

Factors Affecting Orphans and Vulnerable Children Dropping Out of School: Case Study of Mulenga Compound, Kitwe, Zambia.

“When we fail to provide children with what they need to build a strong foundation for healthy and productive lives, we put our future prosperity and security at risk” (Harvard University, department of Child Development).



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List of Abbreviations

AIDS	Acquired Immunodeficiency Syndrome
CBO	Community Based Organisation
CRC	Convention on the Rights of a Child
CSO	Central Statistics Office
EFA	Education For All
FBE	Free Basic Education
HIV	Human Immunodeficiency Virus
JCTR	Jesuit Center for Theological Reflection
LDC	Least Developed Country
MDG	Millennium Development Goals
MoE	Ministry of Education
NGO	Non Governmental Organisation
OVC	Orphans and Vulnerable Children
PTA	Parent Teacher Association
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
ZNBC	Zambia National Broadcasting Corporation

Important definitions

The following definitions and explanations are aimed at giving the person who reads an idea of how the terms and concepts used in this research.

Household – A domestic unit consisting of the members of a family who live together along with other relatives such as aunts, uncles, cousins, grand parents.

Poverty – Poverty is the state of not having the necessary basic needs to maintain human life and human health

Stigma: social disapproval or negative attitudes towards a person because of one or more of their characteristics, such as gender, social or financial status.

Low Socio-economic status: refers to individuals who are usually in want of essential elements to sustain human life.

Participation: refers to a process in which individuals take part in decision making in the institutions, programs and environments that affect them.

Guardian: *One* who is legally responsible for the care of a family or child

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Dedication

To my late father Mr. Ackim. S. Kalaba for having believed in me at an early age and that anything is possible if I worked hard and committed to what I was doing.

DECLARATION

I, Rachael Kalaba, do declare that this research is my original work and has never been presented to any institution or university for the award of Degree or Diploma. In addition, I have endeavored to reference correctly all literature and sources used in this work. Finally, I recognize that the onus is on me to ensure that this work is fully compliant with the KDSC academic honest policy contained in the Student Handbook, Section V.

Signed: rkalaba

Date: 10/03/2010

Appendix 1: Profile of Respondents

Profile of the Head Teacher

He has been the head teacher for the community school for the past 5 years, and is in charge of the school that we picked as part of the research

Profile of Parents

PG. 1 is keeping seven children, is a widow and lost her husband in 2002; she is a marketer in Mulenga compound.

P.G 2 is keeping five children, she is also the chairperson for CATF in supporting OVC in Mulenga community and works closely with the Ministry of social Welfare as a community liaison officer under CATF is keeping five children who are vulnerable and orphaned children left by her relatives and she has her own 3 children she is looking after.

P.G 3 is a male retired airport worker, moved in Mulenga compound 20 years ago, he is the secretary for CATF, he is keeping five children, classified as vulnerable due to his unemployment status and ill health.

Profile of District Education Officer (DEBS) Kitwe district

The person in charge of this office is trained education personnel in charge of Kitwe district. The DEBS office is in charge of all the schools in Kitwe District and hence has an overview of what the situation is in each school. The office approves education programmes to be implemented in the schools or district as a whole

Appendix 2: Map of Zambia (Copperbelt province)

The Copperbelt province



Figure 1(Copperbelt Province, Ndola and Kitwe)

Chapter One

1.1.0 Introduction

“When we fail to provide children with what they need to build a strong foundation for healthy and productive lives, we put our future prosperity and security at risk” (Harvard University, department of Child Development).

Despite widespread policies, conferences and talks on orphans and vulnerable children (OVC) and education; the issue of education still remains a social service that is not accessed by all. There are issues of children not accessing education at all or moreover children accessing education but regularly dropping out from school.

According to the UNDP report (2004), Zambia is one of the world’s 50 Least Developed Countries (LDCs) and ranks 164 out of 177 countries on the UNDP’s Human Development Index (HDI). The report further gives the information on the enrollment of children in schools as follows: gross enrollment ratio of primary, secondary and tertiary education for Zambia is estimated at 47% among boys and 43% among girls. The Zambian population is 11plus million (CIA Fact book), and 70% of the population is young people below 25 years. The National AIDS Council report of 2004 states that HIV and AIDS is still a national issue with 15% of population aged 15 – 49 years infected with HIV (NAC, 2004) A further 750, 000 children remain orphaned due to AIDS pandemic (NAC, 2004).

Furthermore, Copperbelt Province is one of the most densely populated provinces in Zambia (CSO, 2007) (See appendix 2 map of Zambia). Oxfam (no date) report states that one district alone in the Copperbelt province has 90,660 orphaned children who have lost either one or both parents and this has been linked to HIV and AIDS. This is cited in the report of Zambia on OVC Situation Analysis Report (2004). The focus of the Copperbelt province is due to the fact that its one of the biggest provinces in Zambia. The focus is Kitwe town within which a low income compound has been picked for this research.

The community picked is called Mulenga Compound. This is an unplanned settlement started by an ex miner called Mulenga. When he got his retirement package he didn't go back to his village but instead built a makeshift house there. Most ex miners followed suit and others who couldn't manage to live in the suburbs. Approximately 35,000 inhabitants live there. There is no government school and therefore the community depends on the existing community schools. One major community school exists with approximately 1, 500 children registered.

1.2.0 Education

According to Irish Aid Education Policy and Strategy (2008, p.4) “education helps expand the choices and opportunities people have, thus enabling them to take greater control of their lives and escape the vicious cycle of poverty”. Clark (1996, p.83) defines education as:

Life long endeavor concerned with ongoing exploration of new knowledge, skills, insights and attitudes and their implications for daily life. In its openness to ‘truth’, to people in relationships and to the future, education is profoundly ethical undertaking.

The different definitions of education, gives an outlook that education differs from region, context and what it is used for.

1.2.1 Formal, Non formal and Informal Education

There are three types of education formal, non formal and informal. Rogers (2003, p.87) defines informal learning as “being the entire incidental learning, unstructured, with no purpose but the most extensive and the most important part of all learning that all of us do everyday of our lives”.

Kelly (1999, p.1) defines formal education as one which is hierarchically structured, with a chronologically graded system that runs educational activity outside the established formal system. Non formal education is any structured learning activity outside the recognized formal organization; that is proposed to provide the identified learning clientele and learning objectives (ibid).

This chapter is reviewing types of education and their relevance for the research, which is factors affecting OVC dropping out of schools, with focus on primary and secondary education.

1.3.0 The education system in Zambia

The education system in Zambia has three phases; primary and basic education, secondary education and tertiary education (MoE Strategic Plan, 2007).

According to Kelly (1999), the education system in Zambia has gone through a number of phases over the years. In the early 1960's education was free, children didn't pay user fees and education materials were provided by government. Later in the 1960's through the passing of the education act, fees were introduced in the form of Parent Teacher Association (PTA) fees.

The PTA fees were moderate and considered affordable by all in terms of the price. Parents/guardians didn't have to pay large sums of money but a contribution fee affordable by all. In the mid 1990's, during the liberalization of the economy a new education policy was introduced where parents were expected to foot a larger share of school expenses, large sums of money were charged as school fees. Besides paying PTA, these new fees when calculated meant an average parent couldn't afford to pay. Most parents were now expected to foot a large share of the school fees. The school fees changed from 5% contribution to about 70% - 80% contribution in the 1990's (Kelly, 1999).

The introduction of school fees in a way brought about a larger number of community schools, where a child is not expected to pay large sums of school fees, as most parents failed to raise or pay the expected school fees in the government schools (JCTR bulletin, 2006).

However it was noted that 'free education', an ideal which was pronounced by the Zambian government, has been interpreted where children are expected not to pay user fees, but pay tuition fees and meet the entire education requirement. 'Free education' is a concept that should mean government subsidizing the education system in meeting education requirements, but in Zambia this is not the case as most parents are still paying for school fees, especially from grade 8 to 12. This concept of 'free education' is only on paper and not practiced as stated in the policy (JCTR Bulletin, 2006). This is supported by the statement given by the late

president of Zambia Mr. Levy Mwanawasa, when he stated that the policy of free education was “being reviewed” during the opening speech of the Zambian parliament in 2006 (ibid).

1.3.1 Early childhood

MoE (2007) notes that the situation of early childhood education remains a challenge, as only a few Zambian children are able to access this service. This has been linked to having few pre-schools in the country. The majority of pre schools are privately owned and operated, though a small fraction is run by local councils. According to the National Child Policy Report (2006) early childhood education is generally offered to children between the ages of two and six years in Zambia, this is done in care centers, nurseries and pre- schools. This service mostly offered by private institutions, comes with a fee and most people fail to send their children to day care centers or nursery schools as government does not subsidize it.

1.3.2 Basic Education

The situation in Zambia is that most children between the ages of six and seven enroll in lower basic school, commonly known as primary school, which is done for seven years. Then an exam is written in the seventh year as a requirement to qualify to upper basic school which is grade eight and nine (MoE, 2007).

This level is one that is the only formal education that the majority of children in Zambia may receive (MoE, 2007). The Zambian Ministry of Education, acknowledged that two-thirds of the children cannot proceed into the upper basic level, while a significant number do not have access to lower and middle basic education; and that the standard is assumed to be low (MoE, 2007).

Though there is justification on the focus of primary education, it has been observed that too much emphasis on one education sub – sector ignores the other essential linkages between the various sub sectors and can lead to an overall imbalance in the system (Irish Aid Education Policy and Strategy, 2008).

According to the Zambia National Child Policy (2006, p10) the government of Zambia has recognized that the existing system of requiring students to write exams at grade 7 and 9 limits the child's access to basic education. This analysis has further cited that not all children entering and enrolled in school proceed to the next level after grade 7 (ibid).

It was further acknowledged that universal primary education could best be realized in the context of a well functioning and comprehensive education system that includes early childhood, primary, post primary, vocational and tertiary level (Irish Aid Education Policy and Strategy, 2008). With this analysis the question is, does Zambia have a well functional educational system that will meet all levels of education to cater for the mass population of school going age children? And if not, is this negatively impacting on the system leading to school drop outs? This is not the research focus but issues that are cardinal in the education system of Zambia.

1.3.3 High School

According to MoE (2007) entrance to high school is based on performance in an examination, currently called the Junior Secondary School Leaving Examination (JSSLE), which pupils take at the closing stages of Grade 9. This is a public examination, set and marked by the Examinations Council of Zambia. On the basis of performance in this assessment, about 30% of the pupils proceed to Grade 10.

When finishing high school, at the end of Grade 12, pupils sit for a further public examination, also set and marked by the Examinations Council. This is the Zambia School Certificate Examination (GCE), which is roughly equivalent of the Ordinary-Level ('O'-level) standard in the British system. Compared to ordinary level ('O' Level) the type of subjects given and the way the education system of Zambia has been designed they end up having that instead of 'A' Levels. One acquires the A levels when one does the first year of tertiary education i.e. first year university students acquire A levels and then proceed to study their intended course in the second year.

Admission to tertiary education and training with hopes and prospects for wage-sector employment therefore depends significantly on School Certificate performance (MoE, 2007 report).

1.3.4 Tertiary education

This is the third level in Zambia and it takes up to four years (MoE report of 2007). The report notes that this level of education is relevant and mainly looks at the vocational level of one having a career or a skill.

1.3.5 Community schools

This type of education was introduced in the 1990's due to most families failing to take their children to the government schools, as it required uniforms and payment of school fees. Therefore the community school became a substitute for primary education under the government system, as it doesn't require the school requirements as government schools.

The relationship of the community schools and governments is good, as exams are offered from the examination council of Zambia. Most children from community schools when they pass their grade seven exams are accepted in the government schools. Though they offer substitute primary education, most of the teachers in these community schools are untrained teachers and volunteers who in some instances are just coming straight from high school or college (MoE, 2007). The schools are run by communities and subsidized in some instances by NGOs, churches and the Zambian government.

1.4.0 Zambian Policies and Initiatives on Education

Through this history we will be able to note that government policy for Zambia had been concentrated on making education equal for all citizens, and trying to change the colonial policy of discrimination (Kelly, 1999).

According to the Strategic Plan of the Ministry of Education (2007, p.2) the Zambian government notes "education is a basic human right for each individual in society, though one

has to ask the question as to what type of education and the quality of education that is referred to in this statement.

The Ministry of Education is trying to solve the problem of access to education with different initiatives. In 2002, the policy of free basic education was introduced, meaning that children who enrolled from grades one to seven would not be required to pay school fees (MoE, p.2, 2007). Though government introduced free basic education, the strategic plan still allowed the Parent Teacher Association (PTA) fund to be charged as means and ways to raise funds for the school boards (ibid).

The government of Zambia has gone further in giving access to more children by signing the United Nations' Millennium Development Goals, which calls for the realization of universal primary education by the year 2015 (JCTR Bulletin, 2006, p.3). The government also participated in the World education Forum in the year 2000, and agreed to implement universal primary education as a part of the “education for all” action plan. Through this action plan the Ministry of Education has agreed and stipulates that no child should be prohibited or chased from school if they do not pay user fees (JCTR Bulletin, 2006). This situation of chasing children due to non payment of school fees will be reviewed during this research, and if it is a contributing factor in children dropping out of schools.

The Zambian Government does acknowledge that even though free basic education has been introduced, Orphans and Vulnerable Children (OVC) do not tend to enroll in the government system (MoE, P.12, 2007) meaning that there are obstacles that will make these vulnerable children not to enroll in government schools as acknowledged by the education ministry. Therefore the research will look at the major reasons OVC do not enroll in government schools.

Kelly (1999, p.89) notes that contradictions do exist in the education system of Zambia. This could be cited from the time of humanism in the 70's which focused on empowering of people and now the current free education policy of the 1990s which exists on paper and is not practiced in the schools.

1.5.0 NGOs, Churches and Donors in relation to Education in Zambia

According to the White Paper on Irish Aid quoted in Irish Aid Education Policy and Strategy (2008, p.6) “education is a fundamental right and is essential and indispensable to the understanding of other human rights.”

JCTR Bulletin (2006, p.2) states that education should be seen as an essential to the human person, not only focusing on the development of skills to make people “productive” or “employable” , but to promote the fullness of human life. The bulletin states that education, formal or informal, is best understood as the facilitation of the discovery as well as the refining of talents and human potential (ibid). Thompson (1981, p.47) argues that education is a basic human right and that its function is to develop the talent of the individuals to the fullest extent possible to enable someone to participate freely within a free society.

1.5.1 Universal declaration on education

The African Charter (1999, p.11) article 11 of 1, 2a and 3 acknowledges that every child shall have the right to education, and that the education of the child shall be directed to the promotion and development of the child's personality, talents and mental and physical abilities to their fullest potential. This in turn will mean fostering respect for human rights and fundamental freedoms, with particular reference to those set out in the provisions of various African instruments on human and peoples' rights and the international human rights declaration. These documents set their goals in the provision of free and compulsory basic education.

1.5.2 Millennium Development Goals (MDG)

The Millennium Development Goals (MDG) were created by the United Nations (UN) in fostering development and alternatives for most countries in the world. There are different goals focusing on issues in relation to development and setting targets and length of the goals.

The millennium development goals acknowledge universal primary education as one of the major goals to be achieved in 2015. According to the UNDP (2000) goal number two aims to ensure that by 2015, children in most areas, boys and girls, will be able to complete a full course of primary schooling. This declaration also entails that Zambia, being part of the UN, has an obligation to meet MDG goal Number 2.

1.6.0 Rationale for the Research

My personal interest in this topic is that I recognize the importance of education as key to development of Zambia (Sen, 1999). Kelly (2008) explains that orphans and vulnerable children continue to lag behind in accessing and acquiring formal education. Therefore it is imperative to make follow ups and discover what could be the underlying factors causing school drop out.

This research will help find out what could be some of the underlying factors influencing school drop out among the OVC and challenges related to the topic. My own interest comes from having worked in the field of OVC education, supporting a programme with Catholic Diocese of Ndola for four years.

The study of Orphans and Vulnerable Children is relevant in relation to education as there is an increase in the number of orphans and vulnerable children (UNAIDS report, 2005). It has been estimated that the Sub – Saharan Africa region, has been most affected by HIV/AIDS. The proportion of orphans is said to have increased by over 50%, therefore the estimates are that by 2010, sub – Saharan Africa will be home to an estimated 50 million orphaned children, and more than a third will have lost one or both parents to AIDS (UNICEF report, 2006).

According to Kelly (2008, p.34) “formal schooling emerges as one of the best antidotes to the problem that confront an orphan or vulnerable child... school helps to provide the stability and familiar anchors... the school also speaks of promises and hopes for the future”. Therefore school should be encouraged to the OVC as a way of helping them create a stable life style and in a way offer an alternative from the situation that they are currently going through.

Main Objective

The general purpose of this study is to explore, analyze and understand factors affecting Orphans and Vulnerable Children (OVC) dropping out of school. Though they drop out from all schools, it should be noted that the trend is much more prevalent in grade 8 to 12. Therefore this research will focus on grade 7 - 12 (MoE, 2007).

The aims of the study are:

- To gain a deeper and comprehensive understanding of factors and challenges influencing OVC dropping out of schools with specific focus on Mulenga compound, Kitwe, Zambia.
- To gain a deeper understanding of the system of education and how it affects OVC school attendance.
- Analyze the attitudes and perceptions of school administration towards OVC and school attendance.
- To discover alternatives that exists for OVC in relation to school and analyzes the family set up; how it affects school attendance.
- What influence does HIV have on OVC dropping out from school?

The study is expected to:

- Contribute important information for the assessment of the education system in Zambia and how it affects vulnerable groups in society, with specific focus on OVC and school dropout.
- Contribute to the research for researchers and practitioners in OVC and contribute to the community development through education with particular emphasis.
- Analyze what influence HIV and AIDS have on the OVC dropping out from school in Kitwe, Copperbelt province.

This research will answer the following questions:

1.6.2.1 What are the factors contributing to OVC dropping out from schools?

In order to answer that key question, the following issues will also be addressed:

1.6.2.2 What are the challenges that OVC face in attending school?

1.6.2.3 What influence does HIV and AIDS have on the OVC dropping out from school.

Conclusion

The introductory chapter has looked at the research topic and background to the issue of OVC and education. Here I have included the concept of education, the education system in Zambia, what the government of Zambia and the stake holders such as the NGOs and donors are saying about education Policy and legislative responses to OVC and in particular the existing strategies formulated by the Zambian Government are also included in this chapter. Furthermore there is rationale for research and research questions.

Chapter two is on the literature review. It explores what has been written about OVC, education, examining the relationship between OVC and the education system.

Chapter three outlines the methodology that will be used in order to carry out the research. Chapter four looks at the questions that will be carried out in the field in the collection of data. Chapter four is also looking at the field work and highlights the main findings and data collected and the respondents to the survey.

Chapter five is analysis of the findings in light of the literature review I have explored and finally chapter six includes the study in general and conclusion and final recommendations.

Chapter 2

Literature Review

2.0 Introduction

Theory ... is like a camera lens that helps us focus what we see and how we work within a given frame (Israel et al 1994) quoted from (Mwaanga, unpublished thesis, 2003).

Therefore the main aim of this chapter is to essentially review and study the existing literature on factors affecting OVC dropping out from schools. This will mainly focus on the Zambian situation on the lower income areas in the Copperbelt region in Kitwe specifically Mulenga compound. It will also look at the broader view of different opinions related to the topic of education and its relevance to OVC. This will have headings on the following: concepts and definitions of OVC, concepts of education, access to education, requirements to education, challenges to access education and factors affecting OVC attendance.

The first section describes some of the concepts related to OVC. The second section looks at the concept of education, and how OVC are able to access education and also the requirements that come with going to school and the stages that are involved in it. The last section deals with the factors affecting OVC attendance in schools.

The research will not only target the OVC and education, but will look at the wider picture, this being basic needs and the issues relating to stigma and discrimination. It has been noted by other researchers that some of the OVC feel sidelined in the education system. This practice of stigma is mostly related to how the guardians or parents die from HIV and other related illnesses (UNICEF, 2007). The essence of this research is to review some of the factors affecting orphans and vulnerable children dropping out from schools. This study will further look at the gaps that exist and challenges affecting OVC and education.

Concepts related to OVC

The concept OVC is defined by UNICEF as one who has lost one or both parents being referred to as an orphan and a vulnerable child as one whose parents are terminally ill (DFID,2007). The concepts of OVC will be reviewed so as to show guideline about OVC. This research will also compare what the community thinks is an OVC, as it differs from region, country and community. This could be said with the children that are found in Mulenga compound as those who have lost either one or both parents. Vulnerability is stated according to the poverty levels in Mulenga compound and what the community think it should be.

2.1.1 Who is a child?

The United Nations Convention on the Rights of a child defines a child as any person below 18 years of age. According to UNICEF an orphan is one who has lost one or both parents (DFID, 2007), whilst Al- Walid Global Classroom (2009, p.2) defines orphans and vulnerable children as “children who are compromised as a result of the illness or death of an adult who contributed to the care and/or financial support of the child”. In undertaking this research, I will be able to ask the community who they think a child is by comparing the existing literature and the response from Mulenga compound respondents. The definition is important as it will be a guideline in understanding the target group for this research.

2.1.2 Definition of OVC

It is important to note that different studies have been carried out by previous researchers on the definition of OVC. The term OVC is very diverse, it has different meanings in different countries (PLAN Netherlands, 2006); The World food Programme report explains that vulnerability is a complex concept to define in local/ community definitions. Whilst (WFP report, 2007, p.12) states;

The concepts of orphan and vulnerable child are social constructs that vary from one culture to another. In addition, these terms take on different definitions that can be at odds with one another depending on whether they were developed for the purpose of gathering and presenting quantitative data or for developing and implementing policies and programs. It is important to make this distinction and establish a ‘firewall’ between definitions developed for one purpose versus the other.

According to Walters and Whitesand, an orphan is a child who is below 18 years and who has lost one or both parents (Walters and Whitesand, 1999). The World Bank categorises OVC in the context of war affected children, orphans, street children, AIDS affected children, disabled children and child labourers (Children’s Rights Analysis, 2006, p.5). Furthermore Skinner et al (2004) writes that the term ‘orphaned and vulnerable children’ was introduced due to limited usefulness of the right definition of orphan hood in the scenario of HIV /AIDS. They further go on to state that the term has its own difficulties, as it has no implicit definition or clear statements of inclusion and exclusion. They further argue that the OVC definitions are theoretically constructed which would require explanations and further definitions on the ground (ibid).

The working paper of UNICEF and USAID (2008, p.20) reviewed the status of orphans and categorized them as “children who are without parental guardianship or care”. A maternal orphan is one who has lost a mother and a paternal orphan is one who has lost a father. A double orphan is one who has lost both parents. When comparing with the current trend in Mulenga compound it should be stated that these definitions do apply especially in schools as vulnerability does vary according to the type of orphan hood one has been classified in.

2.2.0 Definition of school

Thompson (1981, p.24) quotes Malinowski, who defined schooling as somehow a restricted part of education which is given by professional educators, to those who come to understand their tutelage in organized institutions of learning. This is formal and non formal education. He further explains that “formal schooling is essentially a supplement to patterns of informal education in the home and the community” (Thompson 1981, p.31). The definition of

schooling gives an overview of the kind of setting that children will be availed to and how it plays an important role in their foundation and formation.

2.3.0 Why OVC are dropping out from school?

Different issues arise in OVC dropping out from school these could be from economic, emotional, peer pressure and the environment in general. Therefore this chapter will analyse some of them and how they affect the OVC. Furthermore one then asks how to improve the same issues to be able to encourage the OVC to continue attending school.

The Irish Aid review (no date) explains that the outcome from the death of the parent or guardian is mostly children going less to classes, especially children who have lost both parents. According to an Irish Aid study that was undertaken in Mexico and Indonesia, (Irish Aid Review, 2007) the analysis reviewed that it was largely expected of orphans to drop out of school and they were less likely to commence school. This could be due to lack of resources or guidance from their parents/ guardians. Taken in another area, could this also apply to Mulenga compound of Kitwe, or are there more underlining issues that have been bypassed, forgotten or assumed to be part of growing up as an OVC?

Similarly a long-term impact study undertaken in a Northern region of Tanzania showed that maternal death causes persistent impact on years of education of almost one year for the children in that household. (Irish Aid Review, 2007) Evidence shows that effects are largest for children whose mothers died, for young girls (under age 12) and for children with low basic academic performance (ibid). What does that mean in the Zambian context? Should this be the case for all the children that have lost parents or it is just an expected trend? Could this in the long term be prevented to have less children dropping out of school?

2.4.0 Challenges facing OVC in Attending School

Different challenges are faced by OVC to attend school, and some of them are access to school, school fees, uniforms and school necessities. This paragraph (below) explains some of the identified challenges.

2.4.1 OVC Access to schools

According to DFID (2002) the cost of education, both monetary and non monetary, continues to be a burden on households and a barrier to education. They argue that the barriers of uniforms as well as indirect costs in accessing education makes households opt not to send their children to school, and they state that “orphans are the most unlikely to be schooled”(DFID, 2002, p.7). It has been analysed further that orphaned children find it hard to attend school due to the extra costs of school uniforms, books and stationery, and because they are often left responsible for earning money or caring for younger siblings in some instances (Oxfam, no date).

They further acknowledge that cost plays a major role in the access of education but the social setup of households also contributes to children accessing education, as most of the households are low income households (Assessment of situation, coping, mechanisms and constraints, 2005).

2.4.2 Illness in families

According to DFID (2002, p.7) most orphans don't attend school due to the issue of illness in the family and them ending up taking the parental role, especially in the cases of older children in the household. This means that they start supporting the family in taking up the social economic role. It has been reviewed that due to the large scale impact of HIV and AIDS and low income families, most people cannot care for orphans. In return, HIV and AIDS has created destitute children in urban areas (Assessment of situation, coping, mechanisms and constraints, 2005).

2.4.3 Uniforms

According to OXFAM (undated) education support comes in form of school fees, uniforms, books, shoes and other school materials as required by the school (Oxfam, undated). These requirements should be purchased for each child by the household and hence creating pressure

on households with a large number of children attending school. In this case uniforms play a barrier for OVC to have access to education, as most families fail to raise money to buy uniforms. Furthermore Irish Aid (2008, p.8) narrates that economic barriers prevent a lot of poor families from affording clothing and school materials.

2.4.4 School fees (PTA)

According to the International Human Rights Report, the government of Zambia declared free education for grades one to seven in 2002 and abolished the mandatory collection of school fees. The report further explains the failure by government to enforce the policy, therefore many schools, particularly in urban areas, still require fees. According to the report, Human Rights Watch interviewed parents and guardians who explained that their failure to pay school fees resulted in their children being turned away from school. Poor children, orphans, and children affected by AIDS are particularly affected by fees and other related costs (Human Rights Watch, 2004, p.6).

Therefore different issues give rise to OVC opting to stop school and these are uniforms, fees and other school requirements which are a barrier, whilst other OVC become guardians of a family at an early age and hence the school isn't one of the choices that they have.

The situation analysis of orphans and vulnerable children in Zambia (1999) states that school fees are used to pay school provisions such as books and maintenance. Most vulnerable and poor families are unable to afford these costs, therefore many children end up not accessing basic education. Can this be the case with the children in Mulenga Compound? This research will compare the case study that will be done in that community and whether the case is as similar to this literature review. It has been analysed that ssecondary education is still out of reach for children of poor families, as fees have been maintained without exemptions for the poorest in Zambia (UPAZ, 2005). This research is looking at both primary and secondary schools, and further look at comprehensive schooling and how it affects OVC dropping out of schools.

The question then is how to accommodate OVC who have taken up the role of guardianship to continue going to school? This research questions the policy of why payment of school fees should be a must even to OVC who do not have the capacity to comply. Can OVC do without uniforms to ease up the stress of meeting school requirement? Are such fees and uniforms a necessity or should government subsidize schools to make it easier for more children to attend school? What alternatives should exist to make it easier for OVC dropping out from schools to overcome the barrier?

2.5.0 Factors Contributing to OVC dropping out from schools

Different factors continue to contribute to orphans and vulnerable children to drop out from schools, Therefore some of the factors are listed below;

2.5.1 Factors relating to diseases and poverty

Poverty is state of not having the necessary basic needs to maintain human life and human health. It means scarcities and deficiencies. A poverty line is a tool to measure poverty and for separating the poor from the non-poor. A poverty line is constructed according to the value of income or consumption necessary to maintain a minimum standard of human nutrition and other basic necessities (Feuerstein, 1997). Most children who are dropping out of school are under the poverty line and failing to meet their basic needs such as clothes, food and other necessities to continue their schooling.

According to the Zambia Demographic Health Survey of 2001 to 2002, quoted in the national child policy (2006, p.7), 70% of the Zambian household have been classified as poor. This statistical analysis means that most households fail to look after their children in giving them basic needs such as education; according to the policy this has led to a rise in the number of children in Zambia living and working in the streets. This has also led to some children failing to enroll in school or dropping out from school. This analysis also implies that Mulenga compound is one of the poorest communities in Kitwe and hence children in this area are expected to be working in the street as a way to earn an income.

According to Global Action for Children, malnutrition is one of the elevated risks for orphans and vulnerable children and in addition lack of access to health care (Global Action for Children, 2005). The report further goes on to explain that because of the high-risk behavior in which OVC are required to engage, orphaned and vulnerable children are at an elevated risk for contracting HIV (ibid). This narration gives an overview of the current poverty situation, especially in low income areas; therefore this will be discussed in reviewing the OVC situation in Mulenga compound.

It has been stated by Mwaanga (unpublished thesis, 2003) that the majority of citizens living in low-income areas in Zambia possibly will be living below the poverty line. This is the population which is subjected to whom multiple deprivations, such as lack of food, shelter, health care, education and employment. They undergo problems from lack of assets, items and opportunities which money can provide.

For such people, the challenges of every day survival are never-ending and achieving a reasonable standard of life and health is difficult. The load of such a life is more often than not laid upon mothers and children especially orphans and vulnerable children (ibid). The compound that has been picked for this research can be defined as a low income area and an unplanned settlement, therefore this definition of poverty is in relation with the catchment area and its inhabitants of Mulenga compound.

Furthermore HIV and AIDS is one of the pandemics in Zambia that has attributed to the vicious poverty cycle where poor parents who die young, leaving behind a trail of orphans, pass on their poverty to their children. It has been stated that with the current world order (market economy) and the AIDS epidemic more people are losing their fragile grip and falling below the poverty line. It is estimated that 1.3 billion people – more than a fifth of all people in the world –live in poverty (Jacobs, 1996).

2.5.1.1 Basic needs of OVC (parenting, social network, social roles)

Lack of adequate school infrastructure, clean water and safe sanitation have been identified as some of the major issues that contribute to poor attendance, and this has been most common in rural areas with a particular emphasis on the girl child (Irish Aid, 2008, p.9).

The OVC Situation Analysis of Zambia (2004, p.33), recommend for improved services for orphans and vulnerable children. The report further proposes that government needs to ensure that OVC households are able to access basic services, whilst education is considered as one of those basic services.

The Irish Aid report (2008) further goes on to state that malnutrition and poor health is a large contributor to low retention and poor performance in school. This issue will be looked at further, and how it contributes to children dropping out from school. This will be done as part of the data collection in Mulenga compound.

The social – cultural barriers in Zambia such as gender inequality have been able to promote early marriages and therefore undervaluing the education of girl children (especially orphaned children). A case study of HIV and AIDS affected household shows that when one of the family members is ill, the responsibility of care befalls the girl child who is forced to quit school and care for the sick relative (Irish Aid, 2008, p.9).

Therefore the issue of dropping out of school for orphans and vulnerable children has shown the girl child to be more disadvantaged due to the culture and the social system attached to a country, and therefore making her more vulnerable than the boy child. This research will review if this is the happening in Mulenga community as well.

2.5.1.2 Supporting family income

It has been cited that the issue of poverty is a major factor preventing extremely poor and vulnerable boys and girls from enrolling and staying in school (Social Protection and Children's Rights in Zambia 2008). Furthermore it was also noted by Irish Aid “economic barriers make even ‘free’ education impossible for poor families” (2008, p.22). In relation to the Mulenga compound where the research is being undertaken I will try and analyze the

current situation and how it relates to the people there. The question is how do the children support the family income and does this in any way affect their attendance at school?

2.5.2 Factors relating to education provision in Zambia

This section will look at some of the factors relating to education provision for OVC. There are a lot of them, but I will only discuss some of them as part of the research and in relation to finding out what role they play in OVC dropping out from schools.

2.5.2.1. Stigma and its impact on OVCs

In reviewing the working paper of UNICEF and USAID (2008, p.58) they quote Loundon et al (2007) in their findings based in India in that stigma was one of the major reasons children were dropping out from school. Also during the focus group discussions it was revealed that ostracism and humiliation by fellow peers contributed to the dropping out of schools. Through the same research it was discovered that stigma and discrimination by teachers was a major education barrier (UNICEF and USAID, 2008, p.59).

Thus it suggests that in the Zambian situation in terms of the education system and the economic situation is a contributing factor for children dropping out from school. This will be compared with the information that will be collected from Mulenga Community.

According to the International Human Rights report (2004, p.4) children affected by HIV/AIDS may be denied access to school or mistreated by teachers because of the stigma associated with HIV/AIDS.

Furthermore the WFP report (2007) reviews conducted in different countries discovered evidence of discrimination of OVC affected by HIV and AIDS in relation to care, protection and access to food

World Food Program describes discrimination in various forms as public ostracism by the community, taking in of OVC for exploitative purposes in terms of child labor and intra-

household discrimination. The report further explains that there is some overlap in how each of these forms plays out and all were seen to have serious implications for programming in terms of the food distribution (WFP, 2007, p.10).

According to Human Rights Watch (2004) children experience discrimination in access to education based on their race, ethnicity, religion or other status. Human Rights Watch investigations in countries that include Colombia, Guinea, India, Israel, Mexico, Spain, South Africa, and Sri Lanka found that migrant children, children from rural areas, ethnic or religious minorities, internally displaced and refugee children, indigenous children, and Dalit or low-caste children were often denied equal access to education, or in some cases, access to any education at all. For children in detention, opportunities for education are often grossly deficient.

2.5.2.2. Alternatives to help OVC dropping out of school.

In analyzing the current education system in Zambia, the question is: does it accommodate vulnerable children to access education or should there be an alternative system in place? Kelly (2008, p.113) suggests that schools need to make special provision to enable those whose learning is interrupted due to illness or other circumstances to make up for lost time and to be able to find the lost opportunity.

Additionally Kelly (2008) in his analysis proposes that a social welfare system be set in the school as well as a health facility to be able to meet children's needs. The author goes on to state that the community and parents should be involved in the school planning and activities concerning basic services to children such as transport (Kelly, 2008, p.114).

In analyzing the situation of the OVC not attending school, a suggestion of distance learning through interactive radio or other media programmes being implemented in developing countries as a way of providing basic primary education not only for out of school children but also OVC and other disadvantaged children Kelly(2008, p.124). There is a current radio programme called Taonga Market on radio two that helps children in their education by offering different subjects and lessons. Though there is an initiative, most poor families fail to access radios in their homes.

2.5.2.3. Factors related to Comprehensive schools

Different issues relating to comprehensive schools, this could be linked to the type of education system that Zambia has and also the motivation of teachers, this chapter will look at some of the factors relation to comprehensive schools. This is closely linked with basic and secondary schools.

One issue that remains a challenge is that of enrollment, there has been increased number of children coming from poor homes not attending school. But the challenges that remain are the goal of 100% enrolment of primary education by 2015 (JCTR bulletin, 2006, p.1). This being the case, one then questions how best to keep the children enrolled in schools and reduce the drop out rates.

Furthermore parents are opting to go to community schools that community schools. According to the study carried out by the JCTR centre, most parents have opted to go for community school education, as it is one which is more affordable, especially for primary education (JCTR Bulletin, 2006, p.7). There is more. One way of preventing dropping out is to see to it that more children are able to access education.

2.6.0 Measures for preventing OVC and difficulty in access to education

2.6.1 Case Study one

According to a story carried by the Education Post Newspaper of Zambia dated 1st April 2006 quoted in the JCTR bulletin (2006, p.1) one Goodson Lungu aged 18 years old was doing grade 7 and repeating it the second time due to lack of funds. This story about Goodson is one in a thousand children failing to go through grade 8. They fail due to families failing to raise money for their children to proceed to grade 8 due to economic hardships.

The story of Goodson is not that he failed to go to grade 8 but lack of sponsorship to go to grade 8, instead of being idle and staying at home, was advised to repeat grade 8 (ibid). This is a practical case study of a child repeating grade 7 instead of dropping out of school due to non

availability of funds. This case study shows just one of the many cases of school education and requirement being a challenge to most children to proceed to high level of education.

This research will look at different factors and challenges, some of these challenges are accessibility of school places when they reach grade 8 and their affordability to an average Zambian child and family.

2.7.0 Summary of key issues

The chapter looked at the definition and concepts of OVC and their status. It was noted that the definitions do vary from region, country and community. The chapter further discussed why dropping out from school was a concept for discussion and reasons attached to that.

Challenges facing the OVC were further discussed in this chapter and these ranged from access to school and education in general, school uniforms and school fees. Though there are many challenges only a few were discussed.

The factors affecting the OVC were noted to be vast but those discussed were mostly disease, basic needs of OVC, stigma, poverty and income for families looking after OVC.

The chapter analysed the attitudes and perception attached to OVC in schools by school authorities. The chapter concluded by looking at alternatives for the OVC dropping out of schools. Issues preventing OVC dropping out of school were discussed, the chapter further looked at a case study in relation to dropping out.

2.8.0 Conclusion

Having looked at the different key issues as noted in the earlier paragraph that have been discussed in relation with OVC dropping out of school. It should be noted on the other hand that these are just some of the key issues identified in relation to the main objective of the research. These issues will be again addressed during the collection of data and later on they will be compared and reviewed to discover if there could be other cardinal issues not addressed during the literature review and relevant for this research. For uncomplicated

collection of data, the next chapter will look at the methods that will be relevant and ideal to collect data and compare the positives and negatives of the methods picked; this will lead to data collection and finally review of the data and recommendations.

Chapter Three

Research Methodology

3.0 Introduction

The objective of this research is to produce a greater understanding of what could be the underlying factors moving OVC to drop out from schools.

3.1 Research Strategy

The research will use a blend of qualitative and quantitative research methods. When deciding to pick what methodology I would use to help gather information I needed to answer my research questions and what contact I would have with the informants, Sarantakos (2005, p.51) explains that a methodology is a model of theoretical principles and frameworks providing guidelines on how a research can be done.

It has been noted that information is needed to understand the problem better in order to solve it as stated by Laws et al (2006, p.16) this research will need relevant information, for the topic to be well understood; therefore gathering of data will be required. Therefore a qualitative and quantitative approach will be used in this research. Laws et al (2006, p.26) explain that research is similar to music and mostly it's about communication and coherence and therefore if it does not hold together then it will not have the effect on the readers.

3.1.1 Qualitative research

As a researcher, I am choosing a social constructionist approach that puts people at the centre of research and places importance on the observer's view point in defining reality. According to Laws et al (2003, p26) "research is all about the power to define reality".

Furthermore, Laws et al (2006, p.28) state that a qualitative approach looks more into what people think, feel and why. As a researcher I am hoping to capture issues through a qualitative approach in collection of data from the respondents. This is being done in the form of focus group discussions with OVC and the guardians who are keeping the OVC. The OVC who have been randomly picked in the area of the research are those who currently have dropped

out from school. Discussions will focus on OVC and why they drop out from schools. Particularly this will help the OVC to express their opinions, listen and learn from their experiences and reasons behind their actions.

3.1.2 Quantitative approach

Laws et al (2003, p.28) state that a quantitative approach mainly looks at how many people share a particular characteristic and view. This is mostly concerned with numbers of so many people concerned and their views and percentages of the findings of the numbers interviewed. According to Laws et al (2003, p.273) “very often you do need qualitative information, but you also need some sense of the scale of things, some element of quantification”.

Sarantakos (2005) states that, quantitative method can go together with qualitative research. Policy for qualitative research has never been documented as clearly as surveys. As Kane et al (2001, p.198) acknowledge “this is probably because a lot more depends on the researchers good sense, experience and personality”.

This critique of the method to be used is one which I support as a researcher. It helps, though, to be able to learn more from the children, their perspective on issues that they feel are cardinal in them dropping out from schools and guardians to be able to offer some insight on the current situation on the OVC.

3.2.0 Sampling of the participants

I picked the Copperbelt province, Kitwe in particular due to its economic history of a copper producing province which now has issues of economic problems and increased number of unemployed people in the area. Furthermore, Mulenga compound is an unplanned settlement and low income community. The inhabitants of this compound are mostly call boys, domestic workers, security guards, small traders and street vendors. I picked Mulenga compound, due to its high rate of juvenile delinquency cases, and increase in the number of OVC.

3.2.1 Purposeful Sampling

Laws et al (2003, p.356) explains that there are different ways of picking participants. The sampling also goes with the type of research that is being done i.e. qualitative or quantitative approach. As the approach used was mixture of qualitative and quantitative in that the picking of the participants was based on the time and place of the research (ibid).

In this study the issue of sampling mainly dealt with selection of the informants. The sample for this study consisted of interviewees who were purposefully selected. To a bigger amount, the purposeful approach was used so as to realize a rich and assorted gathering of information, Patton (1990, p. 169) claims that

The logic and power of purposeful sampling lies in selecting information- rich cases for the study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research. The purpose of the purposeful sampling is to select information-rich cases whose study will illuminate the question under study.

Thus the research topic focused on a sample size of three households which had 3 guardians and six OVC as respondents. There were three male and three female OVC for equal representation of gender. At the same time I hoped to have either 2 females or one male or vice versa as representation from both sexes when collecting data from guardians.

One community school based in Mulenga compound was picked; one teacher and one representative from the Ministry of Education office under the District Education Office (DEBS) were interviewed.

3.2.2 Sources and Methods of collecting data

The chief and primary source of data collection used in this study was one on one interview. Focus group discussion, documentation and field notes were used as secondary sources of data collection. The use of secondary data sources to support a primary data source can be considered triangulation of data collection methods. Triangulation is the term used to refer to the multiple use of data collection and the main purpose of this method is to validate the collected data (Patton, 1990; Yin, 1994; Gall et al. 1996).

3.2.3 Selection of key informants and why

- OVC who have dropped out and those still in school (one to one). Were interviewed one on one and given an opportunity to hear their views and opinions and stories as to how life is. Laws et al states that children and the disabled in most cases do not have their views aired as most researchers assume their views are not important (Laws et al 2003, p.370).
- The guardians / parents to the OVC in three households. The guardians who had a different point of view in terms of looking at their financial status and if at all it adds up to the numbers of children dropping out and the issue of poverty, illness in the families and how it affects the children and their attendance at school.
- The different institutions working with children and specialised in Orphan and Vulnerable children (Ministry of Education department, the basic schools) to pick one for interviews, and opinions they had concerning the topic. What they thought the underlying factors were and what the ministry was doing to reduce the problem or encourage the children to attend school.
- School selected within the catchments area; Interviews with the teacher/ principal in the selected school – what are the statistics and what reasons explain these trends? This would help in reviewing what could help reduce the trend amongst OVC of dropping out and reduction of school fees.

3.3.0 Data Collection

The following methods are the ones that were used in the collection of data. This discussion will identify the strengths and weaknesses of each of the methods picked and reasons why the methods were picked.

3.3.1 One on one in depth interviews

As previously mentioned one on one interview were the primary sources of data for this study. In addition to providing triangulation, the other secondary sources of data were used for specific purposes that will be discussed later. The one on one interviews were conducted with

the 6 OVC and 3 Guardians who are the key informants. Detailed information about the key informants is given under the section, 'Purposeful Sampling'. I used semi-structured interviews with all the 6 OVC and 3 Guardians/ parents. The interview guide (see appendix 2) was developed during my research writing and analysis. According to Patton (1990, p.283)

The interview guide provides topics or subjects' areas within which the interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject. Thus the interviewer remains free to build a conversation within a particular area, to word questions spontaneously, and to establish a conversation style but with focus on a particular subject that has been predetermined.

3.3.2 FGD (focus group discussion) – open discussion

This research had a focus group discussion with the parents / guardians of the selected households as well as with the OVC. A total of 6 OVC guardians and 3 community leaders were part of the discussion. These were the same participants who were involved in the one to one interviews.

Sarantakos (1997, p.182) explains that group discussions “offer information about...processes, spontaneous feelings, reasons and causes, through the view of the respondents”. In this view the factors affecting OVC to drop out from school was explained in the discussion. OVC and the parents/ guardians to explain and share the views on what they think the factors and challenges. The discussion was carried out with the help of semi structured interviews; the responses were recorded and later transcribed. This method was one way to create space for open discussion and to air views that could be of importance in the research. The weakness is that it could be overtaken by loud spoken participants or move out of topic. The issues addressed in the discussion was what were the factors and challenges facing OVC to drop out of school and what were their perspective on school administration in dealing with OVC.

3.3.3 Interviews with stake holders

I used semi-structured interviews in order to add or omit questions and allow the interviewer to explore further their area of expertise (Laws et al 2003).

Semi structured interviews are good for getting more in depth information, as questions can be open and closed. A richness and depth of data can be achieved from interview techniques that

you may not get through other techniques (Kane et al 2001). Interviews were conducted with Programme implementers in offering education support (Community school, Ministry of Education). The semi structured interview used as Sarantakos (2005) pointed out, is more flexible and adaptable and therefore the most suitable for my approach.

The real issues may not be answered honestly or bias towards protecting their own school interests or that of the organisation would influence responses. The interviews were carried out at the place of work of the respondents. According to Kane et al (2001, p.198) interviews are carried out in the place where the service is provided “you get the context of which the action, behavior, or process occurs would give you a more holistic picture, and you can see the background in which your material is embedded”. 2 interviews are to be held with the principal and the education official from the Ministry of Education.

3.3.4 Interviews with OVC

OVC who have dropped out of school (interviewed one to one) this will help bring out more issues and create that personal contact with the children. It may bring out counselling and psychosocial issue which the researcher may fail to handle and has to refer. The usage of semi structured interviews is useful for analysis purposes and for comparing how issues are viewed from different perspectives (Laws et al, 2003). Questions relating to the topic are an attachment (see appendix 3).

3.3.5 Picking of participants for interviews

Initially I had a community in mind of where I wanted to collect the data from, after analysis and discussion with the community, I decided to pick on Mulenga compound, in the outskirts of Kitwe town. This was a totally new community and new no one. I was introduced to the CATF chairperson whom I met several times discussing my research. After that she agreed to help me with respondents and we agreed that she picks them randomly. There were different expectations from participants as they thought I was coming to fund the project, which I was quick to explain my objective with the help of my research assistant. After long deliberations the households picked for the research agreed to the interviews and signed for permission to record and fill in the forms

3.3.6 School picked for the research

The school picked for the research is based in Mulenga compound and a community school. This school was opened in 2005, it has approximately 1, 500 pupils doing grade 1 – 7. The teachers are mostly volunteers and untrained. The school accommodates most of the children in this community.

3.4.0 Ethical issues you must address in undertaking this work

Sarantakos (2005 p.16) states that “ethical standards are an integral part of any research design” hence the following was considered when it came to the ethical point of view of the research:

3.4.1 Protection of children’s rights and the right to privacy. This is cardinal as stated by the UN convention on the Rights of the Child (UN report, 2004). Therefore there is need to review when interviewing a child issues that will be discussed and how a child will be protected as this research will be produced. As a researcher I will be able to change the names as a way of protecting their privacy unless in circumstances that may require legal action to be taken as agreed with the child and the guardian (this could be children who reveal sensitive information of abuse). Though different measures will be put in place, there would be instances when the right of privacy would be breached sensitive information revealed which I would publish. According to Laws et al (2003, p.239) “research needs the freely given informed consent of the respondents to be ethical”. Therefore participants to the research need to understand and be explained to that they are free not to give information.

3.4.2 How to make the children not feel offended or obliged to answer the set up questions. This would be looked at by first meeting the children and becoming familiar with them and introducing me and the team I would be having before having a full interview with them and also explain in simple terms what the research will be about.

3.4.2 Ethical issues on revealing of ones HIV status was going to be another issue, in instances where either the guardian or the child is positive or both. Therefore this information should be confidential according to the wish of the participant unless otherwise, they willingly disclose their status to the public/ community

3.5.0 Limitations of the research

There are many faces to the issue of orphans and vulnerable children; however, this study covers factors and challenges leading to orphans and vulnerable children dropping out of schools. The sample size is on a small scale and targeting a small community within Kitwe and therefore is non representative as it takes account of a small band and doesn't represent the views of a wider audience. The views taken from a small sample in a way may not be able to bring out all the issues in relation to this topic and hence limiting the research.

Conclusion

This chapter identifies the methodologies used in carrying out this research. Qualitative methodology was mainly used and why it was used. This chapter also discusses the sampling method used in the gathering of data and key persons for data collection. Ethical issues were outlined, justification that goes with each point and the necessity of considering these issues. In this chapter I gave a brief outline of the research questions. The following chapter four contains the fieldwork and findings of the research activities. The main findings will be tabulated in the next chapter. In chapter five I will document the findings and the recommendations for the findings and conclusion in chapter six.

CHAPTER FOUR

FINDINGS & ANALYSIS

4.0 INTRODUCTION

This section explores the factors and challenges affecting orphans and vulnerable children dropping out of school in Zambia. This was done through analyzing the primary data collected from the OVC and guardian respondents. Primary data was found in the community in the different forms of semi structured interviews and focus group discussion.

The fieldwork was undertaken in order to determine answers to the specific objectives of the study as follows:

- To gain an understanding of factors and challenges influencing OVC dropping out of schools
- To gain an understanding of school related and how it affects OVC not to attend school.
- To discover alternatives for OVC dropping out of schools

The findings revealed some core issues being poverty, the environment, educational payments in form of exam fees, school fees as requested by different schools.

Informed consent of the participants was obtained, what the beneficial or harmful consequences of the study were. how the confidentiality of the informants were protected and how the role of the researcher affects the study are important questions with regards to ethical considerations that need to be addressed in any study (Kvale, 1996).

Age	Sex	Age dropped out of school	Grade dropped out of school	Years in attended primary/basic school	Type of orphan/vulnerability	No of family Members
17	F	15	8	7	Vulnerable child	5
19	M	18	9	8	Maternal orphan	4
19	M	17	9	8	Paternal orphan	6
15	M	14	7	6	Paternal orphan	7
12	F	12	7	6	Double orphan	5
14	F	13	8	7	Vulnerable child	6

4.2.0. Research findings

This chapter will look at the primary data collected from respondents in relation to the questions for the research; this will be done according to the research questions with responses from the respondents.

4.2.1 What the OVC and guardians think are the factors affecting OVC dropping out of school?

Six OVC and 3 guardians were interviewed in talking about issues/ factors that make the OVC drop out from school; the respondents were coming from the same community but from different households. Some of the children and the guardians were coming from the same household. Different issues emerged from interviews and discussion.

Some of the common factors that were identified as causing them to drop out were lack of money and an income to support OVC in education, and lack of food in most homes as most of them had one meal a day or nothing. Furthermore poverty emerged as another common

factor amongst the respondents, and some issues of stigma and discrimination. These are discussed in full below:

- **No stable income in household:** this was expressed by the guardians keeping OVC as well as the OVC. The common trend of OVC being involved in supplementing of income in the household by doing small jobs of selling or cleaning in town. This is one of the major reasons that guardians/ parents opt to provide food and shelter rather than support OVC to go to school. The small income that they raise goes in buying basic meals for families. One OVC respondent stated that *“my mother is a house help, who goes to look for small jobs in town, when she is lucky she gets some money, this is the same money she uses to buy food for us, so I ended up dropping out of school “*.
- Emotional and verbal abuse was identified, some of the OVC respondents narrated how they are abused by their guardians and hence this in a way affected their performance and concentration at school. This situation leads to them dropping out of school, as one OVC respondents narrated *“I stay with my step brother and his wife. Both of my parents died and he took responsibility of taking care of me; life is unbearable as every day I am subjected to verbal insults and therefore when going to school. I am absent minded and not concentrating in class”*.
- During the focus group discussion, issues that emerged was that of lack of food in households which was causing most children to drop out of school, and OVC helping the family look for food instead of being in class. One guardian narrated that life in the community was hard as most people were failing to even have one meal a day and that jobs were hard to find which leads to people doing different odd jobs to earn some income *“here in Mulenga compound I would say.... Survival of the fittest. Life is hard. I can’t even afford to provide 3 meals a day, sometimes even just a meal to feed my family. I depend on extended family, friends and well wishers to give me some food for me and the children to survive”*.
- Child labor was identified as another key factor in the community; Some OVC revealed that forced labor among guardians was another contributing. One OVC respondent narrated that *“one of the reasons I dropped out of school is because of my uncle. He runs a small shop in Mulenga compound. He usually opens the shop at*

05:00hrs and expects me to be awake at that time, and be in class at 12:00 hrs. Sometimes he would show up at 12hrs and this meant I would be late at school or be absent. This continued until in certain instances he would even expect me to close the shop around 21pm. I love school but my uncle insisted that I attend to the shop that was giving us an income than attend school which I would fail after all”.(OVC1)

- Peer pressure was also another issue which came out, being a poor community, most OVC are forced to drop out and join gangs and involve in alcohol and drug abuse as PG1 stated “ *our children stop school because of the friends they hang around with who don’t go to school, but instead steal and just drink and smoke dagga*”.
- Early pregnancies were identified by most guardians, especially of girls who are OVC as one participant explained “*most of the girls drop out of school due to pregnancies*”.
- Gender issues in relation to female OVC dropping out of school
- Issues in relation to double orphans dropping out more than single orphans

4.2.2 Challenges being faced by the OVC

During the analysis of the primary data, some issues were identified as follows:

- Illness of guardian, hence not enough income for the family to consider supporting education. One of the OVC respondents stated that “*I had to drop out of school because my father became ill, and there was not enough income to support me to continue going to school*”. (OVC2).
- User fees that are being requested by school administration, ranging in form of different payments. Some of the fees were maintenance fees, wall fence fees and contribution of class activities came out from the OVC respondents, as one respondent stated that “*the teacher asked us to pay K50, 000 for user fees and another K50, 000 for the wall, I didn’t pay that, she started chasing me from class, which eventually led to my stopping out of school*” (OVC 4).
- Furthermore some of the respondents had difficulties paying exam fees to be able to write their grade 7 and/ or 9 exams and therefore ended up dropping from school or in

some instances repeating the same grade until a time when they were able to pay for the exam fees. This could be in grade 7 but due to the fact that one has to pay tuition fees in grade 9, they end up completely dropping out of school. One OVC respondents stated that *“I dropped out of school in grade 7 because I didn’t have exam fees to pay, and saw no need in going to class when I was not going to write the exams”*(OVC 6).

- During the focus group discussion, the issue of school fees came out as both the guardians and OVC stated that it was one of the major problems that was being faced in the community and contributing to the large numbers of drop outs. One of the guardians complained that *“even if government has introduced free education, still as parents we are forced to pay different fees to school administration, therefore the ‘free’ education talked about is not experienced by us the parents in sending our children to school”*.
- School uniforms and shoes were also some of the major issues that came from the respondents. This is mostly common between grades 8 – 12. This is a requirement for all government schools in Zambia, this being uniforms, but most poor families fail to acquire these school requisites

One of the respondents explained that *“I passed to go to grade 10, but couldn’t raise the money to buy school uniforms, the school as part of the rule insisted that school uniforms had to be bought at the school. My guardian didn’t have the money to pay for me and therefore ended up losing my place at the school and staying at home”*.

4.2.3 Perceptions of the school administration towards

This chapter is reviewing the perceptions on the school administration towards OVC by comparing for the primary and secondary data. This is the literature review and data collected.

According the guardians interviewed, some of the issues they raised on this subject were that; there aren’t universal standards when it comes to offering education in Zambia, with an example of some community schools in Mulenga not up to standard, and therefore not professional in the way they handle issues of OVC. One guardian during the one to one

interview narrated that *"the teachers at the community school are not offering the expected service to the OVC compared to the children going to basic schools"*.

- Most community school teachers are untrained , merely grade 12, which makes them unprofessional in dealing with OVC. The tendency of school administration is that of chancing OVC even when there is surety that they will be sponsored by an NGO for their school fees as one of the guardians stated *"my child was registered under an NGO to be paid for school fees, but surprisingly the school administration chased him when the NGO didn't pay on time"*.
- The schools fees from grade 10 – 12 are too high, with an example of about K700, 000 equivalent to 108 Euros to be spent for school fees, which most poor families are failing to pay.

4.2.4 The education system and how it affects OVC not attending school

- One of the issues that came out was that education is expensive especially from grade eight going upwards; therefore most households fail to support their children at this stage. One guardian respondent stated that *"life is hard you dread the time your children passing grade 8 as this means more problems"*. Another guardian explained that *" its hard for children in this community to pursue further education, as education is becoming expensive, the least a grade is expected to pay is around K700, 000; this kind of money is almost non attainable"*.
- Stigmatisation amongst the education administration in dealing with non payment of school fees as one OVC narrated *"like in my situation I was supposed to pay some fees but I couldn't manage, so the teacher responsible came in class to call out the names of those who did not pay and I was one of them and I was sent out of class in disgrace, I failed stigmatized"*. This treatment in the education system is causing most children shunning school and opting to staying at home than face humiliation.
- Comprehensive schools / teachers/ funding

- Curriculum of the schools

4.3.0 Common issues that came out of the findings?

After interpretation of data, most common issues that emerged from all respondents were those of school fees, school requirements (shoes and uniforms), poverty and insufficient family income in households. Out of six OVC participants, five had problems in terms of money to either pay for exam fees or school fees. This was one which came out as a majority problem amongst the OVC. Being chased from school due to non payment was another issue which was commonly discussed and having not enough food to eat at home is also affecting attendance at school.

4.4.0 Other issues that emerged from the findings?

Child labor, emotional and verbal abuse on OVC by guardians emerged as some of newest issues. This is being experienced by the OVC and therefore affecting their attendance at school and this is eventually leading to dropping out of school. Harvesting time period and the time for paying of school fees differs; therefore, one may fail to raise the required money, and therefore influences the dropping out of schools. The issue is not only about completing grade 12, but about opportunity and access for OVC not only at high school, but for tertiary education as well; as most OVC need to be given opportunity and access to positively contribute to society as one guardian stated *“we want our children from Mulenga compound to be given opportunities and be treated like any other child, so that even here we can produce doctors, nurses and engineers”*.

4.5.0 The least common issues that emerged from the findings?

It emerged that some guardians were not leaving food for the OVC if they go to school; therefore OVC opted to stay at home to be able to eat. There is no basic or secondary school in

the compound, hence when a child has passed to grade 8 she or he has to go about 5km to a nearest school.

4.6.0 General issues emerging

- Most of the teachers in community schools are not paid (They are just volunteers) and are not qualified they are just doing it to help the OVC in the communities. This has led to most teachers charging small fees to help them have an income. Lack of incentives for community school teachers, leads to the school asking for a small contribution from children to sustain themselves as teachers and to meet ends meet.
- The environment of Mulenga is mostly flooded with drinking places, hence leads to influence of most OVC indulging in alcohol abuse and leading to juvenile delinquency. As one guardian stated *“our children are being influenced to be indulging in drug and alcohol abuse, due to many bars around”*.
- The community is not knowledgeable of existing NGOs that offer education support, therefore this also leads to most people just staying home and doing nothing about the situation.
- The concept of OVC was discussed; most that came out were that an OVC is an orphan or vulnerable child. Vulnerability of the child is where a child has chronically ill parents/ guardian and or parents/ guardians living with HIV and AIDS. Another definition which came out was a child who lacks basic needs such as shelter; health and education (just to mention a few). As one guardian narrated *“an orphan is one who has lost one or both parents to HIV and AIDS, as most children that we work with in CATF have lost their parents to HIV and AIDS”*

4.7.0 Conclusion

This chapter has presented the findings of the primary data in relation to factors and challenges affecting OVC dropping out of schools. This was in relation to the objective

and the literature review. The findings were then documented under the headings of each question that the respondents were asked in relation to the objectives of the research.

A number of factors were identified as well as challenges; five out of six of the respondents feel that school fees and exam fees are a major factor leading to dropping out. Poverty, child labor and ill health of guardians were other factors. In the next chapter I will analyze the findings in relation with the literature review.

Chapter Five

ANALYSIS OF FINDINGS

5.0 INTRODUCTION

My analysis of the data was done by means of a close reading of all interviews in relation to the main objectives. Linking the main objectives and primary data, themes emerged.

During the interviews many opinions given linked with research findings from secondary data. However, it was difficult to analyze the data when comparing the results from individual interviews as such results are qualitative and not easy to compare. According to DESC (1994) semi structured interviews while allowing for more participation, are difficult to analyze.

5.1 Concepts and definition of OVC

During primary data encoding, most of the guardians had a different definition and understanding of what OVC is, Plan Netherlands (2006) states that the idiom of OVC is very diverse and has different meaning in different countries. One guardian stated that “*OVC is a term that refers to children coming from poverty stricken homes and failing to meet basic needs*”. When asked how the guardians and community describe an OVC they stated that mostly they will look and compare the standards of living at the household, as many may be poor in Mulenga but there are the poorest of the poor.

5.2.0 Why OVC are dropping out of school

According to Irish AID (no date) the outcome from the death of the parent or guardian is mostly children going less to classes, especially children who have lost both parents. This was the primary findings in Mulenga compound where the trend of dropping is most common. One OVC respondent stated that “*when my father died, I stopped going to school because I needed to take care of the family*”.

5.3.0 Challenges facing OVC

The primary data revealed that OVC do go through a lot of challenges in attending school, this ranged from school fees, school uniforms and other school requirements.

5.3.1 School fees

One OVC respondent stated that *“I stopped school because I dint have money to pay for my exam fees”*. This is supported by a Human Rights Watch report which revealed that failure to pay school fees resulted in most children being turned away from school. Poor children, orphans, and children affected by AIDS are particularly affected by fees and other related costs (Human Rights Watch, 2004, p.6). Another form of payment in the form of PTA has caused many children to drop out of school, as one OVC respondent stated that *“I was chased because I couldn’t pay the K50, 000 the teacher requested for me to pay”*. This is supported by the situation analysis of orphans and vulnerable children in Zambia (1999) stating that school fees are used to pay school provisions such as books and maintenance. Most vulnerable and poor families are unable to afford these costs.

5.4.0 Factors facing OVC

Different factors emerged in the findings of the primary data and also some were discussed in the literature review. The most common factor that came out from the respondents was poverty, lack of income in families, nutrition, child labour and illnesses in families.

5.4.1 Poverty

This really came out from the respondent as one GP2 guardian stated *“there is just too much poverty in this community and leading to so many problems such as OVC”*. This is supported by the statistical analysis of the Zambia Demographic Health Survey of 2001 to 2002, quoted in the national child policy (2006, p.7), where they explain that 70% of the Zambian

household have been classified as poor. Furthermore it has been stated by Mwaanga, O (unpublished thesis, 2003) that the majority of citizens living in low-income areas in Zambia possibly will be living below the poverty line, and deprived of basic needs such as education, health care, lack of food. The research findings and the literature tally in terms of the community where the research was undertaken and the findings.

5.4.2 Nutrition

Most of the respondents narrated that lack of food and basic meals was a contributing factor in OVC dropping out of school. It was a major issue as one OVC narrated that *“I dropped out of school because of not having food at home, we only have one meal a day and if unlucky we sleep hungry”*. According to Global Action for Children, malnutrition is one of the elevated risks for orphans and vulnerable children (Global Action for Children, 2005). Furthermore Irish Aid (2008, p.9) report states that malnutrition and poor health is a large contributor to low retention and poor performance in school.

5.4.3 Stigma and discrimination/ child labor

This was one of the issues that came out, mostly practiced at school and home, a respondent OVC5 narrated how he felt stigmatized by the treatment he got from his teacher for lack of payments for school *“they used to call my name and told to pack my books and leave the classroom, amidst laughter from my fellow peers”*. The World Food Program describes discrimination in various forms as public ostracism by the community, taking in of OVC for exploitative purposes in terms of child labor and intra-household discrimination (WFP, 2007, p.10). Child abuse was an issue which most OVC mentioned during interviews that this affects them. The International Human Rights report (2004, p.4) states that children affected by HIV/AIDS may be denied access to school or mistreated by teachers because of the stigma associated with HIV/AIDS.

5.4.4 Free education policy and its implication

The 'free education' policy remains an issue as it is unclear. This was discussed in the literature review and the primary data collected. One of the guardians stated that “ *even if government has introduced free education, still as parents we are forced to pay different fees to school administration, therefore the 'free' education talked about is not experienced by us the parents in sending our children to school*”. This has been stated by JCTR bulletin (2006) who questions the 'free' education policy as still school administration charge PTA fees.

5.4.5 Community schools

One of the contributing factors in community schools is that most of the teachers are volunteers and untrained and hence not giving that quality education. This was a common feature in the literature review and the primary data. The MoE (2007) acknowledges that this type of school has a large percentage of untrained teachers and another guardian attributed this issue when they stated that “*most of the teachers are volunteers and untrained*” (PG2).

5.4.6 Income support for families

Most guardians don't have stable income to support families and this was one of the issues in the literature review and also with the guardians during the FGD. It was also noted by Irish Aid (2008) that “economic barriers make even 'free' education impossible for poor families”.

5.5.0 Alternatives to education

According to the study carried out by the JCTR centre, most parents have opted to go for community school education, as it is one which is more affordable, especially for primary education (JCTR Bulletin, 2006, p.7). This was also a similar stance by the guardians as during FGD discussion “*community schools are the ones we could afford to send our schools to*”.

5.6.0. Conclusion

In this chapter I covered and identified and discussed the main themes that emerged from the data collected. In particular, the factors and challenges facing OVC in dropping out of school. It would emerge that there is a need for a clear policy on what 'free education' is so that more children will not be left out in the access of quality education. Synchronization of school fees and government policies to find ways to make education more affordable by poor families. Five out of the six respondents agreed that poverty was the main issue contributing to their failure in accessing of education.

Chapter six

Conclusion and recommendation

This study aimed to review factors affecting OVC dropping out of school, with particular emphasis on Mulenga Compound in Kitwe. This was done by capturing informed perspectives from OVC who have dropped out of school, guardians keeping OVC, the ministry of education and head of school.

OVC is one of the major issues being faced in Zambia. There is an estimated 750,000 to a million children who are orphans because of AIDS (NAC, 2004). This is also related to most of them dropping out of school and not accessing education (MoE, 2007). Most of the respondents acknowledged that it's increasingly becoming harder for OVC to access education especially basic and high school, as fees attached to it are out of reach for most families.

The literature that I have reviewed acknowledges that OVC still find it difficult to access education and this is due to many factors and challenges. Findings from data of this study correspond with the findings of the literature review. In the analysis chapter I have identified and discussed the main themes that emerged from the data collected. The main themes highlighted are poverty, stigma and discrimination and unclear policies on 'free' education in order to plan for more OVC to access education. For the future more research is needed on OVC who have dropped out and work on the factors and challenges. This would help to come up with best practices that would help reduce drop out rates.

Recommendations

- Increased funding for community schools, as they are offering education to the majority of OVC, and this is through training of untrained teachers.
- A deliberate policy to protect OVC and other vulnerable groups from stigma and discrimination, so that there is increased access of education.

- Stiffer laws and regulations to be worked on to protect children from child labor.
- Clear and defined policies on education policies and PTA fees so that this barrier is removed of paying high fees to access education.

This study outlines different perspectives from OVC and guardians in line with the research topic. They require more support from stake holders such as education, health, social welfare service and other government department to make it easier to access education for vulnerable groups.

In the light of the recession of 2009, it is expected that there will be reduced resources for interventions for OVC, as most of the funders will have limited resources to implement projects, and therefore this issue may not get the priority that it requires. The issue of OVC and access to education according to statistics will increase as they climb the education ladder and therefore will not go away, it may even get worse.

As affirmed in my rationale at the start of this study, it is significant for any country to consider the issue of education as key to development. Being an undeveloped country, the route to change should be initiatives such as increased enrollment of children in education, subsidizing of education services for more access by poor families. This will in turn have increased skilled man power and be able to offer services to Zambia.

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Appendix 1: Calendar/ work plan

Appendix 2: Map of Zambia (Copperbelt province)

The Copperbelt province



Figure 2(Copperbelt Province, Ndola and Kitwe)