Orphans experience poverty in a larger scale in any community than non orphans. The health sector requires for medication fees and this situation has affected many of orphans who even find it difficult to have money for sustainability. It is because of this situation that access to health sometimes even if these children are sick is low.

2.6.4 Lack of food

Orphans are believed to lack food in life than non orphans some notes that orphans can go for a day or two without eating anything. According to Gillespie (2006), a much larger percentage of orphans than non-orphans live in households that are classified as “food insecure with child hunger”, and those with chronically sick members were also found to be more food-insecure. It is along this line that many orphans lack food. According to SADC (2003), provincial and district vulnerability analyses undertaken by national food and nutrition committees in Zimbabwe found that chronic illness as well as caring for orphans and vulnerable children adversely affected food consumption as well as production.

2.6.6 Lack of clothes

Orphans because of the poverty rates associated with their situations, it is difficult for them to afford buying clothes like non orphans. It is in some instances that they usually got clothes from people in communities; donors or work in exchange of them.
2.7 Coping mechanisms

Coping mechanisms can be universally used and only differ with the availability of resources available for orphans in different geographical set up. Orphans are believed to use a wide range of positive and negative activities as their coping mechanisms.

2.7.1 Vending

Vending encompasses selling of different types of goods in streets especially. Most orphans are involved in this type of business where they sell a variety of goods in streets especially vegetables, fruits, freezits, tomatoes, eggs to mention a few and other light goods like air-time, batteries, comps, threads and knives to name a few. According to Marais (2005), orphans sell household assets as a coping strategy which is not sustainable. This shows that orphans are at times are desperate for a sustainable life that will end up doing deviant and unaccepted things as a way of survival but some are also surviving using positive ways. A study by Chase, Wood and Aggleton (2006) on the survival strategies of orphans and vulnerable children and young people in Zimbabwe found out that in Chegutu boys and girls uses a variety of activities as their coping mechanisms including selling of vegetables.

2.7.2 Begging

Begging is when one asks for help in different manner in streets or houses. Child begging has been proven to be more common to orphans and vulnerable children because they face a lot of challenges especially to have access to basic needs like food, clothes, education and health. Nampanya (1998), sited in Grainger, Webb and Elliot (2001) indicated that boys who are orphans are more prone to begging while girls are taken in responsibilities for meals and cultivation. It is in this respect that the socio-economic circumstances are the ones that force orphans to venture into begging as a coping mechanism.

2.7.3 Playing with Friends

Friendship have been one coping mechanisms employed by orphans to do away with stressing events and situations in life. Orphans are said to reduce and curb the problem of psychological distress which result as a challenge of the dearth of their parents. Chase is of the view that
children use various as in which they ought to relieve strain of difficulties they face. Other studies like Mann 2000 and FHI 2003 sited in Chase et al (2006) found out that talking to friends rather than adults was a common support-seeking strategy.

2.7.4 Consumption of drugs

Drug use has been reported to be in high prevalence among orphans and vulnerable children as a way to e with stress and due to low self esteem and the attempt to escape feelings of extreme poverty (Nugent and Masuku 2007). Orphans who have lost their parents especially in tragic incidents like accidents and short illnesses face extreme sadness and always show levels of low self esteem. Nugent and Masuku (2007), mentioned poor concentration as a sign of substance abuse resulting from the consumption of drugs like glue, dagga, tobacco, mandrax and cocaine. It is important to see if substance abuse is being used by orphans as a coping mechanism with reference to orphans at Tariro School in Hopley Farm.

2.7.5 Child labour

Orphans under the care of a single parent, extended family members and in child headed households live under harsh conditions to access basic needs in life .Child labour have been reported as a common coping mechanism that orphans will end up resorting to lessen the financial constraints in the way they will be living. According to Yamono and Jayne (2000) sited in Ainsworth, Beegle and Koda (2005), orphan hood often exacerbates financial constraints for poorer households and increases the demands of child labour…” Therefore it can be noted that child labour results with the need to acquire basic needs that are fundamental to human life.

2.7.6 School Drop out

According to UNICEF (2003), leaving school early has increasingly been documented as a strategy adopted in order to relieve difficulties at home. It is a negative coping mechanism used by orphans. School dropout although it can be attributed to lack of school fees and uniforms by orphans it is also important to note that girls living in child headed households, under the care of a single parent and living with extended family members are prone to leave school because of responsibility reasons including providing care to sick single parents, to care for other siblings in
a child headed households or to source for economic sustaining projects to help in a poor extended family households and to limit the burden by the demands of schooling.

2.7.7 Young Marriage

According to Chase et al (2006), getting married is an example of coping mechanism used by orphans. Chase indicates that orphans and girls in particular are at high risk of getting married sometimes within a short period of knowing a person that will marry them as an alternative to the problems they will be facing. It is in this respect that these children will venture into marriage without knowledge of the predicaments around issues of marriage and it can be concluded that these children under the circumstance of young marriage do not have genuine feelings for those they marry.

2.8 Government and Key actors initiatives intended to curb challenges faced by double orphans.

2.8.1 Global Commitments

2.8.2 Convention on the Rights of the Child

The convention on the rights of the child, is the most comprehensive International document pertaining to the rights of the children. The CRC defines a child as any person under the age of 18 and sets out a wide range of political, civil, cultural, economic and social rights for children.

The committee on the rights of the child has identified the following articles in the CRC article 2 non discrimination which entails that all rights apply to all children without exception and the state must protect from any form of discrimination, the state must violate any right and must take positive actions to promote the rights of the child. Article 3 best interests of the child entails that all actions concerning children should take full account of the best interests. The state is to provide care when parents or others responsible fail to do so. Article 6 survival and development obliges that every child has the inherent right to life and the state has an obligation to ensure the child’s survival and development. Article 7 Name and Nationality- the child should be registered immediately after birth and shall have the right from birth to a name, acquire nationality and as far as possible, the right to know and to be cared for by his or her parents. Article 12- The Child’s Opinion- A child has a right to express an opinion and to have that opinion considered in
any matter affecting the child. Article 12 on parental responsibility speaks that parents have joint primary responsibility for raising the child and the state shall support them in this. Article 19 on sexual and physical abuse focuses on the need that children should be protected from all forms of physical or mental violence, injury or abuse negligent treatment, maltreatment or exploitation including sexual abuse. Article 20- Protection of Children without family- The state is obliged to provide special protection for a child deprived of the family environment and ensure family care or institutional placement is available. Article 24 on health and health services, it entails that children have a right to the highest level of health possible which includes a right to medical services with special emphasis on primary and preventive health care, public health education and diminution of infant mortality. Article 28 on education oblige that all children have the right to education and this right should be achieved progressively on the basis of equal opportunity. It is the state’s duty to ensure that primary education is free and compulsory. Therefore this study seeks to acknowledge the relevance of the Convention on the rights of the child with reference to double orphans at Tariro School in Hopley farm.

2.8.3 United Nations Declaration of Commitment on HIV/AIDS

This Declaration is particularly relevant to children growing up without families. Articles 65–67 of this Declaration clearly spell out the obligations of states in relation to the care and protection of orphans and other children made vulnerable by HIV/AIDS:

Art 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; and protect orphans and vulnerable children from all forms of abuse, violence, exploitation, discrimination, trafficking and loss of inheritance;

Art 66. Ensure non-discrimination and full and equal enjoyment of all human rights through the promotion of an active and visible policy of de-stigmatization of children orphaned and made vulnerable by HIV/AIDS;
67. Urge the international community, particularly donor countries, civil society, as well as the private sector, to complement effectively national programmes to support programmes for children orphaned or made vulnerable by HIV/AIDS in affected regions and in countries at high risk and to direct special assistance to sub-Saharan Africa.

2.8.4 2002 World Summit for Children

The U.N. General Assembly Special Session on Children held in May 2002 was a follow up to the 1990 World Summit for Children. Recommendations of this meeting are documented in “A World Fit for Children”. Together with other world leaders, the Government of Ghana signed this declaration, committing itself to a time-bound (2002-2010) set of specific goals for children and young people and to a basic framework for getting there: To combat the devastating impact of HIV/AIDS on children, we resolve to take urgent and aggressive action as agreed at the special session of the General Assembly on HIV/AIDS, and to place particular emphasis on the following agreed goals and commitments:

(a) By 2003, establish time-bound national targets to achieve the internationally agreed global prevention goal to reduce by 2005 HIV prevalence among young men and women aged 15 to 24 in the most affected countries by 25 per cent and by 25 per cent globally by 2010, and to intensify efforts to achieve these targets as well as to challenge gender stereotypes and attitudes, and gender inequalities in relation to HIV/AIDS, encouraging the active involvement of men and boys;

(b) By 2005, reduce the proportion of infants infected with HIV by 20 per cent, and by 50 per cent by 2010, by: ensuring that 80 per cent of pregnant women accessing antenatal care have information, counselling and other HIV prevention services available to them, increasing the availability of and by providing access for HIV-infected women and babies to effective treatment to reduce mother-to-child transmission of HIV, as well as through effective interventions for HIV infected women, including voluntary and confidential counselling and testing, access to treatment, especially anti-retroviral therapy and, where appropriate, breast milk substitutes and the provision of a continuum of care;

(c) 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 psycho-social 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

2.9 Regional Overview

2.9,1 African Charter on the Rights and Welfare of the Child

Zimbabwe is a signatory of the ACRWC the first regional child rights treaty which came into force in 1999. The charter defines a child as every human below the age of 18 and like CRC covers civil, political, economic, social and cultural rights. The preamble recognises that the child occupies a unique and privileged position in African society, but also notes with concern the critical situation of most African children. Furthermore, the charter puts special emphasis on the protection against harmful social and cultural practices and the responsibility of children towards parents and the wider community. It also stresses the importance of the family as the natural unit and basis of society and like the CRC emphasises responsibility of the parents for the upbringing and development of the child. The African Charter promotes non discrimination and non stigmatisation of children. It specifically states that every child should enjoy the rights and freedoms recognized in the charter irrespective of the child’s or their parents or legal guardians, race, ethnic group, colour, sex, language, religion, political or other opinion, national and social origin, fortune, birth or other status. Therefore it is at this point that the research seeks to assess the applicability of regional policies to orphans in Zimbabwe with reference to Tariro School in Hopley farm.

2.10 Local Overview

2.10,1 National Orphan Care Policy 1999

This National Orphan Care Policy (1999) introduced the strategies or the models of care which can address the particular needs of the orphans. It established the six tier safety net system of orphan care which included the biological nuclear family, the extended family, community care, formal foster care, adoption and institutional care. The biological family is the system which states that every child has a right to remain in his biological nuclear family for protection and
care. If this mode is disrupted by the way of the death of the parents the next best mode of care is preferred which is the extended family.

The biological family is the first one on the six-tier as it is the most one preferred so as to keep the bond between the child and his or her parents which also help in the child’s development. The extended family is the second strategy if the first one is disrupted. When both parents die the extended family is encouraged to take up the care and protection of the orphaned child. When both the biological family and the extended family are not available to care for the orphaned children the community within which the children live will be called upon to provide care and protection. The children will remain in their community whilst the elders of that community will be monitoring their situation (National Orphan Care Policy 1999). Due to the economic hardships in Zimbabwe for the past decade extended families and communities are struggling to care for orphans. The National Aids Council (2011) sited in Masuka et al (2012), traditional family and community mechanisms to support orphans have been under considerable financial strain in more children facing difficulties in accessing health care, education and other basic amenities. Therefore the study seeks to support the view that families and communities are failing to provide orphans basic needs because of economic constants with reference to double orphans at Tariro school in Hopley farm.

In addition if the first three strategies fail the children may be placed in formal foster care which is intended to be a short term solution until a permanent placement can be made. A means testing is done first to access if the child will live comfortably at the foster parent’s house. Also the government will be taking a more active role to ensure their proper care and protection. If the first four strategies fail adoption is the next best model of care which according to Dhlembeu (2010) is a permanent arrangement whereby adaptive parents and the adopted child acquire the same rights, duties and privileges towards each other as if the child has been their own biological child born in a lawful wedlock. Children who usually get adopted include children born out of wedlock, abandoned, and neglected children, orphans and children voluntarily given up for adoption (Dhlembeu 2010) Double orphans fall within this type of child protection system in Zimbabwe. Adoption has not been widely accepted by the Zimbabwean communities, due to the fear of avenging spirits (ngozi) living with a stranger as one’s own child. Powell (2006) has it that adoption was widely utilised in Western countries, it is not widely accepted in Africa, due to
factors such as inheritance, totems and fear of avenging spirits. Although Zimbabweans adopt with a low rate, the strategy was also considered a necessary evil than institutionalisation. According to Masuka et al (2012), it was envisaged that adoption could assist some orphans and vulnerable children to be adsorbed in families thereby avoiding institutionalisation and a menace of street children. It is against this background that this study seeks to access the acceptability of this child protection system with special reference of double orphans at Tariro School in Hopley farm.

The institutional care is the last resort in the six tier safety net system. Orphans may be placed in institutional care where there are family type institutions which are preferable for the growth of the children and not the dormitory type. In these institutions the children will be facilitated in the provision of education to the orphans, shelter, food, clothes and the necessary basic needs which are needed for the growth of these children (National Orphan Care Policy 1999). In Zimbabwe there are institutions like the Harare Children’s Home, Chinyaradzo, Matthew Rusike Children’s Home to mention just a few which caters for the orphan’s needs.

It is in this perspective that the National Orphan Care Policy is the most used model of assistance in Zimbabwe to orphaned children. The research also seeks to appreciate the sixtier steps as explained in the policy as applicable to the way orphans receive assistance with reference to Tariro School in Hopley farm.

2.10.2 Basic Education Assistance Model (BEAM)

According to Mpofo(2010), the BEAM program was initiated by the Government of Zimbabwe in 2001 for keeping OVCs of school going age (6-19) in school. It was formed to curb the vast challenge of OVCs who had dropped out of school because of the educational fees required. According to Gandure (2009) beam program is nationwide and is available for OVCs in primary and secondary schools and is estimated to cost $ 6,8 million annually. Beam’s main objective is to prevent a situation whereby Orphans and Vulnerable Children drop out of school and some not accessing education due to lack of finance and succumb to child labour for survival. Beam is one of the five components of enhanced social protection (ESSP), which forms part of the government of Zimbabwe’s wider social protection strategy (Government of Zimbabwe 2001sited in Mpofo 2010).
According to Government of Zimbabwe (2001) in Mpofu (2010), children who are fit to benefit from this program can be of one of the following categories: Children in school failing to pay or having difficulties in paying fees and levies, children who have dropped out of school because of economic hardship and children who have never been to school because of economic hardship but are of school age.

According to Goz and UNICEF (2010) sited in Mpofu (2010), a total number of 527 310 and 573 245 children benefited from beam in 2009 and first half of 2010 respectively. This is a great initiative by the government o help children failing to pay school fees.

Despite the great move by BEAM to help orphans and vulnerable children, it is also important to note that the program has fall into the hands of many corrupt people who are not offering the assistance according to the categories but to personal benefits while deserving children continue to find it difficult to survive without the assistance of beam. It is in this respect that beam was stopped for some time that those children who were under the program were stopped to attend classes. Therefore the research also seeks ton asses the program accessibility with special reference to orphans at Tariro school ion Hopley farm.

2.10.3 Assistant Medical Treatment Order (AMTO)

AMTO is a form of assistance provided as a voucher issued to OVC of the poorest households after means testing is done to consider deserving and non deserving to facilitate access to intermediate and tertiary health services. According to UNICEF (2009), the health institutions are supposed to receive block grants from the Ministry of Public Service Labour and Social Welfare to settle claims for all assisted treatment orders redeemed at the Department of Social Services. The provision of AMTO to deserving people has been abused by Officers and the deserving people in dire poverty still face medical treatment fees when they are sick. It is from the assumed corruption of the unavailability of these medical treatment orders to the deserving members who also include double orphans that this research seeks to asses with reference to orphans at Tariro School in Hopley farm.

2.10.4 National Action Plan for Orphans and Vulnerable Children 1&2
According to CPF (2011), the National Action Plan for Orphans and Vulnerable Children is a policy response to the protection of all vulnerable children including those affected by HIV/AIDS in Zimbabwe. The policy was divided into two phases: Phase 1 (2004-2010) to reach out to all orphans and vulnerable children in Zimbabwe with basic services that will positively impact on their lives. NAP 1 sought to develop a national institutional capacity to identify all orphans and vulnerable children and to provide services to at least 25% of the most vulnerable children in the country. It comprised of seven areas of activity: coordination, child participation, birth registration, formal education, social services like psycho-social support; water and sanitation; health, nutrition and hygiene education; shelter.

The National Action Plan Phase II (2011-2015) is in line with UNGASS goals 65, 66, and 67, which directly targets orphans and vulnerable children and urge member states to develop national policies and strategies, which strengthen the ability of governments, communities and families to support orphans and children affected by HIV/AIDS, and to implement these policies and strategies. Its vision and goal are to be achieved in four inter-linked strategic pillars:

Pillar 1: Strengthening the Household Economy seeks to increase the incomes of 250,000 extreme poor households, particularly those with orphans and vulnerable children, through systems such as cash transfers, to build a healthy and supportive family environment.

Pillar 2: Child Protection seeks to increase access of all vulnerable children to effective child protection services, including social welfare, justice and specialised child protection services.

Pillar 3: Access to basic Services seeks to increase access of all orphans and vulnerable children and their families to basic education, health and other social services including primary education support to at least 750,000 of the country’s poorest children including those living with disabilities per year. It also sought to provide secondary support to at least 200,000 of the country’s poorest children per year and medical support to children from at least 25,000 of the country’s poorest households per year, facilitating access to basic services through birth registration of children.

Pillar 4: Program Coordination and Management seeks to strengthen coordination structures for OVC programs of national and sub-national levels by mobilising increased resources and capacity building of staff. It also seeks to strengthen implementation of national laws and
policies pertinent to children and support the country’s steady progress in fulfilling its commitments under national, regional and international protocols like the CRC of 1989 and African Charter on the rights and Welfare of the child of 1990. It also seeks to strengthen the coordinated approach adopted under NAP1, which sought to mobilise and/or harness the collective efforts of key government ministries, UN and bilateral donor agencies, international and national non-governmental organisations (NGOs) and civil society, to address the plight of orphan and vulnerable children in Zimbabwe. It is against this literature that the researcher sought to assess the effectiveness of such government programmes on the improvement of OVCs education and health with special reference to Tariro School in Hopley farm.

2.10.5 Child Protection Fund (CPF)

According to CPF (2011), CPF is a multi dimensional approach to child vulnerability which addresses household poverty, gender disparities, disability, HIV and risk of violence, exploitation and abuse will be utilised to expand the reach and impact of interventions. Its purpose is to reduce household poverty and provide protection support such that the most vulnerable children in Zimbabwe are able to secure their basic rights (through the provision of quality social protection and child protection services). According to CPF (2011), CPF is comprised of three main pillars which are (i) to reduce household poverty and economic disparity of approximately 55,000 extremely poor households including those with orphans and other vulnerable children by implementing national cash transfers thereby positively benefiting children and women’s health and wellbeing. (ii) To enhance all vulnerable children access to effective child protection services including protective services (legal, welfare, judicial) to child survivors of violence, exploitation and abuse. (iii) To facilitate improved access to basic education for poor orphans and other vulnerable children in year1. This approach seeks to provide an environment that will enhance children’s overall wellbeing including orphans. It is in respect of this literature that the study seeks to understand its impact with reference to orphans at Tariro School in Hopley farm.

2.11 Chapter Summary

This chapter reviewed literature on the socio-economic challenges faced by orphans, the coping mechanisms they use to lessen the burden of those challenges and the programs put in place to
curb the challenges by government and key actors in child protection services. The next chapter will discuss the methodology of the study.
CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design that was used in this study, sampling techniques, data collection and data analysis procedures in line with the study’s objectives which were: to examine the socio-economic challenges faced by double orphans at Tariro School in Hopley farm, to identify coping mechanisms used by double orphans at Tariro School in Hopley Farm and to explore government and Key actors’ initiatives intended to curb challenges faced by orphans at Tariro School in Hopley farm.

3.1 Research Paradigm

There are three basic research paradigms namely qualitative, quantitative and mixed approach. This study is informed by the qualitative approach. According to Creswell (2003) a qualitative approach is one in which the inquires often makes knowledge claims based primarily on constructivist perspective like the multiple meanings of individual experiences, meanings of socially and historically constructed with an intent of developing a theory or advocacy perspectives like political, issue oriented, collaborative or change oriented or both. It uses narratives, phenomenology, ethnologies, grounded theories and case studies as research designs.

3.2 Research design

According to Walliman (2011) a research design is programmed so as to collect, analyze and interpret observed facts. Research designs are necessary for the researcher to obtain a sound research methodology. In reference to this study the researcher used a case study as a research design.

According to Ary, Jacobs, Sorensen and Razavieh (2010), a case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program. The goal is to arrive at a detailed description and understanding of the entity (the “case”). As a research design, the case study claims to offer richness and depth of information not usually offered by other methods. The researcher used this design because it uses multiple
methods of data collection and studies people in their natural settings. The researcher used a case study as a research design because, it often suggests hypotheses for future studies. It provides a method to study rare phenomena and also offers tentative support for a psychological theory. (Jackson 2010)

3.3 Study Location: Hopley farm (Harare)

Hopley Farm was initiated in May 2005 under the Zimbabwe’s government’s operation Restore order / Garikai/ Hlalani Kuhle program. According to School Head of Tariro School it is 12 km away from the central business district CBD. It is made up of former Porta farm squatters and others whom were evicted from peri-urban settlements in Harare. According to City of Harare (2012), it initially consisted of 5 zones but has expanded to zone 6 as it is growing in population and habitants. Although Hopley is 12km away from the Capital city’s (CBD) central business district, the area does not resemble an urban settlement.

Plate 3.3, 1: Showing Tariro Primary
Tariro Early – childhood, primary and secondary school was initiated by the School Head in June 2010 as a way of providing quality education to the children of Hopley who of late had been travelling up to 5 km distances to nearby schools in Glen Norah. According to the School Head he initiated this 5-tier School (ECD, Primary, Secondary, Adult literacy Programme and Accelerated Learning Programme for the out of School youths) with the support from the local parents who later formed the School Development Committee (SDC) and the local district Administrator.

Plate 3.3, 2: Showing Tariro Secondary School

3.4 Target Population

A population is a total number of people in which the category under study was extracted from. Initially there were 1517 students at Tariro School by the 2nd term of the year, and by September there were 1217 students at Tariro School (School Head). A target population is the total number of people under study. The targeted population of this study encompasses orphans at Tariro School in Hopley far. The population was 187 which is 15% of the schools population.
3.5 Sampling Procedures and Sample Size

3.5.1 Sampling

According to Walliman (2011), sampling refers to the selection of a representative subset of objects or elements from a population to determine the characteristics of the random variables under investigation.

3.5.2 Sampling techniques and Sample size

The researcher used non probability sampling in this study which according to (Sekaran 2003), the elements in the population do not have any probabilities attached to their being chosen as sample subjects. In respect to this study the researcher used convenient sampling as a sampling technique. The researcher conveniently sampled 20 orphans from 10 years of age at Tariro School which constitute 11% of the targeted population.

The researcher arrived at 20 after the realisation that the responses from orphans continued to be the same and decided to stop interviewing them.

3.6 Data Collection Methods and Instruments

Research instruments are tools that are used to collect data. In this study interviews were used in gathering data to examine the socio-economic challenges faced by orphans at Tariro School in Hopley farm. The researcher used an interview guide with closed and open ended questions.

The researcher used an interview guide because: it presented all research questions relating to the objectives of the study, it allows the researcher to get in-depth experiences of the challenges faced by orphans at Tariro School in Hopley farm it gave the researcher a chance to probe during interviews which made respondents to open more on the subject at hand and it was cheap to make. However the interviews were very long and it cost the researcher on travelling to Hopley for the interviews for 3 days.

3.6.1 Key Informants Interviews

According to Gibson and Brown (2009), a key informant is an expert or a source of information because of personal skills or position in society who is able to provide more information and
deeper insight into what will be going on. The researcher used the school head of Tariro and a senior teacher as key informants. The researcher interviewed key informants using a key informant interview guide. (See Annex D)

3.6.2 Orphans Interviews

The researcher interviewed 20 orphans at Tariro School in Hopley. The researcher qualitatively obtained information from them using an interview guide. (See Annex E)

3.7 Validity

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument (Ary, Jacobs, Sorensen and Razavieh 2010). This study’s validity was based on the following facts: The researcher self interviewed orphans and key informants on her own, compiled the research questions relating to the study’s objectives and translated the research questions to shona for better understanding to the orphans at Tariro School in Hopley.

The researcher used different communication techniques during interviews including the following: Probing-this allowed the researcher to gather more information as it made interviewers to open up when she was probing. Paraphrasing- It made the researcher to be confident on the data she was collecting from the orphans and also guided respondents not to divert from the objectives of the interview. Note Taking- assures the respondents that what they were saying was very important and that assurance made them participate more.

3.8 Reliability

The researcher conducted a pre- test exercise to measure if the interview guide was understood by respondents. She used 5 orphans and 2 key informants for pre-testing. The results of the pre-test enabled the student to make few adjustments to the interview guide that was finally used. The researcher assessed reliability through a comparison of this pilot test with the actual findings.
3.9 Data Presentation and Analysis Procedures

There are a number of ways to present and analyze data. In this study data were presented and analyzed using the thematic approach. The collected data of this study will be analyzed manually using simple percentages and narratives. The analysis of data is expected to help the researcher to draw conclusions and generalizations from the data.

3.10 Ethical Issues

The researcher sought permission to carry out a study at Tariro School and was granted permission by the School Head. (See annex A). The researcher also sought permission to take photographs which were used in this study.

The informed consent of orphans and key informants at Tariro School was sort first to the School head and then to them before interviews. Voluntary participation was emphasized as well. (See annex B and C)

The researcher emphasized the importance of confidentiality during the interviews. She assured the respondents that all discussed information will be confidential and will not be used for other purposes other than for academic purposes only. The Researcher will not use names in the study.

The researcher also employed the principle of non-judgmental and self determination. She also employed empathy during the interviews when some orphans were crying.

3.11 Feasibility

The possibility of data collection at Tariro School had no challenges since the researcher was granted permission by the School head, who happens to be the founder of the school in Hopley farm.

3.12 Limitations.

It might be difficult to select a sample that is a true representation of the total population of orphans in Zimbabwe because only those at Tariro School in Hopley farm will be studied. Also due to dependency some might have exaggerated responses with the belief that the research
might be of welfare purposes though the purpose was pointed out and the fear of being published was also considered and the researcher emphasized that it will be strictly confidential.

3.13 Delimitations.

The research will focus on the orphans at Tariro School most importantly those from 10 years

3.14 Chapter Summary

The above chapter addressed the tools which were used to find out the data which will be presented in the following chapter. The researcher used an interview guide as a data collection tool.
CHAPTER FOUR
PRESENTATION AND ANALYSIS OF FINDINGS

4.0 Introduction

This chapter presents and analyse the findings of this study whose objectives were to examine the socio-economic challenges faced by orphans, identify coping mechanisms used by orphans and to explore government and key actors initiatives intended to curb challenges faced by orphans at Tariro School in Hopley farm. These objectives were meant to fulfil the aim of the study which was to investigate the socio-economic challenges faced by orphans at Tariro School in Hopley Farm. Data were collected using one on one interview to gather in-depth information and will be analysed in a thematic approach.

4.1 Demographic characteristics of respondents

Table 1: Age and sex of respondents

<table>
<thead>
<tr>
<th>SEX</th>
<th>AGE GROUP</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10-11 Years</td>
<td>12-14 years</td>
</tr>
<tr>
<td>BOYS</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GIRLS</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3</td>
<td>10</td>
</tr>
</tbody>
</table>

Table 1 is showing the total number of children that were interviewed which was 20, 10 were boys and 10 girls. The table shows that there was only 1 boy and 2 girls interviewed who were under 12 years of age. Boys and girls between 12-14 years were 10, 5 being boys and 5 girls. Children between 15 and 17 were 7 altogether, 4 of them were boys and 3 were girls. The table also presents that of the interviewed orphans at Tariro School there were more girls interviewed who were between 10 and 12 years and 15 and 17 years respectively. A constant of 5 was
maintained between boys and girls who were of 12-15 years interviewed at Tariro School in Hopley farm.

4.2 Findings on the Socio-economic challenges faced by orphans

4.2.1 Access to Education

The interviewed orphans at Tariro School in Hopley Farm face challenges in accessing education. Responding to the question on the challenges faced in accessing education, One of the respondents indicated that “one of the major challenges I’m facing is lack of school fees thus sometimes I’m forced to go back home whilst others are learning, It is difficult for me to have text books to read especially now that the grade seven exams are around the corner, I don’t have books or past exam papers for revision”.

Another respondent noted that,” It is difficult for my grandmother to find money for my school fees so sometimes I don’t come to school if people are being chased because of school fees”.

“My paternal Aunt she can afford paying my school fees but she does not want because she says my parents did not help her while she needed their help. Sometimes if she pays I’m forced to stay back home taking care of my sick Granny cooking for her and giving her medicine in time while my Aunt is at work” said another respondent.

A victim of child headed household noted that” I lack food at home that every day I come to school hungry and that is affecting my participation and concentration in class. By the time we will receive porridge I will be feeling dizzy and sleepy”.

One of the key informants therefore supported this by saying, “They can’t pay school fees regardless they have guardians. Their care givers do not have formal jobs and the rate of getting money is not consistent thus sometimes they will spend 3 months without paying anything”.

These findings relates to a study carried out by Gutsa in (2012) on local governance and access to education by orphans and vulnerable children under Zimbabwe’s NAP for OVCs which was aimed at pointing out the challenges faced by orphans in accessing education which found out that there is more to access to education including the inability to learn of children due to hunger.
and failure to pay school fees, anxiety at home and lack lessons with a responsibility to look after they family members. Therefore it is in this respect that one can conclude that there are many factors prohibiting orphans to access education because of the poverty in Hopley Farm.

4.2.2 Stigmatization

Interviewed children from this study pointed out stigmatisation as a challenge in their everyday interactions with different people. One of the girls said “My peers treat me different because I’m an orphan”

Another respondent has it that “My step parents treat me different from other children in the house because I lost my parents because of HIV/AIDS and it hurts me”.

“Even though I never knew my parents it hurts me when my Paternal Uncle’s wife at home treats me with stigma as if I never had parents. They say we will not care much for you because you are like your stupid parents who left you when you were young “One girl said in Tears.

“My step father’s children also say my mother was a prostitute who caused the dearth of their mother, they don’t want to walk with me even if we learn at the same school. The elder brother helps his little ones homework while I’m asked to prepare meals for everyone“ said a 14 year old girl.

The key informants added that “some of these children do not live with close relatives and they are treated in a different manner with those care givers that sometimes they report coming to school without having anything to eat and children of the care givers would have eaten and sometimes have extra food in lunch boxes while learning at the same school and class.”

These findings go in hand with a study in done in (2009) by Michael in Rakai district Uganda which was aimed at assessing the interventions to reduce stigma among double orphans in sibling headed households. The study found out that stigma related to HIV/AIDS and orphans is still an issue of concern, and that stigma is still an important barrier in combating HIV/AIDS and in improving the lives of those infected and affected by it. It is from this relation that stigma can be noted as a universal challenge to orphans despite their types or the way their living in sub-Saharan Africa.
4.2.3 Loss of inheritance

Loss of property was noted in this study as a challenge that orphans are facing at Tariro School in Hopley farm. One boy noted that “When our parents died the only property they left was a bare stand in Hopley which we later build a four roomed house with the help of Hopley community but the major challenge is that our father’s relatives wants the house on top of other properties they took from us.”

Another one indicated that, “I was told by my maternal grandmother that all that my parents left was taken away from us by my paternal relatives because they was no will pointing out who got the right to inherit the property”.

One key informant noted that “These children normally have nothing to inherit after the dearth of their parents because of the situation most people here in Hopley are living. Most people live in dire poverty thus they cannot afford to pay school fees for they don’t go to work and some does not want to care for relatives children because they have nothing to offer even for their own families”.

These findings correlate with a study by Rose (2008) in Mutoko in Zimbabwe whose aim was to discover how property inheritance proceeds in a mostly Shona community focusing on children’s present and future property rights rather than their involvement in specific incidences of property grabbing or dispute in order to demonstrate overall property inheritance patterns. The study’s 10 cases found out that: some children are left with nothing to inherit after the dearth of their parents, Will writing protects inheritance properties for children left behind from greedy relatives and that Girls are not given first priority to inherit properties even if they are first child.

It is therefore unquestioned that inheritance issues are one of the major challenges orphans facing in Zimbabwe. It is clear from these findings that it’s not always a matter of loosing inheritance to greedy relatives but also an issue of lack of something to inherit after the dearth of parents. The issues of inheritance are also at the centre of why orphaned children are living in child headed households as noted by Wakweya, Kateregga, Konde-Lule, Mukyala, Sabin and Williams (2002) that loss of inheritance results is one of the reasons why double orphans keep living in their past parents home.
4.2.4 Lack of Food

Responding to the socio-economic challenges faced by orphans, respondents at Tariro School in Hopley Farm indicated that they face a challenge of food in their lives, thus some even go for days and sometimes sleep without eating anything. One of the respondents said, “We lack food thus sometimes my grandmother and I will sleep without anything to eat and this problem affects my concentration at school”.

Another respondent noted that” I come to school without having anything to eat that sometimes I will be weak even in morning lessons”.

The situation is one of the reasons why orphans in Hopley engage themselves in child labour as a coping mechanism and it is also the reason why most orphans at the school are reported of having malnutrition. One of the child indicated that” It is difficult to know that you are going to sleep without eating anything if you don’t find a job to do anywhere”.

One key informant added that “some of the children often came to school hungry thus sometimes they cannot participate in class like others. This is the major problem that we have discovered as a school that majority of children who come to school without anything to eat are orphans who at times will even ask teachers for anything to eat. Most of these children suffer from malnutrition as a result of eating anything that may have come by their way”.

These findings relates with a view by Gillespie (2006) who said, a much larger percentage of orphans than non-orphans live in households that are classified as “food insecure with child hunger”, and those with chronically sick members were also found to be more food-insecure. It can also correlates with Maslow hierarchy of needs which states that human beings needs to acquire basic needs first like food and get motivated to do more in life. This then shows that Gillespie view of orphans in 2006 is still the same in reference to orphans in Hopley farm.

4.2.5 Lack of clothes

Orphans noted lack of clothes as a challenge in their lives. One respondent said” I lack clothes including proper school uniform because I cannot afford to buy any on my own”.
Another child indicated that,” I don’t have clothes that I can call occasional clothes that I can wear when going to church or other events like the civics day at the School that sometimes I just wear my uniform which then make other children laugh at me”.

Another one indicated that,” Sometimes I get clothes that I wear from well wishers in the community or Mashambanzou care trust but it is difficult to find money to buy clothes on my own”.

One of the key informants added that” Because orphans at this school lack proper clothes and uniforms, we as authorities seized having programs that will make children wear clothes or be strict about the school uniform that we had designed as the one for this school.”

These findings indicate that orphans still face the same challenges of basic needs which are the drives of self actualisation. Using Maslow’s thinking it can be concluded that these orphans if they continue to lack these basic needs it will be difficult for them to excel in life.

4.2.6 Low self esteem

Dearth of parents results children to have low self esteem in life. Interviewed key informants at Tariro School in Hopley indicated that they don’t have confidence in their lives because they lack parental love.

One of the respondents said that “orphans at this school they don’t have confidence in one’s self, this could be because they are sad and have lost hope after the dearth of their parents.”

Another key informant noted that,” Some orphans at this school live in fear of everything they cannot express their feelings”.

This information can be linked to Maslow’s theory of the hierarchy of needs that lack of love can lead to low self esteem in life.

4.2.7 Child Labour

Respondents indicated that orphans are prone to child labour in their lives. One of the interviewed respondents has it that “Sometimes I will work in people’s houses as a part time gardener”.

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Another child noted that “I do a lot of hard work when I’m home like going to fetch water far from home and after that I have to walk looking for some part time jobs in people’s houses or to work as a shop keeper or vendor selling potatoes”.

One of the key informants noted that “Orphans at this school engage in child labour because of the challenges they face here at school and at home. The situation is the reason why most of our children have dropped out of school in large numbers because of the jobs they do to sustain a living”.

These findings correlates with a study by Kabala (2008-2010) in Mulena compound in Kitwe (Zambia) on the factors affecting orphans and vulnerable children dropping out of School identified child labour as one of the social problems faced by orphans leading to school dropout. It is in this respect that orphans in sub Saharan Africa face child labour as a major social problem.

4.2.8 Access to Health services

Interviewed respondents pointed out that orphans find it difficult to access health services as a socio-economic challenge. Although these orphans have indicated a number of diseases they face chronic and short time diseases like Asthma, headaches and stomach aches to mention a few. One of the interviewed orphans said, “I experience serious head ache most of the times but I fail to go to the hospital to get an understanding of why I always have the same problem over and over because I cannot afford the required fees for consultation, thus I usually take drugs I get from our neighbours”.

In respect to different diseases that orphans at this school experience one of the key informants noted “that some of these children are HIV positive and they continue to get ill because they lack nutritious food at home”

Another key informant added that “On top of the various diseases, like ring worms, stomach and headaches which some are caused by sitting to direct sun since this school does not have enough classrooms and some caused by lack of sanitation at homes, these children cannot access health services because they do not have money and are not on medical aids”
These findings also indicates what was discovered by UNAIDS (2006), that over 15 million children in the region have been orphaned by AIDS, some are living with chronically ill parents and about three million of them are themselves infected by the AIDS virus. The overall assessment of the situation clearly shows that orphans are prone to more health problems than non orphans as supported by Watts et al (2007), several studies have found orphans to have poorer health than non orphans because of fees that are also required for health treatment.

4.2.9 Child headed households

Respondents of this study noted that some orphans in Hopley Farm live in child headed households. One of the interviewed respondents indicated that he is the head of their household where he lives his little brother. He said” Sometimes my little brother and I feel the absence of our parents since we now live alone but it is not obvious to the public that we live alone at our house”.

Another child indicated that” I have the responsibility as the elder of our own household of providing my siblings with food and clothing although it is tough for me since we are all children who also needs care and guidance of a mature person”.

“It is difficult to reach on an agreement with my sisters on who has the responsibility of making decisions in our household” said one of the orphans.

One of the key informants also noted that” child headed households is a problem with many orphans at the school thus some of them they live the way they deem to be appropriate since they don’t have guidance at home and are living in extreme poverty and are at higher risk of conducting HIV/ AIDS ”.

This can be supported by what was said by Breda (2010) that despite the fact that these children will be living without parents, they face many problems and poverty remains their greatest problem. The findings also relates with prior studies conducted in the different parts of Africa which have shown that orphaned children from child-headed families live in poor conditions than other children who have living parents as indicated by Meinjes (2009). The study also relate to Nielson (2002) who is of the view that orphans in child headed households do not have parents to educate, protect them and the lack of parental care expose them to a risk of HIV
infection. It is therefore noticeable that child headed households are common to orphaned children in different parts of Africa and they live in poverty since they do not have any sustainable way of living.

4.2.10 Abuse

Respondents of this study indicated that orphans are at a higher risk of experiencing emotional and verbal abuse from their care givers (extended family members). Some of the orphans narrated how they are being abused by their caregivers in their respective homes. One of the respondents said “I stay with my step fathers parents (step grant parents), I never knew my father and I was living with my mother and my step father and after their dearth that’s when I started living with my step grandparents. Iam subjected to verbal insults as they will be saying bad things about my biological parents and this makes me feel hopeless in life”.

Another interviewed child indicated that “Sometimes my step mother beats me for no reason or because one of her children would have done something bad like stealing, Iam always their example of punishment to their children and their children views me as heir house help that iam responsible for their welfare but we are just of the same age”.

One of the key informants noted that “Girls orphans especially coming from child headed households are at a higher risk of sexual abuse”, he added that he once noticed one of his previous teacher who was abusing one girl in exchange of money and small rewards like buying fancy things for her.

These findings is a reflection of what was discovered by UNICEF (2009), that worldwide 30% of girls and 15% boys suffer from child abuse. These findings can also be supported by Howard (2010), who noted that orphans in child headed households experience any kind of abuse but mist orphan sexual abuse. The levels of abuse of children who has lost their parents from any cause are different from the levels of abuse that non orphans are having. Most of the children in child headed household face abuse because they lack parental care and some do not know where to report cases of abuse.
4.2, 11 Peer pressure

Peer pressure has been noted as a socio-economic challenge faced by orphans in Hopley Farm. Most orphans in child headed households reported that their peers offer guidance and advice of how they live since there is no one to offer guidance and care in their homes. One respondent said “My friends are the only people I look up to when I’m in need of anything, they never let me down and they always advice me on how to deal with challenges I face from time to time”.

Another orphan indicated that, ”I got the idea of self sustaining projects like buying and selling vegetables from my peers who were involved in such kind of business and it has helped to overcome some of the challenges I face in my life”.

One of the key informants noted that” boys and girls are influenced by their peers to consume drugs, drop out of school and to engage in pre marital sex which then is a reason why most of these children are HIV positive. Peer pressure among these children also reflects positive things but in the case of this school the percentage is low as compared to the bad influence”.

These findings indicate that peer pressure is the reason why orphans face some of the socio-economic challenges. This correlated with a study by Kalaba (2008-2010) On Factors Affecting Orphans and Vulnerable Children Dropping out of School in Mulenga Compound, Kitwe, Zambia, Which found out that Peer pressure, was among the reasons why most OVC are forced to drop out and join gangs and involve in alcohol and drug abuse in poor communities.

4.2, 12 Substance Abuse

Consumption of substance abuse was highly noted by the key informants used in this study as a challenge. One of the key informants noted that “Boys and girls use drugs such as marijuana and beers like Zed and popular Kachasu in the area. This has affected these children’s concentration in school and some are being engaged in deviant behaviours like stealing in people’s households to find money to buy these drugs, for some are addicts that they cannot sustain for some time without taking them.

Another Key informant added that, “among the children who consume substance abuse the majority of them are orphans who at times do not have guardians to discourage their deviant behaviours and peer pressure is the drive of this challenge. Many orphans who are involved in
this activity are associating with bad peers in the community some who are school dropouts and others who have not been to school after their families could not fund their education coasts”.

Therefore it is important to note that orphans because they lack parental love are prone to engage in deviant behaviours like consumption of drugs. These drugs have negative impacts to their well being.

4.2.13 Lack of psychosocial support

Interviewed orphans in this study indicated that they lack psychosocial support and guidance in their lives. One of the interviewed orphans (a head of a child headed household) said, “It is difficult to live without any support from a parent or a care giver, I don’t have anyone who can help me with guidance to different life situations and even with my homework, this burdens me more and makes me feel lonely”.

Another child under the care of paternal extended care added that” I feel that iam lacking the bond of having someone who provides more than food and somewhere to sleep, I don’t have anyone to talk to about things bothering me”.

One of the interviewed orphans who is a head of a child headed household said “It was difficult for me to live without anyone I could talk to on matters bothering me and my younger ones but I later discovered to live life without thinking of who to talk to for guidance and support and became strong for my younger ones who looks up to me for support”.

One of the key informants reported that” Some of the care givers of orphans do not consider such things as guidance or even punish deviant behaviours of these children because they fear to be labelled as abusive to these children not knowing that it is not only wrong to denier these children support and guidance but also harmful to their development in life”.

Another key informant said, “Orphans at this school are failing to enjoy life like any other children because they lack psychosocial support. It is very sad to see the way these children carry themselves around, one can simply tell that a child has something bothering him/ her. The Lack of psychosocial support to these children has many negative impacts on their child-adulthood development”.

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These findings validate with a study by Juma, Askew and Ferguson (2007) on the Situation Analysis of the Sexual and Reproductive Health and HIV Risks and Prevention Needs of Older Orphaned and Vulnerable Children in Nyanza Province, Kenya, which found out that guardians/caregivers may feel uneasy disciplining orphans who are not their own children, fearing that it may be interpreted as abusive rather than as a form of guiding the child. Therefore lack of psychosocial support and guidance is a common problem that many orphans are facing in different countries especially in sub Saharan Africa because they lack parental involvement which ensures them to acquire good decision making skills as they teach them right from wrong (Berns 2007).

### 4.2.14 Drop out of school

The respondents of this study noted that orphans drop out of school more than non orphans. Key informant at Tariro School noted that “Tariro School had 1517 students at the beginning of the 2nd term of the academic year and the number dropped to 1217 by the 3rd term of the same academic year. Of these 300 students who dropped out of school the majority were orphans who had challenges of paying school fees”.

The other key informant noted that “these school drop outs are seen rendering Hopley farm looking for self sustaining jobs to take care of their younger ones at home and their old caregivers who of late can no longer have the ability to care for these children”.

This indicates that school dropout among orphans is caused by many factors like poverty and inadequate caregivers who cannot provide enough for themselves and the children under their care. As postulated by Yamono and Jayne in Ainsworth, Beegle and Koda (2005), that orphanhood often exacerbates financial constraints for poorer households and increases the demands of child labour and dropout. The study found out that children dropped out because they cannot afford to pay for fees and some especially those in child headed households drop out of school because they will be working to sustain their living.

### 4.2.15 Lack of adequate shelter

Orphans interviewed in this study indicated that they live under poorly constructed houses as their homes. One of the interviewed boy said, “We live under a one roomed house with my
grandparents and 4 of my brothers, the house is made up of bricks and had plastic room that when it is raining it is difficult to sit in it. My grandmother often asks our neighbours for a place to pass the night”.

“Our house does not have a proper room that during rainy season water penetrates inside it that most of our properties are damaged by water, we have tried to work together with my granny to source money for replacing the roof but we have not been able to by now” said one of the interviewed respondents.

Another orphan noted that” My uncle and I have worked in people’s small ploughing areas digging especially around this time of the way for their farming preparations to build our one roomed house, Although we note it is not only accommodative for 4 people we realised that it was not proper and safe “

One of the key informants added that “some of these children look sick and sleepy during lessons which are sometimes associated with lack of sanitation in their homes”. This shows that orphans are finding it difficult to access shelter which according to Maslow is a basic human need that motivates to self actualisation in life.

4.3 Findings on the coping mechanisms used by orphans

Coping mechanisms can be universally used and only differ with the availability of resources available for orphans in different geographical set up This study found out that orphans in Hopley farm use the following coping mechanisms to survive

4.3,1 Vending

Most of the respondents noted vending as their coping mechanism to survive in Hopley farm. They noted that vending is one of the most paying jobs they can do as children around Hopley as they will be selling different food staffs around Mbudzi area especially in those Beitbridge buses that usually rank at Mbudzi. Responding to a question on coping mechanisms, One of the respondents noted that” I’m able to raise money for my school fees and for our upkeep at home selling boiled eggs in Beitbridge buses, my business is flourishing that sometimes I even run out of stock because I sell things in small quantities. The only problem of selling things in busses sometimes I’m chased out of the bus and I’m not tall than I cannot sell over the window”. 
Another one indicated that “I sell vegetables and fruits like banana’s, oranges and apples in Hopley streets and I’m making a living out of my small business that I’m planning to buy a table and put it at our home place. I found out that it is good to find something to do for our upkeep than waiting for well wishers to give us things over and over”.

Key informants at Hopley noted that “Orphans use vending as a coping mechanism thus some of the children sell things like airtime sweets, biscuits and zapnax at the school premise during break time”.

Having being asked on how these children get input for their businesses one respondent pointed out that” I got the money to start my business from my paternal aunty who visits time to time to check on me and my younger sisters and I saved it for this vending business for our own survival because sometimes we had to ask for mealie meal from our neighbours which then was not good in my own perspective”.

Another interviewed respondent said that” I got my business input while I was sitting in town one Sunday afternoon, where one lady came to me and asked me why I was sitting in such a manner and after I had told her that I’m from Hopley and I came into town for begging but I was tired and hungry when she saw me, then she gave me 10 dollars which then I used to start this business”.

These findings correlate with a study by Chase, Wood and Aggleton (2006) on the survival strategies of orphans and vulnerable children and young people in Zimbabwe found out that in Chegutu boys and girls uses a variety of activities as their coping mechanisms including selling of vegetables. Therefore it can be noted that orphans surviving in agro-countries are most likely to engage in vegetable selling as their coping mechanism.

4.3.2 Begging

Street begging has been noted by the respondents of this study as a coping mechanism. Some have indicated that they are able to beg inn streets only in weekends where they have time to go to town and beg. Responding to a question on the implications around begging, One of the orphans noted that” Begging needs a lot of patience because you are prone to receive any kind of insult from other people but without any choice that’s the only way I can find money thus I got
money to start my small vegetable business when I was begging in town around Boomerang in Chinhoyi street. I don’t beg here in Hopley after the realisation that it is rare to find anyone who can give you money since the community has more people in vending businesses around Mbudzi”.

Another one indicated that” I found out that begging though it is stressful it is a better idea of sourcing money. I started begging two years ago after the realisation that most people in this community in as much they try to help it is not even enough for the upkeep of me and my sick sister. I have taken the responsibility of the family after the dearth of our parents and saw begging as the best alternative to a life.

“I got the idea of begging from my friend who said she has been living well without lacking any of the three meals out of it. Curiously I started begging then I found out that it is not only provide us with food in our home but we can at least have some servings in case of emergencies like sickness of one of us that we can have access to our local Hopley clinic” (Another respondent).

A 17 year old boy said” Although begging have received a lot of bad comments from the general public, it is also important for people to know that it is a method some of us are using to survive. I couldn’t go by my peer’s ideas of stealing though they said there is more money out of it. I don’t intend to live my whole life begging but for the mean time I will keep on doing it till I decide on what business can I do for my upkeep and that of my family members”.

One of the key informants commended on this coping mechanism of orphans as” an act that us the elders does not encourage to this small boys and girls but given the reality of their problems, one can then see that at least they are not engaging into deviant behaviours as pushed by the challenges they face. Some children they don’t beg everyday but once they got some servings th next thing they do is to start a business, then it is in this respect that I have found out that begging among these children is pushed by the challenges they face”.

This study found out that orphans engage in begging as a short time coping strategy to get capital for businesses. It is in this respect that begging among orphans and elders in Hopley Farm is not a acceptable coping strategy but children venture into it because f the socio-economic situation affecting Zimbabwe as a country.
4.3.3 Child labour

Child labour entails a situation in which a child is engaged in a paying job. Some of the respondents responded that child labour often pays up their fees; buy their uniforms and their general upkeep. Orphans in Hopley noted that there usually work in people houses as gardeners and house helps as their part time jobs during weekends and school holidays. One of the respondents said “Part time jobs like washing people clothes and doing their gardens have helped me and my grandmother to a greater extend thus we never lack any meal in our home”.

Another respondent noted that “I spent most of my time selling my uncle’s potatoes at round about thus sometimes I will be tired to attend school’s afternoon activities like sports despite the fact that I have a passion for soccer”.

These findings correlate with Foster (2004)’s findings that In Tanzania more than half of those working full time jobs in the country’s mines are orphans and in Addis ababa, Ethiopia more than 75% of child headed domestic workers are orphans. Therefore this indicates that orphans are in large numbers especially in Africa involved in child labour as a coping mechanism because of the challenges they face.

4.3.4 Consumption of drugs

Drug consumption has been noted by respondents of this study as used by orphans at Tariro School in Hopley farm. It is in this respect that these children are said to consume drugs as a way to do away with stresses evolving their daily lives. One of the key informants noted that” After the realisation that most of our boys and girls at this school are taking drugs and come to school drunk we carried out a survey asking them why they are taking drugs and we found out that consumption of marijuana and beers like Zed and Kachasu are used as methods of dealing with stress. I wonder who give these children such bad ideas which harms their health. It is among our investigations into the matter as a school that we found that most of the orphans who take drugs are those who came from Mbare and are singing the famous ZIM dancehall songs with the likes of Ras Pombi. It also captured our attention that some of their care givers might be the ones who take or even sell these drugs and children steal from home and experience with other peers on their way to school”
This situation can be attributed to the pressures that evolve around the vast socio-economic challenges that these children face. It is also a matter of consideration that these children although they are reported to live under the care of their relatives it is important to note that the majority of them are the elderly and they are also vulnerable and are in need of care.

4.3.5 Premarital sex

Key informant respondents indicated that Orphans at Tariro School are reported to have engaged in this premarital sex for money as a coping mechanism in their lives. The key informants noted that girls are at higher risk of monetary sex activities. One of the Key informants said” Girls at this school are involved in monetary sex for their upkeep in which most of them are living with old Caregivers who at times do not notice their movements to and from school”. Another key informant noted that “We found out that orphans who are HIV positive at this school are girls who were reported to have been having sex in exchange of money especially those around 14-17 most who are at secondary, thus some are in relationships with few business men in the area whom they perceive as rich”.

This goes in hand with a report given by UNICEF (2003) in which female in child headed households were said to give into temptation of prostitution after having failed to secure commodities the family might need hence confirming the funds.

These findings on coping mechanism indicates that Orphans at Tariro School’s coping activities were not gender biased or gender defined but both boys and girls indicated that they coping mechanisms were universally used, expect to issues noted by key informants like engagement of girls in premarital sex for money as a coping mechanism. This study also indicated that adults have a feeling that orphans do not come up with positive coping mechanisms as compared to negative mechanisms as pointed out by key informants, while children does not disclose on the negative coping strategies they use in life.
4.4 Findings on Government’s and Key Actor’s programs helping orphans at Tariro School in Hopley Farm

4.4.1 BEAM Program by the Government of Zimbabwe

BEAM was noted to be the only program helping orphans at Tariro School in Hopley farm from the Goz. The Basic Education Assistance program is meant to provide school fees, books to vulnerable children in which orphans fall in that category in the Zimbabwean context. Responding to the social safety nets that assist orphans in Hopley. One of the beneficiaries of beam indicated that “I started receiving assistance from BEAM in January 2014 and things have changed a bit in terms of my education”

Another one noted that “I was once a beneficiary of BEAM since 2011 and when it seized assisting people I have been struggling together with my granny to source for school fees”

One grade seven student said “Before I was in grade six I was under the program of BEAM, I first received the programs assistance in 2012 whilst I was in grade five but it stopped paying my fees the beginning of 2013”

One key informant noted that “The BEAM program could have worked for orphans at Tariro School in Hopley but the School lacks proper papers from the Ministry of Education where they ask for registration first”.

These findings support the aim of the BEAM program on those deserving to access this government program. Orphans at Tariro School are part of the categories that were pointed out by the Goz (2001), which includes children in school failing to pay or having difficulties in paying fees and levies. These orphans are finding it difficult to pay their school fees and are depending much on this program for their educational future. The study found out that the Beam program is the only government program assisting orphans at Tariro though some programs like the AMTO were also development with the aim to assist the poor who are failing to access or pay bills of health facilities.
4.4.2 Chiedza Child Care Centre

Nongovernmental organisations have been noted to have been assisting orphans in Hopley with basic needs. Responding on the how nongovernmental organisations are helping orphans. One beneficiary of Chiedza childcare centre said “I started receiving stationer from Chiedza childcare the beginning of this say and I have been able to have somewhere to write in class”

Another beneficiary noted that “Chiedza started paying for my school fees in 2013 and it has helped me and my family to a greater extent. In the event that Chiedza decides to withdraw their support I don’t think I will be able to continue with my education”

One of the key informants indicated that” Orphans at Tariro School receive health checks, pays school fees and provided stationery especially books and pencils by Chiedza Childcare Centre.

Another key informant said that “Most of the school dropouts have been e integrated back to school by Chiedza Child care centre and Care givers of these orphans have been assisted by Chiedza Child Care on how to manage the little amounts they get from vending and come up with community clubs where they will pay some prescribed amounts for the benefit of orphans under their care”.

4.4.3 Mashambanzou Care Trust

One beneficiary of Mashambanzou said” Mashambanzou started paying for my school fees after the BEAM program ended in 2013”

Another beneficiary noted that “I started receiving help from Mashambanzou in form of school fees, food, clothes and medicine when iam sick in the beginning of 2014”

Another orphan said “Mashambanzou provides stationery among my educational needs especially books and pens”

A child living in a child headed household noted that “My brother and I we receive school fees payment and uniforms from Mashambanzou care Trust since 2013”
One of the Key Informants said that “Mashambanzou usually sent health personnel’s to treat orphans when they are sick and also provides with their school fees, stationery, porridge and clothes for them”.

Non Governmental organisations are playing a significant role in assisting vulnerable groups in Zimbabwe. Orphans are vulnerable children who of let are in need of assistance especially accessing education, health and basic amenities to lie. Mashambanzou care trust and Chiedza child care centre are in the midst of orphan’s accessibility to education, health other basic needs in life. The above finding correlate with what was highlighted by UNICEF (2003) that several nongovernmental organisations in Zimbabwe are assisting orphans and other vulnerable children with basic needs

4.4.4 Well Wishers

Respondents of this study indicated that orphans usually receive help inform of basic amenities like soap, food, clothes from well wishers. One of the interviewed 15 year orphan said, ”... sometimes our neighbours gave me clothes those whom will be small for their children and food outlets like rice and cabbage since they have a small market as their house”.

“People who have small businesses who usually sell things like food outlets like dry and fresh kapenta, sugar beans, fish and eggs sometimes gives me some of their left over’s when coming from their selling bases” said one child who benefits from well wishers in Hopley Farm.

A 14 year old buy noted that,” One man opted to pays for my school fees and provides me with all educational needs, not because he is rich but indicated that he is impressed with my school performance”.

One of the key informants at the school said,” Rotary club and Barclays Bank are playing an important role in assisting not only orphans at the school but students in general, they have been providing the school with stationery, boards and chocks and assisted the school to come up with a school garden”.

These well wishers included people in the Hopley and surrounding areas and some of the organisations mentioned above who are credited for their support to the orphans at Tariro School. Orphans at Tariro are in a process of exposed to donor funding thus the school is in a
process of sourcing funds from different nongovernmental organisations to form a base of donators to these orphans. The above findings can be supported by a study by which indicated that well wishers.

4.5 Chapter Summary

This chapter presented and analysed data which were collected from 20 orphans from 10 years of age learning at Tariro School in Hopley farm. The findings answered the research questions that were asked by the researcher during the interviews which includes what are the socio-economic challenges faced by orphans, what type of assistance does these orphans get from government and key actors in child welfare and what are the coping mechanisms employed by orphans to survive the challenges they face.
CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the main points of the research, concludes the findings and points out recommendations in line with the study’s objectives which were to examine the socio-economic challenges faced by orphans, to identify coping mechanisms used by orphans and to explore government and Key actors’ initiatives intended to curb challenges faced by orphans at Tariro School in Hopley farm.

5.1 Summary

The respondents indicated that orphans are facing a number of complex socio-economic challenges in accessing education and health, lack of food, abuse and loss of inheritance among others. Although these most of these children live under the care of extended family members who are facing economic hardships in their lives, basic needs are most deprived because of poverty. The basic needs that orphans indicated lacking during the study are fundamental to human development as stipulated by Maslow’s hierarchy of needs (Maslow 1943).

There are a number of positive and negative coping mechanisms used by orphans at Tariro School in Hopley farm including, vending, begging, child labour, premarital sex and consumption of drugs. These coping mechanisms were discovered as been driven by responsibilities that these children take in child headed households and those living under the care of extended family members especially under the care of old and sick. Orphans therefore take responsibility of care givers and use different methods to be financially sustainable for the rest of the family’s needs.

On the initiatives done by government orphans at Tariro School benefited from the BEAM program only. The study found out those orphans depends much on this program that they reported that if it is withdrawn education completion will be difficult. Although few orphans
reported to have been benefiting from this program, it appeared that those not benefiting from it are experiencing hard times especially on paying of school fees and levies.

Non Governmental organizations were found proving help to a number of orphans at Tariro School in Hopley farm and these include Mashambanzou Care Trust and Chiedza Childcare Centre. These NGOs were reported as providing clothes, stationary and paying school fees for orphans at Tariro. Well wishers in Hopley and other surrounding communities have been said to also provide the same help these children are getting from NGOs.

5.2 Conclusion

The researcher managed to fulfil the aim of this study which was to investigate the socio-economic challenges faced by orphans at Tariro School in Hopley Farm relating to the study’s objectives pointed out earlier. Drawing from the findings orphans face more socio-economic challenges than what societies assumes. Some of the challenges are to the extent that orphans are sometimes going for days without anything to eat. This is been driven by the inability of care givers to generate a constant income from their informal jobs and the majority of them are elders who also requires help thus forcing orphans to drop out of school and engaged in child labour.

Orphans are using different positive and negative coping mechanisms to help themselves survive while they are facing those rampant socio-economic challenges. Most of the orphans at Tariro School are into vending business where they will be selling vegetables, eggs, air time, batteries and other potable goods they carry around selling in streets and buses. Some work in people’s homes doing laundry and as gardeners especially those in child headed households and those living with elderly care givers who are in most cases will be taking responsibilities of bread winners. Both boys and girls are taking drugs as a coping strategy for stresses they encounter as a result of the dearth of their parents, or the way they are living under the care of extended family members or in child headed households, and most of these are engaged in premarital sex for money of their sustainability.

The study found out that government programs assisting orphans are few in Hopley farm and orphans who are benefiting from the government program and other key actors are depended on those programs that if the programs are withdrawn they will not maintain the standard of living they have now. Although these government and key actors are responding to the socio-economic
challenges facing orphans, children continue to suffer more of these challenges and it is because the programs are centralized on a few and the majority are experience hard times.

5.3 Recommendations

The following recommendations were made based on the study’s findings.

The researcher found out that lack of food is one of the major challenges that orphans are facing at Tariro School in Hopley farm. This is because most of them are under the care of extended care givers who live in poverty. Therefore it is recommended that the Government and Non Governmental organizations assist guardians of orphans with income generating projects that will sustain their living with orphans rather than giving them food handouts.

The study also discovered that access to education and health facilities is a challenge because of the fees required for the services. The researcher came up with the recommendation that Government and key Actors in Child protection should partner to come up with effective child protection programs that will help orphans to pay their school fees and have access to health facilities.

The researcher found out that orphans are engaged in negative coping mechanisms to curb the socio-economic challenges they face. Some of the strategies they use includes consumption of substance abuse as a way of dealing with stress especially those in child headed households where there is no one to talk to when they need guidance. Therefore Child protection committees should organize workshops that offer counselling to orphans and encourage them to use positive coping mechanisms that will not harm their future’s development. Social workers as key players in child protection should continue to take lead on issues to do with child protection and sometimes offer services to those in need for free (pro-bono) despite the socio-economic hardship that every Zimbabwean is facing because orphans needs them more in times like this.

5.4 Areas of further study

Further studies are recommended in other peripheral areas across the country in order to strengthen the findings of this research and strengthen the existing child protection and child welfare services. The researcher noted that there is need for further studies to assess the extended
family care system of orphans. This study concluded that the challenges that orphans are facing emanate from the inadequacy of the impoverished extended family care systems.

5.5 Chapter Summary

This chapter focuses on the summary, conclusion and recommendations of the study made by the researcher on the socio-economic challenges faced by orphans at Tariro School in Hopley farm. The chapter also presented recommended areas for future study as observed by the findings of this study.


USAID (2008) *Education Programming for orphans and Vulnerable Children Affected by or vulnerable to HIV*. USAID.


Zimbabwe National Orphan Care Policy, (1999).*Harare, Government Printers*
Date: 24-07-14

TO WHOM IT MAY CONCERN

RE: REQUEST TO UNDER TAKE RESEARCH PROJECT IN YOUR AREA

This serves to introduce the bearer, Repefode Mashayambha, who is an HBSc SOCIAL WORK student in the Department of SOCIAL WORK, Bindura University of Science Education and is carrying out a research project in your area.

Your usual co-operation and assistance is therefore being sought.

Thank you for the continued support.

Yours faithfully,

[Signature]

DR. C. NYONI
CHAIRPERSON – SOCIAL WORK

APPROVED/NOT APPROVED ........................................ DATE .................

DIRECTOR

BINDURA UNIVERSITY OF SCIENCE EDUCATION
SOCIAL WORK CHAIRPERSON

24 JUL 2014

THE HEAD
SECONDARY SCHOOL
STAND NO. 432
HOLEY - AHWRE
0772 973 405
19.09.14
Annex II

Introductory letter to the participant and consent form

Dear Participant

The purpose of this interview is to investigate the socio-economic challenges faced by orphans at Tariro School in Hopley farm, as part of the requirements for Honours Degree in Social Work at Bindura University of Science Education.

The information that you give will be treated as confidential and will be used for academic purpose only and will not be disclosed to anyone even those participating in this research. Participation in this study is voluntary and the researcher will make sure that your valuable contribution is effectively used.

I am requesting for permission to participate in this research study. May you please note that there are no payments awarded for participating in this study. If you agree to participate may you kindly sign in the space provided below:

Thank you for your cooperation

Name and Signature………………………………………………………………….. (You can use a false name)

Yours Sincerely

Ropofadzo Mashayahaha
Annex III

Introductory letter to the participant and consent form

Dear (School Head)

The purpose of this interview is to investigate the socio-economic challenges faced by orphans at Tariro School in Hopley farm, as part of the requirements for Honours Degree in Social Work at Bindura University of Science Education.

The information that you give will be treated as confidential and will be used for academic purpose only and will not be disclosed to anyone even those participating in this research. Participation in this study is voluntary and the researcher will make sure that your valuable contribution is effectively used.

I am requesting for permission to include your students participate in this research study. May you please note that there are no payments awarded for participating in this study. If you agree to let your students participate may you kindly sign in the space provided below:

Thank you for your cooperation

Signature of Headmaster of Tariro School in Hopley farm. (you can use a false name)..........................................................

Date...............................

Yours Sincerely

Ropofadzo Mashayahanya
Annex IV

My name is Ropofadzo Mashayahanya a fourth year Social Work student at Bindura University of Science Education. I am researching on the socio-economic challenges faced by orphans at Tariro School in Hopley Farm.

Your responses are confidential and are of academic purposes only

INTERVIEW GUIDE FOR KEY INFORMANTS AT TARIRO SCHOOL.

1. How are you?

2. What is your position at this school?

3. How many orphans at Tariro School.

4. Do orphans at this school face any challenges?

5. If yes, what are the socio-economic challenges faced by orphans here at Tariro?

6. How do orphans curb these challenges?

7. Do orphans get any assistance?

8. If yes, from where and in which form?

9. What do you think should be done to help these children?

10. What assistance do they get from Government and NGOs?

11. Do you have anything that you want to share with me in respect to orphans at this school?

Thank you for your cooperation
Annex V

My name is Ropofadzo Mashayahanya a fourth year Social Work student at Bindura University of Science Education. I am researching on the socio-economic challenges faced by orphans at Tario School in Hopley Farm.

Your responses are confidential and are of academic purposes only

INTERVIEW GUIDE FOR ORPHANS (10-18 Years)

1. How are you?
2. Sex
3. Age
4. You are in which grade or form?
5. Who do you live with?
6. Do you face any challenges?
7. If yes, can you share them with me?
8. What do you do to curb these challenges?
9. Do you get any assistance for these challenges?
10. If yes, from where and in which form?
11. What do you think should be done to help orphans?
12. Do you receive any form of assistance from the government or any other NGOs?
13. Do you have anything that you want to share with me?

Thank You for your Participation