Challenges of Senior Secondary School Orphans in the Tshwane North District, Gauteng Province, South Africa

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Abstract
The study investigated the difficulties experienced by orphans in selected secondary schools of the Tshwane North district of the Gauteng Province’s Department of Education in South Africa. The paper describes the challenges of the orphans due to their living conditions. There were 627 orphans. Consent was obtained from guardians of under-age orphans while those over 18 years old gave their own consent. The study involved 624 (about 99.5%) orphans of the entire group. The orphans perceived the schools they attended as good for their development. Some orphans were travelling far away from their schools to their households. In the homes many orphans stayed in congested homes and lacked privacy. Their failure and absenteeism rates, however, were not high. Many orphans showed general interest in education as they wanted to pursue higher education after completing school education. They were aware of different career paths, and showed ambitions. Some orphans indicated that they also had daily economic and psychological needs. Orphans had different personal problems. Some interventions were recommended.

Key Words: Adult Roles, Defenceless, Girl Orphan, Vulnerability.

Introduction
Every child needs a parent for care, guidance and support to grow and mature. Ideally, the adult should be a biological parent. However, fate or destiny can overcome the ideal at times. Adults give care and support to children, and play parents’ roles without necessarily being biological parents. Some parents die before the children grow up. Many infants and young children lose parents to become orphans. In South Africa, many children lose parents. The Nelson Mandela Foundation (2005) noted that South Africa has a considerable rate of children and youths losing parents due to parents’ death.

Orphans are vulnerable, but their marginalisation patterns may differ in terms of expected roles within the family (Streak, Davids & Van der Berg 2008). Also, orphans become vulnerable, based on psychological experiences (Dawes, 2004; Duncan & Arntson, 2004). They may be expected to live with their frail, disabled or sick grandparents. Sometimes they are expected to take care of their siblings, clean and cook, make decisions for the family as well as holding the family together. The paper discusses the cases of older orphans in the households of orphans in which there is no support from social services.

The study was based on orphans in senior secondary schools in the Tshwane North district. It focused on the teenage orphans in Grade 10 to 12. The researcher sought to investigate what the orphans reported as their own conditions or circumstances, predominantly about their living conditions (family), discrimination,
fears, peer, pressures, performance in school, roles in households, stigma, support structures, and the threats they encounter around their areas of interaction.

The aim of the paper was to expose the living conditions of orphans, the roles some of them play in the home, the general hindrances in their development, and their vulnerability.

**Orphans and Orphanhood**

An orphan is an 18 years old or younger child who has lost parents through death, desertion, or if the parents are unable or unwilling to provide care (Skinner, Tsheko, Mtero-Munyatsi, Chibatamoto, Mfecane, Chindiwana, Nkomo, Tlou & Chitiyo, 2004; Sen, 2007). The problem situation of orphans is complex. The DIFD (2009) states that the three types of complexities are dynamic complexity, social complexity and generative complexity. These are described as:

*Dynamic Complexity:* Dynamic complexity is typified by the increasing number of orphans seeking help as a result of many inter-related factors that complicate the conditions of orphans (Bell, 2010). In this complexity it is difficult to identify specific vulnerability for orphans in a situation where there are many vulnerable children. The orphans are often stigmatised or rejected by their peers or community members. Also, there is no national system to accurately track the number of children receiving care and support, the number absorbed into extended families, and the numbers not in any of these. Thus, dynamic complexity demands a strategy that is systemic in nature (Ainsworth & Filmer, 2002).

*Social Complexity:* Orphanage concern cuts across sectors, and is essentially a societal responsibility. No single group can solve this problem individually. Significant role players to care for orphans include government, civil society, business, communities, individuals, media, academics, faith-based groups, and children themselves. They are unrelated; hence they should be jointly involved. The role players use assorted perspectives on both the problems and the solutions. They sometimes disagree on the approach to address this issue, which is said to be social complexity (Boler & Carroll, 2003). In social complexity, solutions must satisfy varied people.

*Generative Complexity:* The generative complexity concerns a situation that is emerging, unfamiliar future in which old solutions are no longer sufficient (Africa Leadership Initiative, 2003).

**Predicaments of Orphans**

*Vulnerability of orphans:* Vulnerability is a concept that refers to susceptibility to threats, which often includes disabled or destitute children (Watts et al., 2007). Orphans are among the vulnerable children. In many countries, poverty causes most vulnerability. Poor orphans are more likely to be more vulnerable compared to ordinary poor children. UNICEF (2001) points out that the vulnerability of orphans increases when they spend considerable time on the streets due to amplified exposure to risks. The growing number of orphaned children and those on the streets are increasingly rootless, under-nurtured and traumatised, making them ripe for recruitment for crime, military warlords and terrorists.

*Abuse:* Salaam (2005) states that most orphans on the streets have families and homes, but leave these homes due to abuse from relatives. The abuse may be physical, economic, sexual and emotional such as adults forcing girl orphans to have sex with them (Safley, 2006). Young orphans are among the numerous children fighting in wars around the world today, as they search for food, shelter, nurturing, and safety (Wax, 2003). They are also vulnerable to sexual abuse (Department of State, 2002).

*Stigma:* Stigma is the unscrupulous treatment imposed on anyone under perceived conditions of weakness (Smart, 2003). There are instances where orphans have to work more than other children in the family.
some cases the orphans are the last ones to be given food in the family, and school fees. In the case of food they are sometimes restricted to less quantity and reduced menu offerings compared to every other member. In communities, orphans are usually detested and marginalised compared to other children. Orphans are also often discriminated in schools, health services and in many other institutions. In the end the orphans’ rights to services are violated. Their access to opportunities and benefits are thus reduced. In the school orphans may be stigmatised because of inadequate uniform and learning materials (Butler, Ndlazi, Ntseng, Philpott & Sokhela, 2007). These result in orphans being socially excluded, their learning conditions becoming difficult, and barriers to participation is many activities. Bolet and Carroll (2003) point out that stigmas may also come from parties that should protect the orphans. The feeding schemes targeting poor children also label the poor orphans as poor, causing unintentional stigmatisation. As such sensitivity needs to be considered to prevent poor children being stigmatised, and to ensure respect and confidentiality wherever possible.

**Discrimination:** Discrimination is a discernment directed to someone due to certain judgement imposed on them (Thompson, 2001). Some family members also discriminate orphans in the family, depriving them of opportunities of both material and emotion. Orphans as a result fail to perform or develop to the optimum (Worden, 2000). They are judged to be incompetent. Discrimination due to the condition of being an orphan can negatively affect an orphan’s social environment and relationships, damaging self-esteem (UNICEF, 2008; UNICEF, UNAIDS and USAID 2004). Effects of this discrimination may be withdrawal from society and school, isolation, poor performance in school work, and so on.

**Depression:** Depression is a psychological problem showing anger, dejection, despair, distress, downheartedness, hopelessness, misery, sadness, or unhappiness by one who has been violated (Bambisanani Project, 2001). Its negative impact is more momentous on orphaned children. The orphans may be pressured to leave school, engage in child labour or child prostitution. Such conditions may further coerce orphans to suffer from additional depression and anger. Unbearable depression may lead the orphan to engage in high-risk behaviours that make them even more vulnerable. Orphans who live in orphanages may see a decline in the quantity and quality of food, education, love, nurturing, and may be stigmatised. These may be fuelled by depression and other conditions, and may also fuel more depression.

**Self-protection incapability:** It is very traumatic for a child than to see a parent die. Added to this tragedy are losing adult guidance and protection, access to social grants, education and healthcare. Children without proper adult care are more likely to be abused and exploited. Many orphans slip further into poverty once the family’s main breadwinner stops working or dies (Oleke, Blystad & Rekdal, 2005). Orphans often have neither physical strength nor emotional experience to bear the pain, or to protect themselves from abuse of adults. Some flee the home because of abuse at home and in the neighbourhood. The self-protection problem has the gender bias as well. Boy orphans can sometimes stand against some physical abuse from other children (SIAPAC, 2002). However, girl orphans are easy victims because their tormentors are usually males with much more physical strength than them. They lack the tricks or strength to escape (Stover, Bollinger, Walker & Monasch, 2010).

**Orphans’ Missing of Opportunities:** Orphans in high orphan-prevalence areas may see a decline in access to education or in the quality of education. The resources are limited and cannot cater for large numbers (Salaam, 2005). Orphans’ countless challenges include finding money for school fees, food and clothing. Numerous localised efforts exist, some initiated by faith-based groups to address the needs of orphans. Proponents argue that supporting local efforts can be a highly cost-effective response, although additional mechanisms are needed to channel such resources (Joint Report, 2004). They further assert that additional resources are needed to expand the limited programs and to support orphans on the street or in institutional care.
*Orphans’ Living Conditions:* Some orphans are living with a surviving parent, or within their extended family often a grandparent. Life is not always easy for them (Horizons Program, 2004). There are instances where orphans are abused or ill-treated by an adult relative living in the same house. Sometimes, other children tease or even ill-treat the orphans staying with them. This may become unbearable. Some families having orphans may use orphans as slaves doing work for all the members in the house (Kenardy, 2000). There are cases where girl orphans are sacrificed as sex slaves to older men in exchange of money. These are generally unbearable conditions since the discrimination and stigma stay fulltime with the orphan. At school, such orphans may require some special educational needs, care and generous treatment because of stress. Due to induced trauma, these orphans may also have difficulties to concentrate in learning (McCarthy, 2001). The options left for alternative homes for such orphans would then be the street and in some cases, the orphanage. They may flee the torture to stay in streets with peers of a similar fate (UNICEF, 2003). The street option is usually life of starvation, crime, exposure to rape, drug abuse, child labour, child prostitution, and other forms of exploitation, making them more vulnerable to contracting HIV/AIDS (Harrington, 2009). Once in the street, the orphan has no more easy access to schooling.

**Methodology**

**Methods and Design**

This section covers critical aspects appertaining to data collection, design and methodology. Yin (2003) defines a research design as the logical sequence that connects the empirical data to a study’s initial question and ultimately to its conclusion. It is the blueprint for conducting research in such a way that maximum control is exercised over factors that could interfere with the validity of the research results (Haslam & McGarthy, 2003). It is also the overall plan for obtaining answers to the research questions guiding the study. According to Verschuren (2003), designing a study assists researchers to plan and implement the study in a way that will support their efforts in obtaining the intended study results.

The study was descriptive by using statistical methods and statistical tests (Mouton, 2006; Sekaran, 2000). It attempted to identify new knowledge, new insights, new understandings, and new meanings, among others (Daymon & Holloway, 2002). The descriptive approach was suitable for gaining a better understanding of issues surrounding orphans in the Tshwane North District. The study was conducted in secondary schools in the Tshwane North District, which is divided into three clusters of Soshanguve, Temba and Pretoria North.

**Population and Sample**

The study took place in 18 secondary schools in the district with a study population of 627 orphaned learners distributed in Table 1 below. Furthermore, the table provided the proportion of all the orphans per total learners in each school.

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<th>#14</th>
<th>#15</th>
<th>#16</th>
<th>#17</th>
<th>#18</th>
<th>ttl</th>
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</thead>
<tbody>
<tr>
<td>21</td>
<td>27</td>
<td>21</td>
<td>14</td>
<td>81</td>
<td>52</td>
<td>45</td>
<td>24</td>
<td>19</td>
<td>21</td>
<td>10</td>
<td>17</td>
<td>122</td>
<td>18</td>
<td>28</td>
<td>28</td>
<td>30</td>
<td>49</td>
<td>627</td>
</tr>
</tbody>
</table>

# stands for ‘school number’, ttl stands for ‘total’

The study had decided to use a census (all population members) for the study. The inclusion criterion was to involve only those who were willing to participate and accepting to give consent for participating. In School 3, the study could not secure permission for two orphans while in School 5 it failed to secure for one orphan. The response rate was 614 of the 617 orphans, or 99.5%.
Table 2: Learner and orphan samples

<table>
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<tbody>
<tr>
<td></td>
<td>21</td>
<td>27</td>
<td>19</td>
<td>14</td>
<td>80</td>
<td>52</td>
<td>45</td>
<td>24</td>
<td>19</td>
<td>21</td>
<td>10</td>
<td>17</td>
<td>122</td>
<td>18</td>
<td>28</td>
<td>28</td>
<td>30</td>
<td>49</td>
<td>624</td>
</tr>
</tbody>
</table>

Research instrument

The primary research instrument was a semi-structured questionnaire. The preliminary questions were written down to guide the development. The questions were grouped in themes of the study. The questionnaire was developed and piloted on 10 learners in a nearby district (Tshwane South district), after which it was corrected and finalised.

Data Collection

The questionnaire was administered in the schools by the researcher and two trained interviewers in English and Setswana languages. It was administered to participants in a designated classroom allocated in a hall of one of the schools. Data were collected and then coded using a data code sheet and entered into an Excel spreadsheet.

Reliability and Validity

For instrument reliability, the interviewers were trained before the data collection to ensure that they understood and had a good command of both the study and the instrument. For open ended questions, the participants' responses recorded on the tool exactly in the words used. Validating an instrument is to reduce error in the measurement process. The pilot study contributed to improve the reliability of the instrument, and to content validity.

Research Bias

Volunteer and institutional bias threatened the study. Volunteer bias would have occurred when many respondents were not willing. The information regarding the importance of their contribution to the study assisted in securing a 99.5% response rate. Institutional bias occurred because many orphaned children were not in school.

Ethical Considerations

Ethical guidelines and procedures of the Sefako Makgatho University was used, which include proposal submission through a research and ethics committee for both scientific and ethical adherence. In addition, participants were informed about the purpose of the study, and that they were free to refuse responding to the study. The participants were also made aware they could withdraw or discontinue participation in the study at any time without prejudice. Also, their responses were private, and the identities were anonymous. The guardians or representatives had to give permission for the orphans below 18 years of age to respond to the study.

Results

The study consisted of a total of 624 orphans from eighteen schools, distributed as 439 (70%) females and 185 (30%) males. The ages of the orphans were from 14 years to 22 years of age. The schools’ permissible age in South Africa is 18 years old. The observed ages of the orphans in these schools shows some of these schools had enrolled orphans older than the cut-off age by up to four years. The delay in the orphans’ schooling occurs in some cases as some orphans suspend some schooling years to take care of the sick
member in the household to work in order to help with family income. In some cases orphans fail in larger numbers when they cannot cope especially in their earlier years of orphanhood.

Profiles of orphans: The grades are not used since they do not match for all the schools. Hence, the total numbers of orphans are used for all the schools, and those previously unspecified for grades are also added since the grades do not apply. Hence, orphan numbers in the following table include those from allocated grades and those that were unspecified (said to be ‘unsaid’).

Ages: Ages of orphans in the schools appear in Table 4.1 below. A comprehensive analysis made on the entire sample. The frequency table is provided for calculations of descriptive statistics (measures of central location and spread/variation), followed by a graph that shows the distributions of the ages.

Table 3: Frequency table of ages of all the orphans

<table>
<thead>
<tr>
<th>Age in years (X)</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
<th>22</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequencies (f)</td>
<td>13</td>
<td>56</td>
<td>106</td>
<td>150</td>
<td>162</td>
<td>56</td>
<td>37</td>
<td>27</td>
<td>19</td>
<td>624</td>
</tr>
</tbody>
</table>

The 18 year old orphans were in the majority (the mode). It was followed closely by the 17 years old ones and then the 16 years old ones (Figure 1). The others are low, and the lowest ones were the 14 year olds, and then the 22 years olds. The median (middle score) lies between 312th score (624÷2) after arranging data in size in Table 1. Then the median age is 17 years. The mean age is:

\[
Mean\ age = \frac{\sum fx}{n} = \frac{10973}{624} = 17.6\ \text{years}
\]

These measures are nearly equal. Thus the distribution is almost symmetric about the central points. However, by considering that the mean is slightly higher than the median, then it can be said that there is a slight skew towards the right.

\[
S\ tan\ dard\ deviation = \sqrt{\frac{\sum f(X_i - mean)^2}{n-1}} = \sqrt{\frac{1916.34}{624 - 1}} = 1.8\ \text{years}
\]
Home Location

![Home location of orphans relative to school location](image)

**Figure 2:** Home location of orphans relative to school location

Figures 2 shows that most orphans attended schools in the areas of locations than those who were commuting from outside.

Travel to School

![Orphans' travel mode to schools](image)

**Figure 3:** Total orphans’ travel modes to school

Figure 3 displays show that the train, and then private bus, were the least used transport modes to school, and that walking was the most common mode.

Numbers who repeated a class

<table>
<thead>
<tr>
<th>Table 4: Orphans repeated class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequencies</strong></td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

![Orphans repeated class](image)

**Figure 4:** Orphans repeated class
Grades repeated

Table 5: Grades repeated

<table>
<thead>
<tr>
<th>Grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>5</td>
<td>9</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>32</td>
<td>146</td>
<td>74</td>
</tr>
</tbody>
</table>

Figure 4: Grades repeated

Only Grade 7 was not failed by anyone. The lower classes were failed by very few orphans. A beyond Grade 8, the numbers of orphans failing increased, showing a left skew.

Numbers ever absent from school

Table 6: Ever absent from school

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequencies</td>
<td>51</td>
<td>573</td>
</tr>
</tbody>
</table>

Figure 6: Ever absent from school

The numbers who were ever absent from school were much less than those who never missed school. From the table alone, it shows that absenteeism is much less frequent and not even comparable with those who always attended classes. The few that were ever absent stated several reasons for the problems that led to not going to school. They follow.
Reasons for school absence

Reasons for not being able to go to school included lack of money to travel, being sick (ill-health), family problem/matters, pregnancy, being pregnant, stress of losing a parent, lacking school materials, lack of transport, and maltreatment at home.

Orphans’ Interests

Post-School Plans

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Further study</th>
<th>Seek employment</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>549</td>
<td>62</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

Most orphans (88%) had planned to further their studies after finishing school, 10% had planned to seek employment (10%) and 2% were not sure about their plans.

Career Plans: The orphans had various career plans in mind, and they listed the over 40 different careers that they mutually targeted.

Orphan conditions and household settings

Children cohabiting with orphan: Of the 624 orphans in these schools, only 29 (i.e. 4.65%) had no other children cohabiting with them. Two orphans (0.32%) staying in orphanages cohabited with many other orphans. The many ones who cohabited in their homes (94.7%), cohabited with from as little as one other child to as much as 16 other children.

Orphans’ relationships with cohabiting children: In orphanages, child cohabiters were the children unrelated to the orphans. Some cohabiters were also orphans while others were children whose parents were still alive and could have fled their homes due to abuse, poverty and other reasons. In the homes they stayed with siblings (also orphans), grandparents, cousins, aunties and uncles.

Number of Adults in Households: There were 17 (4%) child-headed homes among the orphans in these schools. The orphans had to seek employment to look after the younger siblings. They were also responsible for doing house chores, and for training their younger siblings to do the same. Orphans sometimes had some confidante to confide their plight to, but many others had no one they could trust.

Adult relationship with orphan: The adults who stayed with the orphans were adult siblings, aunties and uncles, grandparents and cousins. Among these, there was at least one female orphan reportedly staying with an uncle. Most adults were not working. Most of those who were working, were earning below the living wage.

Residences and sleeping arrangements: The types of residential properties in which these orphans stayed were few brick houses, many shacks and mostly RDP houses (small government provides houses under the Reconstruction and Development Programme).

Insight about schools: Many orphans considered their schools as good and educators giving care, conducive environment, discipline, food, extra classes, support, good learning and teaching. Some problems were experienced though, such as drug abuse and few schools found using corporal punishment.
**Discussion**

This study showed that orphans needed support in various areas: economic, material, emotional, and legal protection. Local communities supported the orphans, and relatives were mostly looking after orphans.

Orphans felt deprived of material goods that other youth had. Also, they often suffered from hunger, malnutrition, and disease while at school. Most of them depended almost exclusively on families and communities, but some organisations also supported them.

Orphans wanted further education after completing school as they realised that basic education and employable skills were vital in reducing their plight and poverty. They also believed that education benefits include higher income and less likelihood to contract disease.

Older orphans in charge of the younger siblings were required to guard against all problems. They struggled to support the households, and also to keep their homes. Some also lost property to relatives. Also, girl orphans experienced sexual abuse and exploitations, as they were sometimes forced into the sex trade in exchange for shelter and protection. Hence, they were also vulnerable and defenceless. In orphanages, children had access to education, food, shelter, and nurturing. Thus, the increase in using orphanages was justifiable.

The psychological impact on orphans was often overlooked and misunderstood, particularly in the classroom. Some orphans contended with the death of a parent and/or other close relatives. There was no emphasis on helping orphans to cope with the induced trauma. The additional burden of caring for terminally ill relatives also shocked some orphans. Some orphans were duly frequently absent from school, or went late, failed to concentrate or could not have school-related expenses.

Teachers also noticed underperformance of some orphans in school. Surprisingly, many teachers could not link the poor performance with orphanhood. Many orphans had to assume adult responsibilities by earning wages, caring for the terminally ill relatives, and cultivating the land, among others. Consequently, they had no time for recreational activities. They were also stigmatised and isolated. Psychosocial support was therefore important for them.

The grandparents caring for orphans had no income. They were also often exhausted and overworked, with no social security or retirement benefits. Hence, orphans under their care were mostly uneducated and malnourished.

**Conclusions**

*Profiles and behaviours of orphans:* More orphans were in lower grades and decreased as the grades increased. Also, there were fewest orphans of ages below 15 and over 20. In terms of gender, the girl orphans were generally much more than the boy orphans. Many travel modes were used by orphans to school as an indication that most were staying away from their schools. Travel durations of from 30 minutes to over two hours were noted. Some orphans repeated some classes, including multiple repeaters in various grades. Absenteeism was noted as well, though not too high. Reasons for it included lack of money to travel, ill-health, family problems, pregnancy, stress of losing a parent, lacking school materials, lack of transport, and maltreatment at home.

*Orphans’ interests:* Most orphans wanted to pursue further studies after completing school. However, some were compelled to seek employment due to destitute circumstances. Others indicated their plans to study...
while working. Many of them knew about several careers and fields of further study, which was impressive. They also showed ambition to develop into professionals in various fields of training.

Orphans living conditions: Some orphans lived in orphanages. Many others lived with relatives and cohabited with other children in their homes. Their households varied, and many of them shared rooms with other children. Thus, privacy for many of them was not possible. Low incomes branded most of their households. Almost all the orphans had to do house chores. Adults were mostly responsible for some orphans. In some homes orphans cared for the younger ones. Some orphans had people to confide in during troubled times, but others had no one to trust. Many schools were good, but several problems such as drugs and corporal punishment occurred in few of them.

Recommendations

This section presents recommendations to improve orphans’ situation in the schools.

Recommendations for Managing Orphan Behaviours

The following recommendations are made:

- Protection and prevention programmes for girl orphans should be introduced and enforced.
- Orphans should be kept in schools within walking distances from homes where possible.
- Mostly repeated grades and schools should be identified for intervention.
- Efforts should be made to take away parent responsibilities from orphans.

Responses Regarding Economic and Material Issues

In order to support the orphans with funds and other materials support, the following recommendations are made:

- School and education officials should establish orphan support programmes using an integrated approach that responds to several orphan needs.
- Community groups should be empowered to monitor the orphan care and support provided in order to curtail instances of exploitation.
- The education department should solicit microfinance services to enable families who care for orphans to support themselves.

Education and Skills Training

To empower orphans, the following recommendation was derived.

- The education department should implement approaches to increase access to education.

Protection and Legal Support

Due to the vulnerability of the orphans, the orphans should be protected. The following recommendations are thus made.

- The school system should organise legal protection of orphans against relatives.
- The system should particularly guard against girl orphans and mother of orphans in the school.
- Girl orphans should particularly be protected against sexual abuse and exploitation from their caretakers.
Psychosocial Interventions

Orphans should be helped to cope. Hence, it is recommended that:

- All orphans should be counselled and provided with psychological help and support.
- Education departments should ensure that teachers are trained to identify grief-related behaviours.

References


