LIVED EXPERIENCES OF ORPHANED LEARNERS AND SCHOOL LEVEL STRATEGIES FOR THEIR INCLUSION AT SELECTED PUBLIC SECONDARY SCHOOLS IN OMUSATI REGION, NAMIBIA

A RESEARCH DISSERTATION SUBMITTED IN

FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF

DOCTOR OF PHILOSOPHY (INCLUSIVE EDUCATION)

OF

THE UNIVERSITY OF NAMIBIA

BY

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SEPTEMBER, 2019

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ACKNOWLEDGEMENTS

DEDICATION

This dissertation is dedicated to my daughter, Florence Abena Owusu-Afriyie; my late parents, Annatolia Nanghali Mengela and Josef Amutenya Ashipala and late grandparents (Natalia Nambundu Kahondje and Severina Mwelihala); and the rest of my maternal (*Aakwamandjila*) and paternal (*Aakwanambumba*) families.

I also dedicate this dissertation to all the Namibian Orphaned and Vulnerable Children (OVC), especially the esteemed orphaned learners of the Onawa, David Sheehama, and St. Charles Luanga Secondary Schools in the Omusati Region, their caregivers and educators, who contribute to this study.

DECLARATIONS

I, Petrina Nandjila Mwetulundila, hereby declare that this study is a true reflection of my own research, and that this work, or part thereof has not been submitted for a degree in any other institution of higher education.

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LIST OF ABBREVIATIONS/ACRONYMS

AEC   - Annual Education Census

AFHS   - Adolescent Friendly Health Services

AIDS   - Acquired Immune Deficiency Syndrome

AU   - African Union

BETD   - Basic Education Teacher's Diploma

CAA   - Catholic AIDS Action

COS   - Circles of Support

CPGS   - Centre for Post Graduate Studies

CRC   - Convention on the Rights of the Child

DAPP   - Development AID from People to People

DHS   - Demographic and Health Survey

DMT   - Dirk Mudge Trust

ECD   - Early Childhood Development

EDF   - Education Development Fund

EFA   - Education for All

EMC   - educationally marginalised children

EMIS   - Education Management Information System

FAWENA   - The Forum for Women Educationalists in Namibia

FBOs   - Faith Based Organisations

FENSI   - Friends of Education in Namibia Special Initiative

HIV   - Human immunodeficiency Virus

IE   - Inclusive Education

IIEP   - International Institute of Educational Planning

IOL   - Institute of Open Learning

IUM	- The International University of Management
JSC	- Junior Secondary Certificate
MAWF	- Ministry of Agriculture, Water and Forestry
MDGs	- Millennium Development Goals
MET	- Ministry of Environment and Tourism
MFMC	- My Future is My Choice
MGECW	- Ministry of Gender Equality and Child Welfare
MHAI	- Ministry of Home Affairs and Immigration
MHERI	-Ministry of Higher Education, Research and Innovation
MoE	- Ministry of Education (Arts and Culture)
MOHSS	- Ministry of Health and Social Services
MPESW	- Ministry of Poverty Eradication and Social Welfare
MYSNS	- Ministry of Youth, Sports and National Service
NAMCOL	- Namibia College of Open Learning
NAPPA	- Namibia Planned Parenthood Association
NCHE	- National Council for Higher Education
NPCS	- The National Planning Commission Secretariat
NRCS	- Namibia Red Cross Society
NSA	- Namibia Statistics Agency
NSFP	- Namibia School Feeding Programme
NSSCO	- Namibia Senior Secondary Certificate Ordinary level examinations
OECD	- Organisation for Economic Co-Operation and Development
OLs	- Orphaned Learners
OVC	- Orphaned and other vulnerable children
PDs	- Primary Documents (in ATLAS.ti)

PGSC   - Post Graduate Studies Committee

PPPs   - Public Private Partnerships

RAISON   - Research and Information Services of Namibia

SADC   - Southern African Development Community

SBS   - Southern Business School

SDGs   - Sustainable Development Goals

SOS   - Save our Souls

TCE   - Total Control of the Epidemic

UDL   - Universal Design for Learning

UN   - The United Nations

UNAM   - The University of Namibia

UNESCO   - The United Nations Scientific and Cultural Organisation

UNGASS   - The United Nations General Assembly Special Session on HIV/AIDS

UNICEF   - The United Nations Children's Fund

UPE   - Universal Primary Education

UREC   - UNAM Research and Ethics Committee

USE   - Universal Secondary Education

WCEFA   - World Conference on Education for All

WFP   - World Food Programme

WoH   - Window of Hope

WVP   - World Voices Positive

ABSTRACT

From the premise that education enables people to live with dignity, this study investigated, in meso-systemic settings (home and school), the lived experiences of orphaned learners (OLs) from two selected public secondary schools in the Outapi Constituency, Omusati Region, Namibia. Additionally, the study investigated the implementation of the 2013 Sector Policy on Inclusive Education in a rural setting, inquiring the strategies that schools employed to include OLs, and to further address barriers that hindered access to education. Orphaned learners in Namibia, as part of the educationally marginalised, are at risk of exclusion from education, and they are exposed to discriminatory education settings, despite the policies and various attempts for inclusive education (IE) practices.

To better understand concepts and variables of the study, the researcher employed a phenomenological case study approach. The study did not only set out to observe and hear the voices and see visuals of the OLs, but also to engage their caregivers and educators to obtain their perceptions on IE. Furthermore, the study sought to gauge the understanding of caregivers and educators on the basic legal frameworks in place to promote inclusive practices in Namibia.

The researcher did all these investigations in a bid to unravel how the lived experiences affected the orphaned learners' schooling processes, and to develop a conceptual model of inclusion, care and support for OLs in Namibia. This conceptual model, in the form of a proverbial brick house, facilitates the development of a holistic approach for the care and support, psychosocial wellbeing, and optimal learning opportunities for orphaned and other vulnerable learners. Data was collected from eight orphaned learners, seven caregivers, and six educators through multiple strategies, and analysed using ATLAS.ti.

The study found that OLs faced many social challenges, including the inability to access state sponsored welfare grants intended for OVCs in Namibia, either because the OLs were over-age (above 18 years), or they lacked required documents to apply for the grants, resulting in a compromise on their wellbeing. In accordance with Humphrey (2008)'s philosophy on inclusive education, OLs were merely present at

schools, but were not fully socially accepted, nor allowed the opportunity to participate in activities that enabled them to achieve their goals through receiving holistic education.

The study further revealed that a majority of the OLs lived in conditions that were characterised by absolute poverty, food insecurity because of climate change, differential treatment, and they often endured verbal, physical, emotional, and psychological abuse at the hands of their caregivers, relatives, fellow learners and educators. Moreover, some schools that the OLs attended do not have hostel facilities, leaving them with no option but to rent in informal location nearby, or lodge with strangers to attend school – thereby posing a negative effect on their academic performances, increasing their financial burdens, as well as, exposing them to potential risks and various exploitations.

The study concluded that in the absence of educational, material and psychosocial support for OLs, the envisaged equitable inclusion of orphaned learners, as part of the educationally marginalised, in Namibian schools remains a pipedream. Also, Namibia's 2013 Sector Policy on IE, which aspires for all schools to create accommodating learning environments, has not been applied effectively in some schools, at least not in the ones that participated in this study. To this end, the researcher supports the call that inclusive education in Namibia should clearly define the agenda to provide and facilitate quality education for all learners, irrespective of their characteristics or backgrounds.

CHAPTER 1

INTRODUCTION

This study investigated the lived experiences of orphaned learners from two public secondary schools in the Outapi Constituency of the Omusati Region, Namibia. The study further analysed the strategies employed by the public schools to address barriers to inclusion of orphaned children, and to create a conducive, inclusive learning environments for orphaned learners. This introductory chapter presents, in detail, the orientation of the study, statement of the problem, rationale for the study, research questions, significance of the study, limitations and delimitations of the study, definition of terms used in the study, structure of the dissertation and finally a summary of the chapter.

Historically, the ideals of education as a human rights entitlement had been advanced by the United Nations declarations since 1948. These were further consolidated into the international conventions through stipulations of the education for all (EFA) movement of the 1990s. The ideas of education were further reiterated through the Millennium Development Goals (MDGs), which were in place from 2000 until 2014, replaced by the Sustainable Development Goals (SDGs) from 2015.

Equity in education has two dimensions, namely: fairness and inclusion, which are closely intertwined; the Organisation for Economic Cooperation and Development (OECD) (2008) reiterated that a fair and inclusive system to the advantages of education for all is one of the most powerful levers to make society more equitable. Scholars found that when it came to inclusion, many learners in OECD countries struggled with reading (OECD, 2008). As such, they risked leaving school without

attaining the basic skills for work and life in the 21st century, although differences existed between countries (OECD, 2008).

The Millennium Development Goals (MDGs) advanced inclusive education (IE) through an array of approaches, because the diverse and special educational needs of learners could not be addressed through a 'one size fits all' approach. The OECD (2008) policy brief is of the notion that improvement in educational equity could be achieved through three key policy domains, namely: the design of education systems, practices - both in and out of school, and resourcing.

The MDGs were replaced by the 17 Sustainable Development Goals (SDGs) with effect from 2015 to 2030. The SDGs were a follow on, and expansion on the aspirations of the MDGs in a more sustainable manner. Each State was expected to translate all those internationally agreed tenets into national agendas. Consequently, the Republic of Namibia continuously aligned its own education policy in congruence to the global goals for the provision of equitable and quality education for all.

The Republic of Namibia had made constitutional provision for free education dating back to the dawn of independence in 1990, on the backdrop of the ideals of democracy, equality, equity, and justice (Iipinge & Likando, 2013). This provision was laid out in Article 20 of the Constitution; however, universal education, which abolished contributions to the school development fund (SDF), only saw the light of day in 2014 for primary, and 2016 for secondary phases, respectively (Iipinge & Likando, 2013).

This implementation of universal education became possible with the ratification of the Education Sector Policy for Inclusive Education in 2013. As a signatory to the United Nations declarations, the Republic of Namibia responded, within its means, to devise and implement the 2013 Education Sector Policy for Inclusive Education. Prior to that, there has been the OVC Policy (2010), however the Orphaned and Vulnerable Children (OVC) experienced challenges to education, such as the inability to receive exemptions for school development fund (SDF), examinations, and hostel fees. These challenges contributed to Namibia not achieving equity in education. The affected learners, who were educationally marginalised children (EMC), at times dropped out of school completely. The 2013 Education Sector Policy on Inclusive Education is aimed at ensuring that the education system becomes inclusive and responsive to the needs of all children described as such, who include:

- children of farmworkers;
- children in remote areas as defined in the Policy Options for the Educationally Marginalised Children;
- 'street' children;
- children in squatter, resettlement and refugee camps;
- children with disabilities and impairments;
- children who are considered 'over-aged' in the current education policies (be they within or outside the education system);
- children of families living in extreme poverty;
- children who head households;
- child labourers;
- children with learning difficulties;
- Orphaned and Vulnerable Children;

- the girl-child;

- the learner-parent;

- children with extreme health conditions or chronic illnesses;

- children with emotional and behavioural challenges; and

- children who are gifted/talented.

In this study, the student researcher was concerned with Orphaned and Vulnerable Children (OVC), and orphaned learners (OLs), in particular. In the Namibian education system, as in other countries, legislation and policy had been developed to support equity, social justice, and democratic participation for the educationally marginalised children and their families. However, despite this non-discriminatory, inclusive policy, and the legislative environment in existence, some educationally marginalised children and their families continue to experience exclusionary and discriminatory educational settings, and they struggle to access quality education. These challenges are happening despite the Namibian education sector being awash with laws, including the HIV Policy, OVC Policy and the Sector Policy for Inclusive Education. The aim   of these laws is to realise that the OVC, and other educationally marginalised, in the country were provided with quality and an equitable education, so the situation on the ground remained dire for the educationally marginalised children (EMC).

The laws passed in Namibia include, among others, the Education Act, the National OVC Policy, the National HIV Policy for the Education Sector, the National Policy on Orphaned and Vulnerable Children, the National Plan of Action for Orphaned and Vulnerable Children, the Education Sector Policy for OVC, and the Education Sector

Policy for Inclusive Education. The details of what the various policies and Acts entailed are briefly discussed as follows:

While the Education Act, Act 16 of 2001 stipulates how schools are supposed to be administered in the Republic of Namibia (GRN, 2001), the National Curriculum for Basic Education serves as the official policy for teaching, learning, and assessment, which sets out standards and quality for education (MoE, 2008a). The Ministry of Education, Arts and Culture decided to revise the Education Act No 16 of 2001 to bring it into line with the latest developments and current needs of the country's education system (Staff Reporter, 2016). Therefore, the amendments aim to meet the many challenges facing the education sector in order to ensure inclusive and equal access to teaching and learning in Namibia.

On the one hand, the National HIV Policy for the Education Sector formalised the rights and responsibilities for all educators and service providers who are either directly or indirectly involved in the education sector about HIV/AIDS (GRN, 2003). The policy further provides guidelines to ensure that all role players in the education sector are fully informed about HIV: the way it is transmitted, its impact, and how to live positively with the virus (GRN, 2003).

Then again, the National Policy on OVC, developed by the Ministry of Gender Equality and Child Welfare (MGECW), provides for the strengthening of the capacity of children and young people to meet their own needs (MGECW, 2004). Furthermore, the Policy also regards the keeping the OVC in school to strengthen their capacity to meet their own needs (MGECW, 2004). Additionally, a National Plan of Action for

Orphaned and Vulnerable Children (2006-2010) identified concrete actions to support the goals of the National Policy on Orphaned and Vulnerable Children in Namibia (MGECW, 2007).

According to the Education Sector Policy on OVC, orphaned and other vulnerable children are vulnerable to exclusion, and they need special protection (MoE, 2008b). The Policy further directed schools to provide an accessible, safe, and conducive learning environment free of stigma and financial barriers (MoE, 2008b). It is also this Policy that forms the framework for discussions in this dissertation.

In 2013, the Ministry of Education developed a Education Sector Policy for Inclusive Education, which envisioned all children to learn and participate fully within the mainstream of schools, and to create an accommodating and learner-centred learning environment (MoE, 2013).

In Namibia, the OVC continue to experience challenges to access equitable and quality education. Equity (fairness and inclusivity) is an aspect that has been neglected in the Namibian discourse to quality education for all. Hoodley (2007) in the South African context, addresses the equity debate in schooling generally by showing how inequalities are reproduced through pedagogy. It is clear that the government of Namibia in coming up with policy directives directs schools to act accordingly, even though the government has not provided the resources needed for implementation of policies, such as the OVC and Inclusive Education policies. As OECD (2008) echoes, equity in education can only be achieved through the design of the education systems, practices, and resourcing for education. Some of these challenges to equity in

education in Namibia include the inability of the educationally marginalised to meet their school-related needs, such as the payments for examinations, hostel fees, and school uniform.

The study sought to investigate the living conditions of orphaned learners, and the degree to which they were included in schools and/or the education system. The primary focus of the study was to explore the lived experiences of orphaned learners in meso-systemic settings (home and school), and to examine strategies that schools employ to respond to the acrimonious effects - with the aim to ensure that support enables learners from an orphaned context to experience equal opportunities as their non-orphaned peers, to also succeed in life.

The researcher employed a phenomenological case study to investigate the meso-systemic settings of home and school through the narratives of the orphaned learners, caregivers, and educators (Patton, 2015). The researcher also gauged the caregivers and educators' understanding of the basic legal framework that has been put in place to promote inclusive education in the Republic of Namibia. This process was embarked on to unravel the intersections of lived experiences and learning processes of orphaned learners. The goal was to conceptualise a framework that would enable the development of a holistic approach to the care and support, psychosocial wellbeing, and optimal learning opportunities for orphaned learners, as well as other vulnerable children in Namibia.

1.1 Orientation of the study

The Republic of Namibia prides itself with the fact that it is a 'child' of the international solidarity/community. Education in Namibia was also an extension of international upbringing; hence, from the inception of this study, it is imperative to highlight major international treaties that provided the legal and fundamental frameworks for the provision of free education in Namibia and beyond, since most education policies root their origins in international conventions and treaties.

Setting the agenda was the 1948 United Nations Universal Declaration of Human Rights, adopted by the UN General Assembly. Article 26 of this declaration outlines the commitment and pledges of member states for the realisation of free education as part of human rights (United Nations Educational, Scientific and Cultural Organisation, UNESCO, 2005).

According to Breilling (2015), worldwide inclusion was a great aspect of interest in the field of developing education policies; consequently, nowadays, everyone, regardless of their physical, learning, or other disability, social status, or gender, should have equal access to education. It is against this background that the Republic of Namibia embarked on developing the Sector Policy for Inclusive Education in 2013.

Breilling (2015) further notes that the movement towards the inclusion of all into all areas of society started in the 1970s in the developed world. Since then, governments all over the world took on the challenge of developing inclusive education practices (Breilling, 2015). Despite the idea of inclusion being implemented in the developed

world, there are examples from the African continent that show the popularisation of free schooling at various phases.

For instance, Iipinge and Likando (2013) assert that although the conceptualisation of universal primary education was a global initiative, the origin and popularity of the provision of universal education in some African countries could historically be traced back to the political aspirations of those independent countries. For example, when Kenya expanded equitable access to secondary and tertiary education in the early 1970s, a presidential decree was issued, abolishing tuition fees in all poor districts where school fees prevented a large proportion of children population from attending schools. Even though their intentions were well meant, presidential decrees were seen as problematic, because they were issued without prior consultation with relevant bodies and structures in government (Iipinge & Likando, 2013).

Similarly, universal primary education in Tanzania was closely linked to the ideology of socialism, which called for self-reliance in economic development. That political ideology intended to use education as an instrument of attaining the socialism goal; hence, a series of declarations were issued in order to achieve universal primary education in that country (Iipinge & Likando, 2013).

In Zimbabwe, primary education was made free in a wider context of a socialist philosophy, which, as a result, expanded enrolment (Iipinge & Likando, 2013). The authors allude to the fact that a critical look at all the examples of African states, however, indicated that all those positive educational efforts of free schooling focused

on the question of accessibility, resulting in serious underlying challenges to the provision of quality education (Iipinge & Likando, 2013).

Nevertheless, education is a human right as pronounced in the Universal Declaration of Human Rights in 1948 (UNESCO, 2005). It was further espoused on in Article 28 of the Convention on the Rights of the Child (CRC) in 1989, and advanced by the 1990 Education for All (EFA) movement (United Nations Children's Fund, UNICEF, 2006).

The 1990s EFA movement represented an international commitment to ensure that everyone receives quality basic education. This commitment was based on a human rights perspective, and on the generally held belief that education was central to individual well-being and national development (United Nations, 2000; UNESCO, 2005; Miles & Singal, 2008).

Education for all intents and purposes, could be argued as enabling people to live with dignity, develop their full capacities, to participate fully in development, and to improve the quality of their lives (UNESCO, 2005). In addition, inclusive education has a role to play in promoting the ideals of peace, freedom, and social justice (United Nations, 2000; UNESCO, 2005; Miles & Singal, 2008). According to UNESCO (2005):

Inclusion is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range

and a conviction that it is the responsibility of the regular system to educate all children (p.13).

Accordingly, inclusive education (IE) aims to achieve educational equity by promoting democratic principles, and a set of values and beliefs relating to equality and social justice to ensure that all children can participate in the teaching and learning processes (UNESCO, 2005). In order to achieve this, efforts needed to be put in place to ensure that all learners receive a holistic and inclusive education, preparing them up for a quality life (UNESCO, 2005).

The 1994 Salamanca Framework for Action advanced the fundamental principle of an inclusive school in relation to the international goal of achieving education for all (Peters, 2004). An ideal inclusive school is where all children learn together, wherever possible, regardless of any difficulties or differences they might have (Peters, 2004).

As argued by Miles and Singal (2008), a largely parallel, international debate developed about the need for inclusive education, where many conflicting positions existed. For instance, since Salamanca in 1994, the term 'inclusive education' had multiple meanings across countries of the globe. In some contexts, it was no longer associated with disability or special needs, but rather with school attendance or behaviour (Miles & Singal, 2008).

According to the New Zealand Ministry of Education (2014), inclusive education (IE) is the process where equal education opportunities are provided to all learners. Even though the main idea of inclusion in education was part of different education practices

worldwide, the definitions of inclusive education varied from the physical integration of students with disabilities to rearranging classrooms, curricula, and teaching methods (New Zealand Ministry of Education, 2014).

As earlier stated by Iipinge and Likando (2013), there were practices of inclusive education in sub Saharan Africa, such as in Kenya, Tanzania and Zimbabwe. Closer to the Namibian case, since 1994, when democracy was established in South Africa, there was a radical overhaul of government policy from an apartheid framework to providing services to all South Africans on an equitable basis (Dalton, Mckenzie & Kahonde, 2012). As it has been practiced elsewhere, the provision of education for learners with disabilities has been part of that process, and the development of an inclusive education system could be traced back to the nation's founding document, the Constitution of the Republic of South Africa (Dalton, Mckenzie & Kahonde, 2012).

Contemporary conceptualisations of IE aim to focus people's attention on a learner's education and/or learning needs, rather than their disability or medical diagnosis (New Zealand Ministry of Education, 2014). Concerned about learners' differences in educational needs, the New Zealand Ministry of Education (2014) cautioned that it was important to recognise that learners with additional support needs were not a homogenous group needing 'a one size fits all' approach. Such learners had a range of long and short-term education needs.

Also, it was significant to note that even on the African continent, learners coming from different ethnic and social backgrounds, or living in urban or rural areas would

be having varying educational needs requiring different interventions. It is for this reason that Naidoo and Muthukrishna (2016) argue that more data was needed from diverse contexts that could illuminate the structural forces and mechanisms that mediated the well-being of groups or different categories of children in varied ecological contexts, including isolated rural contexts.

According to UNESCO (1994, 2005), the most effective means of combating discriminatory attitudes, building an inclusive society, and achieving education for all is through reform - through the revision and restructuring of the philosophies, pedagogies, and curricula changes. IE could, therefore, be achieved through policies, planning, institutional structures, capacity, partnerships, and coordination to achieve the rights to education for all children. This provision could happen in the learners' locality, in regular provision alongside peers, or within accessible, safe, secure, and child-friendly learning environments.

UNICEF (2009) describes child-friendly environments as inclusive, healthy, and protective for all children. Such environments are effective with children and involved with their families and their communities. For instance, in such environments, diversity is acknowledged and responded to, and every effort is made to reduce barriers to participation and learning (UNESCO, 1994, 2005).

As such, Miles and Singal (2008) state that the responses to in-country inclusive educational practices were determined by developmental needs, and of the concept of contextual interpretations of inclusive education philosophies. For instance, the New Zealand Ministry of Education in 2014 stated that in New Zealand, IE is experienced

when all learners are present, participating, engaging and learning, such processes are influenced by the school leadership, the school policies and practices, and the school culture.

In the contexts of most African countries, there have been attempts to adhere to the suggestions that were made at international fora, such as the UN General Assembly, wholesale (as is). Therefore, in many African countries IE needed to be looked at from a systemic lens, and the nature of educational provision (Naidoo & Muthukrishna, 2016), at least in policy papers. As a result, its implementation ought to look at deconstructing the notion of ecologies in IE to a system that provides a social and just education to all educationally marginalised children (EMC).

According to Dalton, Mckenzie and Kahonde (2012), in South Africa, despite the development of White Paper 6, a policy for inclusive education (IE) to respond to exclusionary practices, the lack of teacher skills to adapt the curriculum is one of the pertinent issues that hinder the effective implementation of inclusive education policies; teachers lack the skills to create a holistic learning environment in and around schools in order to meet a range of learning needs.

Similarly, Mahlo (2017) reiterates that inclusive pedagogy was still a mystery to many teachers because they were not certain what an inclusive pedagogy should include in the South African context. Mahlo (2017) further reports that in a study on the state of inclusive pedagogy in South Africa, it was found that the way inclusion was understood still had an overemphasis on discourses captured in special needs and disability frames as opposed to holistic inclusivity. Paying attention to the special

needs lens will result in long term exclusion of many educationally marginalised learners.

For instance, the educational constructions were still encapsulated within the remnants of the deficit model of offering education (Mahlo, 2017). This is an instance where some commentators in education prefer to define learners, particularly poor ones, by their weaknesses rather than their strengths. In addition to this, Mahlo (2017) explains the differences inherited from the South African apartheid education system prior to 1994. Hence, Mahlo (2017) purports that there was a need for a move from special needs lens to a widened definition of inclusion in education.

This misunderstanding of inclusion by South African teachers led to the introduction of a framework called Universal Design for Learning (UDL) in that country. UDL aimed at empowering South African teachers with the necessary skills to cater for the diverse needs of learners (Dalton, Mckenzie & Kahonde, 2012).

UDL is a framework that conceptualises and addresses the need for a more flexible curriculum, designed to lower the barriers, and to enable learners with widely varying needs to be included in the learning process (Dalton et al., 2012). Where education systems reform learning environments and enable pedagogies lead to positive responses to learner diversity. Consequently, individual differences would no longer be problems to be fixed, but are seen as opportunities for enriching learning (UNESCO, 1994, 2005).

In order, for most of African countries to accomplish the feat of quality and equitable education, there ought to be deliberate willingness to move from the rigid boundaries of education provision, especially for orphaned learners, not only for them to access education, but to also thrive in schools, and to gain an education that will make them resourceful citizens, who are able to sustain themselves and their families (Naidoo & Muthukrishna, 2016).

This study used inclusive education in the new context of creating enabling environments for all children, which is believed to be the basis of the Namibian education system, where the Ministry of Education and stakeholders developed a Sector Policy for Inclusive Education in 2013.

The vision for this Sector Policy on IE is "… for all children to learn and participate fully within the mainstream of schools and to create a learning environment which is accommodating and learner-centred (MoE, 2013)". Through this policy, the Ministry of Education recognised that all children need educational support, which should be an integral part of schools. This national Policy was driven by various national legal instruments and international Conventions and Protocols as espoused later in Section 2.7.5.

The Policy on IE has eight strategies, each with specific outcomes (MoE, 2013). This study taps largely on one of the eight strategies, namely: to "widen and develop educational support services", (MoE, 2013).

Thus, inclusion as used in this study relates to all groups (of children) who are regarded by the sector policy as educationally marginalised. Accordingly, Miles and Singal (2008) state that excluded children are seen as being vulnerable to exclusion, because of their circumstances, contexts, ability or inability, disease and poverty.

This means that inclusive schools ought to be able to recognize and respond to the diverse needs of their learners, accommodating both different styles and rates of learning, and ensuring quality education to all through appropriate curricula, organisational arrangements, teaching strategies, resource use, and forming partnerships with their communities (Peters, 2004).

Consequently, there should be a continuum of support and services to match the continuum of special needs encountered in every school (MoE, 2013). Orphaned, and other vulnerable and educationally marginalised children have special needs arising from their living circumstances, and schools should be well-placed to recognise such needs, and to develop strategies to effectively meet them. This study sought to find out the effectiveness of the implementation of inclusive education in the context of a rural region in the Republic of Namibia.

Before Namibia gained independence, like South Africa prior to 1994, education was provided along racial lines, and it was used as a means of oppression for the majority of the black people by the minority white apartheid regime (apartheid education system). This situation resulted in historical racial inequalities. At that time, history instilled an expectation that the best placement for children presenting diverse learning skills was in special schools (Brown & Haihambo, 2017). It was this notion, the

authors argued, which was based on the Medical Model to diversity (Brown & Haihambo, 2017), like the deficit model earlier alluded to by Mahlo (2017), that lead to exclusionary practices in education.

After Namibia had gained its independence, the new government of the Republic of Namibia worked to redress the historical imbalances by unifying the then eleven (11) education authorities into one national education system that would be responsive to the aspirations and needs of all the Namibian people by developing four goals in a strategic document commonly known as Towards Education for All (MoE, 1993).

The World Conference on Education for All (WCEFA) held in 1990 in Jomtien, Thailand, served as a land mark conference on education, which bolstered the right to education for all. The conference took place at a time which marked significant steps for education in the Republic of Namibia. Education at independence was in principle provided for in Article 20 of the Namibian Constitution (Ministry of Information and Broadcasting, 2007). At that time, it was stated that Namibia's Basic Education system required that all children be at schools from the age of seven (7), and to remain there until they completed Grade 10, or reached the age of 16 (MoE, 2008a).

However, even the Ministry of Education policymakers understand that although the Constitution and other policies assured an effective basis for inclusive education, there were many restrictions to the implementation of inclusive education (Ministry of Education, 2008). For instance, the reality on the ground, was that, universal primary education (UPE) could only be implemented with effect from the 2014 academic year, there being a delay of over two decades (Iipinge & Likando, 2013).

The right to education in Namibia, as explained by Zimba and Nuujoma-Kalomo (2002) and UNICEF (2009) essentially means that all barriers to education, such as payment of the SDF, examinations and hostel fees, are removed for all children to access education unhindered. However, as Zimba and Nuujoma-Kalomo (2002) observed, the impact of the Human Immunodeficiency Virus (HIV) and the Acquired Immune Deficiency Syndrome (AIDS) created the need by some children of additional care and protection. HIV and AIDS further placed barriers to such children to access education in ways that were not anticipated, or they were too complex to understand the full scale of its impact.

Additionally, Universal Secondary Education (USE) was only implemented with effect from the 2016 academic year (Iipinge & Likando, 2013). Given that school development funds (SDF) used to jeopardise the educational chances of OVC, including orphaned learners, the introduction of USE might make life much better in that respect.

Consequently, as many societies, particularly in sub Saharan Africa, continued to stagger under the impact of the HIV pandemic, the burden carried by children became more obvious (UNICEF, 2009). This was specifically in the Southern African countries, with a huge HIV burden (Miller, Gruskin, Subramanian, Rajaraman, & Heymann, 2006), as shown in the diagram in Figure 1 below. This diagram depicts figures recorded during the peak period of the HIV pandemic and its aftermath in Southern Africa.
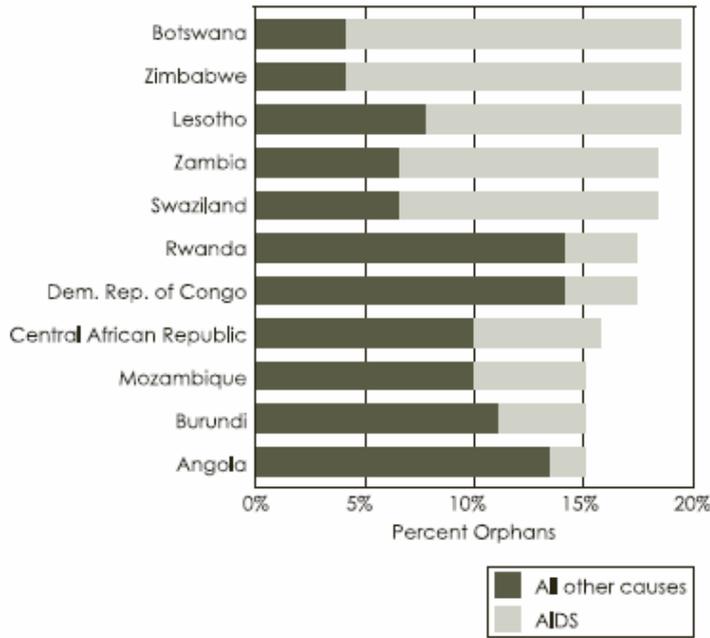
Figure 1: Percentages of orphans in sub-Saharan African countries

(Adapted from Smart, 2005)

Although the diagram above does not specifically include Namibia, it is known that the country's HIV rates are in line with those of its eastern neighbour, Botswana, and other fellow SADC countries (UNICEF, 2009). For instance, the surveillance report of the 2014 national HIV and AIDS Sentinel Survey in Namibia, shown in Figure 2 below, indicates that the overall national HIV prevalence among pregnant women receiving antenatal care (ANC) was 16.9% (MoHSS, 2015).
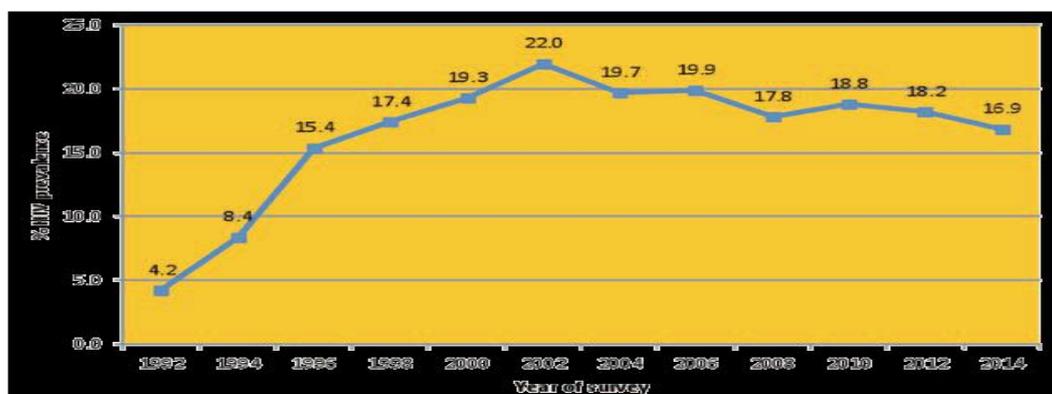
Figure 2 Namibia national Sentinel Survey report for 2014

(Adapted from MoHSS, 2015)

Additionally, the MoHSS (2015) report also shows that site level HIV prevalence varied considerably between sites. It is significant to note that the overall HIV prevalence of 16.9% in 2014 represents a slight decline from 18.2% in 2012 (MoHSS, 2015).

Nevertheless, the Ministers of Education and Health of the Eastern and Southern Africa sub-region, meeting in eSwatini, in 2013, in a bid to mitigate reproductive health rights challenges, including HIV, affecting sub-Sharan Africa, decided to implement comprehensive sexuality education in the teacher and health education curricula.

Not surprisingly, judging from the high HIV infection rates, Namibia is home to a significant number of orphaned children (and youths), as indicated in the adapted Table 1 below (the information presented is only showing the eight most affected regions in the country). The Table depicts that single orphaned children outweigh double orphaned children.

Table 1: The numbers of children who lost one or both parents before the 2011 Census

Region	One Parent deceased	Two Parents deceased
Ohangwena	20,400	4,208
Omusati	18,794	3,826
Kavango East and West	14,185	3,205
Oshikoto	12,193	2,384
Oshana	11,197	2,278
Khomas	9,473	1,748
Zambezi	5,511	1,372
Namibia	111,710	22,833
Urban	80,113	16,635
Rural	31,59	7 6,198

Adapted from RAISON **(2014)**

According to the 2011 National Population and Housing Census, a total of 134,543 children lost either one or both parents equivalent to 14.8% of all children in the country (RAISON, 2014). Of the total number of orphaned children, 83% lost one parent, and 17% lost both parents. The highest numbers of orphaned children were found in the Ohangwena Region (4,208), Omusati Region (3,826), as well as Kavango East and West Regions (3,205). In these regions, and in the Zambezi, Oshana, and Oshikoto Regions, more than 15% of all children were orphaned children (RAISON, 2014). These regions are shown in Table 1, while Figure 3 gives the political map of Namibia to provide the geographic linkage to the study.

(*Courtesy of google Maps*)

The 2011 data from Omusati Region National Population and Housing Census showed that around 31% of the households in Omusati Region had a child under-15 years of age without one of the parents. The proportion of orphaned children under the same age who had lost both parents was four (4) per cent (Namibia Statistics Agency, NSA, 2014). According to the NSA (2014), this implies that four out of every 25 households, there was a child without parents, thus relying on extended family or relatives for survival. It could also be observed that there was neither a significant difference between urban and rural areas, nor between constituencies (NSA, 2014).

In most cases, orphan hood resulted from various macro– to micro-systemic factors, including poverty, and possibly high HIV infections.

The Namibian OVC data warehouse established in 2009 corroborated the findings of an increased number of orphaned children in the Omusati Region. This data warehouse also showed that the grant cover-age for the region was low (MGECW, 2009a). This data was gathered from 3 sources of data sets, namely:

(i) the estimations of the 2006-7 Namibian Demographic Health Survey (DHS),

(ii) the number of orphaned children benefiting from the MGECW social grant in the region, and (iii) the number of orphaned children counted by the Ministry of Education during their annual enrolment surveys in the region.

Given the evidence, the proposition of this study was to investigate the inclusivity in education of this emerging target group of educationally marginalised children – the

orphaned children at selected public schools in the Omusati Region. The researcher, specifically targeted orphaned learners, while being mindful of not socially constructing children into separate groupings.

1.2 Statement of the problem

Orphaned learners in Namibia, as part of the educationally marginalized, are at risk of exclusion from education, as they are exposed to discriminatory education settings, despite policies and various attempts for inclusive education (IE) practices.

UNESCO (2005) defines education as a platform which enables all people to live with dignity, participate fully in development, develop their full capacities, and improve the quality of their lives. Inclusive education (IE) was introduced as a vehicle to achieve Education for All (EFA). Therefore, .UNESCO (2005, 2008) further defines IE as a process of addressing and responding to learners' diversities, which could be achieved by increasing learners' participation in learning, and reducing exclusion within and from education.

In line with global trends towards EFA in 1990, which framed education through the 4 rights imperatives, equality, equity, democracy and social justice, Namibia embraced Inclusive Education. However, for orphaned learners to reap the benefits of education, UNICEF (2009) states that theirs had to be more than their mere presence at schools. Accordingly, Humphrey (2008) opines that they need to be present, to participate, be accepted, and be given opportunities to achieve within the framework of the reality of their lives.

Despite the introduction of the country's flagship Strategic Plan for the Education and Training Sector Improvement Programme (ETSIP) 2005-2010, the Planning for a Learning Nation, it did not do justice to IE (Evans, 2007). ETSIP in its entirety did not prioritise IE, although there was acceptance in it that there were educational inequalities in the country (Evans, 2007). Despite the glaring omission of IE in ETSIP, both the Ministry of Education's 2008 Education Sector Policy for Orphaned and Vulnerable Children, and the 2013 Education Sector Policy for Inclusive Education proposed solutions to inclusive education. For instance, both policies stated that it was expected of all schools countrywide to have the capacity to identify and support learners, who for one reason or another, manifested educational or psychological needs that were not being adequately or fully met (MoE, 2008a; MoE, 2013). Shortly afterwards, the Namibian government introduced universal schooling in a bid to promote inclusivity.

Inclusive Education represented an additional agenda for educational reform, which was about children's right to participate, and that it was the duties of the schools to accept such children (Mitchell, De Lange & Thuy, 2008; UNICEF, 2009). However, to be able to achieve that level of inclusive education, commitment was required, as well as responsibility and initiative on the part of all parties involved (Mitchell et al, 2008; Humphrey, 2008). It is the lack of commitment, initiative, and absence of resources that seemed to hinder the implementation of IE and universal schooling in Namibia.

It has been observed by many in the education sector and communities that orphaned children, as part of the educationally marginalised in Namibia, regularly miss out on

their education, because their presence at schools is not made meaningful enough. For instance, children unable to pay their school development funds or unable to buy school uniform are sent home to secure these before they could return to school again.

This study was therefore interested in the lived experiences of orphaned learners, which are the everyday experiences that were real and having an effect to those experiencing them. For a complete investigation of the lives of orphaned learners, it was imperative to examine the perceptions of the caregivers to whom the orphaned learners' social lives are interconnected (Berg, 2001), as well as educators, whose understanding of inclusion could make a difference between the implementation of exclusion and inclusion practices in schools.

There was little acknowledgement of the needs of learners identified as such? Additionally, various policies were developed to support learning and development for all children; however, much remained to be learnt about the realities and daily living experiences of orphaned learners. More so, there was a need to explore approaches to effective and impactful inclusion in educational settings for this cohort of learners in Namibian schools (Iipinge & Likando, 2013).

Education sector policies in the Republic of Namibia increasingly encouraged schools to maximise learners' academic attainment, but they fell short with the implementation practicalities (Iipinge & Likando, 2013). Thus, as Breilling's (2015) study found from teacher participants in the Khomas Region of Namibia, participants mostly agreed that inclusive education should be implemented in Namibia; however, they all believed that the country was not yet completely prepared for inclusive education. Breilling

(2015) further questions whether the debate should remain if every school in the country should be prepared to cater for all learners, or if the whole education system should assure education for all.

Therefore, exclusive education would happen on many levels in Namibia sometimes out of ignorance, despite policy positions to promote inclusion. Thus, adequate support for orphaned learners could only be found in inclusive school environments, implementing inclusive education practices. Anecdotally, a conceptual model for the inclusion and support of orphaned learners was developed with guidance from the theoretical framework and philosophical approaches on inclusion, as well as the essential facilitating factors in this study.

The study focused on orphaned learners, their schools and homes with the qualitative lenses. This was in a bid to yield an in-depth understanding of the OLs' lived experiences, and understanding of the eco-systemic factors that contribute to these realities, and how their schools included them.

1.2.1 Rationale for the study

The study was motivated in part by previous research, the researcher's interest in the subject area, as well as the incessant media reports on the plight of OVCs in Namibia. For instance, it was reported that by 2004 Namibia was grappling with some 120,000 OVCs, but the situation was expected to worsen (Tjaronda, 2004). One report indicated that Namibian children do not still get the treatment they deserve, and the prospect of them leading a prosperous life when they reach adulthood by 2030 was grim (Dentlinger, 2005). The report revealed that Namibia's OVC were faced with the 'triple threat' of HIV and AIDS, food insecurity and the weakening capacity of social and

economic services. Therefore, too many children did not have the nurturing environment essential for human development (Dentlinger, 2005).

Ingwafa (2008) reports that the plight of OVC in Namibia was not an isolated issue but a national reality that required converted efforts from all parties involved. According to the 2008 document Education Sector Policy on OVC, the Ministry of Gender Equality and Child Welfare had registered 142, 777 Orphaned and Vulnerable Children since 2004, and this number kept increasing (MoE, 2008). Projections are that by 2021, Namibia would have approximately 250 000 OVC under the age of 15 (MoE, 2008). The situation, therefore, cannot be taken lightly. Empirical, phenomenological studies are thus needed to identify the living experiences of OVC and plan for their future.

Although many Namibian studies stated below addressed the plight and needs of the OVCs, no study particularly focused on the living conditions of orphaned learners (OLs), and the impacts of orphan hood on their learning and schooling. Scholars such as Zimba & Nuujoma-Kalomo (2002) and Nischke, Ihemba & Nekundi (2002), Yates and Hailonga (2006) perceived the meso-systemic settings of home and school as separate units that did not co-exist to facilitate or impede schooling and learning processes for the OVC. However, as the Young Foundation (2014) and other social theorists cautioned young people acquire the skills and experience they need through a variety of influences: family, friends and peers, their community, clubs, and the school. These avenues are all important to a child's development, and none of them should be paid more attention at the expense of others to avoid creating social deprivation.

This study focused on orphaned learners (OLs), and their schools and homes to yield an in-depth understanding of their lived experiences. This happened through the examination of the meso-systemic factors that produced these realities, and how their schools included them. The policies developed in Namibia include the Ministry of Education's 2013 Education Sector Policy for Inclusive Education, the 2008 Education Sector Policy for Orphaned and Vulnerable Children, the 2004 National OVC Policy, as well as 2003National HIV Policy.

All the education sector policies in Namibia increasingly carried one overall message, which was to encourage schools to maximise learners' academic attainment, but all fell short on the implementation practicalities. This inability to carry matters through is similarly reported by Brown and Haihambo (2017), who argue that Namibia is defined by features of its commitment to human rights and democracy, although it is more in theory than in practice.

Evans (2007) states that schools in Namibia function on policy guidelines contained in the 2001 Education Act. This research explored how well schools implemented government policy guidelines, particularly the Sector Policies on OVC and IE by concentrating on orphaned learners as a vulnerable and educationally marginalised group. The study focused on orphaned learners specifically, even though there is a scarcity of literature regarding orphaned learners. All educationally marginalised are usually bundled together as OVC. The study interrogated the intervening meso-systemic factors, processes, structures, conditions, and other mechanisms that needed

to be in place, or were in place to promote the entrenchment of inclusive practices within the Namibian education sector.

1.3 Objectives of the study

The main objective of the study is to investigate the lived experiences of orphaned learners from selected public secondary schools in Omusati Region from an inclusive education perspective.

In detail, the study was based on the following objectives:

- To investigate the lived experiences of orphaned learners.

- To explore the strategies that schools use to include orphaned learners.

- To explore the possible solutions for inclusion of orphaned learners.

1.4 Significance of the study

The main beneficiaries of this study include all government agencies with fiduciary responsibility to orphaned learners. These include the Ministry of Education, Arts and Culture (MoE), the Ministry of Gender Equality and Child Welfare (MGECW), The Ministry of Higher Education, Research and Innovation (MHERI), the Ministry of Health and Social Services (MoHSS), the Ministry of Poverty Eradication and Social Welfare, the National Planning Commission Secretariat (NPCS), as well as the Ministry of Home Affairs and Immigration (MHAI).

Essentially, school managers, education planners, and educators/teachers, teacher trainers stand to benefit from knowing the lived experiences of rural orphaned learners to help them plan better. In addition, case managers, development planners, social workers, nurses, economists also stand to benefit from the information to be able to

better target their services, and maximise on the available resources for the benefit of orphaned learners. The findings of the study could also inform officials of the MHAI of the benefits that orphaned learners can derive from having national identity documentations. All the above-mentioned officials need to internalise inclusive education principles to provide institutionalised care and support to orphaned learners as part of the educationally marginalised in Namibia.

The results of the study would inform other researchers and policymakers about the relevant strategies to use to meet orphaned learners' education needs. Once they are aware, they can facilitate their sustainable inclusion in education. Additionally, the findings could assist orphaned learners to build character and resilience, and to positively drive their own lives, irrespective of the absence of the support from the home, family/kinship, community, or school environment.

1.5 Limitations of the study

It is worth stating at the onset that the researcher hails from the Omusati Region, and that fact might result in 'personal' biases regarding the study, however the researcher vowed to approach the study in an ethical and professional manner. Additionally, the research study was confined to orphaned learners (OLs) only, who were drawn from two selected public secondary schools in the largely rural Omusati Region of northern Namibia. It is not only limited in its scope, but the findings might not be relevant to other orphaned learners at other phases of schooling. Also, there is a scarcity of literature about orphaned learners in general; hence, most of the parallels were drawn from the generic literature on the OVC as part of the educationally marginalised learner population.

Furthermore, given that the study focused on two public secondary schools as sites of the study in the rural part of the Omusati region proved expensive to the researcher, because of the long distances that had to be travelled by road for data collection. The researcher was self-funded through the latter part of her studies. For instance, because of being self-funded at the time of data collection, the researcher could not facilitate a joint half-day workshop on the photo-voice process with selected orphaned learners from the two case study schools as initially envisaged. Instead, a brief introduction to the methodology and operations of the cameras were done at each school at the end of the data collection week, at the respective schools. The training could have prevented the breaking of one of the cameras before more data in the form of photos were taken. This brief training influenced the quality of pictures taken by learners from SC1 School who were mostly boarders. For instance, one camera got broken before the learners could go home for the out weekend and that meant no further pictures could be taken with it.

Moreover, the study dealt with young people, and conducting research with them can sometimes present unique ethical limitations. These limiting factors might include creating expectations for assistance and compensation, participants getting hooked to the emotional presence of the researcher, as well as bias response in self-reporting. For instance, one of the participants had hope that she will be taken to another school with a hostel after the researcher recommended that option to the Life Skill educator. Also, some of the responses from the orphaned learners seemed to have been exaggerated. These factors could have affected the quality of the data.

As alluded to earlier, there was a deliberate departure from the plan to bring all eight orphaned learners together for a joint mini training, as not only lack of resources came in the way, but also the logistics of taking learners from their schools to a central place. The researcher had to avoid disrupting normal school activities as requested in the permission letter from the Office of the Permanent Secretary of the Ministry of Education (Appendix 7). The researcher only gave training to the orphaned learners on the use of the cameras and note books at the end of each week of data collection at the schools, instead of transporting them to one common place, as this was resource intensive, risky to put learners on the road, and conflicting with the conditions from the Office of the Permanent Secretary.

The universal secondary education (USE) implementation happened after the data were collected for this study, which took place in mid-2015, situations at schools could have changed with the abolishment of fees.

1.6 Delimitations of the Study

Delimitations are the definitions the researcher set as the boundaries of the dissertation, so delimitations are in the researcher's control. For instance, the researcher used a selected group of orphaned learners only. Initially, the researcher made a deliberate effort to select a group of orphaned learners to work with in each of the case study schools by engaging all orphaned learners in Grades 8, 9, and 11. This was done to leave out Grades 10 and 12, so that the researcher could still have an opportunity to further interact with the selected group, because Grades 10 and 12 had a high chance of not returning to schools, either due to failure in Grade 10, or choosing a different school for Grade 11, and in the case of the Grade 12s, they would be in their last year of secondary school, which would put the study in jeopardy.

Regarding the final choice of participants to work with, the researcher only engaged Grade 11 learners in the study for reasons stated in Section 3.10.1.1, mostly to have access to the participants for a longer period. This action might have limited the target audience; however, the researcher thought that the Grade 11 OLs were appropriate, as most would have experienced the orphan hood phenomenon and schooling longer than Grades 8 and 9 orphaned learner counterparts.

1.7 Structure of the dissertation

In Chapter One, an orientation of the study is given, which includes a detailed background of the study. The statement of the problem is presented in detail, together with the rationale for the study, as well as the objectives (research questions) of the study, the main objective of the study being to investigate the lived experiences of orphaned learners from selected public secondary schools in the Omusati Region, from an inclusive education perspective. In addition, the significance of the study, as well as limitations and delimitations of the study are duly stated and explained.

In Chapter Two, the literature review of the study is extensively reviewed, and then the theoretical framework and perspectives are presented, described and discussed in detail. Guided by the theoretical framework, a conceptual model for the inclusion, care and support of orphaned learners in Namibia is crafted.

In Chapter Three, the methodology of the study is presented, detailing the research design, data collection techniques, population, sample, development of research instruments, pilot study, actual data collection, as well as procedures.

In Chapter Four, the findings of the study from the eight orphaned learners, seven caregivers, and six educators are presented.

In Chapter Five, the findings of the study are discussed in elaboration according to the research questions or research objectives of the study, and the sub-themes that showed prominence from the ATLAS. ti data analysis outcome.

In Chapter Six, recommendations for policy and practice are presented, and a final study conclusion is drawn.

1.8 Definition of terms/concepts

It is important for the researcher to shed light on the meanings of terms and concepts used in this study to ensure that contextual meanings are explained. These terms are presented in alphabetical order in Appendix 1.

Thus, orphaned learners (OLs), as used in this study, could be children under the age of 18 years who have lost one or both parents through death (MGECW, 2004; UNICEF, 2004, 2006; Smart, 2005, Ogina, 2012),. They could also be young adults from 16 to 35 years (Government of the Republic of Namibia, 2009b), who are still enrolled in school.

1.9 Summary

This introductory chapter, Chapter One, sets out the roadmap that resonates throughout the study. For example, the statement of the problem, the rationale for the study, the research question and objectives of the study, the significance of the study, as well as

the limitations and delimitations of the study, are presented and discussed in detail. The definition of terms/concepts is presented in totality in Appendix 1. Furthermore, the chapter presents the structure of the dissertation. The following chapter, Chapter Two, presents the detailed literature review, and the theoretical framework that informs the development of the conceptual model; of care and support for OLs in Namibia, for the study.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

In this chapter, the researcher reviews relevant literature on the topical issue of care and support of the OVC in Namibia and other African countries, particularly in sub-Saharan Africa. The literature review attempts to provide answers to the sub- research questions and objective from Chapter 1, that were drawn from the main research question. The sub questions are: what are the lived experiences of orphaned learners? What are the effects of these experiences on their schooling and learning? What are the strategies that schools use to identify and support orphaned children with additional challenges?

Furthermore, the researcher explores the movement towards inclusivity in terms of education for all (EFA), inclusive education (IE), the millennium development goals (MDGs) and the sustainable development goals (SDGs). Moreover, the researcher discusses the various strategies that schools employ to include the OVC, particularly the orphaned learners. These include the mitigation strategies to tackle the challenges of exclusion that the OVC face.

The researcher also reviews educational policies to address the diverse needs of the OVC in Namibia, it further explores literature regarding the legal and policy regulatory framework for the OVC locally and internationally. The review further dwells on some variables of the study, such as home background, age, as well as the other essential facilitating factors. Lastly, the researcher discusses the lens of the study, which is the

theoretical framework that the study is hinged on. This researcher applied three theories, and two philosophical thoughts to provide answers to the sub-questions of the study, and to clarify the objectives of the study. It is, thus, imperative to note that each of these theories and philosophical considerations contribute to the study in a unique manner.

2.2 Movement towards inclusivity: EFA and inclusive education

Miles and Singal (2008) explain that Education for All (EFA) represents an international commitment to ensure that every child and adult receives basic education of good quality. Furthermore, UNESCO (2005) broadly defines inclusive education (IE) as a practice to overcome barriers to learning and development for all children. The Namibian Sector Policy on IE has taken a conciliatory note, which defines inclusion as a process of increasing participation in learning, and identifying and reducing barriers that inhibit the learning and participation of any learner (MoE, 2013).

Miles and Singal (2008) argue about the inherent conflicts and contradictions in the current international debate on EFA and IE to fulfil the international commitments and obligations to deliver quality education for all children. For instance, Miles and Singal (2008) state that policies in Southern Africa focused on children with disabilities, thereby overlooking other educationally marginalised children.

For instance, the authors found that:

> A large international charity, based in Western Europe, supports orphans and abandoned children in over 100 countries. It provides institutional care of a

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very high standard, but its admissions policy denies access to orphans who have physical, sensory or intellectual impairments (Miles & Singal, 2008, p.2).

The example above reflects separate thinking, which separates orphaned children with disabilities from children without disabilities. Therefore, the researcher argues for parallel thinking between the two international approaches, which maintains that IE now appears to be used to correct the errors of EFA.

To correct the glaring omission of disability in its debates and the ongoing concerns, the EFA established a flagship called 'The right to education for persons with disabilities: towards inclusion" in 2002 (Miles & Singal, 2008). The EFA 'disability' flagship has taken on the responsibility to ensure that the EFA action plans include learners with disabilities. However, even with these steps, some scholars argue that disability might further become isolated.

Miles and Singal (2008) argue that educators in Southern Africa often misunderstand IE and EFA, and therefore, they do not know how to approach and implement inclusivity in schools. However, the two concepts aim to serve the best interests of learners; therefore, policymakers and educational practitioners should work together to clarify and harmonise them.

It appears that exclusion in Namibia and South Africa is based on factors such race, class, religion, gender, and sexuality, which need to be tackled in tandem with disability, to achieve holistic education for all.

Miles and Singal (2008) suggest that to achieve holistic education, educators should pay attention to the cultural and contextual appropriateness of educational programmes and systems that address social and educational inequities. Countries should therefore challenge their educational systems in this regard, because wishful thinking cannot solve problems and bring about holistic education for all citizens.

According to Miles and Singal (2008), it is impossible to implement EFA and inclusive education when teachers overlook the challenges that the orphaned or vulnerable children face in their everyday lives. For as long as schools continue to exclude vulnerable children, the goals of EFA and IE will not be achieved (Peters, 2004). It is therefore important to develop local understandings of the complex concepts of 'education', 'all' and 'inclusion,' to develop appropriate and sustainable policies on teaching and learning (Miles & Singal, 2008).

2.3 Movement towards inclusivity: The Millennium Development Goals (MDGs)

The commitment to EFA was reiterated in the eight Millennium Development Goals (MDGs) developed by the international community (United Nations, 2000). The Millennium Development Goals (MDGs) are a set of eight international development goals that were developed and established after the Millennium Summit of the United Nations in 2000 (United Nations, 2000). This decision was consequent to the adoption of the United Nations Millennium Declaration. All 191-member states of the United Nations, and at least 22 international organisations signed up to help with the attainment of the MDGs by 2015 (United Nations, 2000).

The movement towards inclusivity in education was bolstered by the implementation of the Millennium Development Goals (United Nations, 2000). Each goal had specific targets and dates by which to achieve the goals/targets. However, many countries, especially developing countries did not meet the targets. Many African countries made slow progress towards meeting multiple goals (ONE, 2010); they eventually fared better in MDG 2, namely: the achievement of universal primary education (UPE) (ONE, 2010).

The slow progress can be seen in the Namibian case, for example, UPE was only implemented in Namibia from 2014. Accordingly, Iipinge and Likando (2013), argue that the implementation was done in a rush to meet the 2015 looming deadline for the MDGs. It seems that policy makers were compulsive in the exemption of school fees in Namibian state schools. Since 2017, it has been reported that universal schooling has been a challenge for most public schools (Staff Reporter, 2017). The MDGs have since been replaced by the post 2015 agenda, described next, with effect from 2016 (United Nations Press Release, 2014).

2.4 Movement towards inclusivity: The Sustainable Development Goals (SDGs)

The year 2016 ushered in what is considered the bolder and transformative 2030 Agenda for Sustainable Development that was adopted by world leaders at the United Nations (United Nations News, 2017). According to the United Nations Press Release (2014), the SDGs are a new, universal set of more refined goals, targets, and indicators on which UN member states are expected to frame and base their agendas and political policies for 15 years (2016-2030). The development of the Sustainable Development Goals (SDGs) further enhanced the movement towards inclusivity. As suggested by

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the Sustainable Development Knowledge platform, the SDGs agenda should assist member states to further advance their inclusive education policies that were in the process of implementation (United Nations Press Release, 2014).

The SDGs proposal has 17 goals and 169 targets, covering a broad range of sustainable development issues (United Nations Press Release, 2014). These goals include poverty and hunger eradication, improving health and education standards, making cities more sustainable, combating climate change, and protecting oceans and forests (United Nations News, 2017). The most significant to this study is Goal 4, which is to promote inclusive and equal education (United Nations Press Release, 2014).

2.4.1 The MDGs versus the SDGs

According to the Guardian (2015), there is a difference between the MDGs and the SDGs in terms of development and implementation. The SDGs are largely expected to put the lessons that were derived from the MDGs' implementation into consideration. Thus, to avoid mistakes in the implementation of the SDGs, consultations started as early as 2012 (The Guardian, 2015).

It has been argued that the sustainable development goals (SDGs) are more globally collaborative than the millennium development goals (MDGs). According to the Guardian (2015), the MDGs were largely determined by the Organisation for Economic Co-operation and Development (OECD) countries and international donor agencies, which made the implementation of the MDGs too dependent on overseas development assistance (The Guardian, 2015). However, the SDGs have been produced through detailed international negotiations that involved middle and low-

income countries (The Guardian, 2015); thus, the SDGs are expected to expand on the MDGs agenda, to correct the lack of perceived wider involvement in their development.

Additionally, it has been argued that the private sector has a greater role to play in the SDGs than in the MDGs. For instance, the Guardian (2015) points out that the private sector is far more engaged in the SDGs than the MDGs through initiatives such as the UN Global Compact and Impact for 2030 agenda.

Furthermore, the SDGs are believed to be more inclusive. For instance, the Guardian (2015) states that seven SDG targets explicitly refer to persons with disabilities, while the six targets refer to people in vulnerable situations.

2.5 Studies on the OVC in sub-Saharan Africa

Literature reveals that Orphaned and Vulnerable Children face a plethora of challenges in life, and that the phenomenon of orphan hood and vulnerability has generated global concern and response. However, it is important to note that much of the literature reviewed in this study was extracted exclusively from different parts of Africa, where most of the scholars, as shown in below, assert that the OVC will be able to cope with their challenge if they have the necessary support.

Some studies suggest that a substantial proportion of children are OVC, and the prevalence of the OVC varies widely across countries and across different population sub-groups (Smart, 2005). For instance, countries and sub-regions with a higher prevalence of HIV are characterised by a higher prevalence of the OVC (Mishra &

Bignami-Van Assche, 2008). Many studies were generally conducted in sub-Saharan Africa (SSA), but more particularly in Southern Africa, which is categorised as a sub region high in HIV and AIDS infection.

Mirshra and Bignandi-Van Assche (2008) found that countries in the Sub-Saharan Africa have a relatively high rate of HIV infection. A report of a study conducted in Kenya, Lesotho, Malawi, Tanzania, Uganda, and Zimbabwe, provides high estimates of the size and distribution of Orphaned and Vulnerable Children in those countries (Mishra & Bignami-Van Assche, 2008).

Case, Paxson, and Ableidinger (2004) found that most of those countries have more than 9% orphaned children rates. Case, Paxson, and Ableidinger's (2004) study assessed the situation of the OVC through several dimensions, including schooling, and health care by using data collected in national level data through the Demographic and Health Surveys (DHS) and AIDS Indicator Surveys (AIS).

According to Mirshra and Bignandi-Van Assche (2008), the OVC are disadvantaged regarding schooling. The authors found that orphaned adolescents were less likely to be in school than non-orphaned adolescents (Mishra & Bignami-Van Assche, 2008). Additionally, other studies that were based on many affected African countries suggest that orphaned children have substantial lower enrolment rates (as low as 30%). On top the whole enrolment situation, stigmatisation affects the emotional wellbeing of the OVC, and in the long run, their overall academic performance (SADC, 2007; UNICEF, 2009).

Without the support of community members, orphaned school going children are likely to not be enrolled in school, which could be attributed to the factor of poverty. It is unfortunate that in some instances some parents/guardians opt to rather keep the OVC out of school when there are no resources to send the OVC to school, and for the children to fulfil the household chores. In some instances, guardians or parents have no choice, anyway, because it might be the schools that are sending the OVC home to collect missing school related items, and to only return once they have them.

Mishra and Bignami-Van Assche (2008) disclose that orphaned adolescents are more susceptible to sexual activities, but they are not necessarily prone to risky sexual behavioural exploitation. This susceptibility may be attributed to the absence of family love and support, especially because of the absence of a parent or parents. There is, therefore, a need to strengthen programmes to promote continued schooling and sexual abstinence among the youth (Mirshra and Bignandi-Van Assche, 2008).

Surprisingly, the study did not find substantial evidence regarding the disadvantages of the OVC in health, nutritional status, and health care (Mishra & Bignami-Van Assche, 2008). However, orphaned children are more disadvantaged compared to non-orphaned children in that respect (Mishra & Bignami-Van Assche, 2008). Case et al., (2004), similarly found a disadvantage of OVC in having their basic material needs met.

With development aid, many countries in sub-Saharan Africa ensured that they develop and extend social services programmes to vulnerable communities. This approach is commendable, as it suggests a plausible explanation to the equal access to

services between the OVC and their counterparts. The researcher, on the other hand, thinks that it might be possible that the disproportionate access to services being experienced by the OVC might stem from the fact that they do not have guardians for support, and do not also have access to professional social services.

OVC guardian support should include succession planning and inheritance. Mishra and Bignandi- Van Assche (2008) found that in the SSA countries considered in their study, only few primary caregivers planned for succession and inheritance. The researchers note that formal succession and inheritance planning are not typical African practices - hence its irregular undertaking by most caregivers. However, the non-undertaking of the caregivers of this issue could result in orphaned children not being properly prepared for futures without their caregivers.

Case et al., (2004) reveal that most of the OVC and their families do not receive the necessary care and support. As a result, studies highlight the burden and the multi-dimensional nature of the OVC problems in sub- Saharan Africa (Case et al., 2004; Mishra & Bignami-Van Assche, 2008). Parental HIV infection or chronic household illness are the common factors that exacerbate vulnerability among children (Mishra & Bignami-Van Assche, 2008).

Kendall and O' Gara (2007) contend that the growing numbers of children who are made vulnerable by HIV and AIDS threatened the achievement of the Education for All (EFA) goals, the Millennium Development Goals (MDGs 2000-2015), and by extension the Sustainable Development Goals (SDGs, 2015 - 2030). Kendall and O' Gara (2007) further argue that although policy recommendations assigned schools key

roles to meet the needs of vulnerable children, there is a lack of evidence about how vulnerable children and schools interact with AIDS affected communities as exemplified by the case study reports from Kenya, Malawi, and Zimbabwe.

It appears that African governments and their stakeholders attempt to address the needs of orphaned children; however, the scale is enormous. Hence, the findings of this review reinforce the need to further strengthen child welfare programs in sub-Sahara Africa. Case et al., (2004) contend that the levels of external care and support for the OVC remain unacceptably low in Sub-Saharan Africa, so to reach out to a large and growing population of the OVC and their families in the sub-region. Therefore, African governments must apply vigorous efforts, particularly when development aid or donor funding starts decreasing, as is the case now.

2.5. 1 Barriers to OVC schooling in sub-Saharan Africa

Literature reveals that parental death heavily impacts the schooling of OVC. Studies undertaken on OVC in sub-Saharan Africa focused on the effects of parental illness and eventual departure on the educational outcomes of the OVC. For instance, Case et al., (2004) found that parental death impacts children's school enrolment because it affects their economic circumstances and school readiness. Ogina (2012), on the other hand, suggests that parental attachment and school achievement are proportional to give a positive effect on children's behaviour and on their achievements in school. Thus, it is critical to review the effects of barriers to the education of the educationally marginalised.

In a study of 40 nationally representative household surveys in sub-Saharan Africa, Monasch and Boerma (2004) found that orphaned children are less likely to attend school than children with parents or caring guardians. Similarly, Case, Paxson, and Ableidinger (2004) discovered that orphaned children, especially those who live with caregivers whom they are not related to, are less likely to be enrolled in school than non-orphaned children. Furthermore, Case and Ardrington (2006) reveal the detrimental effects of parental death on the education of the OVC, especially in rural South Africa with high rates of HIV infection, where less money was spent on the orphaned child by the family (Case & Ardington, 2006).

The researcher believes that this could mean that money was being divided between the support of the sick and the orphaned child's schooling. These findings of the reviewed studies might also point to the fact that the education of OVC might not be prioritized by guardians, following the demise of the primary caregivers. However, the point can also be argued from an angle where the guardians cannot afford, and it does not mean that they do not value education. The argument could also be looked at from the angle of succession; if the parents do not make the right arrangements for their children, such as study policies, then there is nothing much that caregivers who take over to spend more on the education of these orphaned children. Therefore, to counter this anomaly, sub-Saharan African governments must develop and implement educational and social programmes to ensure that OVC are enrolled and remain in school until they complete.

In addition to the challenges of the orphaned children, Mirshra and Bignandi- Van Assche (2008) found that orphaned children are often in the wrong grade levels for

their age. This situation might be since the orphaned children enrol for school late, or due to grade repetition. This issue usually results in the OVC dropping out of school, or finishing school late.

Mirshra and Bignandi-Van Assche (2008) state that double orphaned children are more disadvantaged than single orphaned children. Case and Ardington (2006) further observed that orphan hood is disadvantageous to double orphaned children across all local contexts, except in a study conducted in rural Zimbabwe by Nyamukapa and Gregson (2005). This could be due to the complete absence of parental care and support. It might mean that the orphaned child either lives by themselves or with relatives, both of which are not easy options. Additionally, the authors found that losing a mother is more detrimental than losing a father, especially when the child is still in primary school (Evans and Miguel, 2007; Mirshra & Bignandi-Van Assche, 2008). This can be argued that maternal nurturing is important to younger children, and it is difficult to come to terms with losing the maternal nurturing they were used to, particularly losing it at a young age.

Ainsworth, Beegle and Koda (2005) found that the death of a parent disproportionately affects girl's education. This could be that girls are easily drawn into the care function of the sick relatives. Furthermore, Case et al,. (2004) prove that the effects of orphan hood vulnerability on education increases with age. In their study, which examined the impact of parental death on the educational outcome of children, Case and Ardington (2006) affirm that the loss of a father has a minimal effect on school attendance of children, and this effect is mediated by the loss of household economic status following

paternal death. Thus, the disadvantage for girls and older OVC stems from the burden to care and support burden for sick parents or relatives as expected from them.

However, Mirshra and Bignandi-Van Assche (2008) clarify that not all studies found the same adverse effects of parental loss on the education of orphaned children. For example, Ainsworth and Filmer (2002) identified a considerable variation in the effect of orphan hood on school attendance, including high school attendance rates for orphaned children than non-orphaned children in some countries.

In contrast, some studies reveal that there are no differences in education indicators between orphaned children and non-orphaned children. For instance, a study conducted in rural Zimbabwe by Nyamukapa and Gregson (2005) did not find any differences regarding the completion rates of orphaned children and non-orphaned children in primary school. However, their study found that maternally orphaned children are less likely to complete primary school education than non-orphaned children (Nyamukapa & Gregson, 2005).

Using indicators available from the 2010 Tanzania Demographic and Health Survey (DHS), Terway, Dooley and Smiley (2012) examined school participation of the most vulnerable children (MVC), and after considering gender, household wealth, location, and child's relationship to the head of the household, the authors found that orphaned children did not have lower levels of school participation than children whose parents are alive. The scholars opine that it is likely that Tanzania's extended family safety net, and the government and donor support to orphaned children might be the reason behind relatively equal levels of school enrolment and attendance among orphaned and

non-orphaned children in that country. The authors admit that poverty, however, remains a major barrier to school attendance for children in Tanzania (Terway et al., 2012).

In conclusion, Case et al (2004); Mishra and Bignami-Van Assche (2008) doubt the differences in educational outcomes between orphaned children and non-orphaned children living in the same household. However, the authors warn that the results of this latter group of studies should be interpreted with caution since they are generally based on small samples or on highly localised populations, where community support and sometimes donor support is stronger. It is imperative to note that individual SSA countries present unique conditions - hence the differences that are encountered from the research studies in Tanzania and Zimbabwe.

2. 6 Studies on the OVC and young adults in Namibia

The issue of the OVC in Namibia came to the fore when UNICEF and the Ministry of Women Affairs and Child Welfare noted that "with the dawn of independence in Namibia, bringing equality to the 'separateness' brought about by years of apartheid rule in the country, a plethora of social issues began to take centre stage" (UNICEF/MWACW, 2004).

In response to some of the challenging social issues in the country, a Department of Women Affairs was established within the Office of the President. Inn 2002, this Department was upgraded to a fully-fledged Ministry of Women Affairs and Child Welfare, the forerunner of the present-day Ministry of Gender Equality and Child Welfare (MGECW).

The issue of orphaned and other vulnerable children became an emerging challenge because of the scourge of HIV and AIDS. According to the 2004National OVC Policy, the Ministry of Gender Equality and Child Welfare (MGECW) registered 142 777 OVC, and this number continued increasing. It is projected that by 2021, Namibia will have approximately 250 000 OVC under the age of 15 (UNICEF, 2009).

According to the 2011 National Population and Housing report, a total of 910 081 children and 314,505 young adults were counted in Namibia in 2011(NSA, 2014). These cases made up 43% and 15 % of the country's population. The highest numbers live in Khomas, Ohangwena, Omusati, and the Kavango East and West Regions (RAISON, 2014). Each of the regions has over 100, 000 children, and more than 30,000 young people (RAISON, 2014). Of the total number of orphaned children, 83% have lost one parent, and 17% lost both parents. This is illustrated in Table 1 (in the previous Chapter) and Table 2 below, showing all regions in the country.

Table 2 Numbers of young adults who lost one or both parents before the 2011 Census.

Region/Country	One parent deceased	Two parents deceased
	Young adults	*Young adults*
Ohangwena	11,099	3,223
Omusati	10,733	2,920
Kavango E & W	9,423	2,971
Khomas	15,536	3,737
Oshikoto	7,723	2,198
Oshana	9,295	2,669
Zambezi	4,163	1,694
Otjozondjupa	4,663	1,273
Kunene	2,304	530
Erongo	5,476	1,324
Omaheke	2,293	611
Hardap	2,741	735
//Karas	2,603	691
Namibia	88,052	24,576
Urban	48,039	10,517
Rural	40,013	14,059

Adapted from the RAISON 2014 Report -Analysis of the 2011 Census data

2.6.1 OVC data for Omusati Region

Orphaned and other vulnerable children numbers have increased steadily in the Omusati Region. Corroborating the findings of an increased number of OVC is a 2009 Namibian national OVC data warehouse, which was created with data sets from three sources (MGECW, 2009a).

The first source is where the Ministry of Gender Equality and Child Welfare (MGECW) availed data from the August and September 2009 welfare grants issuance. The second source is the Ministry of Education (MoE) data from the 2008 Education Management Information Systems (EMIS) annual survey. The third source is the

Demographic and Health Survey (DHS) data from the 2006-2007 data collection exercise. All these three data sets indicate that the Omusati Region is among the top three most affected regions in the country (MGECW, 2009a).

It is significant to note is that although the MoE's 2008 EMIS report recorded 26, 773 orphaned children, and the 2006-2007 DHS counted 20, 323 orphaned children for the Omusati region, only 16, 389 orphaned children benefit from a MGECW social grant in the region (MGECW, 2009a). This shortfall indicates a low access of potential beneficiaries to state sponsored OVC welfare grants in the region. In addition to low access to OVC welfare assistance in the Omusati Region, is also low access to donor funding in the region which is reviewed next.

2.6.2 Limited donor funding support for the Omusati Region

Many donor agencies have rendered development aid support to Namibia since the dawn of independence in 1990. However, whatever allocation formula that had been used, there has been an inherent low donor funding support for the Omusati Region as compared to the Ohangwena Region, for instance, whose statistics are closely similar. The only notable perennial donor support to the Omusati Region had come from the Danish NGO, Humana, through its Development AID from People to People (DAPP). DAPP Namibia is a non-profit organisation registered as and incorporated Not for Gain since 1990. DAPP Namibia believes in helping people to help themselves. DAPP is based at Onambelela near Outapi Town.

Humana transformed its erstwhile support to exiled Namibians to establish DAPP. It is now a formidable force in the Outapi and Anamulenge Constituencies of the

Omusati Region. DAPP works in the education and health social sectors as seen in the various projects and changes and contributions that have been made in these sectors over the years. For instance, in the education sector, the DAPP Vocational School and the DAPP Private School have been established. Furthermore, DAPP was the first agency to establish the Early Childhood Development Centres (ECDs) and trained community ECD educators in this regard. However, the situation is such that the Ministry of Gender Equality and Child Welfare (MGECW) took over the managing of the ECDs, and lately delegated the functions of the ECDs to the Ministry of Education (MoE).

In the health sector, DAPP established and facilitates the Total Control of the Epidemic (TCE) to fight the HIV and AIDS epidemic. Furthermore, DAPP introduced the building of pit latrines at homesteads, sells shade and fruit tree seedlings, and has reforested the area around Onambelela with *omisati* (Mopani trees).

Some of the donor support to the region which had so far ended, was from UNICEF, the Catholic Church through the Catholic AIDS Action (CAA) and *Caritas*, the Namibia Red Cross Society (NRCS), the Namibia Planned Parenthood Association (NAPPA) through targeted short-term projects and the Ombetja YEhinga (OYO) organisation.

With the 2011 World Bank revision of Namibia's economic status to a high middle-income country, much donor support to the country ceased, with further reduction for the Omusati Region. In recent years however, there is substantive investment in the

field of education, in the Ruacana Constituency of the Region, by the Dirk Mudge Trust (DMT).

2.7 Research focus for the OVC in Namibia

Even though many studies in Namibian relating to the OVC, including those by Haihambo, Kalomo and Ashton (2006), Yates and Hailonga (2006), and Taukeni and Taule (2014) have addressed the plight and needs of orphaned children in Namibia, there is no study that the researcher is aware of that focused on the living conditions of orphaned learners, or the effects of orphan hood vulnerability on their schooling. Studies by Zimba and Nuujoma-Kalomo (2002); Nischke, Ihemba and Nekundi (2002), also treated the meso-systemic settings of home and school as separate units that do not co-exist to facilitate or impede schooling and learning processes of OVC.

As the Young Foundation (2014) and other social theories caution, young people (including OLs) acquire skills and experience through influence from family, friends and peers, their community, and school, which are all important to child development. Therefore, none of the sources of experience should be focused overemphasised to the expense of the others, to not create social deprivation. This study selects the home and school as meso-systemic settings to investigate the lived experiences of orphaned learners, and to unearth school strategies for their inclusion. Such an identified gap makes an important contribution to the knowledge base in Namibia and beyond.

2.7.1 Barriers to schooling for the educationally marginalised in Namibia

It is worth noting that despite the availability of the Education Sector Policy on Inclusive Education, and other similar legislations, which could have ensured a functional social transfer system for the educationally marginalised in Namibia, many orphaned children continue to face challenges at home and school (UNICEF, 2009). These challenges make it difficult for them to enjoy their right to education.

Media reports in Namibia abound with stories of abandoned orphaned children facing life's challenges on their own (Tjaronda, 2004; Dentlinger, 2005; Ingwafa, 2008). These life experiences make their presence and participation at school difficult in direct contrast with Humphrey's philosophy of educational inclusion.

The issue of hostel fees is one of the factors that impede Orphaned and Vulnerable Children (OVC) from accessing education with ease in Namibia, and the non-functional hostel fee exemption system worsens the situation (Zimba & Nujoma-Kalomo, 2002).

Other studies report that some schools in the northern parts of Namibia deny admission to vulnerable children, such as children without birth certificates, those with disabilities, and Orphaned and Vulnerable Children (Voluntary Services Overseas, VSO, 2006).

Although most children (86%) and young adults (91%) have birth certificates in Namibia, proportions of young people with birth certificates are higher in urban areas than in the rural areas (RAISON, 2014). However, in the most populous regions of

the country, such as Omusati Region, more than 80% of children and 90% of young adults do not have birth certificates (RAISON, 2014). Mchombu, Mostert and Ocholl (2009) confirm that the lack of documentations, such birth certificates or even death certificates of the deceased parents results in such children not receiving the support available.

Additionally, a 2009 audit report on OVC service delivery in the country found that in terms of the OVC's school fees exemptions, school management is reluctant to grant exemptions to the OVC who cannot afford to pay the school development funds as directed by the Ministry of Education (GRN, 2009b). Schools are mostly open to grant exemptions only when social workers from the Ministry of Gender Equality and Child Welfare (MGECW) intervene. However, MGECW does not have enough social workers to attend to all schools in the country; hence, many cases relating to school fee exemptions fall through the cracks (GRN, 2009b).

Regarding the exemption for the OVC examination and hostel fees, the process faces delays up to three months, resulting in OVC being in arrears of these fees whilst awaiting the response on their requests for exemption (Government of the Republic of Namibia, 2009a).

Despite the Education Development Fund (EDF) being mooted and introduced by the Ministry of Education to help schools that exempt the OVC from fees, it has not been operationalised (MoE, 2008a; Government of the Republic of Namibia, 2009a).

It is obvious that the school development fund (SDF) is important for the smooth running of the schools, even though the government provides funds for materials from the government stores. The SDF is used for administrative expenses such as to settle the telephone bills, internet, photocopy paper and other stationery. The funds are also needed for maintenance such as repairs, servicing of the school bus and equipment; to fund learner activities such as running various clubs; security (paying for security guards, and armed response); teaching aids, and wages for short term labourers. It is for these reasons that schools run fund-raising projects to generate extra funds for their operations. In some cases, schools also approach organisations to seek funds for activities, such as prize-giving events. Additionally, some schools lease their school halls for extra income.

2.7.1.1 Schools as centres of inclusion

Schools need to aim to provide a range of support services to needy learners by being available and accessible to all children, particularly the educationally marginalised children (Smart, 2005). To ensure this, every effort must be made to ensure that all children remain in school (Smart, 2005; Ebersöhn & Eloff, 2006).

Humphrey's philosophy of inclusion states that 'excluded' children, such as orphaned learners are sometimes not present at all in school for them to participate or to feel accepted in school, so that they can achieve their academic goals. Schools ought to play pivotal supportive roles to serve as nodes of care and support for orphaned learners (Ebersöhn & Eloff, 2006). According to Smart (2005), rights-based institutions, such as schools could play major roles in protecting learners (and

educators) against discrimination, and schools have the potential to provide a range of education-related services to the OVC, including:

- delivering a daily meal to their learners;

- providing after-school supervision for those who do have adult supervision;

- linking children in particularly difficult circumstances to other relevant services to meet specific needs.

These roles that schools could undertake can impact mitigation of the effects of vulnerability from orphan hood to grant orphaned children a chance to succeed in life.

Smart (2005); Ebersöhn and Eloff (2006) assert that through schools, educators and older children could be sensitised and trained to support vulnerable children with food and clothing, especially school uniforms that could be provided for children in especially difficult circumstances. With the decrease of donor funding that Namibia is currently experiencing, it will improve the lives of the learners if older OVCs and educators are sensitised to assist needy learners. Bush, Joubert, Kiggundu & Van Rooyen (2010) , in their South African study, contend that school climate has to promote a positive approach to learning among all stakeholders, learners, educators, parents/caregivers and local communities,

Maintaining children's schooling is an important intervention because it retains children's connection to their peers, and it familiarises adults, and above all to an institutional identity. As nodes of care and support, schools should serve as intersections between communities and service providers to ensure that social services reach the most vulnerable children (Ebersöhn & Eloff, 2006). In the same vein, with current low levels of development funding, communities in SSA countries must share

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the responsibility to care for the OVC. However, although schools have a potential to play central roles in the lives of orphaned learners, and they are well placed to respond to their needs, Smart (2005); MoE (2008b) warn that in a school setting, orphaned learners might need different kinds of support, including psychosocial, financial, and material support, compared to non-orphaned learners, because of the gap created by their precarious situations.

Ogina (2010) agrees that many different types of support should be provided to the OVC. The government can use schools as access to school going orphaned learners, and to provide them with all other services to better address their special needs.

However, although the potential for schools exists, case studies of schools and vulnerable children in Kenya, Malawi, and Zimbabwe reveal that although schools are materially and symbolically well-positioned to serve as the institutional base to meet the needs of vulnerable children, schools are not accountable for these children, and they have not reorganised or built capacity to meet their special needs (Kendall & O' Gara, 2007). For instance, in the Malawian and Zimbabwean case studies, the scholars revealed that elimination of fees, passive open-door policies, and exhortations are insufficient measures to bring and keep orphaned children in school. Consequently, the Kenyan case study suggests that investments in long term, well-resourced local partnerships can be effective (Kendall & O' Gara, 2007). The argument is similarly supported by Bush et al (2010) in their South African case study. This is a lesson for the Namibian government, and to understand that the elimination of fees since 2014, without further long-term investments into local partnerships and initiatives, could make a dent into orphan hood vulnerability. It is imperative to note that only a

combination of strategies (as proposed in the conceptual framework of inclusion, care and support for OLs in Namibia) and remedial steps could adequately cater for the diverse needs of the OVC as reviewed below.

2.7.2 Mitigation for OVC educational challenges in Namibia

There are several intervention strategies to mitigate the challenges of orphaned children in the education sector in Namibia. One important milestone in Namibia had been the development and implementation of the Circles of Support (COS) for orphaned children at school level (Zimba and Nuujoma-Kalomo, 2002). This engagement had the orphaned child in the centre, and significant others (caregivers, guardians, etc.) forming a circle of support around the orphaned child (SADC, 2007). The purpose of the project had been to address a variety of factors affecting orphaned children's schooling, manifested from drop out or failure to enrol in school (SADC, 2007).

Other studies, including one by Yates and Hailonga (2006) in Omusati, Otjozondjupa and Caprivi (now Zambezi) Regions of Namibia found that orphaned children face countless challenges. This study followed the implementation of a UNICEF 2002-2005 country support programme. The study further discovered that the challenges are exacerbated by a lack of emotional, physical and psychological support in their schools and communities. This lack of essential support results in orphaned learners becoming more vulnerable.

Yates and Hailonga (2006) further found that many families are unable to afford basic needs such as shelter, clothing, food and school related costs. Additionally, families

and children are overwhelmed by the trauma and associated costs of bereavement (Yates & Hailonga, 2006). The scholars confirm the precarious state in which many orphaned children find themselves in Namibia. The situation for most OVC worsened following the sharp decline in development aid to the Republic of Namibia.

Williams (2010) argues that the care and support models such as the Circles of Support (COS) often concentrate around target sites that could be evaluated and monitored. The scholar further argues that the success of the models hinges on the fact that as a great deal of funding, collaboration and coordination go into their creation (Williams, 2010), their initiators go to heights to ensure their success. Unfortunately, due to the concentration and confinement to selected sites, schools outside the models still grapple to teach children dealing with a wide array of social issues, such as orphaned children, but without the benefit of a clear model or funding structure (Williams, 2010).

It appears that orphan hood vulnerability have persisted even following the implementation of interventions such as COS or UNICEF life skills programmes (My Future is My Choice or Window of Hope), which is an indication that the programmes are only targeted to certain number of beneficiary children, and not to all orphaned children who need the help. Another issue of concern is that the initial planning and implementation of most externally funded support initiatives rarely involve the communities concerned for them to later own such initiatives and continue with them long after the financial support cease (Williams, 2010). The sections below present a review of literature based on the sub research questions of the study.

2.7.2.1 Identification by schools of orphaned children with additional challenges

Smart (2005) opines that schools have undeniable advantages in the identification of vulnerable children, including orphaned learners. In Namibia, two school censuses are conducted each year: the 15th School-Day Census and the Annual Education Census (AEC). The 15th School-Day Census is held on every fifteenth school day after the opening of schools for the beginning of a new school year, and the AEC is held on the first Tuesday at the beginning of the third term, usually in September each year (EMIS, 2011). The 15th School-Day Census is intended to provide information for operational and planning purposes, while the AEC provides information for monitoring the state of education from year to year (EMIS, 2011). Even though orphaned children were identified through the school censuses, it was not yet clarified as to how Namibian schools identify orphaned learners with additional challenges, such as psychological issues and material needs.

2.7.2.2 The effect of the lived experiences on schooling

Andersen (2012) contends that the voices and opinions of children are rarely heard in on issues that directly affect them. It is imperative to engage orphaned learners to find out to determine an ideal supportive school environment that can help learners to cope with challenges of diseases and poverty.

Many studies acknowledge the presence of orphaned children in schools. For instance, Ainsworth and Filmer (2002); Mirshra and Bignandi-Van Assche (2008) did not find notable differences between orphaned and non-orphaned children in primary schools in Tanzania and Zimbabwe, respectively. Similarly, Smart (2005) asserts that there is

no stark differences in the level of reported non-attendance among orphaned and non-orphaned students enrolled in secondary schools in Lesotho.

However, orphaned students in the Lesotho study reported that they are more likely to miss school for economic reasons, such as not having money to pay school fees or having insufficient food at home (Smart, 2005). This means that although these orphaned children have access to school, their presence, participation and achievement would not be a holistic and inclusive an experience, because of various barriers that they face.

It is significant to note that this study does not deal with non-orphaned children, and as such will not try to explore the differences and similarities among orphaned and non-orphaned children. The review on orphaned and non-orphaned children is due to the lack of literature on OLs in sub-Saharan Africa.

The researcher is also fully aware that although orphaned (and by extension vulnerable children) in Namibia have access to social assistance, including the exemption of school fees, a lack of information about the available assistance, the long and tedious application processes for social welfare grants, long distances to travel, and high transport costs to government offices, particularly in rural areas serve as barriers to accessing the social assistance meant to improve the lives of orphaned children, thereby depriving them of a decent life (Haihambo et al., 2006; Taukeni & Matshidiso, 2013). These could be some of the barriers that are preventing OLs in Namibia to have uninterrupted access to the support services they need.

Smiley (2011) notes with concern how the experiences of enrolled secondary-level Orphaned and Vulnerable Children in Lesotho has been understudied and remains relatively unknown. This concern confirms the gap in the experiences of secondary-level orphaned children in terms of presence, acceptance, content, participation, contacts, achievement, character and resilience, thereby not providing them with a holistic inclusive education overall. This gap also exists in Namibia, so the findings of this study will be significant.

2.7.2.3 Impact of orphan hood vulnerability on teaching and learning

In Southern Africa, there has been a link created between orphan hood, vulnerability and HIV and AIDS (UNICEF, 2006). In households affected by HIV and AIDS, school attendance of children often decreases as their labour is needed for subsistence activities, in the face of reduced income and increased expenditure, money allocated for school expenses is used for necessities and health requirements (Smart, 2005). Bush et al (2010) conclude that while many South Africans live in challenging circumstances, schools, the authors believe, provide one of the few levers for improving the life chances of deprived children and young adults. In cases where children are not withdrawn from school, their education often competes with other duties that they must assume. This situation is particularly the case for female children (Smart, 2005). Thus, orphan hood vulnerability, caused by factors such as HIV and AIDS, result in decisions whether the OVC could enrol and remain in school or not.

Some studies indicate that there is stigma attached to HIV and AIDS, where affected children are subjected to gossip, bullying, and fear (UNICEF, 2006, 2009). This stigma leads to increased isolation, and it also results in children having psychosocial distress

and low self-esteem. Stigmatisation may cause affected children to withdraw from school, instead of tolerating exclusion or being ridiculed by educators and peers. UNICEF (2009) reiterates that orphaned children feeling stigmatised by fellow learners, educators, and with no support from the extended family can feel unaccepted, and they may experience reduced success in school or academic progress. Stigma and discrimination serve as barriers which negatively impact the access of vulnerable children to schooling and learning in general.

2.7.2.4 Strategies to include orphaned learners

These strategies relate to how schools address various social, political, and economic factors relating to poverty, and the HIV and AIDS pandemic, which indirectly affect the teaching and learning processes. The successful implementation of inclusive education depends on the extent to which broader social issues are recognised as impacting on effective teaching and learning, and are addressed.

Research shows that despite the huge potential available to schools to include the OVC, many interventions in sub-Saharan Africa have only been successful in implementing health knowledge in schools (Andersen, 2012). It appears that whereas a few studies acknowledge the potential of schools to go beyond knowledge, and facilitate a supportive and caring environment for vulnerable children, they tend to refer to studies reporting on externally implemented and resourced interventions, which was the same concern for Williams (2010) regarding the Circles of Support (COS) concept. Andersen (2012) additionally found that limited attention has been given to the psychosocial well-being of children and children's own experiences of school environments, which is why very little is still known of the psychosocial

mediators influencing children's school experiences, and what children perceive as a supportive school environment. Had this been well known, they would receive the necessary help for them to cope better with challenges of disease and poverty. While it is important for children to be active participants in finding solutions to their situations, their voices are not heard (omitted) in many studies (Andersen, 2012). It is against this background that this study plans to ensure that the voices of orphaned learners are heard, while narrating their lived experiences at home and school, and how schools try to include them.

Below is a review of literature based on the local and international legal and regulatory framework regarding the education of the OVC.

2.7.3 Legal and regulatory framework on the education of the OVC

According to Smart (2005), in all countries, constitutions serve as supreme laws that define the rights of citizens, including children. In addition, most countries have child-specific legislations, such as Children's Acts that give substance to these rights. Furthermore, almost all countries are signatories to international conventions and agreements, such as the Convention on the Rights of the Child (CRC) and the Universal Declaration of Human Rights, which elaborate on a nation's obligations to its children (Smart, 2005; United Nations, 2000; UNESCO, 2005; UNICEF, 2006). Countries, including SSA countries, use international conventions to develop their individual country laws.

The presence of orphaned children in schools has indeed been bolstered by legislation, but there are shortcomings in the implementation of these well-intentioned policies,

particularly at local levels (including in schools). Smart (2005) remarks a track record of the lack of implementation of policies in many countries, which Haihambo et al (2006) also confirm to be the case in Namibia. Laws are a necessity to ensure the protection of vulnerable citizens; however, their implementation ought to be enforced if they are to live up to expectations. Below is a review of the international and local policy regulatory environment pertaining to children's right to education.

2.7.3.1 Legal and regulatory framework on OVC: International level

In this section, the researcher reviews the process of policy making at the international level were nations agree on certain decisions that they eventually ratify. Nations usually ratify international instruments that include economic and social issues. Several education-related instruments, including the Millennium Development Goals (MDGs) and the Education for All (EFA) have also been developed at the international level, and individual nations have ratified them. In June 2001, all nations adopted the United Nations General Assembly Special Session on HIV/AIDS (UNGASS) Declaration, binding themselves to the development (by 2003) and the implementation (by 2005) of national policies and strategies that would, amongst other commitments, ensure the enrolment of orphaned children in school who are infected and affected by HIV and AIDS on an equal basis with other children (UNESCO, 2005).

In almost all countries, there are laws in existence that regulate the education sector decisions in stipulating, for example, the age at which children should enrol to attend school, admission procedures, provision of universal primary education (UPE), and specifications for children with special education needs (Smart, 2005; UNESCO, 2005). The international instruments entrench principles such as 'a child's right to

education' and non-discrimination in access to education. Yet, in every African country, even in countries that introduced free primary education, thousands of school-age children are still not in school (Smart, 2005). Sub Saharan African countries ratify international agreements; however, they must prioritise their resources to succeed in implementing some of the policies they set up for themselves to serve sections of their societies, such as vulnerable children and their families. Below is a review of the Convention on the Rights of the Child (CRC), which is one of the international conventions that the Republic of Namibia ratified as a newly independent state.

2.7.3.1.1 The United Nations Convention on the Rights of the Child (CRC)

The Convention on the Rights of the Child (CRC) was coined by the United Nations, and it became functional in 1989, but Namibia ratified it upon attainment of independence in 1990. The CRC is the framework that guided programmes for all children, including OVC. The CRC brought together children's human rights as outlined in other international instruments by articulating the rights more completely, and providing a set of guiding principles that fundamentally shape the way in which children are viewed (Smart, 2005; United Nations, 2000; UNESCO, 2005; UNICEF, 2006).

Literature confirms that all the rights are interconnected, and are of equal importance. Some important pillars of the CRC are:

1. the right to survival, development and protection from abuse and neglect;
2. the right to have a voice and be listened to; and
3. that the best interests of the child should be a primary consideration.

In relation to education, the CRC committed signatory nations to strive to:

- make primary education compulsory and available free to all;

- encourage the development of different forms of secondary education;

- take measures to encourage regular attendance at school.

The CRC, therefore, serves as the supreme law that encompasses all the rights of children at the international level, and against which countries could craft their local laws for children.

2.7.3.2 Legal and Policy Framework on OVC: Namibia

In this section, the researcher deals with the local legislative process, legal and judicial reform, policy review and monitoring, and reform and interventions that have put in place to effect social and behavioural/attitudinal change towards OVC in the Republic of Namibia. The regulatory interventions have been put in place in the country to address the social inequity and social exclusion of OVC.

The legal framework in Namibia started with the country's Supreme Law, the Constitution, which came into force with the dawn of the country's independence in 1990. In Article 15 of the Namibian Constitution, children have the right to a name at birth, to acquire a nationality, and the right to be cared for (MGECW, 2004). The UNICEF/MGECW report confirms that an enabling legislative and policy environment had been put in place in Namibia. At the national level, a multi-sectoral Permanent Task Force (PTF) for OVC was established in 2005, and is tasked to meet to coordinate mitigation efforts. At the regional level, OVC Forums were established; however, they did not become fully functional (GRN, 2007). While the establishment of the PTF and OVC Forums were laudable, they functioned at the time with the

international funding that was available at the time. These initiatives seem to have died a natural death now.

It is worth mentioning that policies are not value-free or neutral, but rather 'a matter of authoritative allocation of values.' This means that the policies are linked to interests, conflicts, and domination, as different groups of interest or policy communities negotiate and fight over them (Mahlo, 2917). It will therefore be ideal for the Namibian government to take on or develop policies that are valuable to the country and its citizens, instead of being pressurised into the development of certain policies by donor agencies. Below is a description of some Namibian laws that are pertinent to addressing the needs of children in general, and of the OVC in particular.

2.7.3.2.1 The Education Act

The Education Act, Act 16 of 2001, which the Ministry of Education, Arts and Culture has revised through 2016, (Staff Reporter, 2016) stipulates how schools should be governed and run in Namibia (GRN, 2001). Article 25 of the Education Act No. 16 of 2001 directs that:

- the school board may partially or fully exempt any parent from the payment of the school development fund contribution.
- If a parent is partially or fully exempted by the school board from the payment of the school development contribution, the school board may apply to the Education Development Fund (ADF) for aid to make such contribution.

However, despite the Education Development Fund being mooted by the Ministry of Education to financially assist schools that provide exemptions to the OVC, it has not

been operationalised (MoE, 2008a; Government of the Republic of Namibia, 2009a). It is unfortunate that the well-meaning provisions of the EDF are never made functional, because the EDF would assist, and therefore benefit vulnerable schools.

2.7.3. 2.2 National Plan of Action for Education for All

In the Namibian National Plan of Action for Education for All (EFA) 2001-2015, the following are among the priorities set down: equitable access; teacher quality; teacher education and support; HIV and AIDS; physical facilities; efficiency and effectiveness; and lifelong learning.

These priorities are to be addressed in the context of the government's broad goal of reducing poverty, and making Namibia a more inclusive society. This goal was backed up by strategies to improve the quality and cost-effectiveness of education. It is worth noting that close to the end of national plan of action for EFA, the country implemented universal schooling from 2014.

2.7.3.2.3 The Children's Act

The Children's Act of 1960 has been in force for over 50 years until 2015 when Parliament promulgated the Child Care and Protection Act, 2015, Act No. 3 of 2015 (GRN, 2008).

UNICEF (2009) argues that the Children's Act and the regulations associated with it did not adequately protect children in Namibia in the 21st century. The legislation is mostly discredited because it was realised during the apartheid era. However, being

the only legislation on children in force at the time, social workers and the courts abided by it where possible.

The Act was neither intended, nor designed to cater for the volume of cases of children in need of care from poverty, as well as, HIV and AIDS (GRN, 2008). Since the Children's Act was no longer responding to the varying needs of children it was only fair that it was being replaced.

2.7.3.2.4 The Child Care and Protection Act

The Child Care and Protection Bill was first proposed in 1994, and it anticipated various welfare systems for children, but the draft did not envisage how those systems would be managed (MGECW, LAC & UNICEF, 2010). The delay was advantageous in that it ensured sufficient input into the final document.

The Bill was promulgated into an Act of Parliament in 2015 (Act 3 of 2015). This is a detailed piece of legislation aimed at protecting the wellbeing of all children. In Namibia. The Act covers a wide range of issues (e.g. adoption and the creation of a Child Welfare Advisory Council and a Children's Ombudsperson), and it did not all relate exclusively to children in need of care and protection. The introductory statement of the Act states:

> To give effect to the rights of children as contained in the Namibian Constitution and international agreements binding on Namibia; to set out principles relating to the best interest of children; to set the age of majority at 18 years; enable children to consent to medical procedures; to provide for the establishment of the National Advisory Council on children, amongst a host of other issues, including children's advocate, Children's Fund, children's courts

and proceedings, etc (Government Gazette of the Republic of Namibia, 2015, p.2).

Despite the fanfare that greeted that historic date in May 2015, years have passed by since the Act saw the light of day, without the establishment of the Children's Advisory Council, Children's Court, and Children's Fund which were yet to be set in motion by the MGECW. Only on 07 February 2019, following over 20 years of consultations and deliberations, was the Child Care and Protection Act finally enacted into law. The enactment of the long-awaited Act replaces the old Children's Act of 1960 and Children Status Act of 2006.

2.7.3.2.5 The National HIV Policy for the Education Sector

Namibia established an HIV and AIDS Policy for the education sector in 2003 at the height of the HIV and AIDS scourge. This policy typically covered life skills education for learners, workplace HIV and AIDS programmes for staff, and management and mitigation strategies.

The National HIV Policy for the Education Sector reflects the human rights provisions contained in the Constitution of the Republic, the Namibian HIV and AIDS Charter of Rights, as well as the international conventions ratified by Namibia.

According to the Policy:

It formalises the rights and responsibilities of every person involved, directly or indirectly, in the education sector about HIV/AIDS: the learners, their parents and caretakers, educators, administrators, ancillary staff, planners, in fact the whole of civil society. It underscores the dignity of all affected and

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infected by the disease and the respect that is their due. The policy provides guidelines to ensure that all in the education sector are fully informed about the disease, the way it is transmitted, the consequences, and living positively with it (GRN, 2003, p.3).

Smart (2005) confirms that the policies, and related strategies and guidelines exist, but they do not often include recognition of the growing numbers of the OVC, and how the education sector could respond within its areas of comparative advantage. However, the emerging challenge of Orphaned and Vulnerable Children has already been on the front burner in Namibia. The policy further states that:

> No learner shall be excluded from a government school only because of their inability to pay school fees or to afford a school uniform. No learner shall be excluded from examinations conducted at a government school as result of their inability to pay examination fees (GRN, 2003, p.10).

Although the Policy was not clear on the implementation part and the resource-availability, the policy instructed education institutions to be sensitive to the needs of the OVC, alluding to an inclusive education approach:

> All education sector employees should be sensitised about the special needs of learners and students infected, affected or orphaned by HIV/AIDS and other vulnerable children. Heads of educational institutions should facilitate the access of such learners and students to support and counselling services and, where necessary, to school feeding schemes (GRN, 2003, p.10).

Through this Policy, heads of educational institutions were tasked to establish functioning, supportive, and monitoring of effective support and counselling services in their institutions. The heads of educational institutions were further tasked to ensure adequate flexibility in scheduling and rules, including school hours, responses to being late or erratic attendance, age norms and facilitation of homework by orphaned learners and students, or those who are affected by HIV and AIDS (GRN, 2003).

However, it was not clarified how supportive the entire education system was going to be, aside from the policy directives. This validates the argument by Ansell (as cited in Andersen, 2012) that if the needs of HIV-affected children are to be met through schooling, the education sector's role must be understood in relation to an ethics of care, rather than the functionalist production of a future workforce.

Public schools in Namibia abide by the rules and regulations of the Education Sector, making the policy stipulations about the flexibility in time scheduling by heads of institutions to meet the needs of the OVC irrelevant rhetoric.

2.7.3.2.6 The National OVC Policy

In 2004, the National Policy on Orphaned and Vulnerable Children was developed by the Ministry of Women's Affairs and Child Welfare, the precursor of the Gender Equality and Child Welfare Ministry. The Policy, which was adopted by Cabinet, re-iterated the relevant provisions from the National Policy on HIV and AIDS for the Education Sector. It thus provided for the "strengthening of the capacity of children and young people to meet their own needs." The Policy also regards "keeping OVC in school as being central to strengthening their capacity to meet their own needs, (GRN, 2003, p.7).

It is interesting to note that for once, the MGECW paid attention to the stipulations and provisions of the MoE, while developing this policy. This is significant since in earlier policy development, it appeared as if the ministries were reinventing the wheel, despite the undeniable fact that these ministries targeted the same population group. It is worth mentioning that this policy seeks to have the OVC's capacity strengthened, while advocating for them to remain in school for as long as possible.

2.7.3.2.7 The National Plan of Action for OVC (2006-2010)

The MGECW launched the National Plan of Action for Orphaned and Vulnerable Children (2006-2010) in 2007. This Plan of Action identified concrete actions in support of the goals of the National Policy on Orphaned and Vulnerable Children. The National Plan of Action provided targets and activities in five strategic areas, namely: Rights and Protection; Education; Care and Support; Health and Nutrition; Management and Networking (MGECW, 2007). The Plan of Action was not developed in isolation, but in support of the goals of the National Policy on OVC which the MGECW earlier developed. At that stage, the MGECW started identifying strategic areas under which to address the needs of the OVC. One such area was management and networking, whereby the MGECE recognises that the diverse needs of the OVC are better addressed through a multi-sectoral approach.

2.7.3.2.8 The Education Sector Policy for OVC

As the impact of HIV intensified in Namibia, children in the country became vulnerable. It also became clearer that the rights of these children to education were

under threat due to increasing poverty circumstances, over-stretched extended families, and insufficient mechanisms to ensure quality Education for All.

The well-meaning intentions of the Education Development Fund that were contained in the Education Act (2001) were not successful in bailing out schools that were experiencing poverty. Many public schools are struggling to cope with the effects of the scourge of HIV and AIDS. Therefore, in 2008, the Government of the Republic of Namibia through the Ministry of Education devised an Education Sector Policy specifically for Orphaned and other Vulnerable Children (OVC). This sectoral policy is applicable to all government/public and government subsidised education institutions in Namibia accommodating learners from pre-school to secondary school levels.

The Policy is based on international and national policy frameworks such as the Namibian Constitution, Convention on the Rights of the Child, and the African Charter on the Rights and Welfare of the Child, the Namibian HIV/AIDS Charter of Rights, the National Policy on HIV/AIDS for Education Sector, the National Policy on OVC, and the National Policy on HIV/AIDS. It is believed that the Education Sector Policy for Orphaned and Vulnerable Children is built on a strong foundation, providing additional detail and guidance on how the sector would meet the needs of the OVC. It was clear that the Education Sector Policy on OVC was set within the framework of an overarching national and sectorial enabling environment that would facilitate the implementation of its provisions.

Consequently, all schools in Namibia, whether subsidised by government or not, are morally and ethically obliged to serve the needs of OVC (MoE, 2008b). The policy serves the needs of all learners of school-going age, including those who are over-age, but they are still enrolled in school. Through this policy, the Ministry of Education acknowledges the importance of strengthening the capacity of children and young people to meet their own needs by encouraging them to stay in schools, so that they can gain skills and qualifications, and to become self-reliant and self-confident (MoE, 2008b).

> It (the policy) aims to identify the barriers to education and devise strategies to attract and keep children in school. Its objective is to ensure that all school-going aged Orphaned and Vulnerable Children attend school and are not deterred from full participation through lack of financial means, material or psycho-social need, stigma, discrimination or any other constraints. Moreover, the out of school Orphaned and Vulnerable Children are encouraged to return to schools or provided with appropriate educational opportunities (MoE, 2008b, p.5).

As a departure from the norm, it is significant to note that this policy did not only state the activities to be done, but it also defined the tasks and responsibilities to be carried out by specific officials at specific offices: either at the head office or regional offices, and in the process, ensuring responsibility. Specifically, the policy states the role of schools as follows:

> Schools should provide an accessible, safe and conducive learning environment, free of stigma and financial barriers, in which the legislated Code

of Conduct for Teaching Service guarantees a culture of care and gender-sensitive education. Moreover, educators, acting *'in loco parentis',* are custodians of the learners at schools and must adapt a mind-set of being caring and careful. The Education Ministry should therefore ensure that educators are adequately trained and can serve as role models (MoE, 2008b, p.5).

It is important to note that the tide of HIV and AIDS was changing, and it was also affecting schools; hence, the MoE needed to come up with a more encompassing policy directing to private and public sectors.

2.7.3.2.9 The Sector Policy for the Prevention and Management of Learner Pregnancy

Another policy worth considering in this study, even though it is not directed solely to OVC is the Education Sector Policy for the prevention and Management of Learner Pregnancy, developed by the Ministry of Education in 2010. The policy is to improve the prevention and management of learner pregnancy in Namibia (MoE, 2010).

The MoE clearly states that even though the Policy makes considerations for pregnant learners to be included in education until four weeks prior to delivery, its aim is to decrease the number of learner pregnancies and increasing the number of learner-parents to complete their education (MoE, 2010). The explanation of the purposes, it clear that the ambitions are not to promote learner pregnancy as suggested by the critics from especially the people in the rural Namibia, who are of the perception that the policy promotes promiscuity among learners.

Despite the misconceptions (on teenage pregnancy and continued school attendance) held by the rural people, the policy was successfully implemented in the country, including rural areas, so that pregnant learners can continue to attend school. Given the lack lustre reception of the policy, the researcher implores, the government of the Republic of Namibia to do well to capacitate local organisations such as the Namibia Red Cross Society (NRCS), Namibia Planned Parenthood Association (NAPPA) and Ombetja YEhinga (OYO) to help the government Ministries, such as those of Education and Health to empower boys and girls with information and skills to make informed sexual and reproductive health decisions, through the teaching of sexual health education, which in turn makes Namibia's young people resilient to sexual exploitation and unplanned pregnancies.

2.7.3.2.10 The Education Sector Policy for Inclusive Education

The Ministry of Education devised the Sector Policy for Inclusive Education in 2013, which was driven by a host of national legal instruments, as well as international conventions and protocols which speak to the commitment to inclusion, and offering quality education to all children (MoE 2013).

The Sector Policy for Inclusive Education would contribute to attaining improvements that were devised earlier in the education sector, and addressing the EFA priorities. Modelled along the premises of the 2008 UNESCO guidelines, the policy states that:

> Inclusive education is seen as a process of strengthening the capacity of an education system to reach out to all learners. It is, therefore, an overall principle that should guide all educational policies and practices, starting from the belief

that education is a fundamental human right and the foundation for a more just society (MoE, 2013).

Through this policy, the MoE envisions for all children to learn and participate fully within the mainstream of schools, and to create an accommodating learning and learner-centred (MoE, 2013). The policy states that:

> The Ministry of Education recognises that barriers to learning arise when learning needs are not met, and that learning needs stem from a range of factors, including, inter alia: impairments; psychosocial disturbances; differences in abilities; life experiences; deprivation; negative attitudes; inflexible curriculum; language of instruction/learning; inaccessible or unsafe environments; policies and legislation; and education managers' and educators' lack of skills or inappropriate skills. The Ministry of Education also recognises that all children need educational support and that this support should be an integral part of the entire education system – provided at every school and by every teacher (MoE, 2013, p.4).

Like previous sector policies, this sectorial policy is also applicable to all government/public and government subsidised education institutions in Namibia (MoE, 2013). The policy's guiding principles laid in its contribution to EFA goals by identifying and addressing barriers within the education system to create and develop an inclusive education sector. Given that the aim of the policy is to ensure that the education system is inclusive and responsive to the needs of all children, it went as far

as specifying the target group of educationally marginalised children as listed in the introductory Chapter One.

The Policy document espouses that Inclusive Education is based on the understanding that all learners have the right to be educated with peers, friends, and family members in their own neighbourhood or local community. Inclusion is a process of increasing participation in learning, and identifying and reducing barriers that inhibit the learning and participation of any learner.

The Sector policy is attainable with eight strategies, and each of these strategies (MoE, 2013), that are outlined in Table 3 below have several expected outcomes. Only the outcomes that are relevant to this study are outlined in the table. These strategies are the vehicles for achieving the objectives of the Sector Policy on Inclusive Education.

Table 3: Strategies and selected outcomes relevant to this study

Strategy	Relevant Outcomes
Integrate the Sector Policy on Inclusive Education into all other legal frameworks and policies of the education sector.	
Raise awareness of the constitutional right to education and foster attitudinal change.	
Support institutional development by developing human and instructional resources.	
Review the National Curriculum for Basic Education to reflect the diversity of learning needs of all learners.	
Widen and develop educational support services.	▪ Learning Support Team/Group established in each school. ▪ Every teacher takes responsibility for the educational, social and psychological wellbeing of each learner in her/his classroom, if necessary in consultation with and the support of the Learning Support Team/Group
Develop teacher education and training for paramedical and support staff.	
Strengthen and widen in-service training for stakeholders	
Develop a mechanism for monitoring and evaluating the implementation of the Sector Policy on Inclusive Education.	

The National Policy also has an ambitious strategy on monitoring and evaluation for its successful implementation. It states that a tool for Philosophical Framework would be developed at national, regional, circuit, cluster and school levels (MoE, 2013).

In addition, the policy stipulates that an annual report on progress made in implementing it would be tabled for the Office of the Prime Minister/Ministry of Justice to report to the United Nations/African Union as specified by ratified

international conventions (MoE, 2013). It is also important to note that the Ministry of Education has promised to have the Sector Policy on Inclusive Education reviewed and updated every 10 years (MoE 2013).

The Sector Policy has laudable objectives, and it is of interest to note whether all the provisions laid out in the policy are being implemented. It is worth emphasising that there is a need to increase the capacity of the education system for it to become responsive to the diverse needs of all educationally marginalised children in Namibia.

2.7.4 Essential facilitating factors

Bronfenbrenner's 1979 origins of the bio-ecological systems perspectives (theory), (Bronfenbrenner, 2005) emphasise the multiplicity of positive and negative factors that combine in complex ways to determine each child's unique developmental history. The perspective suggests the need to focus attention directly on the progress being made by individual children, and to respond with whatever tools and strategies that are effective to secure their future success and well-being (Bronfenbrenner, 2005).

With children at the centre of social and family initiatives, evidence indicates that ecological models of integration are crucial in identifying the immediate and long-term factors that shape children's developmental outcomes. It is evident that the impacts of HIV and AIDS on children are complex and multifaceted, as they include dropping out of school to take care of the ill/dying parents, experiencing psychosocial distress, increased material hardship, declining access to food, shelter and health services, as well as being at risk of abuse, social exclusion, discrimination and stigmatisation (SADC, 2007; Ogina 2007, 2010; UNICEF, 2004; 2009).

Stover, Bollinger, Walker and Monasch (2007) admit that children need various types of support, especially with the necessities for their survival, such as food and health care, as well as interventions for a better quality of life, such as education, psychosocial support, and economic self-sufficiency.

In a bid to address the plight of OVC in Namibia, the government, through the Ministry of Gender Equality and Child Welfare (MGECW), developed Standards as essential facilitating factors to guide organisations working with the OVC to improve their service delivery (MGECW, 2009b).

The development of these Standards of service delivery began in 2006 in collaboration with United States Agency for International Development (USAID) (Yates, 2007). Adults and participating young people (aged 13 to 18) prioritise service areas for the OVC support differently. This reveals that there is a gap between the world experiences of adults and children (Yates, 2007). Adults and young people indicated that education is the priority for young people. However, young people further expressed that 'feeling safe' (protection), and being 'healthy' (health) are their second biggest concerns. The MGECW came up with eight standards for the OVC service delivery (MGECW, 2009b) as presented in Table 4 below.

Table 4 Standards for OVC service delivery in Namibia

Education	Food and Nutrition
Psychosocial support	Shelter and Care
Protection	Health
Stigma and Discrimination	Economic Strengthening

Adapted from MGECW, 2009b

These Standards for the OVC service delivery are an expansion on the five strategic areas espoused by the MGECW in the National Plan of Action for Orphaned and Vulnerable Children for 2006-2010 (MGECW, 2007). The five strategic areas were: Rights and Protection; Education; Care and Support; Health and Nutrition; Management and Networking, (MGECW, 2007). In the eight standards, the services were isolated. In addition, stigma and discrimination, as well as economic strengthening were included as factors that greatly contribute to resilience building for the OVC.

To find a comprehensive understanding of the lived experiences of orphaned learners, an enquiry into the Standards of OVC service delivery, variables of home background, sex, age, child participation, information and documentation would shed further light into the lived realities of the OLs. These factors are discussed in detail in the following sections.

2.7.4.1 Home Background

According to the 2011 Population and Housing Census, children and most young adults in rural areas live in traditional dwellings, but the percentages were somewhat lower than those of children. More than half (55.0%) of all Namibian children live in in traditional homes, whereas a higher proportion of young adults live in formal houses or flats and in shacks (RAISON, 2014). This might be due to a well-known fact that many rural-based young adults move to urban areas in search for employment.

Additionally, regional differences across Namibia for young adults are like those of the children - with most young adults living in traditional homes in the northern

regions, and in shacks, formal houses or flats in the central and southern regions. The central and southern regions are areas where urban centres have existed for long.

Naidoo and Muthukrishna (2016) found that poverty is the most insidious and pervasive barrier to children's social well-being and development, explaining that poverty is part of a web of human rights violations that children and their families experience. Thus, home background is an important variable to analyse for OLs.

The meso-systemic concept of home background for children and young adults in Namibia becomes significant when referring to the household head, and succession planning, which are discussed next.

2.7.4.1.1 Head of household

In rural Namibia, a substantial proportion of young people live in households that are headed by elderly pensioners (28.9%), and thus dependent on social grants as the only primary source of income (RAISON, 2014). In fact, 29% of young people in rural households have social grants as the only source of income. In the Ohangwena and Omusati regions, over a third of children and young adults live in homes that depend mainly on social grants for their income. In Namibia social welfare grants include old age pension, orphaned and other vulnerable children (OVC) grants and disability grants.

Deducing from the bio-ecological model, what happens within the meso-systemic setting of home with the family at the child's primary caring role, influences the child's

development. It should be noted that the learning process, which normally starts at home, breaks down when parents die.

In the unfortunate event of parental death, the socialisers, such as guardians and educators as caregivers must ensure that knowledge and skills needed for survival are imparted to the OVC. As Tsegaye (2008) states, AIDS-related deaths typically affect people in their most economically productive years, thereby robbing families of much needed income. The loss of an income generating household member has an important economic impact on that household (Tsegaye, 2008).

2.7.4.1.2 Succession planning and inheritance

The 2006-2007 Namibia Demographic and Health Survey (NDHS) found that the likelihood of caregivers of the OVC making succession plans is determined by the level of education. Similarly, Mishra and Bignandi- Van Assche (2008) found that in a number of SSA countries considered in their study, only few primary caregivers planned for succession and inheritance for the OVC they care for. Therefore, given that education levels are generally lower in rural areas of Namibia, many orphaned children are not prepared for the death of parents/guardians (in the form of wills and inheritance), which means they do not become resilient (MGECW, 2009a), following the passing on of their primary caregivers.

In addition, patriarchal ideologies of succession and inheritance make households headed by children, youths or women more vulnerable (Ruiz-Casares, 2007), because with low levels of wealth, these households' responses to income shocks might be

compromised, as would be the schooling of the household occupants (Mirshra & Bignandi-Van Assche, 2008).

2. 7.4.3 Gender

Studies in several settings in sub-Saharan Africa found that being female may increase economic vulnerability (Ruiz-Casares, 2007). For instance, in many South African communities that are highly affected by HIV, girls are more likely to be out of school regardless of whether they are orphaned or not (Akintola, 2006).

Additionally, unlike other regions of the world, most people (61%) who are infected or affected by HIV in sub-Saharan Africa are girls and women (UNICEF, 2006; Joint United Nations Programme on AIDS (UNAIDS), 2008). The vulnerability of girls and women was compounded by other intervening factors, such as their low socio-economic status that compromised their ability to negotiate for safer sex, as well as polygamy (Tsegaye, 2008). Sex and gender role socialisation have differential effects on the vulnerability of male and female children with detrimental effects to their schooling.

2.7.4.4 Age

Age presents a critical factor in OVC definitions in Namibia. As per the definition of the National OVC Policy (by the MGECW), 18 years is the cut off age for the OVC welfare grant. In contrast, the Ministry of Education tries to cater for all the needs of children aged 18 and above for as long as they are in school. Van Dijk and Van Driel (2009) argue that although 18 or 21 years could officially be the age to be considered

an adult, age has social and cultural meanings, and turning 18 or 21 does not make young people adults overnight. Hence, there might be instances where 'orphaned children' aged above 18 years who could still be enrolled in school, and this case is particularly common in the north western and north eastern rural parts of the country. In fact, the Ministry of Education also acknowledges this reality when stating the scope of application for the Education Sector Policy on the OVC, reiterating that "the policy serves the needs of all learners of school-going age including learners over 18 years of age who are still attending secondary school or who should be enrolled at school" (MoE, 2008b, p.12). The recently (07 February 2019) enacted Namibian Child Care and Protection Act (Act 3 of 3015) has changed the age of majority from 21 t18, meaning the threshold of legal adulthood is now 18 years.

However, since it is the MGECW that administers the OVC welfare grants, as soon as an OVC turns 18 years, the grant ceases, irrespective of whether they are still in school or not. Additionally, age at the time of being orphaned is also crucial because it partly determines the nature and severity of children's psychological morbidity, developmental impacts, and practical problems (Webb, 2005; Mirshra & Bignandi-Van Assche, 2008). For example, age determines whether children are capable of self-support, either as a provider or as a dependant.

Hagen, Mahmoud, and Trofimenko (2010) argue that the trauma of parental death is likely to be more harmful to children in their early stages of human capital formation. Human capital formation is the process by which a given individual achieves their highest potential and aspirations by integrating and optimising a combination of on-

going processes such as education, job seeking, employment, skill formation, and personal development.

Hagen, Mahmoud, and Trofimenko (2010) identified a strong interaction between age at parental death and sex of the late parent, suggesting that the preferences of the surviving parent partly protected same-sex children from orphan hood's detrimental effects on human capital accumulation.

2.7.4.5 Education

According to the 2011 National Population and Housing Census report, young people with educated parents are more advantaged academically, compared to those in households led by parents who have not had the benefits of schooling or other forms of formal education. In Namibia, children and young adults live in rural areas in homes headed by people with less than a primary school education. The greatest numbers of young adults in such households are in Ohangwena, Omusati, Kavango East and West and regions (RAISON, 2014).

The desired outcome for the education service standard in Namibia is that "Vulnerable children enrol, attend, and progress through school (MGECW, 2009b, p.9)." As the numbers of orphaned and other vulnerable children grow, however, their families and communities become less capable of addressing their needs, including their ability to attend school (UNICEF, 2009). Even SSA countries' social services and education systems have been overwhelmed by the scale of the multi-pronged OVC problem.

Johnson (2011) found that the most frequently cited barriers of children and their caretakers to consistent school attendance include: inability to pay school fees, lack of a school uniform, difficulty in aiding orphaned children, presence of disease/illness in the family, and disruption of education due to political violence. The issue of school barriers to the education of the OVC is discussed below.

2.7.4.5.1 School barriers to the education of OVC

In addition to home level barriers, schools often present children with additional challenges to their school attendance and performance. Lack of school uniforms or school development fund hinder orphaned children's school presence, attendance and subsequent schooling success. This hypothesis is confirmed by the World Voices Positive (WVP) project in western Kenya, which explains that schools and educators are more likely to support school children who perform well in school, making it difficult for poor performing learners, and most of them are OVC (Johnson, 2011).

Many school level barriers, including issuance of school levies and fees, non-supportive teacher corps, emphasis on academic performance/curriculum, and inadequate attention given to the OVC negatively affect the inclusion of the OVC in school (Hoodley, 2007; Johnson, 2011). Below follows a description of some of the main school barriers that Orphaned and Vulnerable Children in central and western Kenya identified to have adverse effects on their school attendance and performance (Johnson, 2011). Orphaned and Vulnerable Children are less likely to be motivated to be in school because of such conflicting responsibilities.

2.7.4.5.1.1 School levies and fees

Orphaned and Vulnerable Children struggle to meet the costs of going to school. Johnson (2011) found that the support children get from well-wishers could often be erratic and unreliable, and for most of the time they rely on their own hard work to pay for school levies, uniforms, pens and books. However, rigid deadlines for payment, combined with escalating costs associated with going to school could mean that children can be sent home from school, or these children may decide to drop out of school. It becomes increasingly unattainable for children to simultaneously follow the curriculum, whilst engaging in casual labour (Johnson, 2011). Families with young children had to delay entrance to primary school until the family could save enough money for a school uniform (Johnson, 2011).

Nitsckhe, Ihemba, and Nekundi (2002) found that many OVC in the Khomas and Oshana regions of Namibia do not attend school mainly due to a lack of school fees; this situation has prevailed despite government policies that the OVC should be exempted from paying school fees when they are unable to afford (Nitsckhe, Ihemba, & Nekundi, 2002). In previous years, many OVCs in Namibia received assistance from donor funded programmes to buy uniforms or settle the SDF. However, UNICEF (2009) opposes that the donation of money, clothes, and food to needy children by programmes is not sufficient to enable children to survive.

According to Shumaker and Brownell (1984), orphaned children are likely to feel a sense of indebtedness to their providers, resulting in them hesitating to seek for further help even when they need it. To eliminate the sense of recipient-provider indebtedness, the processes of mutual caregiving (as that occurs in self-help groups), as well as

formalisation of the support system should be encouraged (Shumaker & Brownell, 1984).

2.7.4.5.1.2 Non-supportive educators

Educators usually teach according to the curriculum, paying little attention to the special needs of Orphaned and Vulnerable Children who may be struggling and failing to do their homework, because of home duties. This lack of understanding and support on the part of some educators, who also tend to use harsh words, and sometimes disciplinary methods to 'correct' children, could lead to frustration among the OVC. Inflexible and inconsiderate educators discourage these children from going to school, resulting in an increased number of school drop-outs Johnson, 2011).

2.7.4.5.1.3 Emphasis on academic performance

Many schools and educators emphasise on the set curriculum (Hoodley, 2007) or academic performance of their learners. However, it could be argued that while this is not unhealthy per se, schools might inadvertently punish students for their poor performance or their perceived disinterest in school, thereby discouraging Orphaned and Vulnerable Children whose concentration and time to do homework is often limited by home duties. Most orphaned children must perform some form of work to earn a living to support themselves and/or their families, and these activities interfere with their schooling (Guarcellu, Lyon, Rosati, & Valdivia, 2004). Allocating labour to home production, such as OVC performing many household chores, could have a bearing on the quality of learning, and the time available to them for learning.

The emphasis on academic performance within many schools means it is easier for well performing Orphaned and Vulnerable Children to negotiate access for support, thereby contributing to the academic and psychological exclusion of most vulnerable children (Guarcellu, Lyon, Rosati, & Valdivia, 2004). Thus, it would be ideal to have a pre-vocational stream in a secondary school to promote all the skills. This seems to have been taken care of in the Namibian revised curriculum being implemented with effect from 2018.

2.7.4.5.1.4 Inadequate attention to vulnerable children

It appears that due to large class sizes, a packed curriculum and inadequate staffing, many schools do not provide adequate attention to the special needs of Orphaned and Vulnerable Children (Johnson, 2011). Only few schools engage vulnerable children to work out how they could better cater for their educational needs, such as by offering more remedial classes, and open classrooms in the weekends. If attention is not given to orphaned learners, their presence in schools become insignificant, and they will feel unwelcome in that place.

2.7.4.5.2 Implementation of universal schooling in Namibia

Iipinge and Likando (2013) contend that in the context of education being a fundamental human right, many African governments had since their years of independence embarked on the provision of free education. Many of those initiatives by these African countries were, however, closely aligned with the recommendations of the World Bank as expressed in international United Nations treaties (Katzao, 1999). Iipinge and Likando (2013) charge that as the cut-off date of 2015 approached

to meet the targets of Education For All (EFA) and the Millennium Development Goals (MDGs), the Namibian Government abolished school fees at the primary education phase (Grades 0-7) in public schools as of 2013, practically signifying a genesis of universal primary education (UPE) in the country (Iipinge & Likando, 2013).

Many education pundits in Namibia questioned the extent that the abolishment contributes to the achievement of universal primary education in Namibia by 2015 (Haihambo ya-Otto, 2013; Iipinge & Likando, 2013). According to Iipinge and Likando (2013), despite the well-crafted legislations and Constitutional provisions on universal primary education, primary schools in Namibia continue to charge school fees as from 1990 to 2012. Many learners have been denied access to primary education due to the inability to pay school fees, which are referred to in the Namibian Education Act, (Act no.16 of 2001) as the School Development Fund (SDF) (Iipinge & Likando, 2013).

As the Namibian Government's commitment to the provision of universal primary education, Iipinge and Likando (2013) refer to the amount of N$ 162 million that was set aside to cover needs related to UPE, such as the teaching and learning materials, and to be able to carry out minor repairs and maintenance of school infrastructure throughout the country. The amount formed part of the Ministry of Education's budget of N$ 10.7 billion government allocation for the 2013/14 fiscal year (Iipinge & Likando, 2013). The allocated money was expected to cater for 386, 675 learners enrolled in primary schools during the 2013 academic year. The spending translated

into N$418.96 per child per year, and it was to be provided directly to schools (Iipinge & Likando, 2013).

In addition, although the Namibian government responded positively to the constitutional provision of making primary education free, learners were still expected to wear school uniforms (Iipinge & Likando, 2013). This served as another drawback to schooling for especially the OVC. As part of the introduction of universal schooling initiative in Namibia, it is worth noting that Universal Secondary Education (USE) was implemented with effect from the 2016 academic year (Iipinge & Likando, 2013).

The USE was implemented in 2016 as a noble idea because many children in the country did not have access to education during the colonial period (Iipinge & Likando, 2013), and for more than two decades after independence. However, while the introduction of universal schooling in Namibia was still at an infancy stage, it was important that Namibia learnt lessons from case studies of different African countries, such as Kenya who had implemented universal schooling multiple times, to address the shortcomings while at an early stage (Iipinge & Likando, 2013). While high enrolments have been a success story for most African countries that attempted this initiative, the challenges that were created because of universal schooling are enormous. This might also be applicable to Namibia in a not too distant future (Iipinge & Likando, 2013).

Forestier (2006) admits that on the surface, universal schooling sounds good, as it aims to make education accessible to millions of children who are not in school to meet the standards of the UN's Declaration of Human Rights. However, the author further

argues that, classrooms in many African countries become overcrowded, as there are instances where classes are swamped with children up to 100 in a class taught by teachers with minimal training, which raises concerns of the quality of education (Forestier, 2006). Forestier (2006) advises that governments need support when abolishing fees. Iipinge and Likando (2013) caution Namibia to devote more attention to issues related to the quality of education, human and physical resources/facilities, the management of funds by schools, teachers' workloads, provision of teaching and learning resources, and the responsibility of parents/caregivers as important stakeholders in education (Iipinge & Likando, 2013). As stated in Chapter One, the OECD (2008) is of the notion that improvement in educational equity could only be achieved through three key domains, namely: the design of education systems, practices - both in and out of school, and resourcing. Namibia does not seem to have prepared well for the implementation of free education.

2.7.4.6. Child participation

The child-centred approach aims to meet the purpose of ensuring that all children have all they need to succeed in life. However, given that thinking it is possible for adults to think that they are starting with children, but typically they focus on who seems to have a problem rather than on what the children really need. Adults then tend to provide services and programs that are only targeted for children or families as they deem necessary.

Through this cross cutting standard, the MGECW expects organisations who work with Orphaned and Vulnerable Children to "have a meaningful element of child participation in all decision making", and to "be cognisant of the key articles in the

CRC, and apply them in their work"; hence, children's rights should be exercised responsibly (MGECW, 2009b, p. 7).

Society should involve the OVC when making decisions about issues that affect them, because such programmes are likely to succeed when orphaned children actively participate in the identification and prioritisation of their needs. This inclusion would be in line with the notion 'nothing (can be planned) for us without us.'

It is important to note that, the concept of child participation should be contextualised within the African/Namibian settings. It is not natural for African adults to consult children. Even the *Ubuntu* philosophy puts emphasis on the group, rather than the "child". Mulaudzi and Peu (2013) also argue that in today's challenging environment, parents or school staff as separate entities will not be able to raise children alone, provide all the services, and meet all the needs to ensure that these children thrive and develop as envisaged. The scholars further argue that like a village, a school is an environment where socialisation, nurturing, support and encouragement of children take place (Mulaudzi & Peu, 2013).

Children acquire life skills from schools; therefore, they require an enabling environment that allows them to develop in terms of learning styles, eating habits, hygiene, exercise, play and other habits that constitute to a holistic development (Mulaudzi & Peu, 2013). It important that children are actively involved in this aspect, because the morals and values that children learn during their school years from their families and community influence their future endeavours (Mulaudzi & Peu, 2013). In instances where antagonism is bound to occur, such as the issue of child participation

in the African context, African governments ought to resist the temptation to copy and paste international agreements' wholesale, and to weigh the value attached to such stipulations, in order to avoid conflicts with their cultures.

2.7.4.7 Information and documentation

Nitsckhe, Ihemba, and Nekundi (2002) found that even though some OVC in Namibia are eligible for the OVC welfare grants, and the exemption of the school development fund or examination fees, they do not receive that support. This situation is due to the lack of information and the documents that are required to prove vulnerability, such as birth certificates of the OVC and death certificates of their parents (Nitsckhe, Ihemba & Nekundi, 2002).

Another study conducted in the Ohangwena Region by Mchombu (2009) reveals that information needs on financial assistance, exemptions from school development funds, and child care support are among the most pressing for most the OVC. Additionally, Mchombu, Mostert and Ocholl (2009) found differing information seeking approaches between OVC and their caregivers.

That challenge is far from being addressed, because a decade since recommendations were made to the Namibian government, most orphaned children could not access and benefit from available welfare grants due to a lack of supporting documentation, such as birth certificates, identity documents (IDs), and death certificates (Taukeni, 2013).

Mchombu, Mostert and Ocholl (2009) conclude that access to information for the OVC reduce their vulnerability to the effects of HIV and AIDS, because when the OVC and

their caregivers have the necessary information on the processes and requirements, including documentation, such as own birth certificates and/or parents' death certificates, it betters the chances of the OVC's to access the social welfare support.

It is evident that being in possession of requisite documentation opens facilitates the access to social services for care and support, improve health and nutrition outcomes, and to be considered for the exemption of the school development fund and examination fees. This access subsequently enables the OVC to access the necessary social support in education, health, food and nutrition; they receive improved protection, thereby upholding their rights to a dignified living.

2.7.4.8 Psychosocial support (PSS)

Psycho-Social Support (PSS) can be defined as an on-going process of meeting the social, mental and spiritual needs, which are essential elements for positive human development (UNICEF, 2006). Despite all the emotional problems, hardships, and stigma that the educationally marginalised children in Namibia must endure, they also have economic, social, educational, and psycho-social that need to be met. The psycho-social needs of children have received little attention in sub–Saharan Africa (UNICEF, 2009). The desired outcome for the PSS service standard in Namibia is that "children cope with losses and other trauma, and to have improved self-esteem" (MGECW, 2009b, p.21). Thus, where PSS is available, the OVC would be more encouraged, subsequently resulting in positive influences on their lives, thereby decreasing their vulnerability and increasing their resilience.

2.7.4.9 Stigma and discrimination

Stigma and discrimination result in the loss of dignity and self–esteem on the part of the individual being discriminated against. The MGECW included stigma and discrimination as a cross-cutting standard, and it expects all organisations that work with children to "have a policy of zero tolerance for stigma and discrimination, to work actively to diminish any form of stigma or discriminatory practices, and to highlight the plight of children with disabilities in their programmes (MGECW, 2009b, p.7)."

Some OVC studies indicate that there is stigma attached to HIV and AIDS. As a result, affected children are subjected to gossip, bullying, and fear (Guarcellu et al., 2004; UNICEF, 2006; 2009). Similarly, a study with orphaned children in central Kenya discloses severe discrimination at school by classmates and teachers in the form of taunts, teasing, and in some cases, repeated physical assault by senior learners (Johnson, 2011).

Society needs to shun stigma and discrimination, because these acts cause psychosocial distress in children. Through his service standard, the MGECW urges all organisations working with children to "know how to listen to children, and how to interact with them in a way that builds their self-esteem" (MGECW, 2009b, p.7).

However, society often discriminates against the orphaned, vulnerable, or the sick, perhaps unknowingly. Therefore, deliberate efforts ought to be taken by schools and communities to shun stigma and discrimination, because they are destructive to the individuals experiencing them. It is worth noting that how the OVC perceive the vulnerability of orphan hood has an influence on their lives, as it may result in high or

low self-esteem. When the OVC feel stigmatised by fellow learners and educators, it could influence their chances of success in schooling, and protection of their rights; thus, increasing their vulnerability and reducing their resilience.

2.7.4.10 Food and nutrition

The desired outcome for this service standard is that "children receive enough food to ensure adequate nutrition (for growth and development), and to lead an active and productive life" (MGECW, 2009b, p.12). Tsegaye (2008) concludes that the OVC suffer from the lack of proper nutrition, and they find it hard to access services such as education and health; in some instances, the scholar argues, family size and the number of orphaned children in a household have a negative relationship with children's nutritional status (Tsegaye, 2008). This is because, having too many mouths to feed presents difficulty during times of low food supply, because there is greater food insecurity among households with multiple orphaned children.

Tsegaye (2008) elaborates that where the OVC receive school feeding, they are more likely to have access to adequate nutrition, and preventative and curative health services that can improve their lives. This becomes possible because school feeding draws many children to attend school where the beneficiaries might be presented with the other services.

According to Braitstein, Ayaya, Nyandiko, Kamanda, Koech, Gisore, Atwoli, Vreeman, Duefield, and Ayuku (2013), supportive extended family care is essential in ensuring better food security, adequacy of diet, and nutritional status for the OVC. It is possible that the institutions are run with donor funding, which require regular

supply of a balanced diet, but it does not suggest that orphaned children should all be placed in institutional environments; it rather highlights the struggle for households and extended families to provide adequate food and nutritional support for orphaned children, and the opportunity for strengthening community-based support (Brainstein et al., 2013).

The provision of the school feeding programme can be beneficial, as it could serve as an entry point to the provision of other social services, including curative and preventive health services. Consequently, many countries in SSA, including Namibia, have implemented the initiative. Below is a description and analysis of the Namibian School Feeding Programme (NSFP) that is spearheaded by the Ministry of Education to some schools, particularly Primary Schools in country (MoE, 2012a).

2.7.4.10.1 The Namibian School Feeding Programme

The Namibian School Feeding Programme (NSFP) began as a pilot by the World Food Programme (WFP) in 1991, and it was fully taken over by the government of the Republic of Namibian in 1996/1997 (MoE, 2012a). Sibanda (2012) defines the Namibian school supplementary feeding programme as a national initiative implemented by the Ministry of Education (MoE) with the Ministry of Health and Social Services (MoHSS). MoHSS offers technical expertise in health-related issues through the National Policy for School Health (Sibanda, 2012). The school feeding has been an integral part of the government's strategy to address inequalities, and to expand access to educational opportunities to disadvantaged children, particularly orphaned and vulnerable school learners (MoE, 2012a).

A case study carried out for the Ministry of Education (MoE) revealed that the cost of the NSFP per child at all levels (national, regional, local, etc) amounted to N$282 per year (MoE, 2912b). This roughly translated to N$23 per child (MoE, 2012a). On the contrary, there are media reports that school children were being fed on less than N$1 per child in the school feeding project of the Ministry of Education in Namibia (Haidula, 2016). This amount is too little to ensure adequate and proper nutrition for the OVC.

Sibanda (2012) criticises that the implementation of the current school feeding supplementary programme is not sufficient, and that the ministry still needs to improve its delivery. Sibanda (2012) argues that the programme required strengthening by implementing more monitoring and evaluation measures to improve the efficiency of service delivery. The MoHSS is said to collaborate with the MoE in the implementation of the (school feeding) programme. However, it is not clear as to whether curative and preventative complimentary health services are being provided to the recipients of the NSFP as is the case in some sub-Saharan African countries

2.7.4.11 Protection

The desired outcome for the protection service standard is that "all children are protected from harm and abuse, and they receive protection when threatened or abused, or when they need care" (MGECW, 2009b, p. 18). UNICEF (2009) maintains that children's vulnerabilities and risks are related to the absence of protection from violence, abuse and neglect, and existing gaps in legislation and service delivery. Thus, where the rights of the OVC are fulfilled, and their wellbeing promoted, they are less likely to experience vulnerability, thereby increasing resilience.

Yates (2007) restates that young people in Namibia regard protection among the priority services they expect to receive. Smart (2005) found that poverty, HIV and AIDS, and sexual abuse are a major threat to children in Namibia. This assertion is not surprising, as media sources in Namibia are awash with reports of child sexual abuse by close family members and school educators alike.

2.7.4.12 Shelter and care

The desired outcome for the shelter and care service standard is that "children live in family settings that provide adequate supervision, shelter, and material care to children in the household" (MGECW, 2009b, p. 24). The situation for the OVC does not always make this standard possible. Guarcellu et al., (2004) blame that the dramatic rise in orphan hood and its accompanying vulnerability overwhelms families, communities, civil societies, and governments to ensure the safety and well-being of the orphaned children.

Due to the inadequacy of shelter and care among some families and communities, a new phenomenon of 'street children' has been gaining momentum in urban parts of Namibia. The issue of 'street children' or 'street kids' is rife in Windhoek, Keetmanshoop, and Rundu (UNICEF/MWACW, 2004).

The child rearing practices in the northern western areas of the country, where orphaned children are taken in through the extended family system, could be the reason why 'streetism' is not so common. Consequently, there has not been a need for the establishment of a safe shelter in the past. However, as the numbers of OVC started increasing in the northern regions of Namibia, there was a need to consider formal safe

homes. When families in the rural areas are overwhelmed by the OVC, they neglect children to live and survive on their own. Thus, with shelter, care and adequate support from the family and community, orphaned children are more likely to be in better positions to become resilient in life.

2.7.4.13 Health

Stover, Bollinger, Walter, and Monasch (2007) suggest that an ideal health care programme should include childhood immunisations, vitamin supplements for children under the age of five, routine health care for all, and reproductive health services for adolescent children aged 10–17. The desired outcome for the health service standard in Namibia is for "children to receive the health services they need, including prevention and treatment of HIV" (MGECW, 2009b, p. 15).

Children have the right to access basic health care services, the right to medical confidentiality, and the right to informed consent (UNICEF, 2009). However, in many situations, children are not able to realise these rights due to a variety of reasons. HIV and AIDS significantly affects the health of children and their families. Besides, children in AIDS-affected households are more vulnerable to other infections such as tuberculosis (TB) (UNICEF, 2009; MGECW, 2009b). Below are the factors that complicate the access of health services by the OVC.

2.7.4.13.1 Access to health services

Most of the OVC do not have access to the health care they need. To ensure access to health for all children and young adults, some countries have established social

insurance UNICEF, 2009). This is a set of interventions which support access to health care for children, including the most vulnerable living outside the family settings, as well as services to support communities and other subsidised risk-pooling mechanisms, preferably with contribution payment exemptions for the poor, reaching all households and individuals, including children (Bailey, n.d).

With the support of UNICEF and other donors, the Namibian government and NGOs initiated life skills programme such as the My Future is My Choice (MFMC), Window of Hope (WoH), and Adolescent Friendly Health Services (AFHS) programmes to increase access to health information, including HIV and AIDS prevention information, sexual and reproductive health information, and services for the target group.

In addition, Du Plessis (2017) confirms that the First Lady, Madam Monica Geingos currently champions the 'Start Free, Stay Free, AIDS Free' agenda to put the world on a Super-Fast-Track to end AIDS among children, adolescents, and young women by the year 2020. According to this programme, Start Free is a comprehensive sexuality education curriculum that is needed in school classrooms, so each school ought to have a social worker to provide essential support to children who have questions that are not addressed at home (Du Plessis, 2017). However, a social worker for each school might be a farfetched idea, since Namibia does not have sufficient social workers.

Stay Free involves providing voluntary medical circumcision for HIV prevention to 25 million men by 2020, focusing on young men aged 10–29 years (Du Plessis, 2017).

The service for boys to be circumcised can be provided and encouraged at school based clinics (Du Plessis, 2017).

Finally, AIDS Free involves the process where anti-retroviral treatment can be made available at school for children who need to take it (Du Plessis, 2017). Effective monitoring can be done to ensure that it is taken on time and regularly.

The campaign programme is noble, and it requires commitment of all responsible, and resources to see to its implantation. For this programme to succeed in Namibia, changes need to be made, as there are currently no school based clinics in the country, and the numbers of social workers required by it. In addition, parents should be encouraged to have their children circumcised at birth, to cut on the backlog that is necessitating voluntary medical circumcision to be carried out in schools.

2.7.4.14 Economic strengthening

Economic strengthening can be defined as the portfolio of strategies and interventions that supply or protect and/or grow physical, natural, financial, human and social assets (UNICEF, 2009). According to Stover et al (2007), economic strengthening results in economic self-sufficiency through implemented programmes to provide older children and/or their families with economic support, such as microfinance loans, skills training, grants or seeds. The desired outcome for the economic strengthening service standard in Namibia is that "families have improved household incomes, and are able to meet basic needs of the OVC" (MGECW, 2009b, p. 28).

The economic impact of HIV can be seen at many different levels, including the household and the family. HIV and AIDS affect the economic situation of children and their families in many ways. Income and assets could be depleted, because such households spend more on health care, the burden of caring for the sick, and funeral expenses.

There may also be less time for economic activities such as farming and trading. Also, as families take in more Orphaned and Vulnerable Children, the financial burden increases in the process, thereby increasing vulnerability (UNICEF, 2009). This service Standard appears to be less understood in Namibia, since it is rated seventh by both adults and youths at the time of development of these Standards (Yates, 2007). However, the OVC ought to be strengthened economically if they are to meet their survival needs.

2.8 The prevailing OVC deprivation in Namibia

The analysis of the 2011 National Population and Housing Census found that overall, social deprivation was most prevalent among children and young adults in the Ohangwena and Omusati regions (RAISON, 2014). This social deprivation includes various measures of social disadvantage in households, where children and young people live. This includes the level of education level of the head of the household, overcrowding, orphan hood, low income, and household dependence on social grants, disability, and so forth.

Similarly, available conclusions from the 2009 Audit on the MGECW by the Office of the Auditor General (AG) in Namibia regarding service delivery to OVC in the

country found that there are many services not being extended to them. Among those are the following: home visits, delays in grant approval processes, monitoring the use of the state welfare grants, children homes, places of safety, counselling services, school fees exemptions, overlapping child care functions, and the need for inter-agency collaboration. These issues will be discussed in the following sections.

2.8.1 Home visits

The Office of the Auditor General's audit found that the MGECW's social workers do not carry out enough visits to homes and constituencies to identify the OVC in the constituencies. The audit revealed that paramount to visits not being conducted/undertaken as envisaged is the perennial shortage in the numbers of qualified social workers in Namibia in general and in public sector (GRN, 2009b). Therefore, the Office of the Auditor General (AG) specifically recommends to the MGECW to fill vacant positions on its establishment for social workers in the regions to conduct more investigations and home visits in the constituencies (GRN, 2009b). In addition, the MGECW was advised to conduct home visits as prescribed to monitor the progress of the living conditions of the children in need of care (GRN, 2009b). Currently, due to lack of resources engulfing the country, the recommendation to recruit and fill vacancies by the MGECW is yet to be honoured, so the OVC must endure difficult situations. With home visits not being undertaken, the situations of the OVC remain unknown to authorities who could take remedial action.

2.8.2 Delays of the grant approval process

It appears that the MGECW delays the approval of applications for grants for the OVC. This delay could be hinged on the numbers of available social workers to do that work. Perhaps, once the filling of approved vacant posts is accomplished, the Ministry will minimise the duration of the application process to a maximum of three (3) months to approve applications (GRN, 2009b).

According to Nitsckhe, Ihemba, and Nekundi (2002), delays in the welfare grant approval processes results in the educationally marginalised child being forced by their schools to pay the SDF while awaiting the outcome of their applications.

It was further recommended that a proper filing system should be developed to avoid loss of documents needed for the processing of grant applications (GRN, 2009b). This is necessary because when supporting documents get lost, it is difficult to replace. Some caregivers and guardians can abandon the process when they are called to produce evidence over and over.

2.8.3 Monitoring the welfare grants

The Directorate of Child Welfare in the MGECW does not conduct enough home visits for reconstruction services to see whether the welfare grants are being used in the best interest of the orphaned children (GRN, 2009b). A study on the effectiveness of the child welfare grant reveals that much of the grant is spent on basic services such as food and clothing, as well as on school related expenses (MGECW, 2010).

It is important for the MGECW to regularly monitor the use of the welfare grant availed to OVC, because there are assertions that some caregivers and guardians abuse

this grant on alcohol and other things that are not related to the upkeep of the beneficiary children.

2.8.4 Children's homes and places of safety

It appears that the MGECW do not provide any allowances to children accommodated in registered children's homes and places of safety (GRN, 2009b). It was therefore recommended that the MGECW ensures that all registered children's homes receive the required allowances to assist the children who live in these homes (GRN, 2009b). Perhaps the MGECW should continue monitoring and supervising the conditions of children's homes to ensure that the children are receiving quality service, and are not overcrowded, since there is a monetary aspect attached to their numbers.

It is evident that children's homes are not a predominant feature of life in the northern regions of the country, notably in the Omusati Region. Orphaned and Vulnerable Children in these regions are usually integrated into the extended family system for care. However, with the plethora of social ills and financial interests, the OVC are no longer entirely safe within the extended family system. Some family members chose to foster care for the OVC with ulterior motives, resulting in the misuse of the children's grant, and abusing the children (GRN, 2009b). Therefore, it is high time that the OVC, especially those with little or no support from the family or community are considered in institutional care through children's homes and places of safety until they are empowered enough to be able to fend for themselves.

2.8.5 Counselling services

Namibian learners need sufficient psycho-social support, but the OVC require counselling even more. Therefore, failure by the MGECW to provide counselling to the Namibian children has had a huge impact on the OVC, and the ministry will fail in one of its objectives to improve the quality of life for the OVC in the country (GRN, 2009b). To offset the shortcomings of childcare resting entirely on the shoulders of ministry professionals, the MGECW should provide basic counselling training to volunteers in constituencies, so that they can assist social workers to counsel the OVC (GRN, 2009b). However, even though lay counsellors have been trained, the absence of social workers at constituency level makes the monitoring of the lay counsellors' activities impossible. Also, the work of the lay counsellors was remunerated with donor funding, and now that that these funding has decreased or entirely ceased, the OVC are left with huge psychological burdens to contend with.

Another Ministry with fiduciary responsibility for Namibian children is the Ministry of Education. The MoE does not have social workers on its structures, but it has a few guidance and counselling teachers. Mushaandja, Haihambo, Vergnani and Frank (2013) found that there are significant numbers of learners in Namibian schools whose psycho-social circumstances are dire because of a variety of socio-economic, psychological and cultural factors. Such learners need urgent psycho-social support. The MoE missed a great opportunity by appointing teachers as lay counsellors instead of specialised, qualified school counsellors (Mushaandja et al., 2013). Thus, the OVC struggle with emotional burdens because schools specifically, and the MoE in particular, are not equipped to address the OVC emotional issues.

2.8.6 School Development fee exemptions

Many schools in Namibia are reluctant to provide school exemptions to eligible OVCs. This lack of exemptions results in many OVCs in the country losing out on their education (GRN, 2009b). When the Education Development Fund (EDF) was implemented, schools did not hesitate to exempt the OVC, because schools were then assured of getting their money back from the fund if they exempted a child (GRN, 2009b). OECD (2008) suggests that it is perhaps more helpful to focus on targeting existing education expenditure to ensure that it contributes to equity.

2.8.7 Overlapping child care functions

There are unresolved overlapping OVC care issues between the Ministry of Gender Equality and Child Welfare, and the Ministry of Education, Arts and Culture. The child care functions of the ministries tend to overlap more often depending on the state or setting of the OVC – i.e. home or school; however, there is lack of interagency collaboration (GRN, 2009b).

To ensure that the OVC do not fall through the cracks, serious high-level clarification strategies need to be instituted. For instance, MGECW should clarify the purpose of the OVC grants to the Ministry of Education, Arts and Culture, so that they both know how to deal with the school fee exemptions of the OVC who are beneficiaries of the welfare grant (GRN, 2009b). Additionally, the MGECW should help the Ministry of Education to clarify the issue of exemption of the OVC to schools and relevant stakeholders, such as school boards, constituency councillors, the Ministry of Gender Equality and Child Welfare regionally based officials, etc., so that children will not be turned away from schools because of ignorance of policy stipulations (GRN, 2009b).

To better serve the OVC, the two ministries need to clarify their overlapping functions, so that all OVCs are included in services.

2.8.8 Interagency collaboration

The Namibian Government Ministries of Gender Equality and Child Welfare (MGECW) and of Education, Arts and Culture should coordinate better to help review and simplify procedures for applying for hostel and examination fee exemptions for the OVC (GRN, 2009b). Furthermore, the MGECW should help the MoE to ensure that all the schools in the country have, and understand the directives of the Education Sector Policy on the OVC, so that the education wellness of the OVC is facilitated (GRN, 2009b). Thus, with the overlapping child care functions, it is paramount that ministries and agencies should collaborate for the best interest of the OVC.

2.9 Towards a Conceptual Model for inclusion, care and support in Namibia

After reviewing the barriers to the inclusion of orphaned learners, the researcher devised a conceptual model for orphaned learner care and support in Namibia. This is affected through the theoretical considerations and philosophical thoughts presented in Table 5 below - together with the applicable sub-questions or objectives of the study from which the conceptual model for inclusion, care and support of orphaned learners is derived.

Table 5: Theoretical considerations with related research questions

Sub-questions of the study	Philosophical thoughts	Theoretical considerations applicable to research sub questions
What are the lived experiences of orphaned learners?	Young Foundation's Holistic education	Bio-ecological systems theory
How do these lived experiences affect orphaned learners' schooling experiences?		
How do schools identify orphaned learners with additional challenges?		Symbolic interactionism
How do schools perceive the impacts of orphan hood on learning and teaching of orphaned learners?		
What strategies do schools use to include orphaned learners?	Humphrey's philosophy on inclusion	Social Support theory
What strategies can schools use to better include orphaned learners in education?	Humphrey's philosophy on inclusion Young Foundation's Holistic education	
Are schools aware of existing policies on OVC in the country?	Young Foundation's Holistic education	

2.9.1 Conceptual Model for Inclusion, Care and Support

Although there is no single model of inclusion, care and support for the educationally marginalised, some key concepts are central to the commonly used models. Several concepts derived from the theoretical frameworks, theoretical models and philosophical thoughts, as well as the literature review. These include individual development, personal attributes, environmental characteristics, essential facilitating factors, social networks (formal and informal), social support, circles of support, self-help groups, empowerment, presence, participation, acceptance and achievement,

character and resilience, context, content, and contacts, which can be combined into a conceptual model for the inclusion, care and support of the orphaned learners in Namibia. These key concepts are discussed in a summary table (Table 6). Some of the concepts are explained and presented in Appendix 1.

Table 6: Key concepts for school inclusion and support

Concept	Definition	Application
Individual development	Activities that improve awareness and identity, develop talents and potential,	Individual development factors which build the human capital and facilitate employability, enhance quality of life and contribute to the resilience and realisation of the dreams and aspirations of an orphaned child.
Personal attributes	Personal attributes are traits that make up one's personality, which define who one is as a person.	Personal attributes are what make one who s/he is, what other people find in her/him that they may like or dislike. Some, such as positive emotions serve as buffers to life's challenges.
Environmental characteristics	External and internal attributes in the environment - identifiable elements in the physical, cultural, demographic, economic, political, regulatory, or technological environment	These factors, such as national Policies and laws affect the survival, operations, and growth of orphaned children.
Essential facilitating factors	Multiple positive and negative factors that combine in complex ways to determine each child's unique developmental history	Protective factors (such as food & nutrition, education, health, etc) that buoy the adaptation of orphaned children resulting in children's resilience in the face of adversity.
Social networks (formal and informal)	The web of social relationships that surround individuals.	Positive relationships formed with significant adults, such as educators, community members, etc., which enable adaptive engagement with adversity for an orphaned child.
Social capital	Relationships between community members including trust, reciprocity, and civic engagement	Situations where community members collectively improve leadership, social networks and quality of life.

Social support	An exchange of resources between two individuals perceived by the provider or the recipient to be intended to enhance the wellbeing of the recipient.	Any type of communication that helps individuals feel more certain about situations, and therefore, feel as if they have control over the situation.
Circles of support	Levels of support engagement to an individual child coming from family, meso-systemic settings (home, schools, church) and the legal environment	Small scale support to an orphaned child coming from the significant others surrounding her/him, to assist the child build up resilience.
Self-help group	A group of people who provide mutual support to each other when facing a common problem.	A support group of orphaned children is formed, where they meet regularly to share survival ideas.
Empowerment	Social action process for individuals to gain mastery over their lives	Individual OLs assume greater power or expand their power from within to create desired changes.
Presence	The promotion of the visibility of persons who are normally excluded from activities performed by their peers in ordinary learning contexts	Schools promote the visibility of orphaned learners.
Participation	The involvement of persons with differentiated needs in the quality of their learning experiences	Schools include orphaned learners in their teaching and learning experience
Acceptance	The degree to which communities, such as schools, acknowledge diversity and the right of those who are different to operate in similar educational and social settings without making them feel as if they do not belong	Communities accept and support orphaned learners
Achievement	The promotion of higher academic progress with better socio-emotional interactions in inclusive settings	Schools promote scholastic achievements among orphaned learners
Context	What young people have done in their lives, where they have been and that the experience that they have accumulated	Orphaned learners positively use their situations to work harder at school
Content	The academic and vocational skills and qualifications that young people have acquired through formal education and additional study	Orphaned learners succeed academically with employable skills
Contacts	Who young people know and develop relationships with (social networks), as well as who	Orphaned learners able to interact with fellow learners,

	they feel comfortable interacting with, asking for advice and help from, or working alongside	educators and community members
Policy, law and regulations	Legal interventions that address social inequity and social exclusion, including the legislative process, legal and judicial reform, policy review and monitoring, budgetary analysis and reform, and interventions to effect social and behavioural/attitudinal change.	Significant others such as educator and communities able to understand and implement national policies for the benefit of orphaned learners
Inclusion	Including all groups (of children) seen as being vulnerable to exclusion	Orphaned learners are included in all programs, e.g. schooling, drought food distribution
Character & resilience building	A young person's ability to apply themselves to tasks, their self-awareness and direction, self-control, confidence and ability to empathise with others.	Orphaned learners confident and resilient and able to face life
Orphan hood vulnerability	State of being deprived of parental care through the death of one or both parents	

From the provided definitions of concepts, also in Appendix 1, inclusion should be defined as an action-oriented concept with a focus on the removal of barriers, and on transforming power relations among orphaned learners, their schools, communities, and other governmental and non-governmental actors. This is meant to include all groups of educationally marginalised children, particularly those who are affected by orphan hood, and are thus rendered vulnerable to exclusion. It assumes that the strength and assets of communities can be strengthened to provide a safety net for the vulnerable in society (UNICEF, 2009).

Bearing this in mind that a broader definition of inclusion of orphaned learners is advanced from the application of key concepts in Table 6. Inclusion, in this case, can be defined when orphaned learners are provided with essential facilitating factors and conditions, conducive environments and support from legal frameworks in conjunction with the care and support of their communities and organisations, and they

gain mastery over their lives by changing their social and educational environment, thereby improving the quality of their lives.

In theory, inclusion is a multi-layered phenomenon, representing processes and outcomes of change for individual orphaned learners, the social structure of their communities, and organisations of which they are a part of. To this end, at the level of individual orphaned learners, "empowerment" includes their perceived control over their lives (acceptance by others, character, and resilience building). Given the critical awareness of the orphaned learners' social context, the establishment and implementation of the policy on inclusion and other legal frameworks become critical. These factors are conducive to inclusion, the formation of circles of support, and self-help groups through which contacts for social support are made.

In addition, essential facilitating conducive environmental factors are found through social networks with strong social capital. These encompass educational content, presence at schools, ability to achieve - and above all, their participation in all these envisaged change processes (Humphrey, 2008).

In the case of orphaned learners (OLs), when they are empowered it challenges, their perceived "powerlessness" that is brought about by poverty, chronic stressors and access to fewer resources. For holistic inclusion to take place, orphaned learners should have control over their lives (Young Foundation, 2014). In addition, their schools must holistically include them.

Schools must essentially embrace change to include orphaned learners, and to address their needs in such a way that orphaned learners are made visible, acknowledged, involved in their own education (teaching and learning), and enabled to succeed scholastically (Humphrey, 2008). These are also the well-meant intentions of the Education Sector Policy for the OVC that they remain at schools as much as possible, so that they can gain skills, and become self-reliant (MoE, 2008b).

The researcher interpreted Bronfenbrenner's bio-ecological systems, the social support, the symbolic interactionism theories, as well as Humphrey's philosophy of inclusive education, and the Young Foundation's holistic education into a conceptual framework for inclusion, care and support model for orphaned learners at home and school as presented in the illustration of building bricks of a house on a strong foundation of developing and implementation of policies, laws and regulations in a country (Figure 4). That is the gist of the conceptual model for inclusion, care and support of the orphaned learners in this study.

Through this conceptual model of inclusion, care and support for orphaned learners in Namibia, the coordinated formal and informal support from social networks to orphaned learners would build in them such as character and resilience to help them step above the immediacy of their otherwise despondent situations into a state of self-awareness and self-control over their lives.

Contacts	
Context	Content
Acceptance	Achievement
Presence	Participation
Self-help group	Empowerment
Social support	Circles of support
Social networks	Social capital
Environmental characteristics	Essential facilitating factors
Individual development	Personal attributes
Policies, Laws and regulations in a country	
Strong foundation built through meeting the basic needs of OLs	
Orphan hood vulnerability	

INCLUSION

Character   **Resilience**

Figure 4: Conceptual Model of inclusion for orphaned learners in Namibia

2.10 Theoretical framework

Tudge, Mokrova, Hatfield, and Karnik (2009) recommend that empirical studies should be guided by some theoretical framework from which the researcher operates; an explicit theoretical framework makes it possible for the compatibility of findings (Tudge, Mokrova, Hatfield & Karnik, 2009).

The theoretical framework that forms the basis for this study is presented and guided by appropriate review from literature, and it hinges on three theories, namely: the Bio-ecological systems theory (Bronfenbrenner, 1994), the social support theory (Lakey and Cohen, 2000), and the symbolic interactionism theory (Aksana, Kısaca, Aydına & Demirbuken, 2009). These theories are augmented by two philosophical thoughts on inclusive education; namely: Humphrey's concept of inclusion, and the Young Foundation's holistic education approach/paradigm.

The researcher chose these theories on the assumption that the orphaned learners, their caregivers, and teachers could provide the knowledge and insights into how the needs of orphaned learners are identified and managed. The theories advocate that by strengthening human relationships within supportive environments, it is possible to increase resilience and positive outcomes for individuals that otherwise have less care and support, such as orphaned learners (OLs). Each of the theories are explained in detail in the sections below.

2.10.1 The Bio-ecological systems theory

The bio-ecological systems theory, also called development in context of Urie Bronfenbrenner (1917-2005) highlights key concepts from Bronfenbrenner's seminal 1979 work. The theory considers the influences on a child's development within the context of the complex system of relationships (social networks) that form his or her environment. Bronfenbrenner (1979) offered a solution to this asymmetry through his theoretical perspective of the ecology of human development:

> The ecology of human development involves the scientific study of the
>
> progressive, mutual accommodation between an active growing human being

and the changing properties of the immediate settings in which the developing person lives, as this process is affected by relations between these settings and by the larger contexts in which the settings are embedded (Bronfenbrenner, 1979, p.21).

The bio-ecological systems theory suggests that a child's development is a product of a variety of critical dimensions, including context, process, time, and the individual's personal attributes (Lethwaite, 2011). Bronfenbrenner's model of the ecology of human development acknowledges that humans do not develop in isolation, but in relation to their family and home, school, community, and society where each of these ever-changing and multilevel environments, as well as interactions among these environments are key to development. The theory emphasises the "joint function" that personal attributes and environmental characteristics have on influencing an individual's development.

For Bronfenbrenner, the ecological environment, unique to everyone's situation, is a series of nested and interconnected structures as shown in Figure 5 below.
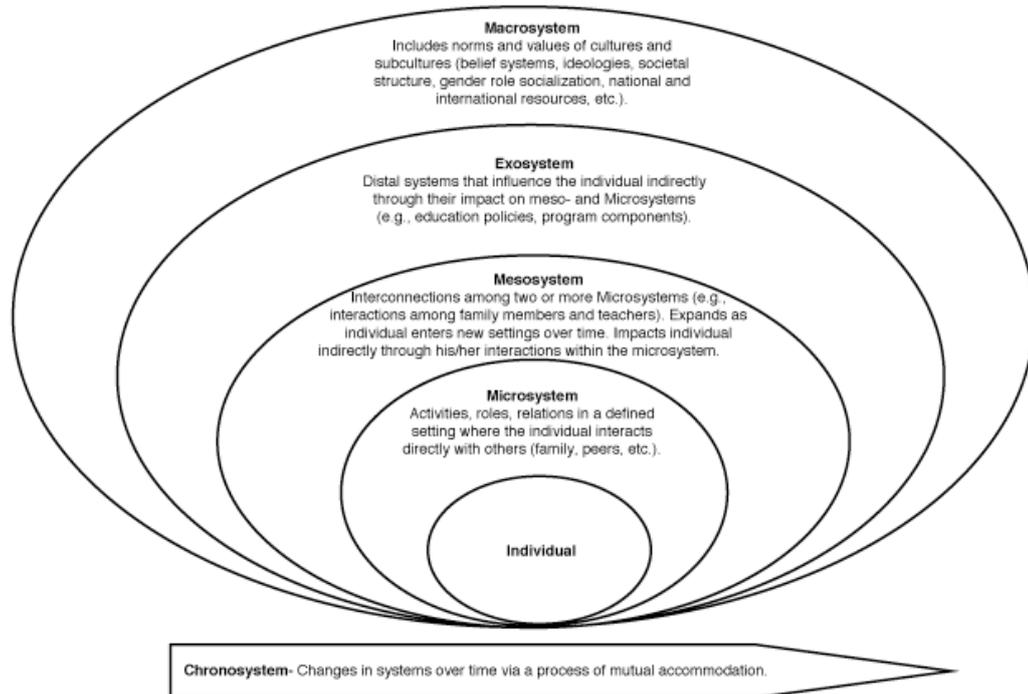
Figure 5: Bronfenbrenner's ecological Model

(Adapted from the C4EO)

Bronfenbrenner's ecological model locates the child at the centre of a series of concentric circles surrounded by family, then by community (schools or youth centres), and finally by national and sociocultural frameworks. The innermost structure being the individual, Bronfenbrenner suggests that individuals possess developmentally instigative or personal attribute characteristics that invite, inhibit, or prevent engagement in sustained, progressively more complex interaction with and activity in the immediate environment (Bronfenbrenner, 2005, p. 97). The following principles of this theory can be deduced from the diagram (Figure 8) and the entire model of human development.

For instance, the perspective of Bronfenbrenner's bio-ecological theory in this study is as follows:

1. The orphaned child is at the centre of the model.

2. The model acknowledges that an orphaned child affects and is affected by the settings in which he/she spends time.

3. Under normal circumstances, the most important setting for an orphaned child is his/her family, because that is where he spends the most time, and it has the most emotional influence on him/her. Other important settings may include his/her extended family, early care and education programs, health care settings and other community learning sites such as neighbourhoods, libraries and playgrounds.

4. An orphaned child's development is determined by what he or she experiences in these settings. For instance, is someone showing the orphaned child appropriate ways to behave? Is someone providing materials for him/her to play with? These experiences, are called proximal – or near – processes, which an orphaned child has with the people and objects in these settings, and they are the "primary engines of human development". (Bronfenbrenner & Morris, 1998).

5. The number and quality of the connections between the settings in which an orphaned child spends time, for example his/her family and school, also have important implications for development. Do the caregivers and educators communicate with one another often? Do they have similar expectations of the orphaned child?

6. Other environments where the orphaned child does not spend time could also affect the power of proximal processes to influence development. These could

include more immediate factors, such as the caregivers' workplace or community mandates, and more remote ones such as policies or laws.

According to the bio ecological systems theory, "child development takes place through processes of progressively more complex interaction between an active child and the persons, objects, and symbols in its immediate environment (Bronfenbrenner & Morris, 1998, p.996)."

These complex interactions can be likened to services that orphaned children receive, and for these services to be effective, they must occur on a regular basis over extended periods of time.

In contrast of the bio-ecological systems theory, Darling (2007, p. 2) argues against instances where a "more charitably, ecological systems theory is presented as a theory of human development in which everything is interrelated. Rather, the scholar sees the promise of Bronfenbrenner's work within three domains, which are just now being fully utilised by developmental scientists (Darling, 2007).

According to Darling (2007), the central force in development is the active person: shaping environments, evoking responses from them, and reacting to them; therefore, the fundamental premise of ecological system theory is its phenomenological nature. "If men define situations as real they are real in their consequences" (Darling, 2007, p.2).

It is worth noting that, different environments present different affordances, and are responded to in different ways by different individuals. Experienced and objectively

defined environments will not be randomly distributed about the developmental processes and the individuals one observes within them.

Derksen (2007) affirms that the bio-ecological systems theory has direct bearing on professional Child and Youth Care practice focusing on the infant, child, or adolescent with or without special needs within the context of the family, the community, and the life span. The developmental-ecological perspective emphasises the interaction between persons, and the physical and social environments, including cultural and political settings (Derksen, 2007).

The human development model consists of various ecologies or systems. These systems include the micro system, the mesosystem, the exosystem, the macro system, and the chronosystem (Bronfenbrenner, 1979). These ecologies are briefly explained below to depict what is happening in these structures to context the theory with the study.

2.10.1.1 The Micro System

The micro system's setting is the direct environment (Bronfenbrenner, 1979) an orphaned child has in its life. The orphaned child's family, friends, classmates, teachers, neighbours and other people who have a direct contact with the orphaned child is included in the micro system. Moreover, the micro system is the setting in which the orphaned child has direct social interactions with these social agents. The theory states that individuals are not mere recipients of the experiences they have when socialising with these people in the micro system environment, but they contribute to the construction of such environments as well.

2.10.1.2 The Mesosystem

The mesosystem involves the relationships between the microsystems (Bronfenbrenner 1979,) in an orphaned child's life. This means that an orphaned child's family experience may be related to the orphaned child's school experience. For example, if orphaned child is neglected by their caregivers, they may have a low chance of developing positive attitude towards their teachers, and they may feel awkward in the presence of peers and withdrawal from a group of classmates.

2.10.1.3 The Exosystem

According to Bronfenbrenner (1979), the exosystem is the setting where there is a link between the context wherein the person does not have any active roles, and the context wherein is actively participating. Suppose a child is more attached to their father, and the father goes abroad to work for several months, there may be a conflict in the relationship of the mother and child, and this situation may result in a tighter bond between the mother and the child.

2.10.1.4 The Macrosystem

The macrosystem setting is the actual culture of an individual (Bronfenbrenner, 1979), and it involves the socioeconomic status of the person (orphaned child) and the family, ethnicity or race, and living in a developing or a third world country. Being born into a poor family requires a person work hard every day.

2.10.1.5 The Chronosystem

According to Bronfenbrenner (1979), the chronosystem includes the transitions and shifts in one's lifespan, and may involve the socio-historical contexts that may influence the person (orphaned child). For example, divorce is a major life transition as it does not only affect the marriage, but also the children's behaviour; children are negatively affected on the first year after the divorce, but the next years after usually reveals that the interaction within the family becomes more stable and agreeable.

According to the Bio-ecological Systems theory, individuals lives within a series of the five interconnected systems or layers, and each of them interacts with the individual, and vice versa (Bronfenbrenner, 1994). Thus, an orphaned child growing up in a family setting is influenced by each of the settings, and the orphaned child influences each of those settings.

In terms of orphaned learners, they are in the first-place individuals in their own rights. As individuals, they are influenced by meso-systemic settings such as home, school, and church, their social networks, etc., in the same way that they influence these settings. They are similarly affected by policies and services that the government (exosystem) puts in place for them.

2.10.2 The social support theory

Matson (2011) defines social support as any type of communication that helps individuals feel more certain about a situation and feel as though they have control over that situation; it is a network of family, friends, neighbours, and community members that is available in times of need to give psychological, physical, and

financial help (Matson, 2011). This definition accentuates the network of typical people (e.g. kinship support) available to provide help, and delineates the types of multiple assistance provided by the network (Matson, 2011).

The social support theory proposes that in times of stress, support directly influences one's well-being and coping mechanisms by promoting self-esteem and self-regulation (Lakey & Cohen, 2000). These supportive resources can be tangible, for example financial assistance, mahangu field, and intangible e.g. personal advice, emotional /nurturance, informational/advice on grants, companionship/sense of belonging, etc (Lakey & Cohen, 2000). Thus, social support could be measured as the perception that one has assistance available, the actual received assistance, or the degree to which a person is integrated into a supportive social network (Lakey & Cohen, 2000).

Glanz, Rimer, and Lewis' (2002) social networks and social support conceptual model which illustrates the Social Support theory, and it consists of hypothesised relationships between social networks providing social support and health. The model shows how supportive connections between people (or other entities) influence physical, mental and social health as shown in the modified Conceptual model in (Figure 6).
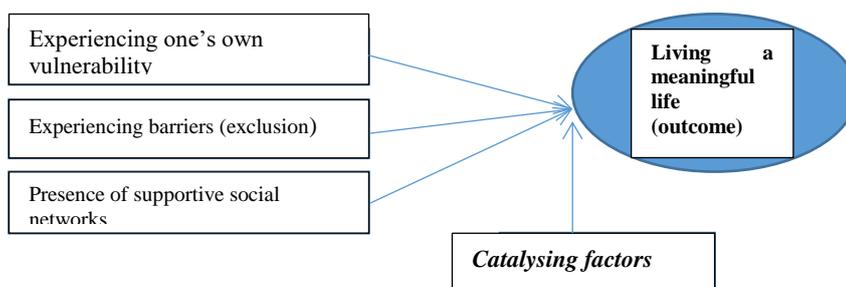
Figure 6: Conceptual framework

(Adapted from Glanz et al (2002)

Shumaker and Brownell (1984) provide another dimension of social support as an exchange of resources between at least two individuals perceived by the provider or the recipient as intended to enhance the wellbeing of the recipient. There are several ways in which Shumaker and Brownell (1984)'s definition differs. They include the concept of exchange, the perceptions of at least two participants, and a broad outcome measure. Furthermore, because the outcome is tied to the perceived intentions of either participant, the actual effects of support may be positive, negative, or neutral. Finally, support is neither limited to network members, nor to a stress paradigm (Shumaker & Brownell, 1984). The interpretative descriptions of the Social Support theory through the concepts of Circles of Support (COS), self-help groups, and formal support system are described below.

2.10.2.1 Circles of Support (COS)

The Social Support theory has been interpreted into a Circles of Support model for orphaned and other vulnerable children, and it was implemented in the SADC sub-region (SADC, 2007) as shown in Figure 7 with different of support. This support to individuals can come from many sources such as family, friends, and organisations (Lakey & Cohen, 2000).

Figure 1 : Levels of COS Engagement

Level 1 : child receives support from family, friends and neighbours.

Level 3 : Where decisions, laws and policies are made

Child

Level 2 : organisations such as school, church, social services, NGOs, CBOs etc
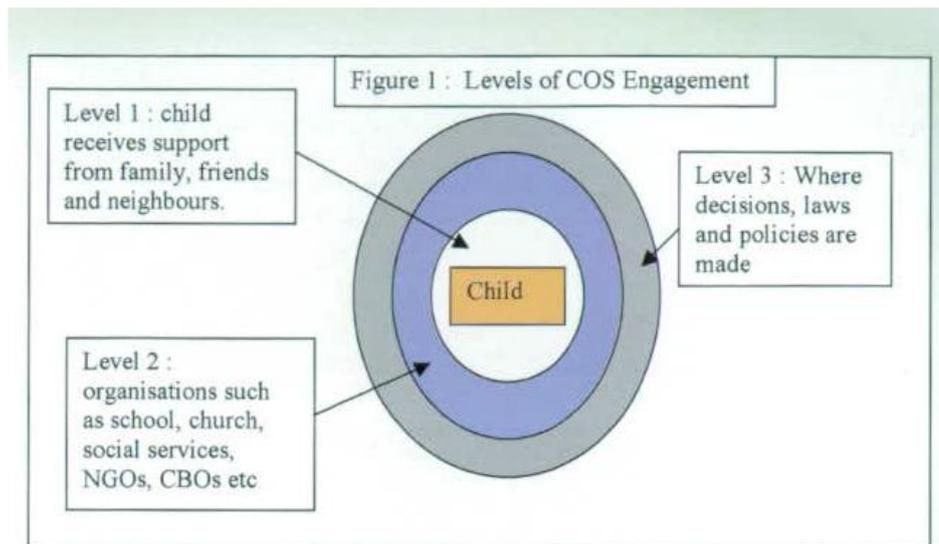
Figure 7: Levels of COS engagement

 (*Adapted from SADC, 2007*)

There are three levels of support, where the child receives immediate support from family, friends and neighbours at level 1; at level 2, support comes from meso-systemic organisations such as schools, churches, social services (including social workers) NGOs, FBOs and CBOs. At level 3, support is rendered in the form of laws and policies that governments, through policymakers, put in place, which are at the eco-and macro system levels.

The impact of HIV and AIDS on education on economic, home environment, psychological trauma and greater HIV risk factors are some of the obstacles to educational outcomes for orphaned learners (Smart, 2005). The development and implementation of 'Circles of Support' for orphaned learners at each school (Smart, 2005). With the orphaned child in the centre, the COS proposes that stakeholders should create a circle of support around the orphaned child, so that the orphaned learners access the necessary services.

2.10.2.2 Self-help groups

Self-help groups, also known as support groups, are formed by groups of people who provide mutual support for each other. Shumaker and Brownell (1984) avers that there is usually a sense of recipient indebtedness to the provider in this transaction. Therefore, to eliminate the sense of indebtedness, which may result in the recipient hesitating to seek help, the mutual caregiving that occurs in self-help groups should be encouraged.

In a self-help group, the members share a common problem, so their mutual goal is to help each other to deal with their problems. Self-help groups might exist separately or as part of larger organisations. They might operate informally or according to a format or program. The groups usually meet locally in members' homes or in schools, churches, or community centres. In self-help groups, specific modes of social support emerge. Through self-disclosure, members share their experiences, where they learn that they are not alone - that they are not the only ones facing a problem. This lessens the isolation that many people experience, especially those with vulnerabilities.

In the case of orphaned learners, mutually supportive self-help groups can be formed in schools. Such leadership could be provided by any teacher in the schools. Various support and care activities could be carried out, including visits by successful orphaned learners to motivate Orphaned Learners.

2.10.2.3 Formal support system

Formal support providers do not usually require reciprocity in the same way that informal support providers do, and they are less likely to be threatened by the needs of

the recipient (Shumaker & Brownell, 1984). Additionally, they require little effort to sustain the linkage, and they are often able to provide the recipient with more expert information than informal support providers (Shumaker & Brownell, 1984). Part of the burden can be moved from the informal network to a more formal support system. For example, clergy, health professionals such as social workers, and therapists may be valuable sources of support when circumstances cause disturbances in a relationship's normal balance between helping and receiving (Shumaker & Brownell, 1984).

The support of Life skills teachers fall under formal support since psycho-social support is in their mandate. For instance, the UNICEF Namibia funded Life Skills Programmes Window of Hope (WoH), and the My Future is My Choice (MFMC) initiative served as formal support structures. The programmes targeted primary schools and secondary, and out of school youths (Haihambo et al, 2006). The programmes provided knowledge, skills and attitudes needed to manage reproductive health and comprehensive sexuality demands and challenges (Haihambo et al, 2006).

2.10.3 Symbolic interactionism theory

Symbolic interaction is one of many theories in social sciences, earlier advanced by George Blumer (1969). The theory examines three core principles, namely: meaning, language and thought. These core principles emerge from the reciprocal interaction of individuals in social environments with other individuals (Aksana, Kısaca, Aydına & Demirbuken, 2009). According to Aksana et al,. (2009), the three core principles of symbolic interaction lead to conclusions about the creation of a person's self and socialisation into a larger community. Symbolic interactionism holds the principle of

meaning to be the central aspect of human behaviour. In this study, this theory gives an understanding of how Life Skills teachers especially experience and respond to the needs of orphaned learners.

2.10.4 Philosophical thoughts on educational inclusion

The *Ubuntu* philosophy approach has been part of African cultures and in traditional education. Mahlo (2017) acknowledges that Inclusive Education is a relatively recent policy phenomenon, although it embodies ideas and arguments that have long been discussed and debated upon. Philosophically, IE reflects values and principles, and is concerned with challenging the ways in which educational systems reproduce and perpetuate social inequalities about marginalised and excluded groups of learners across a range of abilities, characteristics, developmental trajectories, and socio-economic circumstances (Mahlo, 2017).

Orphaned and vulnerable learners are often marginalised and excluded from education due to their difficult living circumstances, coupled with insensitivity of educational institutions towards their needs. For this reason, Mahlo (2017) clarifies that inclusion is closely linked to the principles of equality and social justice in educational and social domains.

In the context of this study, inclusion also hinges on two philosophical ideas: the four-level definition of inclusion advanced by Humphrey (2008), and the Young Foundation's 2014 holistic education paradigm. Both philosophical considerations are described in further detail in the sections below.

2.10.4.1 Humphrey's philosophy on inclusive education

Humphrey (2008) advances a philosophy on inclusive education, which this study is partly centred on. The philosophy is based on a four-level definition of inclusion, namely presence, participation, acceptance and achievement. Presence refers to the promotion of the visibility of persons who are normally excluded from activities performed by their peers in ordinary learning contexts (Humphrey 2008); participation refers to the involvement of persons with differentiated needs in the quality of their learning experiences (Humphrey, 2008); whereas acceptance refers to the degree to which communities, such as schools, acknowledge diversity and the right of those who are different to operate in similar educational and social settings without making them feel as if they do not belong (Humphrey, 2008). Finally, achievement refers to the promotion of higher academic progress with better socio-emotional interactions in inclusive settings (Humphrey, 2008).

The idea of inclusive education provides an opportunity to identify, and to challenge discrimination and exclusion (Armstrong, Armstrong & Spandagou, 2011; Mahlo, 2017). Humphrey (2008) advises that for inclusion to work, it could not only rely on the interest, commitment and enthusiasm of one or two individuals. Accordingly, schools should commit to inclusion for it to be effective; the practice of inclusion is not simply about the application of particular pedagogical methods, but it is underpinned by the attitude, knowledge, and experience of staff (Humphrey, 2008).

The Ministry of Education of Zealand (2014) reiterates that building a more inclusive school culture is about having a shared vision in which all learners are valued and respected; it is about the school having the leadership and systems in place to support

staff, learners, and the community to realise that vision. In the context of this study, it essentially means that schools should embrace change to include orphaned learners, and to address their needs in ways that orphaned learners become visible, acknowledged, involved, and are enabled to achieve academic excellence.

2.10.4.2 The Young Foundation's Holistic Education

According to the Young Foundation (2014), the concept of holistic education entails that young people require a wide range of skills and capabilities to think creatively, collaborate, empathise and be resilient in the face of the opportunities and challenges that life throws at them. In this regard, the Foundation established a set of four skills and capabilities that are referred to as the 'Four Cs', namely: Character and resilience, Context, Content, and Contacts (The Young Foundation, 2014).

Based on the definitions of the Young Foundation (2014), character and resilience refer to a person's ability to apply themselves to tasks, their self-awareness and direction, self-control, confidence, and the ability to empathise with others. Improving an orphaned learner's social intelligence and emotional resilience skills is one of the most effective ways to improve their long-term chances of succeed in life (The Young Foundation, 2014).

The concept relating to what orphaned learners have done in their lives. The lived experiences and where they have been significant (The Young Foundation, 2014). It can be a critical factor of success to making sense of these experiences and to know how to apply them in the real world.

Moreover, content refers to the academic and vocational skills qualifications that orphaned learners acquire through formal education. According to the Young Foundation (2014), children from disadvantaged backgrounds underperform against their peers in examination.

Finally, contacts refer to the people known to the orphaned learner with whom they develop relationships with, forming social networks. The Young Foundation (2014) explains that OLs could feel comfortable when interacting with these social networks, and they might seek advice from them, or could work alongside them (the Young Foundation, 2014). Orphaned learners might not always realise the potential, power and scale of the networks they engage with (The Young Foundation, 2014). At times, these networks might empower the OLs with confidence to identify and achieve their ambitions (The Young Foundation, 2014).

The OLs continue to live, learn and negotiate their lives in an increasingly complex and challenging world. This underscores the need for empowered, resilient young people who play an active role in navigating their own paths (the Young Foundation, 2014).

The Four Cs are applicable to the situation of the OLs in Namibia, where orphaned learners need empowerment to build character and resilience amid their lived experiences. Thus, a holistic approach to education is needed to overcome educational inequalities, so that no one is excluded.

2.11 Summary

Chapter 2 presents a review of relevant literature in the context of this study by discussing issues such as the MDGs and SDGs, in relation to inclusivity. To ensure that the discussions lead to the fulfilment of the study, the topic on orphaned children in Namibia, and the mitigation of the educational challenges that the OVC face were dealt with in accordance to the sub-questions of the study. Furthermore, the literature review was in relation to the concerns of the study, such as the support of the orphaned children and the essential facilitating factors, Concepts were identified and discussed and used as bricks for a proverbial house in a conceptual model for the inclusion care and support of orphaned learners in Namibia. Finally, the chapter discussed the theoretical framework that the study is centred on, namely: the bio-ecological systems theory, the Social Support theory, and the symbolic interactionism theory and two philosophical thoughts on inclusion, Humphrey's philosophy on IE and the Young Foundation's holistic education.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter describes the technical layout and operational aspects of the study. As informed by the theoretical framework and the conceptual model of inclusion, care and support for orphaned learners in Namibia, this chapter provides the details of the research design, exploring the phenomenology and case study research designs in depth. The data collection processes are individually discussed under the sub-headings of individual interviews, document analysis, observations, and photo-voice techniques. Furthermore, the population, as well as the rationale for the selection of the study region were espoused. The sample and sampling procedures were also discussed. The researcher then looked at the development of research instruments or data collection instruments for orphaned learners, educators, and caregivers, including the data collection procedures, and research ethics.

Additionally, a pilot study was conducted for the testing of the interview tools, during which testing for validity, reliability, and acceptability were carried out on the research instruments. The pilot findings were presented and duly discussed. This was followed by the actual data collection exercise at the selected schools, namely SC1 and SC2 (as coded): and then followed by the analysis of such data, and ending with a summary of the chapter.

3.2 Research Design

This study adopted the qualitative phenomenological case study approach, involving two public secondary schools that are situated in the Outapi Constituency of the Omusati Region.

Qualitative research involves multi-perspective approach, using different qualitative techniques, and data collection methods. While quantitative data are important, statistics for orphaned children do not measure the lived experiences of children, or the magnitude of their problems (Akpata, 2006); hence, an orientation towards a qualitative research design fits the goals of this study.

The study intends to collect data by exploring the lived experiences of orphaned learners, and the strategies that schools employ to ensure their inclusion. Additionally, the study plans to identify solutions to the exclusion of OLs. Qualitative research is more useful with complex issues such as in the aspect of the education needs of orphaned children. Although the views are usually generated from small and sometimes self-selected samples with no benefit of comparative research; however, when such data are combined with national level Demographic and Health Surveys (DHS) studies, the outcomes suffices to let voices on the ground be heard (Ainsworth & Filmer, 2002).

3.2.1   Phenomenology

This study used the phenomenological approach, which, according to Patton (2015), is an approach that attempts to understand people's perceptions, perspectives, and understandings of a situation (phenomenon). The purpose of a phenomenological

approach is to understand issues from everyday knowledge and perceptions of specific respondent subgroups; thus, phenomenology focuses on an individual experiencing a phenomenon (Patton, 2015), such as an orphaned learner in the case of this study.

Essentially, phenomenological research entails looking at the universal nature of an experience. In other words, a phenomenological study tries to answer the question "what is it like to have such an experience?'', which, in the case of this study, specifically asked: "what is it like for you to live as an orphaned learner?"

However, scholars emphasise that a researcher needs to suspend his or her preconceived ideas about the phenomenon, to elicit and better understand the meanings given by the research participants. There searcher in this study was interested, according to Patton (2015), in developing a more in depth understanding, or in clarifying potentially conflicting or equivocal information from previous data The approach is not primarily concerned with explaining the causes of a situation, but it instead attempts to describe first-hand experiences first-hand (Patton, 2015).

3.2.2   Case Study

Yin (2003) describes a case study as a style of educational research, which might be appropriate for investigating the concept of inclusion, praising the design's uniqueness, and the educator's subjective experience as benefits. The case study research design facilitates the use of multiple methods, including primary and secondary data sources, and in-depth interviews with key participants (triangulation) for data collection and analysis (Berg, 2001; Patton, 2015; Yin, 2003). Triangulation improves the quality of the data and research findings by counteracting the threats to validity in each method (Berg, 2001; Patton, 2015).

The reason a phenomenological case study design was selected was to enable the researcher to interact with the orphaned learners, their caregivers, and educators to explore in depth their experiences within their schools (SC1 and SC2) and homes (Berg, 2001). Within these approaches, multi-levels of analysis for the study were used, focusing on the data from the selected schools in northern Namibia.

3.3 Data collection techniques

Data were gathered through in-depth phenomenological interviews from selected schools. In adherence to the phenomenological case research design, data were collected through the following methods:

- in-depth phenomenological interviews with orphaned learners

- individual interviews with caregivers and educators

- document review of national policies with relevance to the welfare of the OVC

- observations were also made in schools and households that were visited

- photo-voice technique used with orphaned learners only

All these multi-level data collection methods and techniques aimed to describe, make sense of, interpret, and reconstruct social interaction, to uncover the meanings attached to it (Akpata, 2006).

3.3.1 Individual interviews

The researcher conducted in-depth phenomenological interviews with orphaned learners in addition to structured individual interviews with caregivers and educators. These interviews were done in a bid to construct the lived experiences of the selected orphaned learners. Also, through the school-based interviews, the researcher intended

to identify the strategies that schools use to include orphaned learners. With permission from the respondents, all the individual interviews were audio recorded.

3.3.2 Document Analysis

An analysis was done on the following documents to spell out the welfare service delivery to the OVC in Namibia:

- the 2013 Education Sector Policy for Inclusive Education,

- the 2009 Standards for OVC service delivery,

- the 2008 Education Sector Policy for Orphaned and Vulnerable Children,

- the 2004 National OVC Policy, as well as

- the 2003 National HIV Policy.

This analysis was done in order to discover how schools understood, interpreted, and used the national policies to support orphaned learners under their care.

3.3.3 Observations

The researcher carried out systematic observations at the selected schools and households for an in-depth understanding of the lived experiences of orphaned learners. The researcher mostly observed the physical appearance of the homestead, economic activities, and activities in the *mahangu* field.

3.3.4 Photo-voice

Photo-voice is a visual methodology in which participants take pictures to capture the realities of their situations (Palibroda, Krieg, Murdock, & Havelock, 2009; Haihambo,

2010). The researcher purchased five disposable cameras, which she gave to the sampled orphaned learners to use over a three-month period. The sampled OLs took pictures to depict what their hardships, inclusion and exclusion practices that they faced at school or home. The disposable cameras were accompanied by note books to jot down and track the numbers, dates, and details of each photo taken.

3.4 Population

The target population for this study included all public secondary schools in the Omusati Region. However, the section on sampling provides an explanation on how only two schools got selected. The units of analysis included orphaned learners, their caregivers, and educators (including class teachers, Life Skills and Career and Guidance teachers, principals, and school board members).

3.4.1 Rationale for the study region

The study was motivated by and build on existing studies and incessant media reports in the country on the plight of the OVC. Research in 2004 estimated the number of orphaned children in Namibia to be 144,000, and projected it to a figure of 250,000 by 2021 (MoE, 2008).

The researcher purposely selected the populous and highly rural Omusati Region as the study site because the region is characterised by high numbers of young people, and is generally with high levels of hardships and high unemployment rates (NSA, 2014). With moderately high HIV and AIDS prevalence rates, the region stands to present many young people who are poverty stricken and vulnerable. According to

RAISON (2014), there has been minimal development aid in the region to address some of the glaring socio-economic hardships. The researcher's first-hand experience as an educator, a social development worker, and a resident of Omusati Region has resulted in direct experiences with the OVC in the region. Some of the OVC took over the running of the homesteads bequeathed to them after the demise of their parents, even though they are still children.

As a resident of the Omusati region, the researcher witnessed how many OVC juggled multiple tasks that came with the adult role, causing many to sacrifice their childhood and education. Of utmost importance, not many research studies have been carried out in the region, thus, against the background of the reasons there is a need for a formal research study in the Omusati Region. The Omusati Region is described in further detail in the next section.

3.4.1.1 Omusati Region

Omusati Region, pictured in a map in Figure 3, is the second most populous region in Namibia after the Khomas region, with a population of 226, 220, according to the 2011 National Population and Housing Census report (NSA, 2014; RAISON, 2014). Consequently, the region presents high numbers of children and young people aged 0-24. For instance, there were 33,196 young adults and 118,348 children (RAISON, 2014) during that Census year.

With a population of 228, 842 during the 2001 census (Office of the President, 2003) it also shows that the Omusati Region has minimal migration (NSA, 2014). The Omusati Region, as part of the former 'Owamboland' Bantustan homeland, lies within the Cuvelai drainage system that transects the north-eastern area of the region. The

region is, therefore, largely rural, having a 96% rural residency, which is the highest in the country (NSA, 2014). The region is also heavily dependent on subsistence agriculture.

Omusati Region, which at independence had no official local authority apart from Outapi having been used as an administrative centre by the previous regime (RAISON, 2014), Consistent with the typical system of local and regional government in Namibia, the Region presently has five proclaimed local authorities, which are rapidly growing into urban centres. These local authorities are: Outapi (the regional capital), Okahao, Ruacana, Oshikuku, Tsandi recently, and on a more moderate scale settlement such as Onesi and Okalongo (RAISON, 2014).

It is worth noting that OVC data for the Omusati region is high. For instance, the MoE's 2008 Education Management Information System (EMIS) report recorded 26, 773 orphaned children, whereas the 2006-2007 Demographic Health Survey (DHS) recorded 20, 323 orphaned children. However, only 16, 389 orphaned children were benefiting from a Ministry of Gender Equality and Child Welfare (MGECW) social welfare grant in the region (GRN, 2009a). This shortfall indicates a low access of potential beneficiaries to state sponsored OVC welfare grants in the region. This is a cause for concern, since indications would be that bona fide beneficiaries were not accessing the grant.

According to the National Population and Housing Census data, most people in the region live in individual family homesteads on small-holder 'farms', scattered rather evenly across the Cuvelai (RAISON, 2014). To the south of this area were many small,

remote villages, such as Amarika, Uutsathima, and Akusima. The youth who live in these far lying villages tend to be much poorer and with less access to services and economic opportunities, than those who live further north of the region (Appendix 13). The levels of deprivation and hardship in Omusati are generally high, although they are not as severe as in other regions (RAISON, 2014).

The high population of the youth translates into a higher number of learners (Appendix 12). Currently, Omusati Region has about 15 secondary schools, the majority of which are publicly funded.

3.5 Sample

According to Marshall (1996) and Patton (2015), an appropriate sample for a qualitative study is one that is 'information rich' to adequately answer the research questions or provides information for the study objectives. The researcher used the non-probability purposeful sampling technique to guide the selection of participants for the semi-structured interviews, because studies with groups (such as orphaned children) calls for sampling where researchers choose participants who are relevant to the research topic (Germann, 2005; Welman; Kruger & Mitchell, 2005).

3.5.1 Sampling Procedures

The researcher used criterion sampling (Patton, 2015) to select the two public secondary schools in the Outapi Circuit of the Omusati Education Directorate as study sites. Criterion sampling involves selecting all cases that meet some pre-defined characteristics, eligibility, or inclusion criteria (Patton, 2015), such as all public secondary schools in the Outapi Circuit, which happened to be only the two.

Educators, specifically the Life Skills teachers at each selected school assisted the researcher to identify all orphaned learners (OLs) from Grades 8-11. However, the researcher made a deliberate effort to leave out Grades 10 and 12, bearing in mind that the orphaned learners in those grades had a high chance of not returning to the schools the following year. However, the OLs in Grades 8, 9 and 11 still had more than 24 months to complete their schooling career. During the week of actual data collection, the researcher realised that the number of orphaned learners at the SC1 School was too high; and that led to the decision to only engage orphaned learners in Grade 11 in the study.

The numbers of OLs were high even with the decision to work with Grade 11s only. For instance, from a total of 50 orphaned learners who gathered during break time, the researcher further randomly, yet purposively selected orphaned learners to participate in the study. The researcher engaged the available orphaned learners in a draw-and-write activity, as depicted in Figure 8, to weigh the compelling nature of orphan hood experiences and stories that the orphaned learners brought to the fore. During the draw-and-write activity, the OLs were requested to provide their for the researcher caregivers' contact details to consult them for assent and consent for the participation of orphaned learners, and for their own eventual participation in the study.

The researcher selected educators as respondents depending on the duties, roles, and responsibilities they performed at schools towards the orphaned learners within their respective schools. Hence, Group 1 is comprised of the School Principal, School board members, and Counselling and career guidance or Life Skills teacher, while Group 2

consisted of orphaned learners and their caregivers. This sampling process ensured the representation of the most crucial stakeholders, including children's own voices in the study. The respective respondent groups are described below.

3.5.1.1 Orphaned learner respondents

Orphaned learner respondents are those who had lost a parent or both, and live with compelling vulnerability as a result, and at the time in Grade 11 at the selected schools.

3.5.1.2 Caregiver respondents

Caregiver respondents are the guardians of the orphaned learners, who were selected to take part in the study. The total numbers of caregivers could not match with those of the OLs, because one of the OLs was a head of household – meaning he did not have a caregiver.

3.5.1.3 Educator respondents

The educator respondents were selected according to their duties, roles, and responsibilities performed towards the orphaned learners within their respective schools. Thus, Group 1 consisted of the school authority: the School principal, School board members, and the Life Skills or Counselling and Career Guidance teachers.

3.6 Development of Research Instruments

Several research instruments or tools were developed to gather data for the study. These included interview guides, which were documents with guiding questions designed to solicit information appropriate for analysis (Babbie & Mouton, 2012). The

guides included semi-structured orphaned learner, caregiver, and educator interview guides, and less structured document analysis and observation guides.

3.6.1 Interview guides

All the interview guides were originally developed in English, but to ensure conceptual equivalence, interview questions were translated into Oshindonga and from Oshindonga to English after data collection. To check for the validity of the translated versions of the instruments, there was a back-translation of the interview tool from Oshindonga to English.

Respondents had a choice of their preferred language (Oshindonga or English) for the interview, but the researcher also determined the language to use for a specific interview, particularly emanating from the introductory greetings session. For instance, for almost all the caregivers (except one), the researcher chose to use the vernacular since most of the participating caregivers expressed themselves better in the vernacular. Since, the school respondents (OLs and educators) had fluency in both English and Oshindonga, the researcher provided them a choice for the language they preferred to have their interviews done in at the beginning of the interview process.

Translation from English to Oshindonga was intended to increase the validity of responses. Translation and back-translation were done with the assistance of commercially available translators, since researcher and the most local residents of Omusati Region speak a dialect (*Oshimbaanhu*) that is not yet in written form.

3.6.1.1 Orphaned learners' semi-structured interview guide

A separate semi-structured interview tool was developed for orphaned learners (Appendix 2). However, given the phenomenological nature of the study, follow up questions got asked depending on the initial responses of the individual interviewees. With the permission of the respondents, individual interviews were audio recorded.

The interview process for OLs was especially important to examine questions such as "What do orphaned learners suggest as a supportive school or home environment to cope with?" In addition, the photo-voice technique was used by orphaned learners only, to obtain answers to the question: "what are the lived experiences of orphaned learners?" They answered this by documenting their experiences at home and their inclusion at schools in pictorial form to tell their stories.

3.6.1.2 Caregivers' semi-structured interview guide

A separate semi-structured interview tool was prepared and developed for the caregivers of the selected orphaned learners (Appendix 3). However, given the phenomenological nature of the study, follow up questions were asked depending on the initial responses of the interviewees. Individual interviews were audio recorded. The interview process with caregivers was especially important to examine and validate questions such as "what are the lived experiences of orphaned learners?" Through this interview, the caregivers responded to the concern of experiences of orphaned learners from their perspectives as caregivers.

3.6.1.3 Educators' semi-structured interview guide

Separate semi-structured interview tools were developed for school authority respondents (Appendix 4). However, given the phenomenological nature of the study, follow up questions were also asked depending on the initial responses of the individual interviewee, as well as whether the interviewee was an ordinary educator, a member of the management cadre, or a member of the school board. Individual interviews were audio recorded.

The interview process was especially important to examine research questions such as: "how do schools identify orphaned learners with additional challenges?"; "what are perceived impacts of orphan hood on learning and teaching of orphaned learners?", as well as "what strategies do schools use to include orphaned learners?"

3.6.1.4 Document review and Observation guide tools

The researcher also prepared unstructured guiding tools for document review and observations in order for these to provide additional information for the study by answering some of the research questions such as 'what are the lived experiences of orphaned learners', and 'are schools aware of existing policies regarding the OVCs in the country?'

The researcher noted down the observations she made, and after every interview noted down the comfort- ability level of the respondent during the interview process.

3.7 Data Collection Procedures

After the researcher's proposal was approved by the Post Graduate Studies' Committee at the University of Namibia in 2013, the researcher sought permission to

conduct the study from the Permanent Secretary of the Ministry of Education (Appendix65). Once permission was granted from the Ministry of Education (Appendix 7), the researcher made telephonic contact with the Omusati Education Directorate management. Subsequently, the researcher visited the region in November 2013 to meet with the Acting Regional Director and Senior Education Officers to brief them about the proposed study. The introduction of the study, was done through a presentation of the research proposal to review its purpose, and subsequently requested permission for data collection from the proposed schools.

The researcher conducted a pilot study early in March 2014 to apply the interview tools at the only public secondary school in the Anamulenge Circuit, namely the Onawa Secondary School. Based on the results of the pilot study, the researcher made the necessary adjustments on the data collection tools. The changes made thereof are elaborated on in section 3.9.5.1.

The researcher then returned to the Omusati region in mid-2015 (June) to each selected school for actual data collection activities. As stated earlier in Section 3.3, data were gathered through four methods, namely: individual interviews, photo voice, observations, and document review.

3.7.1 Training of the orphaned learners for the photo-voice methodology

The researcher used 4-5 hours to train the orphaned learners to use the disposable cameras and the use of the note books, at the end of each week of visiting the respective school (SC1 and SC2 schools)s for actual data collection.

The researcher discussed all school-based research activities with the respective school principals, ensuring ownership and cooperation from all school stakeholders. The researcher assured the School heads that the research activities would not interfere with normal school activities as advised in the permission letter to the Office of the Permanent Secretary of the Ministry of Education (Appendix 7).

Most interviews with orphaned learners at SC1 School were done after school hours on the school premises, while those with ordinary teachers and school board members were mostly done during break times in the researcher's car. The School Principal's interview took place in her office. In the case of SC 2 being a day-school (without boarding facilities or a hostel), all interviews with educators and orphaned learners were conducted at break time in the researcher's car, except the School Principal's interview which took place in his office.

3.8 Research Ethics

The primary concern of any researcher dealing with human subjects is the safety of the participants. Research on sensitive topics with emotionally delicate participants such as orphaned children should carefully be considered and conducted only where circumstances of the study provides for the physical, emotional, and psychological safety of the subjects (Morrow & Richards, 1996; Greig & Taylor, 1999). All ethical issues related to working with children and young adults were specifically addressed in this study. These ethical issues included obtaining an informed consent, refraining from using deception, protection from physical, psychological, and emotional harm, maintaining confidentiality by using pseudonyms, and the need for the researcher to be supportive by referring cases to the Life Skills or Counselling and Guidance teachers at the respective schools.

The researcher made every effort to protect the identity of the orphaned learners to ensure anonymity (by using pseudo names), while at the same time representing their voices, particularly with the use of photo-voice. The informed consent involved permission for photo release; while only sharing their words and thoughts directly, but not associating any real names with statements made.

Ethical clearance for this study was obtained from the University of Namibia's (UNAM) Research and Ethics Committee (UREC) as PGSC/13/2613. Permission to conduct the study was sought from, and granted by the Permanent Secretary of the Ministry of Education (Appendix 7). Since there were clear overlapping OVC care functions between the two Government of the Republic of Namibia ministries (Education and Gender Equality and Child Welfare) a copy of the researcher's letter seeking permission to work with OLs was also lodged with the Permanent Secretary of the Ministry of Gender Equality and Child Welfare.

Permission to access the schools was sought from the Omusati Regional Education Directorate, while permission to engage selected educators as participants was obtained from the respective school principals and the educators themselves. For orphaned learners, permission was initially obtained from each of the schools, then their primary caregivers, as well as consent from the participating learners themselves (Appendices 10-12). Even though permission was requested in writing from the region and each of the schools in writing the (Appendices 9 and 10), the region and schools granted it verbally and/or telephonically.

3.9 Pilot Study

A researcher needs to be able to prove that the data are valid and reliable. Ideally, every instrument should undergo a formal pilot, where the acceptability, validity, and reliability of the measure is tested (Patton, 2015). This procedure means that researchers should also pilot the data collection process and cover letter with participants. The pilot study should be based on subjects from a similar population to that being examined in one's actual survey (Patton, 2015).

The Pilot Study was conducted in March 2014 at Onawa Secondary School, which is the only public secondary school in the Anamulenge Circuit, (in the Anamulenge Constituency) of the Omusati Region.

Through the Pilot Study, the researcher sought to test the validity, reliability and acceptability of the developed study instruments as described in the sections that follow.

3.9.1 Testing validity

A research instrument can be said to be 'valid' if it examines the full scope of the research question in a balanced way, which is when it measures what it aims to measure. The researcher tested for criterion, facts, and validity by comparing a new measure with an existing 'gold standard' scale and responses about 'clinical' events with information recorded from the 'clinical' notes and face-to-face interviews to evaluate whether responses match opinions.

3.9.2 Testing reliability

Reliability is defined as an assessment of the reproducibility and consistency of an instrument. To ensure reliability, the researcher developed guiding tools for orphaned learners and caregivers on the same subject matter: lived experiences of orphaned learners, to compare the internal consistency of an instrument from the various responses.

3.9.3 Testing acceptability

Qualitative methods can be used to assess the acceptability of a research instrument. One can request the participants in the pilot study to either write down their comments about the research instrument on a separate sheet, or telephonically evaluate the instrument during the validity testing (Patton, 2015). The researcher tested the acceptability of the instruments by asking for comments regarding the respective research guides from the respondents, and by noting how long it took them to complete the questionnaire.

3.9.4 Historical context of the pilot study school

As stated above, prior to the main fieldwork for data collection, a pilot test study was conducted to apply the interview tools. The pilot study was carried out for one week at the only public secondary school in the Anamulenge Circuit (and Constituency), namely the Onawa Secondary School. The pilot study involved three orphaned learners and three educators, and it is characteristically like the sampled participant schools, except that the pilot school had more modern infrastructure as a new school, and with better performing learners.

Onawa Secondary School is a newly established and first public secondary school in the Anamulenge Constituency (the only other secondary school Canisianum is church owned and run) with boarding facilities in an otherwise completely rural village of Onawa in the Omusati region. The researcher was informed that the school started off with the first phase in 2013 with Grades 8 and 11 learners. In 2014, the school had 282 learners enrolled in Grades 8, 9, and 12. The school has all the amenities of a modern boarding school, including electricity, running water and educators' accommodation facilities. It is believed that Onawa Secondary School is the 'Vision School' for the Omusati Region

The researcher on arrival at the Onawa SS was further informed that learners are drawn from far places, outside Omusati region. Learners are admitted to the school from various regions in the northern part of the country, based on their vulnerability (orphan hood being at the fore) status and their exceptional academic performance.

The researcher has noted that, although it is not documented, well performing schools such as the Onawa SS get preference of selecting Grade 10 learners with exceptional results in the national examinations. Consequently, since 2016, Onawa Secondary School had been among the top 20 best reforming public schools in the Namibia Senior Secondary Certificate Ordinary level (NSSCO) examinations. With the dynamism of the founding and current School Principal, the school is expected to continue producing excellent results in the national examinations.

The researcher contacted the School Principal telephonically, however, he advised about week-long absence to attend a workshop, so the researcher was left in the hands of the Acting Principal, who was the Science Head of Department.

The researcher arrived at the School premises on Tuesday, 25th March 2014, and first met with the acting Principal, who then referred her to the Counselling and Guidance teacher. Interviews were conducted in the office of the Counselling and Guidance Teacher. The distance to the homes of the orphaned learners and the poor road conditions (was an indication that it would be impossible to get hold of their caregivers). It was also a challenge to get hold of the chairperson of the School Board in person, since he lived in the Oshikuku Constituency of the Omusati Region. The researcher contemplated using telephonic interviews, however if these were to be conducted, it would prove difficult to record the conversations. Therefore, the researcher made a decision to engage one of the two educators, who served as members of the School Board to be interviewed instead of the Board Chairperson.

Over two days, the researcher interviewed three educators, including the Counselling and Guidance teacher, a teacher who was a member of the school board and the Head of Department who was part of school management, (then serving as acting principal). In addition, three learners were interviewed. These included two females and one male learners. The one female learner was a double orphan from the Omusati, region, the other female was a single orphan from the San community in the Ohangwena Region. Both were in grade 12 at the time. The male learner was in Grade 9. He was a vulnerable learner from the OvaHimba ethnic group in the Kunene region, The OvaHimba people of Namibia are part of the educationally marginalised in the

country. The Counselling and Guidance teacher referred him to be part of the respondents, although he is not an orphaned learner, however because of his vulnerability where he does not live with his biological parents but with an uncle and his family, and had on about two occasions

3.9.5 Pilot findings

The pilot study was deemed important to identifying any problems and omissions, as well as to evaluate the research process. Pilot testing of instruments was also intended to improve the precision, reliability, and cross-cultural validity of data.

The 2013 school statistics for the Onawa Secondary School found on the MoE HIV and AIDS Management Unit (HAMU) Monitoring Report Form recorded 68 (32 males and 36 females) OVC learners. Of these, 24 (10 males and 14 females) learners were exempted from paying the school development and hostel fees, while 9 (1 male and 8 female) learners receive counselling or other forms of psycho-social support. The researcher noticed, and the Counselling and Guidance teacher agreed that, male learners seemed reluctant to freely express their problems. The teacher remarked that this could be attributed to cultural beliefs, where African men were culturally not raised to express emotions.

3.9.5.1 Interview tool findings

Based on the results of the pilot study, the researcher made necessary adjustments such as excluding some questions that were repetitive, particularly in the interview guide for schools. The term 'waive' was changed to 'exempt' across the interview tools,

because the latter was what was used and understood by all. To ensure the validity of the interview tools, the researcher examined the full scope of the research questions in a balanced way, ensuring that the interview tools measured what they intended to measure.

The researcher determined the internal consistency of the interview tools by rephrasing interview questions but this method was deemed repetitive by some respondents through responses such as *'I think I answered this already.'* Some of the responses received to questions asked in different ways were then compared as before and found to be uniform. The researcher also received feedback that although interview tools were acceptable to participants, they took long to complete.

Following the analysis of the pilot study data, ambiguous or unclear questions were either rephrased or removed entirely. Lastly, the researcher decided to not collect data during the rainy season to be able to access all required places.

3.9.5.2 Participant Findings

The researcher found consistency with findings of a 2009 GRN audit that learners anticipating fee exemptions were literally coerced to pay first, while waiting for the approval of those exemptions. The pilot school maintained that learners could not be 100% exempted from paying the SDF, because the school needed the money to run its activities. No one could really argue with schools, bearing in mind the fact that the once mooted "Education Development Fund" (in the 2001 Education Act) was not yet made operational to help schools out with refunds of the school development fund, where the OVCs who could not pay were admitted (GRN, 2009b). Hence, the odds were stacked against the orphaned and vulnerable learners.

3.9.5.2.1 Orphaned learners' findings

Some of the orphaned learners who engaged in the pilot study indicated that they were constantly reminded by school management that they had not paid their School Development Fund (SDF), and were in a way coerced into paying it even if they had the exemption letters. One female learner explained that the acting principal did not understand her situation, so her former (primary school) teacher had to pay for her SDF, because as she related "*it was very bad; they were after me all the time asking for the money*!"

3.9.5.2.2 School respondents: School management

The school management vehemently argued that they would no longer honour the 100% fee exemptions granted to OVC by the Ministry of Education and/or the Ministry of Gender Equality and Child Welfare, because the full exemption affected the income expected by the school for its normal operations.

This finding agreed with the 2009 audit report on the OVC service delivery in the country, which found that in terms of the OVC school development funds and examination fees exemptions in the schools visited, there was still a reluctance from educators to grant exemptions to the OVCs who could not afford to pay school development funds. In this regard, it was very clear that the education system turned vulnerable learners and schools against each other, and in the process, placing the orphaned learners in precarious situations.

3.9.5.2.3 School respondents: Educators serving on the school board

The researcher found that educators who served on the school board were more sensitive to the special needs of the orphaned learners. They even opined that educators at schools across the country needed training to understand the needs of the OVC, to better cater for them. The fact that most educators in schools did not seem to understand the special needs of the OVC was a far cry from the stipulations of the Education Sector Policy on the OVC that "the Education Ministry should, therefore, ensure that educators were adequately trained, and can serve as role models for the OVC" (MoE, 2008b, p 5).

The realisation that some educators were clueless on handling the OVC was an indication that tertiary institutions needed to incorporate this aspect in pre-teacher training, and for the Ministry of Education to provide adequate and regular in-service training to educators.

3.9.5.3 Discussions of pilot study findings

The findings of the pilot study indicate that the education system was currently staking vulnerable learners against schools that were equally vulnerable, which did not seem to be congruent with the theoretical stipulations of the Ministry of Education's 2008 Education Sector Policy for Orphaned and Vulnerable Children, and the 2013 Education Sector Policy for Inclusive Education. These policy documents expect all Namibian schools to have the capacity to identify and support learners who, for one reason or another, manifested educational or psychological needs (MoE, 2008a; MoE, 2013).

The directives of the policies clearly state that no learner should be excluded from a government school because of their inability to pay school fees or to afford a school uniform. Furthermore, no learner should be excluded from examinations conducted at a government school as result of their inability to pay examination fees (GRN, 2003, p10). Specifically, the Education Sector Policy on the OVC specified the role of schools:

> Schools should provide an accessible, safe, and conducive learning environment, free of stigma and financial barriers, in which the legislated Code of Conduct for Teaching Service guarantees a culture of care and gender-sensitive education. Moreover, educators, acting *'in loco parentis',* are custodians of the learners at schools and must adapt a mind-set of being caring and careful. The Education Ministry should therefore ensure that educators are adequately trained and can serve as role models (MoE, 2008b, p.5).

However, given the reality of the situation of orphaned learners in schools, the stipulations are rather 'wishful thinking' because the policies are not clear on the implementation aspect and the resources availability, so schools were merely instructed to be sensitive about the needs of OVC, thus:

> All education sector employees should be sensitised about the special needs of learners and students who are infected, affected, or orphaned by HIV/AIDS, and other vulnerable children. Heads of educational institutions should facilitate the access of such learners and students to support and provide counselling services and, where necessary, to include them in the school feeding schemes (GRN, 2003, p.10).

Through the policy directives, heads of educational institutions were tasked to establish functioning, supportive, and monitoring of effective support and counselling services at their institutions. The pilot school, however new and near the Constituency Councillor's office, does not recall a visit from either a social worker or the Constituency Councillor to learners with vulnerabilities at their school. The Counselling and Guidance Teacher at the pilot school tried her best to attend to the myriad of the needs of the OVC learners in the school.

Furthermore, the heads of educational institutions were tasked through the policy to ensure adequate flexibility in schedules and rules, including school hours, responses to being late or erratic attendance, and age norms and facilitation of homework by learners and students who are orphaned or otherwise affected by HIV/AIDS (GRN, 2003). However, it was not clarified how supportive the entire education system was going to be apart from the issuance of policy directives, validating Ansell's argument, (as cited in Andersen, 2012) that if the needs of HIV-affected children were to be met through schools, the education sector's role must be understood in relation to an ethics of care, rather than the functionalist production of a future workforce. This sentiment was also similarly echoed by Mahlo (2017). However, as far as the researcher was aware, no public school in the country chose what to do. This made it impossible for individual schools to set educational activities at flexible times to accommodate the needs of vulnerable learners; all schools in the country must abide by the stipulated education sector rules and procedures.

Findings from educators and some orphaned learners revealed the misuse of the OVC grant by guardians who received it on behalf of the orphaned learners. An example was cited that a learner "*only received a mere N$100 per annum out of the entire grant of N$1200 provided by government*". This finding renders weight to the findings by the Ministry of Gender Equality and Child Welfare in a study that assessed the effectiveness of the grants in some regions (MGECW, 2010).

The findings of the pilot study are comforting, however, because the teacher counsellor expressed that despite the hardships that many orphaned learners faced, most them were resilient, and it appeared that the school was generally supportive of them.

Additionally, orphaned learners ranked education on a pedestal as one of those services that could create a brighter future for them, but they suggested a fund to be created to sponsor their tertiary education. For interest's sake, the researcher followed up on the results of the two Grade 12 participant orphaned learners, and found that they performed well and were both, in fact, pursuing tertiary education.

3.9.5.3.1 Overlapping OVC care function

Compounding the OVC care issue was the lack of clarity and overlapping child care functions between the Ministries of Gender Equality and the Child Welfare (MGECW), and Education (MoE). It was the responsibility of either ministry depending on whether OVC were found at home or school, increasing the risk of the OVC falling through the cracks.

Of utmost importance, the MGECW and the MoE should tackle the SDF exemption issue for the OVC, so that no deserving learners are turned away from schools due to any form of non-payment. The ministries should coordinate more to review and simplify procedures for applying for hostel and examination fee exemptions for the OVC. Thus, the concerned ministries and stakeholders needed to urgently find a lasting solution to ensure that learners and schools survived and thrived under the current education realities.

Perhaps, the introduction of universal secondary education from the 2016 academic year would serve as a welcome relief and solution to the ongoing OVC educational challenges. The data for this pilot study were collected in 2014 when the school development fund (SDF) was still mandatory for secondary schools. However, since 2016, the situation was changed by the introduction of the Universal Secondary School (USE) in Namibia.

In preparation for the actual data collection, which was the next major step, the researcher noted the need to learn about the use of the phenomenology technique, and put all the necessary plans in place to make this a manageable undertaking.

3.10 Main study data collection

During the first semester school holidays in April 2015, the researcher reminded the principals of SC1 and SC2 in the Omusati Region about the planned data collection exercise at their respective schools, in June 2015. The researcher then travelled to the Omusati Region during the weekend of the 8th - 20th June 2015, spending a week at

each sampled case study school. By that time, the interview materials were all translated into the Oshindonga vernacular.

3.10.1 Study site context: SC1 (School 1)

SC1 is a secondary school situated in Outapi town, and it was established in the 1970s in the pre-independence era. The researcher attended this school for 3 years (from 1983-1985).

SC1 has boarding facilities, where most of the learners were housed during school terms. The researcher arrived at SC1, and met the School Principal, who then referred the researcher to the Life skills/Counselling and Guidance teacher.

3.10.1.1 Sampling process at SC1

The researcher was informed that 250 out of the 733 (34%) enrolled learners were OVC, registered with the Life Skills teacher at the beginning of that academic year. Given the high numbers of OVC available from which to choose just a few orphaned learners to participate in the study, the researcher made a deliberate decision to select from Grade 11s only, instead of engaging Grade 8s and 9s. This decision was because the Grade 11 learners had more time and experience at secondary level (with 4 years of secondary school attendance already). The selection was made by identifying the registered orphaned learners in Grade 11 classes. The identified Grade 11 orphaned learners were requested to come and meet with the researcher in class during break time.

During break, the researcher gathered the learners, and gave each of them an A4 paper and pencil to write about their orphan hood experiences as accurately as possible. The orphaned learners were also requested to provide details and contact information of their caregivers. The researcher then read through the stories, and then selected compelling stories of vulnerability, thus resulting in the selection of the learners with such narrated experiences as potential research participants. With the caregiver contact details provided, such as telephone numbers and villages of residence, the researcher made appointments to meet them. Only the selected orphaned learners whose caregivers responded to the researcher's calls were included as respondents in the study.

Over the following days, the researcher met the caregivers of the selected orphaned learners at the villages of *Omundjalala* (Anamulenge Constituency), *Olukekete* (Outapi Constituency), and *Otshuuli* (Oshikuku Constituency). *Olukekete* and *Otshuuli* villages are distant from Outapi town, where SC1 is located; which required the researcher to drive early in the morning.

Only after all the caregivers were met, consented and interviewed that the researcher was able to start involving the orphaned learners in the study. As earlier alluded to, it should be noted that one of the orphaned learners who hailed from *Omugulu gwEembashe* village (Tsandi Constituency) was the head of their household; hence, the researcher did not travel to that village because there was no caregiver to include in the study.

During that first week of the study, the researcher also interviewed educators, including the Life Skills/Counselling and Guidance teacher, the principal and a teacher who served on the school board. The total of respondents is ten from SC1.

3.10.2 Study site context: SC2 (School 2)

SC2 is a day secondary school (with no hostel facility) that is situated in the *Oshiputu shEendjamba* village (Outapi Constituency) about 20 kilometres from the Outapi town, and en route to Ruacana. The school was established as a secondary school in 2012 as an 'upgrade' from a Combined School. The upgrading exercise was, however, neither accompanied by infrastructural development, nor human resources development, resulting in a negative impact on the school. In terms of academic performance, SC2 is currently one of the few black sheep of the Omusati Region, having consistently produced a 100% failure rate since its establishment, except for 2017.

The school did also not have a substantial head since the retirement of the former combined school and new secondary school principal. Additionally, the school does not also have hostel facilities for learners, making them all essentially day-learners. These dynamics has tremendously affected how learners boarded to be able to attend the school.

3.10.2. Sampling process at SC2

Upon arrival at the school premises on the 15th June 2015, the researcher immediately met the acting principal, who then handed made referrals to the Life Skills teacher.

The researcher firstly met the identified caregivers at the villages of *Okaile*, *Nakayale* (Outapi Constituency), *Etunda* (Ruacana Constituency), *Onanime* (Outapi Constituency), and *Oshiputu shEendjamba* (Outapi Constituency) before interviewing the orphaned learners at the school. Thus, in the second week of data collection, the researcher interviewed four orphaned learners, four caregivers, and three educators, who were made up of the Life Skills teacher, the acting principal, and a teacher who was serving on the school board. In total, the participants amounted to 11 (eleven).

3.10.3 Sampling procedure at SC2

The sampling of orphaned learner respondents is shown in Figure 8, which depicts orphaned learners participating in a write-and-draw exercise at SC2.

Figure 8: SC2 Orphaned learners in a 'draw and write a story' exercise

The outcome presented in Table 7 below is from the sampling process to identify the respondents for the study.

SC1 School	Males	Females	Total	Selected
Grade 11 C	2	4	**6**	
Grade 11 H	5	4	**9**	
Grade 8	2	3	**5**	
Total orphaned children	9	11	**20**	**4**
Caregivers	1	2		**3**
Educators	0	3		**3**
SC2 School	Males	Females	Total	Selected
Grade 11 E	7	9	**16**	
Grade 11 A	5	7	**12**	
Total orphaned children	12	16	**28**	**4**
Caregivers	0	4		**4**
Educators	2	1		**3**

3.10.4 Characteristics of respondents

Table 8 below presents the characteristics of the various respondents who participated in the study, captured from the respective interview instruments, and the in-depth interviews. Other information came from the follow up calls with the Life Skills teacher.

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Table 8: Characteristics of respondents

Pseudonym	Age (Range)	Type/Role	School	Lived Experience	Welfare Grant Status
David	17 years	single orphan, male	SC1 Grade 11	Lived with biological father and step mother; had no clear birth documentations	Did not receive the grant; did not have clear documentation
Maria	23 years	double orphan, female	SC1 Grade 11	Lived with a married female cousin, had no mother's death certificate	Did not receive; has received school exemption though
Petrus	23 years	double orphan, male	SC1 Grade 11	Was head of their household	Did not receive grant
Magano	20 years	double orphan, female	SC1 Grade 11	Lived with paternal grandmother	Used to receive, but has been **de-selected** as a result of her attaining 18 years of age
Lovisa	17 years	Single orphan. Female	SC2 Grade 11	Lives alone in her mother's homestead. *Repeated Grade 11.*	Received grant
Pandu	17 years	Single orphan, female	SC2 Grade 11	Lives with mother; sent to a school without a hostel in another constituency, and rent a flat in a location near the school. *Repeated Grade 11*	Received the grant (which equalled to her monthly rental payments at the flats)
Ndapanda	23 years	Single orphan, female	SC2, Grade 11	Lived with mother and many siblings, did not have birth documentations, family was dis-inherited after father's death. *Dropped out of school because of pregnancy*	Did not receive the grant
Willem	20 years	Single orphan, male	SC2, Grade 11	Lived with mother's family. Contributed to making situation what it was through ill-discipline. . Lived at another family's homestead for school attendance purposes. *Dropped*	Did not receive, told mother works for government

				out of school and school cannot account for him.	
Teacher 1	45-50	Female, Life Skill and Career and Guidance Teacher	SC1	University trained, 16+ years teaching experience, 1-5 years in OVC care and support	-
Teacher 2	41-44	Female, Teacher and School board member	SC1	University trained, 16+ years teaching experience, 6-10 years in School Board duties	-
Teacher 3	41-44	Female, School Principal	SC1	University trained, 11-15 years teaching experience, 6-10 years in school management, trained as Career Guidance Teacher for OVC care and support though does not practice it	
Teacher 4	35-40	Female, Life Skills Teacher	SC2	University trained, 6-10 years teaching experience, 1-5 years in OVC care and support	-
Teacher 5	35-40	Male, Teacher and School Board Member	SC2	University trained, 11-15 years teaching experience, 6-10 years in School Board duties	-
Teacher 6	35-40	Male, Acting School Principal	SC2	University trained, 11-15 years teaching experience, 0 years (>1 month) in school management function, trained in School Counselling/OVC care and support	-
David's caregiver	41-44	Male, Biological father,	SC1 Anamulenge Constituency	Self-employed motor Mechanic, Secondary level educated	-
Maria's caregiver	35-40	Female, relative	SC1 Outapi Constituency	Unemployed, sells Wambo liquor, Primary level educated	-

Magano's caregiver	60+	Female, paternal grandmother	SC1, Oshikuku Constituency	Pensioner, Widowed, Uneducated	Received old age pension
Pandu's caregiver	45-50	Female, Biological mother	SC2 Ruacana Constituency	Unemployed, Widowed, Primary level educated	-
Lovisa's caregiver	51-54	Female, Biological Mother	SC2, Outapi Constituency	Unemployed, Widowed, sold goat meat occasionally, approved veteran, Primary Educated	received veteran grant
Ndapanda's caregiver	55-60	Female, Biological Mother	SC2, Outapi Constituency	Unemployed, Widowed, sold *vetkoekies*, Primary educated.	did not receive old age pension
Willem's caregiver	51-54	Female, adopted relative	SC2, Outapi Constituency	Unemployed, used to teach resigned because of ill health, Secondary level educated.	-

3.10.5 Interviewing process

Most of the interviews were conducted in the researcher's car at both schools at break time or after school. At the homesteads, interviews were conducted in more quiet corners of the homesteads.

3.10.6 Transcription process

The researcher started the process of transcription of the recorded interviews as soon as she arrived back at the room at the Anamulenge Roman Catholic Mission, where she stayed for the 2 weeks of data collection. Accordingly, it was possible to complete the transcription process for the 21 audio recorded interviews that were made up of eight orphaned learners, seven caregivers, and six educators across the schools.

3.10.7 Photo taking process and photo selection

The researcher set aside the afternoons (3-5 hours) of each respective last Fridays of the data collection week, to introduce the orphaned learners at each school to the disposable cameras and note books. The researcher then left them to take pictures for three months. The cameras were collected after the three-month period by the Life Skills teachers, who sent them to the researcher in August 2015.

The process of developing the pictures took longer than expected, as the machine at the Gerhard Botha Photographers needed a Technician to arrive from South Africa to do repair works it. After the delay, the photos finally became available to the researcher in hard and digitalised (saved on a CD) formats in April 2016.

On close analysis of the photographs, the researcher noticed that learners of SC2 took many and more useful pictures for the study, unlike a majority of orphaned learners from SC1 who lived in the hostel (except for the one-day learner). A full description of selected photographs that the researcher selected for use in the study is given in Section 4.3.2.3.

3.11 Data Analysis processes

The researcher audio recorded and transcribed all data from interviews, and saved them as rich text format (.rtf) in preparation for data analysis. Examples of interview transcripts are presented in Appendix 14. The researcher then analysed all the data as described below.

The primary sources of information are Groups 1 and 2, which went on to serve as Primary Documents (PDs) in ATLAS.ti for this phenomenological case study. This information was audio recorded, and then it was transcribed verbatim (Appendix 14). Furthermore, the data collected through the photo-voice technique and note books were similarly analysed by discussing selected photos and related notes provided for each photo by the group member (OLs in this instance)s (Palibroda et al, 2009).

The secondary data obtained from policy documents and observations went through a process of document analysis, were analysed by assigning data according to sub-themes and ensuing patterns. The transcripts were subjected to content analysis techniques based on the research questions, study objectives and emerging themes. Content analysis involves reading through all transcripts to deduce holistic idea of all the data (Meyer, 2001), and then coding the substantive points in relation to the research questions into topics and categories, which finally formed themes and sub-themes that led to the write up and discussions.

3.11. 1 ATLAS.ti

ATLAS.ti is software that processes qualitatively analysed research data from unstructured and semi-structured data collection instruments. It was released for commercial use in 1993. It is best thought of as a concept database that qualitative researchers can use to provide concept names, or codes for a multitude of qualitative analysis tasks. The program helps to bring order and structure to a researcher's growing list of codes in four main ways, namely: code prefixes, families, super codes and networks.

The researcher followed the basic knowledge she had gained from an earlier training on ATLAS.ti at organised for post graduate students at the University of Namibia, This became a real test of character and tenacity, because at the time of training, the researcher only had an approved proposal, and no data to practice on.

3.11.2 Assigning Primary Documents

In ATLAS.ti, a research project, commonly called a hermeneutic unit (HU) is defined by a set of primary documents (PDs). In the instance of this study, interviews, audio recorded from the field, and transcribed (Appendix 14), some snippets of policy directives and transcripts from the note books served as the PDs.

3.11.3 Defining Quotations

To better understand the contents of the PDs, a different kind of object was needed to be able to closely study the data. That is why some paragraphs and sentences of interest were marked off as quotations, even though the references to the original PDs were preserved (Konopásek, 2008). Focusing on the quotations that were found relevant, the researcher was able to ask questions such as: do they support, or contradict each other? Similarly, the researcher also marked sentences and responses of interest to the study and research questions as quotations.

3.11.4 Codes and coding of data

According to Konopásek (2008), pieces of data and quotations needed to be somehow ordered to become manageable even in large quantities. This is where coding comes in as a useful strategy. Through the coding process, the researchers show what it is that the individual interviewee is talking about by highlighting parts of the texts.

Codes can be selected, commented on, ordered, filtered, moved, renamed, split, and linked to each other. The researcher used the codes to also review them in lists, hierarchies, network views, or as particular occurrences (instances) when browsing through the data. By means of coding, quotations gain relevance and meaningfulness in ATLAS.ti (Konopásek, 2008).

3.11.5 Writing comments

Each of the analytic objects created in ATLAS.ti, be it,: primary documents (PDs), quotations, links, and network views can be accompanied by a comment (Konopásek, 2008). There are also 'free' comments, called memos that can be attached either to than one (kind of) object.

The ways in which comments are used may be different, depending on the kind of object commented on, and the chosen strategy. For instance, comments to individual PDs may contain detailed information about the source of data (Konopásek, 2008). Code comments would typically, but not necessarily, be descriptions or explanations of names given to less obvious or less descriptive codes (Konopásek, 2008). In the case of quotations or links, comments might provide explanations of why these objects were created, or in other words, to explain what is so interesting about them.

It is also important to note that commenting is one of the key moves that constitute interpretation of data. By means of writing comments, the researcher inscribes him or herself into the studied material, so that it is under control. In the beginning, almost

everything 'available' is what others say, but as time goes, the others' accounts are extended by the researcher's textual interventions and additions (Konopásek, 2008).

After some time, the researcher is no longer studying the same original data, but a much richer mixture of voices; the researcher's voice being increasingly pervasive among them (Konopásek, 2008). According to the author, comments should not be mere tools for preservation of ideas, but also as a space in which sociological text is gradually born. As such, they should be made whenever possible (Konopásek, 2008).

In this study, the researcher constantly questioned whether there was anything worth noting about text passages. If there was, then the researcher created the link with confidence, and made the respective comment. Konopásek (2008) explains that if theory is to be grounded in empirical data, then practical details such as links grounded in arguments (not mentally, but virtually, in the form of written link comments) are observable procedural elements of it.

3.11.6 Reading data in a new way

According to Konopásek (2008), once the pieces of data are cut off from original contexts, and put to other (thematically defined) relationships, they told a story unheard so far. What seemed to be important at first may suddenly appear a minor issue; conversely, what was originally considered marginal may gain importance; since, it becomes clear on how often different participants have mentioned it. The rear archer noticed how some issues gained more prominence in the process of the data analysis. A space for new insights and ideas opens, which brings about new textual

additions (comments, links, codings), and thus also new relevance - the serendipity principle in action (Konopásek, 2008).

3.11.7 Network Analysis

A network diary or network analysis is used to show relationships between variables. In this study, ATLAS.ti did a basic network analysis that the researcher has presented in Chapter Four.

3.12 Summary

This chapter laid out the operational aspects of the study through the presentation of the research design, data collection procedures, sampling procedures, development of research instruments, and research ethics. Furthermore, the chapter described the pilot study and its findings. Finally, the chapter concluded with the description of the actual data collection (interviewing, transcription, and photo taking processes), and processes for data analysis, providing insights into ATLAS.ti procedures and methodology for data analysis. The next chapter presents the findings of the study.

CHAPTER 4

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the study that were drawn from the semi-structured interviews with orphaned learners, caregivers, and educators; the researcher's observations; analysis from ATLAS.ti; quotations; the networks (representation of data), and information from photographs taken by the orphaned learners from the public secondary schools that participated in the study. The findings are firstly presented according to the respondents, and later the emerging themes to further provide answers to the research questions. The focus was to gauge findings by the Namibian Standards for the OVC service, which are essential facilitating factors adapted from MGECW (2009b), as well as the theoretical framework that was advanced in Chapter Two.

4.2 Study findings

The findings of the study are presented in a three-fold manner: firstly, through the actual observations that were made by the researcher during fieldwork, and in relation to the study questions, which are tied to the MGECW's 2009 Standards for OVC delivery as essential facilitating factors. Secondly, data were presented through photographs that were taken by the orphaned learners. Lastly, the results were presented through the findings from the ATLAS.ti analyses with the orphaned learners, caregivers, and educators, whose characteristics described in the previous Chapter.

The data from ATLAS.ti are presented in themes that occurred more than five times in the tables of Codes and PDs as presented per respective respondent group, i.e. orphaned learners, caregivers, and educators. Direct quotes from the interviews were also presented as direct voices for the respondents. These sets of s data were then synthesised and discussed for synergy to the overall findings of the study.

4.2.1 Findings from Note books and Photographs

This section presents the findings from the note books and photographs received from the orphaned learners.

4.2.1.1 Information from the note books

Some orphaned learners wrote useful descriptions and captions of the photographs in their note books. In the notes, the orphaned learners further painted their life situations, and some even revealed additional issues that they did not express during the interview sessions. These information that the orphaned learners were reluctant to talk about included issues regarding the emotional, physical, and psychological abuse that most of them suffer from, such as verbal and sexual abuse at the hands of their guardians and at times community members.

4.2.1.2 Information from the photographs

The researcher received apprehensible photographs from the orphaned learners of SC2 that were selected for the study. However, the researcher did not receive clear photographs from the orphaned learners of SC1, because some of their cameras were broken, especially the ones that the hostel learners were sharing. Also, some of the

orphaned learners had not grasped the art of photography, even though they were briefed by the researcher.

4.2.1.3 Description of selected photographs

Tables 9-13 below provide descriptions of the orphaned learners' selected photographs per camera.

Camera 1

This camera was shared by David (a male single orphan) and Petrus (a male double orphan) from SC1. It is worth mentioning that it was only Petrus who took most of the pictures, and most of them were used in the study as described in Figure 9 below.

The photographs were taken at school and home, and they painted a picture of poverty. Petrus is a double orphan who headed a household, and although he lives in the school hostel, his two younger siblings live at home alone. In the interview, he stated that his aunt is the only person who takes of them financially by buying for them a bag of maize meal, while the rest of the relatives are aloof to their plight. According to Petrus, his situation as an orphaned learner without support distracts him, and directly affects his studying.

Table 9: Description of selected photographs from Camera 1

Camera #	Name of Orphaned Learner	Photograph type and location	Photo caption	Notes
1	David	R1-01291-018A - at home	Orphaned learner's bed at home	This learner lives in a mud-brick house, and he has his own room, which gave him a sense of inclusion, even though he is generally ostracised.
1	Petrus	R1-0291-014A - at the homestead	dilapidated huts at the OL's homestead	This learner is a head of the household, and he is unable to devote time to ensure that things at home were in order. He is experiencing extreme exclusion as a result of the situation.
1	Petrus	R1-0291-015A - at the homestead	Cooking and storage area at the homestead.	They live on their own. Exclusion
1	Petrus	R1-0291-017A – at the homestead.	Dilapidated storage hut in the homestead	Exclusion
1	Petrus	R1-0291-024A – at the school hostel.	Orphaned learner's bed at the school hostel.	The learner has a better experience at school. Inclusion
1	Petrus	R1-0291-025A – at school hostel.	Orphaned learner's meagre toiletries.	Exclusion from his orphanhood experience.
1	Petrus	R1-0291-030A - at school.	Hostel room.	Shelter and protection ensured. Inclusion
		R1-0291-032A – at school.	Dining hall at school.	Decent and regular meals ensured. Inclusion.
1	Petrus	R1-0291-037A - at school.	With friends at the school hostel.	Decent accommodation ensured. Inclusion.

Camera 2

This camera was shared by Maria and Magano, who are female double orphaned learners in the hostel of SC1. The pictures were taken at home and the school hostel. This camera was reported dysfunctional before Maria could take it home for the out weekend. As a result of this, no pictures could be taken at Maria's home. The only pictures available for the two are those taken at the hostel. This has limited the visual data that the orphaned learners in question could have provided. However, this unexpected limitation has been outweighed by the fact that the researcher used multiple data collection methods, including the observation done at all the homesteads of the OLs.

Table 10: Description of selected photographs from Camera 2

Camera #	Orphaned Learner	Photograph type and location	Description	Notes
2	Maria	R!-01286-003A – at school.	In the hostel room.	Decent accommodation is ensured at the school hostel. Inclusion.
2	Maria	R1-01286-017A – at school.	Hostel room.	Decent accommodation is ensured at the school. Inclusion.
		R1-01286-031A – at school.	Hostel bed.	Decent accommodation was ensured. Inclusion
2	Maria	R1-01286-033A – at school.	Reading her Bible.	Seeking spiritual guidance from the word of God. Inclusion.
2	Maria	R1-01286-037A - at school.	Photograph taking training.	On the last day of data collection (Friday) at the SC1.
2	Magano	R1-01286-001A – at school.	Orphaned learner with friends at the school hostel.	This orphaned learner has gone through a lot of tough experiences, including sexual assault at a young age by an elderly man in the community. Craves a sense of belonging, and has gone through a lot of abuse at the hands of the uncle's family that was bringing her up. Exclusion.
2	Magano	R1-01286-004A – at school.	Friend at the hostel.	This orphaned learner expressed sense of belonging at school. Inclusion.
2	Magano		Orphaned learner's homestead where she lives with her aged caregiver.	After suffering from abuse, re-uniting with her paternal grandmother was the best thing that happened to this orphaned learner. Inclusion.

Camera 3

This camera was solely used by Pandu, who is a female single orphan from SC2. Pandu captured pictures that were taken at the rental flats (where she lives) and school to portray the hardships of learners who live at the flats to attend SC2, because the school does not have a hostel. These learners sleep on mattresses that they buy themselves, and they spend their valuable study time preparing food for themselves before and after school. In addition, they regularly experience food shortages. They are generally labelled as 'misbehaved' (*ookakombo ilifa, kazi igalula)* literally meaning *somebody that comes and goes as one pleases* by the surrounding community, because some of them are usually seen frequenting shebeens, whereas are sexually/romantically involved with local men. The term is used because they have no adult supervision, so they have too much freedom.

Table 11: Description of selected photographs from Camera 3

Camera	Orphaned Learner	Photograph type and location	Description	Notes
3	Pandu	R1-o1288-002A - at school.	Late-comers punished to clean yard.	Learners walk long distances to school walk on foot to school, and it does not have a hostel. Some learners live in villages close to the Angolan border. Exclusion.
3	Pandu	R1-01288-006A - at the flats.	Water containers inside rooms.	Health concerns. Risk of mosquito breeding, causing malaria. Exclusion.
3	Pandu	R1-01288-007A - at the flats.	From the outside of the flats..	Four learners share one flat, and they pay N$ 250 monthly. Exclusion.
3	Pandu	R1-01288-009A – at the flats.	Open-air kitchen at the flats.	Learners prepare their foods every day, and in the process, they waste valuable study time. Exclusion.
3	Pandu	R1-01288-012A – at the flats.	Learners studying inside the flats.-	Self-discipline had to come in, as no adult supervised these learners, unlike those at hostels who had scheduled supervised study time. Exclusion.
3	Pandu	R1-01288-015A - at the flats.	Doing homework at the flats.	Learners sit on their mattress beds to study, because there are no chairs or tables available. Exclusion.
3	Pandu	R1-01288-016A - at the flats.	Inside the sleeping rooms at the flats.	Learners sit on their mattress beds to study, because there are no chairs or tables. Exclusion.
3	Pandu	R1-01288-017A - at the flats.	Inside the rooms.	Learners sit on their mattress beds to study, because there are no chairs or tables. Exclusion.
3	Pandu	R1-01288-020A - at school.	Learners wearing all types of jerseys to fend away the winter cold.	Because of poverty, not all learners can afford school uniform jerseys, but the school allowed them to wear any jersey during winter. Inclusion.

3	Pandu	R1-01288-022A - at the flats.	Toilet room.	Open air toilet. Inclusion; but it is not safe to use them at night. Exclusion.
3	Pandu	R1-01288-025A - at school.	Inside the classroom.	Learners who can afford wear the winter uniform; others wear the summer uniform and any type of jersey. Exclusion.
`3	Pandu	R1-01288-26A - at school.	A teacher in the corner of the classroom.	Educators at this school do not have a staffroom/common room, so they sit at anywhere. Also, the school does also not have a library. Even the Life Skills teacher does not have privacy to handle learners' confidential issues. Exclusion.
		R1-01288-027A - at school.	Learners wearing various jerseys to survive the winter.	In winter, the school allows learners to wear any jersey, and not necessarily the school jersey. Inclusion.
3	Pandu	R1-01288-034A - in the village.	Going home for the weekend.	Because of lack of hostel infrastructure, some learners stay with acquaintances to attend SC2. This disadvantages the learners because they are expected to partake in household chores, even at the expense of their studies. Exclusion.
3	Pandu	R1-01288-035A - at school.	Training on how to use the cameras and note books – at school.	The former learner respondent from the pilot study, who is also a double orphan and student teacher, encouraged the orphaned learners to take their studies seriously.
3	Pandu	R1-01288-036A - at school.	Life Skill teacher	The Life Skills teacher (Teacher 4) and the former learner participant from the pilot study at the camera use training session at SC2.

Camera 4

This camera was solely used by Lovisa, a female single orphan from SC2. The pictures were taken at home (mother's other homestead) and school. Although Lovisa lives alone in the homestead, her life seems relatively comfortable life. Most of the pictures that Lovisa took gave insight into the school situation of educators allegedly sitting in classes and not teaching, teachers allegedly leaving school before the lesson ends, cracked walls in the school buildings, as well as pictures of fellow learners during class and break time with torn or incomplete uniform. Lovisa is commended for her maturity to notice educators who are present in class, but not teaching, or when they leave early.

Table 12: Description of selected photographs from Camera 4

Camera #	Orphaned Learner	Photograph type and location	Description	Notes
4	Lovisa	R!-01284-000A – at school.	In the background, a male learner is being sent home because of inappropriate School uniform.	This learner misses lessons. Exclusion.
4	Lovisa	R1-01284-003A – at school.	Break time.	In winter, the school allows learners who do not have the winter uniform to wear any jersey to keep warm. Inclusion.
4	Lovisa	R1-01284-005A – at school.	School text books.	Learners are ill-disciplined because they vandalise and neglect school textbooks, disadvantaging themselves in the process. Exclusion.
4	Lovisa	R1-01284-007A - at school.	Teacher allegedly sitting in class and not teaching.	Educators disadvantage learners at this school by the lack of commitment to teaching. Exclusion.
		R1-01284-010A - at school.	Learners in class.	Inclusion
4	Lovisa	R1-01284-012A – at school.	A learner's torn school shoes	High poverty levels negatively affect learners. Exclusion.

4	Lovisa	R1-01284-013A – at school.	A learner with educators who are about to punish her for a misdemeanour.	A Learner was summoned by educators on the school grounds in the presence of other learners, causing the embarrassment. This might happen because there is no staff common room where educators could summon a learner. Exclusion.
4	Lovisa	R1-01284-014A	School buildings showing huge cracks.	Lack of maintenance from the Government's side resulting in buildings becoming dilapidated. Exclusion.
		R1-01284-015A	Learner during break time.	Learners in school. Inclusion.
4	Lovisa	R1-01284-017A	School educators allegedly leaving school before the school is out.	Educators disadvantage learners at the school. Learners question the lack of commitment of the educators towards teaching. Exclusion.
4	Lovisa	R1-01284-018A - at school.	Learner with torn school uniform.	High poverty levels negatively affect learners. Exclusion.
4	Lovisa	R1-01284-0122A – at home.	Orphaned learner's bedroom.	This learner has own her bed at the homestead. Inclusion.
4	Lovisa	R1-01284-0124A – at school.	Tap where learners drink from.	School surrounding is not clean. Exclusion.
4	Lovisa	R1-01284-0125A - at school.	Learner covering herself a piece of cloth to keep out the cold in the absence of a jersey	High poverty levels mean that school uniform is a luxury that many parents/guardians cannot not afford. Exclusion.
		R1-01284-0126A – at school.	Tap in a dirty environment.	School surrounding is not kept clean. Exclusion.
4	Lovisa	R1-01284-0128A - at school.	Learner in a different jersey instead of school uniform.	High poverty levels. Exclusion.
4	Lovisa	R1-01284-0130A -at school.	Learners in class.	Inclusion.
4	Lovisa	R1-01284-0131A - at school.	Teacher present in class, but not teaching.	Learners at this school are critical of their educators' commitment to teaching. The school's examination results prove this assertion. Exclusion.

4	Lovisa	R1-01284-035A – at school.	Learners in class without a teacher.	Learners at this school are critical of their educators' commitment to teaching. The school's examination results prove this assertion. Exclusion.
		R1-01284-036A - at school.	Open air kitchen for the school feeding programme.	The Namibia school feeding programme - a noble idea that the school, although secondary, justified to be included in the Namibia school feeding programme and had it approved but facilities are not in suitable conditions, which could be the reason why senior learners do not eat from there. Exclusion.
4	Lovisa	R1-01284-0137A - at school.	Dilapidated school fence from which learners jump over to dodge from school.	Lack of maintenance from Government's side, leading to many learners becoming ill disciplined and jumping over the fence to 'dodge' from school. Exclusion.

Camera 5

This camera was used by Ndapanda, a female single orphan, who attends at SC2. The pictures were taken at home (mother's homestead) and school to depict the hardship of this learner's homestead. Ndapanda has since dropped out of school due to pregnancy. In the photographs, as during the interviews, she expressed the hardships that the family face, such as food insecurity.

Camera	Orphaned Learner	Photograph type and location	Description	Notes
5	Ndapanda	R1-01293-001A - from school.	Day learners walking home after school, enjoying taking photos of themselves.	Perfecting the art of photography.
5	Ndapanda	R1-01293-004AA – from school.	Day learners walking home after school.	Perfecting the art of photography, which became a fun activity for learners when they return home from school. Inclusion.
5	Ndapanda	R1-01293-006A – from school.	Teacher walking home from school.	The absence of infrastructure at SC2 means that learners and educators walk to and from school. Exclusion.
5	Ndapanda	R1-01293-008A – at home.	Lying down on her bed.	This orphaned learner revealed a grim picture of abject poverty in her household. She needs beddings. The photographs show a picture of her uncomfortable bed, made from Mopani tree logs. Exclusion.
5	Ndapanda	R1-01293-009A – in the garden.	Selling vegetables.	This orphaned learner's family make a living to solve the issue of food insecurity. Inclusion.
5	Ndapanda	Ri-0293-0010A – in the garden.	Selling vegetables.	The orphaned learner helps her family members to sell vegetables. Inclusion.
5	Ndapanda	R1-0293-12A – from school.	Walking home with a friend from	Forging friendships for a

			the afternoon study.	sense of belonging. Inclusion.
5	Ndapanda	R1-0293-13A – from school.	Walking home along the main road.	The school holds afternoon study sessions to give an opportunity to the learners to study Inclusion.
5	Ndapanda	R1-0293-14A - from school.	Crossing the main road.	The school holds afternoon study sessions to give an opportunity to the learners to study . Inclusion.
5	Ndapanda	R1-0233-015A – in the village.	Nephew 'driving' a toy car made from wire.	There are many people living at the OL's house Exclusion.
5	Ndapanda	R1-0293-018A – at home.	Nephew with a worn-down bicycle. The background reveals the view of the homestead.	Household poverty. The roof of the nearby hut is covered with a plastic to prevent water from seeping in during the rainy season. Exclusion.
5	Ndapanda	R1-0293-019A - at home.	With shade trees in the homestead.	There are many people living in this homestead. Exclusion.
5	Ndapanda	R1-0293-021A – at home.	Posing under a fruit tree.	The family plant fruit trees such as guava in their homestead to sell and feed from them. Inclusion.
5	Ndapanda	R1-0293-026A – at the Cuca shops.	Sister selling *vetkoek*.	The family make a living from selling these vetkoek to make ends meet. Inclusion.
5	Ndapanda	R1-0293-027A - at the cuca shops.	Selling meat and fish (kapana).	The family strives to augment an income. Inclusion.
5	Ndapanda	R1-0293-030A – at home.	Bathing area in the homestead.	Because of the poverty, the family of this orphaned learner's

5	Ndapanda	R1-0293-31A – at home.	Hardships in the household.	family is unable to create a decent infrastructure in the homestead. Exclusion.
				Due to poverty, the family is unable to set up an appropriate infrastructure in the homestead. Exclusion.
5	Ndapanda	R1-0293-032A – at home.	Members of the household.	Nephews and nieces of the orphaned learner, who are an indication that the household has many mouths have to feed. Exclusion.
5	Ndapanda	R1-0293-033A – at home.	Poor pearl millet (mahangu) harvest.	Drought devastates the region and households to be specific, which struggles to obtain a good staple crop yield over the years. Exclusion.
5	Ndapanda	R1-0293-037A – at school.	In the classroom.	Picture showing cracks in the walls of the school, which shows a lack of regular maintenance by the Government. Exclusion.

4.2.1.4 Observational and interview study findings

The researcher observed how some caregivers try their best for the orphaned learners with the limited resources at their disposal. The researcher observed that despite what is stipulated in the IE policy and other similar legislations pertaining to the OVC in Namibia, many orphaned children face challenges at home and school, which makes it difficult for them to enjoy their right to education.

4.2.1. 4.1 Inability to access State-sponsored support to OVC

The researcher found that most orphaned learners in the Omusati Region benefit less from the welfare grant, or any other state-sponsored support. The inability of orphaned learners to benefit is due to reasons such as ignorance, lack of national documentation (birth or death certifications, and unhelpful officials at the Ministry of Home Affairs and Immigration. The lack of birth and death documentations, and rife among the OVC in the region means that orphaned learners are unable to benefit from the state sponsored support even if they are within the stipulated age range.

4.2.1.4.2 Policy interpretations by different government ministries

The study revealed that there is a structural defect in policy interpretation and implementation between the Ministry of Education, and the Ministry of Gender Equality and Child Welfare. The Ministry of Education serves the needs of all learners, including those who are over the age of 18 years old and still in school (MoE, 2008b). However, the fact that the cut-off age for orphaned children to benefit from any state sponsored support is 18 years means that the OVC are often de-selected from receiving the grant by the MGECW even though they are still in school.

4.2.1.4.3 Need for social investment to replace donor funding

Namibia was ranked by the World Bank as a low-middle income country. Consequently, funding from donors such as the Global Fund. The OVC from SC2 and the surrounding village has since benefitted from funding through the Catholic AIDS Action (CAA). Educators, particularly at SC2 recalled with nostalgia the material

support rendered to the orphaned and other vulnerable children by the Catholic AIDS Action (CAA) and the general support from the then UNICEF-funded My Future is my Choice (MFMC) and Window of Hope (WOH) Life Skills programmes, which the government of Namibia was said to have taken over in principle, but it is not practical about it - hence there is a need for social investment.

4.2.1.4.4 Ill-discipline and erratic school attendance by learners

Educators from the participant schools lamented that the OLs' ill-discipline, had dire consequences for their learning and educators' teaching processes. The study revealed that ill-discipline is rife among the OVC population, and specifically the orphaned learners. These ill manners are characterised by substance (alcohol and drug) abuse and truancy. Some educators indicated that orphaned learners "sought attention"' or did wrong things "get noticed". This phenomenon will require to be further investigated.

4.2.1.4.5 The influence of meso-systemic settings on educational outcomes

The study found that the meso-systemic units of home and school have great influence towards academic lives of the OVC in rural areas. A boarding/hostel facility and educators' houses, such as the case of SC1 are an example of a complete school, which contributed in many ways to effective teaching and learning. The dire situation at SC2, characterised by inadequate infrastructure to support teaching, negatively impacts the inclusion of the orphaned learners. The lack of a boarding or hostel facilities mean that the school has day learners who either live in homesteads that lack basic amenities, or the flats in the nearby *Omaulayi* location (Figure 9), where they are exposed to alcohol

outlets and loud music from juke boxes. The learners from the location are generally ostracised by the surrounding community as being ill-disciplined and doing as they please. (*ookakombo ilifa*), because they are often seen frequenting alcohol outlets, and they are usually in the company of local men. This behaviour is linked to the fact that these learners do not have guardianship, and so they fall prey to ill-discipline if they fail to self-discipline themselves.

Figure 9: Flats where learners from SC2 lodge

Figure 9 portrays flats where Pandu and other orphaned learners from SC2 live because their school is not equipped with a hostel facility. Pandu comes from a different constituency, so she does not have relatives or acquaintances in the community surrounding the school. Pandu took this picture to communicate her displeasure with her living arrangements at the flats that have rudimentary facilities (Figures 10 and 11). She stressed on the fact that her monthly rent of N$250 is equivalent to the monthly OVC support grant that she receives from the MGECW, and she has other expenses that are need to be met.

Figure 10: Kitchen facilities at the flats

Figure 11: Ablution facilities at the flats

The study revealed that the academic outcomes of SC1, which prioritises providing hostel space for the OVC, are much better at SC1 which does not have hostel facilities at all. Despite the fact discipline is a concern to the participant schools, SC1 has better educational outcomes, because the school competes with other schools in the Omusati region to produce learners for tertiary institutions.

4.2.1.4.6 Overwhelming roles of the Life Skills educators

The study revealed that there is a perception in schools that it the duty of the Life Skills educators to identify and address the needs of the OVC. The head of SC2 and Teacher 5 struggled to explain the duties of the Life Skill teacher. However, principal admitted that the Life Skill teacher is overloaded, which he noticed as he set up the school time table. Overall, the Life Skills teacher is responsible to teach 18, to handle all the responsibilities for the entire OVCs in the school. All in all, the Life Skills teachers are considered a panacea to all social issues in the schools. This overburdens the Life skills teachers, making them ineffective.

4.2.1.4.7 Learner drop-out and grade repetition

At the beginning of the 2016 academic year, the researcher learnt that two (Willem and Ndapanda) of the orphaned learners who participated in the study had not returned to school, while the other two (Lovisa and Pandu) had to repeat Grade 11.

Phenomenology required the researcher to follow up, however as was outlined under the limitations, the researcher followed up with the Life Skills at both schools.

Ndapanda was determined to succeed but she is unfortunately impoverished and lacked basic material support. She used Camera 5 and took photographs that depict abject poverty in her mother's household. She was determined to change her social situation by pursuing her dreams to become a nurse.

Ndapanda indicated that her family of eleven people only rely on their mother's small business; her family disinherited from their late father's inheritance. The late father's

biological family allegedly took his death certificate and other documents from her mother and siblings following his death, so she lacks documentation, and can therefore not benefit from the OVC welfare grant.

4.2.1.4.8 Grade 10 results as a determiner for school placement

The study revealed that there was a system of application of an 'unwritten rule' of 'school grading' that happens in many parts of the country, also not an exception for the two schools that participated in the study. This system means that schools that performed exceptionally in the national exams are strict in their selection, as they opt for the best learners from Grade 10, leaving the 'rejected' to SC1 and SC2. SC1 and SC2 ends up receiving learners who have disciplinary issues and are academically slow or ungifted. This practice promotes exclusion and stigmatisation, and it can potentially exacerbate the vulnerability of the OVC.

The situation was evidently noticeable in the case of SC2 as a 'dumping ground' for learners who have scored minimal or rather average marks in Grade 10. The situation of the school is further worsened by its lack of a boarding/hostel facility. Learners who were placed in this school from constituencies outside the Outapi Constituency are usually 'placed' in the school without considering whether their preferences and interests in the field of study.

It is worth mentioning at this point that SC2 on has the E1 field (Science). Two learner participants claimed that they never wanted to pursue the field of Science, but they had to make peace with the situation when they were placed in SC2.

Willem is one of the learners who were placed in SC2 because of average Grade 10 points. Consequently, he was obliged to do the Science field, although he initially wanted to pursue the field of Commerce.

Pandu is another participant who has not attained the requisite results/points in Grade 10 in order to be admitted to the school she preferred, Ruacana Secondary School, which is equipped with a hostel facility, and to pursue the field of Social Sciences. Pandu was not only forced to change fields of study, but she also rents at the flats, which further worsens her vulnerability.

4.2.1.4.9 Food insecurity among orphaned learners

The desired outcome for the Food and Nutrition service standard in Namibia states that "Children should receive enough food to ensure adequate nutrition for growth and development, and an active and productive life (MGECW, 2009b, p. 12)." The general drought situation directly affects the orphaned learners at two broad levels that are described below:

4.2.1.4.9.1 On-going drought situation in the country

Variable and erratic rainfall across Namibia resulted in drought and/or flooding conditions with devastating consequences. The study revealed that food insecurity is pervasive in the Omusati region, and the rest of Namibia, particularly in communities and households of the orphaned learners who participated in the study. The situation of drought is a serious issue and a main concern to the caregivers who participated in the study. The researcher noticed the poor harvest in the fields (Figure 12). Omusati

Region and other northern regions who are staple pearl millet (*omahangu*) grain producing areas were devastated by the on-going drought situation.

The researcher noticed that the caregivers who participated in the study literally used the expression "surviving like a bird" to indicate the seriousness of the food shortages in their households. The caregivers remarked that the orphaned learners eat whatever food everyone else eats at home to fill up their stomachs". The researcher observed that some households have gardens to augment their livelihoods such as in Figure 13.

Figure 13: **Vegetable gardening**

4.2.1.4.9.2 Inability for orphaned learners to cultivate *mahangu* fields

The researcher found that the food insecurity is worse in the *mahangu* fields of orphaned learners who participated in the study. Two of the orphaned learners do not have the time to work in the fields, as they have school obligations. Petrus, who is head of household, narrated with distress how their household does not receive support from their community, and that the household does not receive the drought relief food, because no one registered it for consideration. This state of affairs distresses Petrus, because even though he was prioritised for hostel placement by SC1school, he always worried about his two younger siblings at home. He confessed that the situation distracts him from fully applying himself to his schoolwork.

Figure 14: **Food storage area at an orphaned learner's homestead**

Figure 14 shows the food storage area in the household that an orphaned learner, Petrus, heads. All other members of the household are school going, and they receive little to no family/kinship and community support. The lack of support to orphaned learners was a concern to both schools that participated in the study because they do not receive any support from the community or the Constituency Councillors who should have provided the direct political link.

4.2.1.4.9.3 Food shortages among learners at the flats

The researcher found that learners from SC2 who rent at the flats are responsible to provide their own food. Pandu informed the researcher that that the learners share food with other flatmates, but there are days when they do not have food at all, and the hunger causes them to doze off during lessons at school.

Teacher 6 (the Acting Head of SC2) explained that the school justified for the introduction of the state sponsored Namibia school feeding programme to help the

learners at their school. Teacher 6 is aware that the learners who rent at the flats have challenges with food shortages. Teacher 6 informed the researcher that the school considers these students at the flats by providing them with left-overs from events such as tournaments, other school outings or the school feeding programme to them. The school feeding is prepared and served at an open-air kitchen as shown in Figure 17.

4.2.1.4.9.4 Time and opportunity to study

The study revealed that orphaned learners from SC2, particularly those who rent at the flats have little time to study, because they spend valuable time preparing their own foods since there live on their own, as depicted in Figure 15. It is also difficult to ensure that they commit to their schoolwork because these learners do not have any adult supervision, so if they lack self-discipline, then they will not be able to push themselves to study.

Teacher 6 informed the researcher that some parents and guardians appealed to SC2 to exempt some learners from the afternoon study because the learners travel long distances to and from school. Even though it is noble to attend to the requests of the parents or guardians, learners on the other hand are affected because this will mean that some of them never have a chance to study.
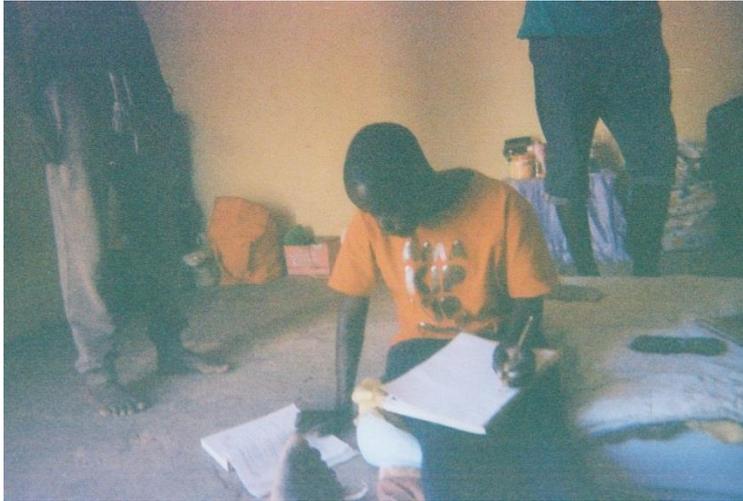
Figure 15: Learners at the flats studying

4.2.1.4.10 The Namibia School feeding programme at SC2 School

Teacher 6, being the Acting Principal at the time, informed the researcher that that the issue of hunger is particularly of concern for orphaned learners; hence, the authorities approved the request for a feeding programme, where the schools serves soft porridge at break time (Figures 16, 17, and 18), which is prepared by community members as volunteers.

Figure 16: The open kitchen for the feeding at SC2

Figure 17: Volunteer at the kitchen

Figure 18: The fortified maize porridge served to learners

The volunteers revealed that only junior learners (Grades 8, 9 and 10) and few senior learners consistently eat the porridge. Seniors are hesitant to feed from the programme because they are often ridiculed by fellow learners, including the OVC. The learners who ridicule those who eat the porridge do not eat it because they claim that it makes them drowsy in class.

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4.2.1.4.11 Hostel placement

Teacher 3 and the principal of SC1 explained that the school prioritises the orphaned learners in the placement of school accommodation to ensure that they have at least a conducive environment (Figures 19 and 20). However, SC2 does not have any hostel facility, and the school generally lacks infrastructure.

Figure 19: Hostel facility at SC

Figure 20: Dining Hall at SC1 School

4.2.1.4.12 Fund raising activities

The researcher was informed that both case study schools organise various fundraising events to make up for learners are unable to contribute to the school development fund. These fundraising days include Entrepreneurship Day, which parents support by donating products to be sold at the.

In addition to fundraising activities, the school asks the OVC to perform chores such as cleaning a section of the school yard for financial reward. The OVC use this money to pay for the transport to and from home on out weekends.

4.2.1.4.13 School tours

The two schools that participated in the study offers opportunities for school tours to outstanding learners to motivate them and others to work harder in their school work. In contrast, orphaned learners who participated in the study expressed that the school tours are exclusive to those who can afford to pay the exorbitant fees.

4.2.1.4.14 Interaction with local community

The educators informed the researcher that parents are eager to support the schools for the sake of their children's education by provide in-kind products, such as live goats and chickens, and *omahuku* (edible kennel from Marula nuts that are used to make marula oil or traditional gravy). The schools then sell these donated products to obtain money for some of the school operations.

4.2.1.4.15 Collaboration with MGECW regional offices

The MGECW's regional office in Outapi is very close to SC1, but there is no collaboration and liaison with the schools and social workers to address issues such as the psycho-social needs of the OVC.

This lack of collaboration and liaison has contributed to the fact that the orphaned learners from SC1 have never consulted a social worker, even though they have social and psychological issues that emanate from their lived experiences. It is evident that the child care functions of the two government ministries (namely Education and Gender Equality and Child Welfare) overlapped at the expense of the wellbeing of the OVC.

4.2.1.4.16 Implementation of Universal Education and OVC related policies

The Ministry of Education introduced the Universal Primary Education (UPE) in 2014, and the Universal Secondary Education (USE) in 2016. In addition, the education sector implemented the Sector Policy on Inclusive Education in 2013, and many OVC

related policies prior to that. Despite these initiatives, the researcher found that the situation on the ground was completely different as vulnerable child struggled to survive. Most educators are not aware of existing national policies pertaining to OVC in the country, even though they are the implementers.

4.2.1.4.17 Lack of a Head of School at SC2

SC2 does not still have a substantial head of school since the retirement of the former principal. The school depends on rotating the functions among the teachers. The researcher noted that the acting Principal that she had been deciding with regarding the data collection exercise at the school had just handed over the reins of the school to the next teacher (Teacher 6). Thus, the researcher found Teacher 6 to have been in position for less than a month.

4.2.1.4.18 Life Skills educators and Social welfare policies

The Life Skills/Counselling and Guidance teachers (Teacher 1 and Teacher 4) at both schools are aware of the national policies pertaining to the OVC, the rest of the teachers are not aware of these policies. The school principals who participated in the study are trained Life Skills/Counselling and Guidance teachers, but they are unable to do some tasks on behalf of the Life Skills teachers due to the workload of managing the schools. Teacher 1 and Teacher 4 are responsible to address the psychosocial issues that the learners face day-to-day.

4.2.1.4.19 Reduced additional tasks for educators

Teachers from the case study schools also have administrative responsibilities on top of the teaching responsibilities. When educators have too many additional responsibilities, they run a risk of not reading policies and staying informed.

4.2.1.4.20 Alleged teacher incompetence and commitment to teaching

The orphaned learners from SC2 expressed their concerns about the commitment and attitude of their teachers. Some parents/guardians also mentioned specific subjects that teachers do not teach properly as their children kept complaining. To back their claims, some orphaned learners captured some teachers in action of what they complained about (in Figures 21 and 22).
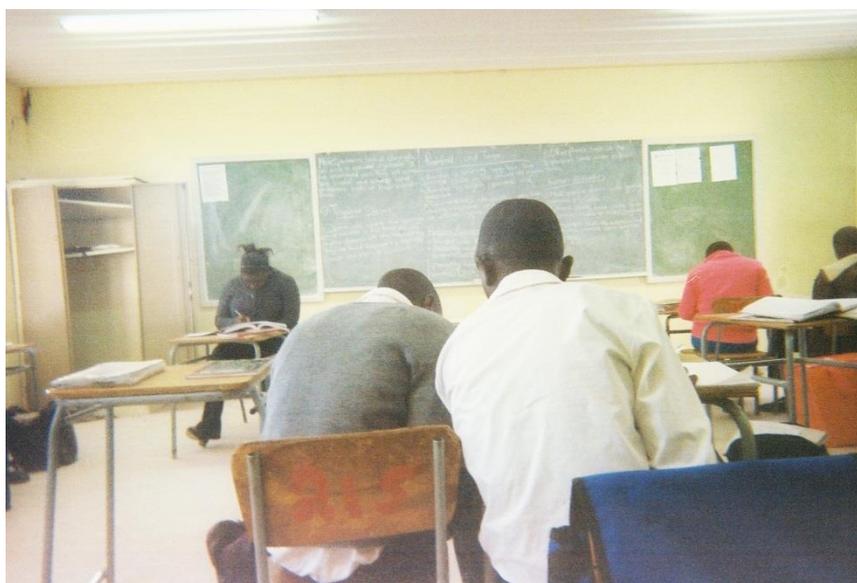
Figure 21: Teacher at SC2 allegedly not teaching class

Figure 22: Educators at SC2 allegedly leaving before closing time

4.2.2 Findings from the ATLAS.ti analyses

The following are data from the output of codes and PDs for the three different groups that participated in the study, namely: orphaned learners, caregivers, and teachers respectively.

4.2.2.1 Orphaned learners

Table 14: Characteristics of orphaned learners

Pseudonym	Age (Range)	Type/Role	School	Living arrangement	Lived Experience	Grant Status
David	17 years	Single orphan. Male	SC1 Grade 11	Day learner. Lives with biological father and step mother.	Does not have clear birth documentations, birth certificate has late mother's details. There is mistrust among the son, father and his wife	Does not receive the grant. Does not yet have clear documentation.

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Maria	23 years	Double orphan. Female	SC1 Grade 11	Stays at the school hostel. Ordinarily ivies with a married cousin at her marital home	Started school at an advanced age. Does not have her mother's death certificate	Has not received welfare grant, has received school exemption though
Petrus	23 years	Double orphan. Male	SC1 Grade 11	Stays at the school hostel. Ordinarily lives with 2 younger siblings at the household he heads.	Head of household where two younger siblings lived. Experienced food insecurity. Relatives aloof and community not helpful either.	Has not received welfare grant (neither his younger siblings)
Magano	20 years	Double orphan. Female	SC1 Grade 11	Stays at the school hostel. Lives with paternal grandmother when she escaped from her abusive uncle's homestead.	Was abused physically, verbally and sexually. Social workers intervened.	De-selected from the grant when she turned 18 years old.
Lovisa	17 years	Single orphan. Female	SC2 Grade 11	Day learner. Lives alone at her mother's homestead.	Previously lived with her late father's family who abused her. Repeating Grade 11.	Still receiving the grant
Pandu	17 years	Single orphan. Female	SC2 Grade 11	Day learner. Lives with mother in another Constituency ,	Placed at a school without a hostel. Rents at the flats in the location close to school. Experiencing food insecurity. Repeating Grade 11.	Receives the grant that is equal to her monthly rent.
Ndapanda	23 years	Single orphan. Female	SC2 Grade 11	Day learner. Lives with her mother, and the rest of the family.	Did not have birth documentations . Family dis-inherited after father's death. Family runs various small	Does not receive the welfare grant

					entrepreneurial activities to survive. Dropped out of school due to pregnancy.	
Willem	20 years	Single orphan. Male	SC2 Grade 11	Day learner. Comes from another village in the same Constituency. Now lives with one family at a homestead to attend school.	Has certification. His misdemeanours caused him to be expelled from a private school. Dropped out of school and school can account for his whereabouts.	Does not receive the grant because his mother works for the governmnt.

Table 14 shows the profiles of the eight (8) Grade 11 orphaned learners who participated in the study. Each four of the total participants are from SC1 and SC2. Five of the participants are female, and three of them are male. The researcher used pseudonym. The age of the orphaned learners ranges from 17 years (3), 20 years (2), and 23 years (3), and they are a mixture of single and double orphaned children.

The study revealed that age has implications on whether the orphaned learners receive the OVC welfare grant or not from the MGECW, because the maximum eligibility age is 18 years. It is for this reason that only two of the orphaned learners who participated in the study benefit from the welfare grant; the rest of the participants are above the age of 18.

Table 15 below is an ATLAS.ti generated table presenting the sub-themes for data analysis. If data frequents for more than five times, the researcher identified it as an interest in discussion.

Table 15: Orphaned learners' Codes as Generated by ATLAS.ti

CODES-PRIMARY-DOCUMENTS-TABLE						
	P18: OP-SC1-02.	P26: OP-SC1-03	P30: OP-SC1-04	P52: OP-SC2-05	P67: OP-SC2-06.	P89: OP-SC2-07.	TOTALS:
Age	1	0	1	1	1	1	5
Career aspirations	1	0	1	1	0	2	5
Communication	0	0	0	0	1	1	2
Differential treatmen	2	0	4	0	0	1	7
Documentation	1	0	1	0	1	4	7
Emotional upheavals	0	4	0	2	0	3	9
Food insecurity	0	2	0	2	4	1	9
Friendships amongst	0	0	0	0	0	0	0
Grade repetition	1	1	1	1	1	1	6
Hostel facility	0	0	0	1	2	1	4
Kinship support	0	4	1	0	0	0	5
Lived experiences	2	2	4	2	4	6	20
orphan needs	1	3	0	0	2	2	8
Orphan vulnerability	1	4	2	0	0	0	7
Orphan welfare grant	0	0	1	1	2	0	4
Poverty among learne	0	0	0	0	0	0	0
Rental at Flats	0	0	0	1	8	0	9
School placement	0	0	0	0	3	0	3
Teacher competence	0	0	0	2	2	1	5
Time and opportunity	0	1	1	2	2	2	8
Youth headed househ	0	3	0	0	0	0	3
TOTALS:	10	24	17	16	33	26	126

4.2.2.1.1 Career aspirations

The orphaned learners have career aspirations like any children. Most of them expressed that they are working hard towards achieving a brighter future:

> *"...one needs to study in order to be somebody in future..." "I would like to complete my Grade 12..."* (David)

> *"I want to become a nurse."* (Maria and Ndapanda)

> *"I want to become an Engineer in future"* (Magano)

> *"I want to become a medical doctor "* (Lovisa)

> *"I want to become a school teacher"* (Willem)

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"*I would like to get a good income*" (Ndapanda)

4.2.2.1.2 Differential Treatment

Most of the orphaned learners disclosed that they have been at some point experienced differential treatment, and verbal and physically abuse that they are happier at school than home:

"*I am only happy during the week when I am going to school*" (Magano)

Teachers are useful by identifying the learners with psychological problems and more especially because they refer the learners to social workers who intervene. This ability to identify and refer learners to social workers of the teachers is commendably a sign of inclusion because it means that teachers can identify and respond to the needs of learners.

Some learners also reported that they are often required to do household duties:

"*I am forced to cook and do all household duties*" (David)

In other cases, the learners faced physical abuse:

"*…whenever his wife tells him that I have misbehaved, he just beats me without listening to my side of the story*" (Magano)

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The orphaned children expressed that they are treated differently from other children in the homestead, who are also often exempted from household chores:

> "*I live with my aunt's niece, but she was sent to the hostel in Grade 8 already, while I am not in boarding school*" (Magano)

This differential treatment has an impact on the psyche of the orphaned learners:

> "*The woman who raised me refers to us as poverty-stricken "peasants" who cannot live with our families because of poverty, and that we eat because we found the granaries filled. Even though I work hard in the field, she does not buy for me toiletries*. (Maria)

4.2.2.1.3 Documentation

The researcher asked whether the orphaned learners have birth certificates that can enable them to apply for the OVC welfare grant, or to be exempted from receive school/examination fees. The study revealed that some orphaned learners do not have birth certificates; hence, they are beneficiaries of the welfare grant. However, some of the orphaned learners do not the required documents to enable them to benefit from the state OVC welfare grant.

> *"My caregivers refuse to give me my birth certificate, claiming that I might run away if I get hold of my birth certificate."* (David)

> *"Regarding the welfare grant, my father does not seem to want me to receive this money because he is ignorant whenever I tell him about it."* (David)

Being in possession of identity documents helps the OVC to access government services such as the welfare grant.

> *"When I lived with my previous caregiver, she tried to apply for the OVC welfare grant, but the officials required my late mother's death certificate, which was never received from the Kavango region where she died; that is why I have not been able to receive assistance from the Ministry"* (Maria)

It is sometimes difficult to obtain national identification documents, particularly in regions such as Omusati which is close to the borders of the country into Angola. Caregivers and their charges suffer in the process to secure such documents from the Ministry of Home Affairs and Immigration.

> *"The problem came about after I left to go and stay with my late father's family after his death. I went with an aunt, but I understand my mother sent her documentation so that they secure a birth certificate for me, but my aunt never did it, and never gave my mother feedback that she did not get the birth*

certificate, although she did it for the other children that I am growing up with."

"*When my aunt died, my mothers and I went to the Ministry of Home Affairs, but it was no avail because we were required to collect a letter from my first school. My mother as a surviving parent was then asked to take documents or the letter from her first school, but she has never attended school*" (Ndapanda)

At times, not even the involvement of the traditional authorities resolves the issues to obtain documentation as Ndapanda explained:

"*The traditional authority came up with an idea that everyone who does not have national identity documents should be accompanied by village headman to the Ministry of Home Affairs, but we were asked to bring letters from our first schools.* (Ndapanda)

National identity documentations are important, and according to the teachers who participated in the study, the lack of documentation affects the enrolment and completion rate of orphaned learners. Furthermore, teachers attributed the lack of documents to the inability for learners to obtain study loans to further their studies.

"*I have noticed that the lack of national identity documents among some of the learners is already a reason that they are*

not benefiting from the welfare grants, which meant be able to apply for loans to further their studies. Regarding the issue with the Ministry of Home Affairs and Immigration (MHAI), we invited the minister of Home Affairs and Immigration last year, because many OVCs do not have identity documents. (Teacher 5)

"*Lack of documents means that they cannot be granted study loans*"   (Teacher 3)

4.2.2.1.4 Emotional upheavals

Some orphaned learners indicated that they experience emotional upheavals because of bad treatment by their caregivers, fellow learners, or sometimes educators. Most learners also revealed that they do not express their emotions to anyone. Some orphaned learners admitted that many of the unresolved issues cause them to be emotionally unstable:

> "*A lot of things were done to me, especially from 2011-2012, but I have just decided to ignore them and move on with my life. It (mistreatment) gives one bad thoughts, it causes one to feel really ba*d." (David)

The participants also revealed that even though the orphaned learners talk to teachers, there has not been much of an improvement.

> "*I spoke to educators about my problems when I was in Grade 8, but there has not been any improvement*" (David)

This orphaned learner's problems have not been resolved problems. The orphaned learner explained that he sometimes lonely and ignored at home:

> "*As an orphaned learner, I have many challenges like not having anyone to talk to at home.*" (David)'

As a result, David expressed that going to school is better than being at home:

> "*Going to school gives him a chance to breathe but his problems are always troubling him.*" (David)

Other educators support the notion that some orphaned learners find the school as a place where they feel better:

> "*One can even say that it is an advantage that the learners come to school; they feel at home when they are at school*" (Teacher 6)

Some emotional upheavals seemed to be provoked by the 'parentless situations' that some orphaned learners found themselves in, and could also be interpreted as 'parental yearning' where, for instance an orphaned learner strongly questioned his situation:

> "*For how long are we going to live like this*" (Petrus)

Some OLs exhibit parental yearning such that

> "*Sometimes when I hear others talking about their parents I also wish my parents were alive*" (Petrus)

The orphaned learner who heads a household, and another orphaned learner further explained that:

> "*Sometimes when we go for out weekends I end up not reading*

even if I take a book, because I end up doing my things around the house "(Petrus)

"*There are times that I take my books to study, and bad thoughts just come up and it results in loss of concentration as I keep questioning my life/situation.*" (Ndapanda)

One of the orphaned learner admitted that

"*the parentless situation in our house brings me bad thoughts*"(Petrus)

Another also revealed that:

"*There are times that I feel sad, thinking of the times I was treated badly*"(Lovisa)

Some orphaned learners expressed deep-seated feelings:

"*I just keep thoughts to myself; sometimes they just stay in my heart, and that is how I feel bad, especially when I am treated badly*"(Ndapanda)

Teachers who participated in the study support the notion that some orphaned learners experience emotional upheavals by stating that

> "*…some of them become absent-minded…some are just hot tempered that they sometimes destroy things they come across*"" (Teacher 2)

> "*…some have shortcomings in their lives*" (Teacher 4)

4.2.2.1.5 Food insecurity

Most orphaned learners raised the concern of food insecurity since most cannot work in the *mahangu* fields whilst attending school

> "*Regarding the field, there has not been any work especially this year (2015), because I cannot devote time to work in the field while obliged to attend school*" (Petrus)

Some such households even seem to lack the support of the community to the extent where they are left out of the drought relief distributions. The orphaned learner described his household situation as a dire condition:

> "*Houses are registered to receive the drought relief, and this happens when we are at school, so we did not hear about it*" (Petrus)

The orphaned learner who rents at the flats also revealed that she experiences food insecurity even though she and her other flat mates share food among themselves.

> "*But sometimes it becomes difficult when your food gets finished and there is nothing for you to eat. Like last term during the term tests, I used to eat one meal per day because my food*

finished." (Pandu)

Some teachers also echo the situation of food insecurity facing learners from SC2 School, especially those renting at the flats:

> " *There are instances when learners from the flats finish their food, and the school gives them left-over food from the school feeding program, or from events such as the tournaments*"
> (Teacher 6)

Some learners report experiencing food insecurity in their homes, due to the drought situation:

> "*Even if I work in the field to produce food, the rains are not good, so if only someone could provide food for us*"
> (Ndapanda).

4.2.2.1.6 Grade repetition

Although all the orphaned learners who participated in the study were in Grade 11 at the time of data collection, most of them admitted that they have repeated some Grade levels, or that they have started school late for some reasons:

> "*No this is not the Grade I am supposed to be in*" (Maria)
>
> "*I am not supposed to be in this Grade*" (Petrus)
>
> "*This is not the Grade I am supposed to be in*" (Magano)
>
> "*I repeated Grade 8 because I failed Mathematics*" (Pandu)

Out of the total four learners who participated in the study from SC2 School, only one did not repeat her grades:

> "*Yes, I am supposed to be in this grade*" (Lovisa)

4.2.2.1.7 Lived experiences of the orphaned learners

To provide equivocal answers to the research question "what are the lived experiences of orphaned learners?" the voices of orphaned learners, as well as of the caregivers and educators were examined further. All orphaned learners who participated in the study agreed that it is difficult to live as an orphaned child:

> "*It is difficult to live as an orphan*" (David)

> "*It is difficult to be an orphaned learner, because there are times when I need something, but I am unable to get it, as I live with unemployed people*" (Maria)

> "*Thinking about my life, I realise that I live a sad life*" (Petrus)

> "*It is bad to be an orphan*" (Magano)

> "*It is difficult to be an orphan*" (Lovisa)

> "*My status as an orphan is very difficult*" (Ndapanda)

Some of the orphaned learners explained that the caregivers they lived with were unable to support them, because they are unemployed, which makes the lives of orphaned learners more difficult.

> "*My mother is unemployed, and all the people I live with at home are unable to support me*" (Ndapanda)

"*My cousin who takes care of me sells 'Wambo liquor' and struggles to get money when she does not sell. Also, she has too many dependants, as she has to take care of me and her own children*" (Maria)

"*Whenever the school sends us to collect something, or perhaps to pay school fees, I feel bad when others pay, but it is always me who is unable to pay.*" (Ndapanda)

Other orphaned learners' lived experiences are compounded through the type of schools where they are enrolled at. For instance, one explains:

"*It is very difficult for me to attend school because my mother does not work, and I only receive a grant of N\$250 per month, which I use to pay rent, and to take care of all my expenses*" (Pandu)

The lived experiences of other orphaned learners become more unbearable because of ill treatment by relatives, and some had to find a way to escape from these situations.

"*After my father's death I went to live with his side of the family. The people I lived with ill-treated me. I could be in a room studying, and someone would start throwing stones on the roof*" (Lovisa)

> "*I left because my uncle always threatened to kill me; he once hit me with a burning wood, and with a cutlass, saying that he would kill me*" (Magano)

Some of the ill treatment were reported to the MGECW by educators, but this caused further tension between the orphaned learners and the relatives, so life at home became unbearable to the extent that the orphaned learners could not cope with the life at home anymore.

> "*When teachers at my previous school noticed that something was not right, they informed the social workers*" (Magano)

> "*I am only happy during week days (school days), but I am scared to spend the weekend at home.*" (Magano)

Sadly, some orphaned learners were reluctant to reveal their challenges to authorities.

> "*No, I have not spoken to anyone at school about my problems; I only tell my grandmother*" (Magano)

> "*Sometimes it just stays in my heart, but when my mother comes home on holidays she is the one I am able to tell certain things.*"(Willem)

4.2.2.1.7.1 Caregiver's perceptions on the lived experiences of OLs

Some caregivers, particularly the elderly, did not seem to notice the challenges that the

orphaned children face. Majority of the caregivers concluded that the learners have a good life. This perception is based on how the caregivers observe the orphaned learners (who mostly bottled up emotions), and think they lived easy lives. It was only one caregiver who admitted that her charge lives a difficult life as an orphan.

"*Her life is really in jeopardy because she does not receive assistance from anyone.*" (Maria's caregiver)

As previously mentioned, most caregivers are under the impression that the orphaned learners live comfortable lives, meaning they are totally oblivious to the challenges that the orphaned learners are facing.

"*She has a good life*" (Magano's caregiver)

"*My daughter's life is good, because she is just concentrating on her schoolwork; even after her father's passing, she has not had any problems*" (Lovisa's caregiver)

"*I think her life is just good*" (Pandu's caregiver)

In addition, some caregivers blame themselves for being unable to support the orphaned children.

"*It is very difficult for me to support her in school, so I feel like I am failing to do so.*" (Pandu's caregiver)

"*The challenge is that her needs are not met like those of her*

peers" (Ndapanda's caregiver)

"*Her current situation as an orphan makes her life difficult, because I believe that is not where she was supposed to be in her education, and even what I see now is not what I had expected*" (Ndapanda's caregiver)

On the other hand, interviewing caregivers about the lived experiences of the orphaned learners revealed that some orphaned learners also complicate their lives the choices they had make in life.

"*This orphan is not really living a needy life, he made his life difficult himself*" (Willem's caregiver)

4.2.2.1.7.2 Educators' views on the lived experiences of the OLs

Given that educators spend most of the time with the learners at school, they had much to say about the lived experiences of orphaned learners. Teachers who participated in this study explained the existence of two categories of orphaned learners in schools, who are classified according to their discipline or the lack thereof.

"*The orphaned learners are classified into two categories: those who are disciplined and those who are ill disciplined* "(Teacher 1)

"*These children, there are those being taken care of and there are those who live under deplorable conditions of abuse and*

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neglect, including those living on their own, they are faced with challenges, and even their approach to studying needs to be looked at closely"(Teacher 2)

"*Some learners are well behaved, especially those who receive enough care at homes*" (Teacher 4)

Some teachers have reported misdemeanours, such as ill-discipline and aggressiveness among the orphaned learners. This situation is linked the home of the orphaned learners as a meso-systemic setting in the absence of lack of parental care.

"*There are instances where such children day dream in class, perhaps thinking of their household situations, so they do not really apply themselves in their schoolwork*" (Teacher 2)

"*Sometimes the orphaned learners feel lonely, threatened, and insecure that they become aggressive in self-defence.* (Teacher 3)

"*Sometimes the learners stay away from school*" (Teacher 5)

"*Orphaned learners are very less privileged that even in winter, some of them do not wear winter school wear.; some do not look neat, and some become weak when they are hungry that they are often inactive in class*" (Teacher 6)

4.2.2.1.8 Orphaned learners' needs

The researcher observed, and the orphaned learners stated that their needs mostly include material support for items such as toiletries, beddings, and foodstuff. However, the orphaned learners also have indicated that they need emotional support and love. The OLs have reported that some of their needs are normally provided through kinship and community support.

> "*I often call my caregiver, and I also visit her during the weekend, or if she comes to Outapi, then she drops off my toiletries.*" (Lovisa)

> "*There may be times that I need toiletries, but then these needs are often not attended to on time because there is no money*" (Maria)

> "*My aunt buys food for us, but we sometimes buy the toiletries*" (Petrus)

> "*I do not always have all the three meals as there is not always something to eat. As a result, I often fall asleep in class due tio hunger, especially when I do not have breakfast.*" (Willem)

> "*Home is not very conducive, and it is often overcrowded, which is uncomfortable because we share rooms with younger relatives.*" (Ndapanda)

Orphaned learners are sometimes without adequate resources to cater for all their needs:

> "*My aunt just gave me N$ 300 from which I took N$ 260 for all my needs when I returned to school. After all the expenses, I was unable to buy toiletries.*" (Petrus)

> *It is very difficult to fit all my needs within the income of the monthly grant I receive from the Ministry of Gender to pay school fees and the flat where I live. It would have been easier if my school had a hostel.*" (Pandu)

The educators suggested some solutions to the needs/challenges of OLs, including:

> "*I suggest that there should be provision for orphaned learners to receive toiletries, school uniform, and even beddings.*" (Teacher 1)

> "*If there could be an organisation that is able to assist the OVC financially, materially and psychosocially.*" (Teacher 2)

> "*Some children are experiencing extreme poverty, and the fact that some live with grandparents means that they do not receive all the care because these grandparents usually have too many*

grandchildren to take care of. I would suggest that there is provision for items such as school uniforms." (Teacher 4)

"I have heard about an organisation that can assist with sanitary pads; I will make the effort to see how I can get in touch with it." (Teacher 4)

4.2.2.1.9 The state of the rental flats

Because of the lack of infrastructural development at SC2, especially the absence of a hostel, learners from other constituencies must rent at the flats in the nearby location to attend school. One of these orphaned learners expressed her displeasure about living in the flats. She is discontent of the fact that she did not initially want to be in a school that does not have a hostel:

"It is very difficult for me to be in a school without a hostel, because my aim was to be in a hostel. That is why I initially applied to another high school with an interest to pursue the Social Sciences field; unfortunately, my grades did not meet the requisite points for admission into that school." (Pandu)

The flats are not conducive because the kitchen area and the ablution facilities are outside as shown in Figure 9 as Pandu explained.

"The rooms are built with cement, and four learners share one room each for N$250 per month. Learners cook outside in the

open kitchen, and the bathroom is also outside." (Pandu)

Pandu acknowledged that she uses the OVC welfare grant money to pay rent for the flat, leaving her with virtually nothing to spend on her other school needs. In addition, the learners buy their own mattresses and other beddings.

> "*I use that grant money for the flat rent.   Each one brings their own pots from home. In addition, we also had to buy our own mattresses."*   (Pandu)

The learners who live at the flats are expected to be self-disciplined by planning their study time, although this is not always easy. She explained

> "*I find it very difficult, because I have to plan my time and resources.*" (Pandu)

The alternative to renting at the flats for the learners from SC2 is to live in the homesteads that are close to school to attend school. However, this arrangement also has its short comings, because learners are expected to take part in all the household chores, which leaves them very little time to study.

> "*I was very fortunate to be accommodated in a homestead that is close enough to the school where I live to attend school, because I did not want to live in the flats.*" (Willem)

4.2.2.1.10 Alleged teacher incompetence and attitude

Learners from SC2 and their caregivers alike are critical of the teachers, and they

question their competence and ability to prepare the learners for the national exams. Learners took pictures of purportedly teachers not teaching, or leaving school ahead of time. These and many reasons have led to some learners questioning their competence, and attitude towards teaching.

> "*This school does not have teachers who are committed to teaching, because there are instances where teachers are absent for two consecutive lessons. Also, they can leave the class before the end of the lesson. When we talk about the situation, they just tell us that they also experienced the same situation as learners, so we should live with the situation. We have requested for a suggestion box at school, but management refused to introduce it.*" (Willem)
>
> "*Well, our school needs help, because even if one passes at junior grades, it becomes difficult or impossible to pass Grade 12 because teachers do not do their part. Most teachers do not qualify to teach the higher grades For instance, our Biology teacher caused us to fail Biology during the April exams with 17 learners getting U symbols.*" (Lovisa)

Sometimes orphaned leaners revealed that their educators are very inconsiderate and insensitive of their situations. According to the mostly SC2 School learners, some of their teachers do not seem to understand their situations. They argued that,

> "*Sometimes teachers answer us badly. Whenever a teacher*

answers me rudely, I just keep quiet, get discouraged to ever ask for anything again". (Pandu)

"*Teachers are very insensitive when dealing with school payment fees. Even if you explain your situation, they stand firm that the school fund should be settled. Otherwise if the fees are not settled on the given date, they give an ultimatum of adding an interest.*" (Ndapanda)

"*Teachers sometimes make comments like 'when your fathers and mothers sent you to school' or even saying they also do not have parents but they do not care*" (Willem)

With so much going on at SC2 School, half of the orphaned learners study participants repeated Grade 11, while the other half dropped out of school.

4.2.2.1.11 Time and opportunity to study

Despite the difficult situations of the orphaned learners, they must ensure that they study. This responsibility requires that the OLs practice self-discipline and self-control, particularly that they do not have adequate parental or adult care.

"*I only get time to study at night, because when I return from school, my guardian tells me to perform household chores even during examinations. I just browse through the book to prepare for examinations the next day.*" (Magano)

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> "*I only study at night after I finish with all the household chores, but sometimes the batteries for the lamp weaken, and my mother is unable to buy batteries for me, I try to cook early so that I can sleep well in time to be able to wake up to study for a few hours in the morning.*" (Ndapanda)

Given the fact that most learners have many responsibilities in household chores, teachers from SC2 have exempted learners who have household responsibilities from the afternoon study, which is quite a drastic measure because the exemption means that the opportunities for these learners to study are reduced.

> "*The major problem among the orphaned learners is punctuality, based on the reported cases of late comers. The main reasons for late coming is the fact that some learners are the heads of the households, so they have to prepare their siblings before they come to school. From the school's side, we understand how difficult it might be to lead a household, so we have exempted some of them from attending the study session.*" (Teacher 6)

4.2.2.1.12 Youth headed household

The study participants included Petrus one learner who heads a household. Petrus is a 23-year old male double orphan from SC1 School. The researcher found that this role significantly weighed heavily on Petrus' mind that it impacts on his schooling/learning

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processes, although the school he attended prioritised the hostel facility for learners like him.

> "*I do not live with an adult, because all the adults passed on; I am the adult in the house now. When I come to school, I leave my two young siblings.*" (Petrus)

With limited family or kinship and community support, to their homestead, he is unable to commit to his school work and pass his final exams. He lamented:

> "*I find is very difficult for me to concentrate on my studies because my thoughts shift to taking care of my siblings, thinking about how they are surviving/coping at home.*" (Petrus)

Kinship support emerged as an important consideration for households that are headed by juniors.

> "*Our aunt takes care of us, especially when we are at home, she buys food for us, but this is not the case regarding school needs.*" (Petrus)

In the modern era, families are fragmented, they live further apart, and some family members have become very individualistic. That is why it is not surprising that some orphaned learners do not have the support of family members, and in the case of Petrus, it is only one family member who is responsible for caring and supporting them.

"My late mother taught us about our family, even though the family is quite separated. The only person who takes care of us is my aunt, but she also has her own children and grandchildren to take care of; she helps us where she can." (Petrus).

4.2.2.2 Caregivers

Table 16: Characteristics of caregivers

Pseudonym	Age (Range)	Sex/Relation to orphaned learner	School of charge/Constituency residing in	Experience/Educational level
David's caregiver	41-44	Male. Biological father.	SC1 - Anamulenge Constituency.	Self-employed. Secondary level educated.
Maria's caregiver	35-40	Female – relative.	SC1 - Outapi Constituency.	Unemployed. Sells Wambo liquor. Primary level educated.
Magano's caregiver	60+	Female - paternal grandmother.	SC1 – Oshikuku Constituency.	Pensioner. Uneducated.
Pandu's caregiver	45-50	Female - Biological mother.	SC2 - Ruacana Constituency.	Unemployed. Primary level educated.
Lovisa's caregiver	51-54	Female – Biological Mother.	SC2 - Outapi Constituency.	Unemployed. Sells goat meat occasionally. Approved veteran. Primary Educated.
Ndapanda's caregiver	55-60	Female - Biological Mother.	SC2 - Outapi Constituency.	Unemployed. Sells *vetkoek*. Primary educated.
Willem's caregiver	51-54	Female - adopted relative.	SC2 - Outapi Constituency.	Unemployed. Used to teach, due to ill health. Secondary educated.

Table 16 gives the characteristics of the seven caregivers who are represented by pseudonyms from the OLs they care for. The caregivers are between the ages of 35 to 60+ years, and most of them are female, as only one caregiver is male. The male caregiver's highest level of education is secondary education, and he is self-employed, whereas the female caregivers only achieved up to primary level education, and they mostly are unemployed. One of the female caregivers is a pensioner.

The themes for consideration are documentation, food insecurity, household economic situation, needed assistance, standards for the OVC service delivery, and succession planning.

Table 17: Caregivers' Codes as generated by ATLAS.ti

CODES-PRIMARY-DOCUMENTS-TABLE								
	P 2: HH-CG-01.	P 3: HH-CG-02.	P 4: HH-CG-03.	P 5: HH-Cg-04.	P 6: HH-Cg-05	P 7: HH-Cg-06	P 8: HH-Cg-07.	TOTALS:
Achievement	1	1	1	2	1	0	0	6
Age - caregiver	1	1	1	1	1	1	1	7
Community acceptanc	1	1	1	1	1	1	1	7
Documentation	1	1	0	0	0	2	0	4
Education caregiver	1	1	1	1	1	1	1	7
Food insecurity	1	2	1	5	4	1	1	15
Household economic	2	4	1	6	3	5	1	22
Needed assistance	1	1	1	1	1	1	0	6
Relation to caregiver	1	1	1	1	1	1	1	7
Standards for OVC ser	1	1	1	1	3	2	1	10
Succession planning	1	1	1	1	2	1	1	8
TOTALS:	12	15	10	20	18	16	8	99

Table 17 above is an ATLAS.ti generated table presenting the themes from caregivers for data analysis. If data frequents for more than five times, the researcher identified it as an interest in discussion.

4.2.2.2.1 Documentation

Documentation is a code that represents all kinds of national identity documentations, ranging from birth and death certificates, as well as identity documents, which are a compulsory requisite for the orphaned learners to be able to apply and be beneficiaries of the welfare grant. To investigate if the orphaned learners are beneficiaries of the welfare grant, and to determine whether the lack of documentation hinders them from receiving the grant, the researcher asked the caregivers whether their charges are in possession of the required documentations such as nation identity documents and death certificates of the late parent(s).

"*I went to the office (Ministry of Gender Equality and Child Welfare), but he still does not receive the grant, because he lacks the required documents.*" (David's caregiver)

"*She has a birth certificate, and she also has her father's death certificate, but we are unable to find her mother's death certificate*" (Maria's caregiver)

"*She does not receive the grant assistance because her aunt failed to obtain national documents for her; hence she cannot apply for the grant.*" (Ndapanda's caregiver)

"*My child did not get her national documents yet, and this is making her life difficult.*" (Ndapanda's caregiver)

4.2.2.2.2 Food insecurity

Food insecurity became an important theme of this study because most of the caregivers are unemployed. The study revealed that families depend on subsistence farming for food security.

> "*We work in the mahangu field, and we buy a bag of maize meal to supplement.*"   (Ndapanda's caregiver)

> "*We survive through what we get from our mahangu field like other families from these areas.*" (Willem's caregiver)

In the years that the region experiences drought, food insecurity became a crucial concern to the caregivers.

> "*It is difficult to survive when rainfall is so low*" (Maria's caregiver)

> "*It is difficult to survive when there is drought, especially that we do not have another income to buy food when the rains do not fall.*" (Maria's caregiver)

> "*When there are no good rains, we do not harvest well.*" (Magano's caregiver)

> "*I am really struggling to make ends meet, and there is no one

to help with fieldwork. Also, we do not have a plough, oxen, nor

donkeys." (Pandu's caregiver)

Some caregivers even used the term 'surviving like a bird' to explain their situation of lack of sufficient food to survive, neither do they remain with surplus for the future.

"*I can say I survive like a bird really; I am a street vendor.*" (Maria's caregiver)

"*We survive like a bird.*" (Pandu' caregiver)

Some caregivers expressed their mitigation strategies to the food insecurity to relieve the drought situation.

"*We do not really struggle to survive because our farming land is big that we are able to survive with the harvests when we work hard in the farm.*" (Lovisa's caregiver)

Some of the caregivers commended on the drought relief programme, admitting that the relief saves many households.

"*We have received drought relief.*" (Pandu's caregiver)

"*The famy just receive drought relief.*" (Lovisa's caregiver)

Some caregivers seem to view government drought relief food assistance as a better relief option to food insecurity, because many caregivers appear uncomfortable with the idea of asking for food from neighbours even during their struggles due to food shortages because of the drought situation.

"No, we have never borrowed food from neighbours" (Lovisa's caregive*r)*

*"Not at all. We just use what we get in our field." (*Magano's caregiver)

4.2.2.2.3 Household economic situation

Caregivers described their difficulties to survive, especially because most of them are unemployed.

Except for one pensioner who depends on the monthly old age grant, most of the caregivers are not eligible for the pension grant, as most of them have not yet reached age 60. The pensioner admitted that she is fortunate to be a beneficiary of the grant, and the rest of the participants explained how difficult it is to survive without an income, and especially when the situation is worsened by the drought situation.

"To tell you the truth, life is hard in this household is very difficult." (Pandu's caregiver)

Other caregivers run small businesses to make ends meet.

"Ever since my husband passed on, I have been selling vetkoek,

fried fish, and kapana for me and my children to survive.” (Ndapanda's caregiver)

“I save the money that I make from selling vetkoek, kapana, and friend fish to be able to buy food or school uniform.” (Ndapanda's caregiver)

4.2.2.2.4 Need for assistance

Caregivers acknowledged that considering their struggles to make ends meet, they need a variety of external support foods, beddings, school fees, and clothing items, the female headed households who are all unemployed.

“We need food, clothing, and beddings.” (Marias's caregiver)

“School fees it what is needed the most.” (Pandu's caregiver)

“Food and beddings is the main need in this house.” (Lovisa's caregiver)

4.2.2.2.5 Standards for OVC services

Although caregivers were not aware of the Standards for the OVC service delivery until the researcher introduced them, the caregivers were able to explain what they thought was important to improve the lives of the OVC. With varying reasons, many of the caregivers prioritised education, and to a less extent, food and nutrition, and

health and counselling. Some caregivers opined that all the seven standards are equally important; however, they also acknowledged the importance of education:

> "*Education is the most important.*" (David's caregiver)

> "*Education is very important to her; she is also committed to her schoolwork.*" (Magano's caregiver)

> "*Education, so that they can help themselves in future.*" (Pandu's caregiver)

> "*Education support – if you are not educated, you will struggle to survive.*" (Ndapanda's caregiver)

> "*Education is very important, because if one is not educated today, their future survival will be difficult.*" (Willem's caregiver)

The caregivers also named the importance of counselling to help the orphaned learners to cope and accept certain situations.

> "*Counselling is important to help the learners to accept their situations.*" (Pandu's caregiver)

> "*Counselling is of importance for emotional help.*" (Ndapanda's caregiver)

"Psycho Social support (PSS), food and nutrition, and education, because even if you have the courage to study, but you are hungry, you cannot succeed, and if you do not receive counselling, you will just feel bad all the time (not accepting your situation)." (Maria's caregiver)

4.2.2.2.6 Succession planning

The researcher asked caregivers about their plans for their charges when they die. Majority of the caregivers were hesitant at first, and they did not seem to have thought or planned about such at all. However, they eventually came around the subject matter, and started sharing their informal arrangements about succession, which includes the plan to leave the orphaned learners in the care of older siblings, the care of the extended family, spouses, and so forth. Some caregivers indicated that they have not really thought about succession yet; however, a majority said:

"When I die, my wife will take care of my son. She is already playing the role of a mother now; she has been taking care of him since he was 7." (David's caregiver)

"My aunt will take care of her." (Maria's caregiver)

"There are some extended family members who can look after her, although they are scattered in many places." (Magano's caregiver)

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"*There is a sibling who can represent her - the second born.*"
(Lovisa's caregiver)

"*If I am not here, there is her elder sister, but she also survives by selling just like me. Part of the family is in another region, Eenhana, but they have no link with them since they lost their father.*" (Ndapanda's caregiver)

"*He will continue to be taken care of in the house, because we took him as our child, so if my mother or I are no more, those remaining behind will take care of him.*" (Willem's caregiver)

However well-meaning the caregivers are in their succession planning; the sad reality lies in the fragmentation of the extended family as a support system for the vulnerable in society.

4.2.2.3 Educators

Table 18: Characteristics of educators

Pseudonym	Age (Range)	Type/Role	School teaching at	Experience
Teacher 1	45-50	Female, Life Skills and Career and Guidance Teacher	SC1	University trained, 16+ years teaching experience, 1-5 years in OVC care and support
Teacher 2	41-44	Female, School board member and Teacher	SC1	University trained, 16+ years teaching experience, 6-10 years in School Board duties
Teacher 3	41-44	Female, School Principal	SC1	University trained, 11-15 years teaching experience, 6-10 years in school management, trained as Career Guidance Teacher for OVC care and support though does not practice it
Teacher 4	35-40	Female, Life Skills Teacher	SC2	University trained, 6-10 years teaching experience, 1-5 years in OVC care and support
Teacher 5	35-40	Male, School Board Member and Teacher	SC2	University trained, 11-15 years teaching experience, 6-10 years in School Board duties
Teacher 6	35-40	Male, Acting School Principal	SC2	University trained, 11-15 years teaching experience, 0 years (>1 month) in school management function, trained in School Counselling/OVC care and support

Table 18 presents the characteristics of the six (6) teacher participants. Half of them are from each of the two case study schools, and they are also represented by pseudonyms. The age group of the teachers are 35 to 50 years, and they all have university qualification with varying years of teaching experiences. The teacher

participants have different roles to carry out their responsibility towards the OVC. The roles of the teachers are as follows: Life Skills teacher, Counselling and Guidance teacher, Head of School/School Principal, and school board members.

From the information generated by ATLAS.ti (Table 19), the following aspects are of importance: factors affecting the enrolment and completion of orphaned learners, hostel facility, identification of orphaned learners with additional challenges, Life Skills' burden, motivation to care for the OVC, the impact of orphanhood on schooling, school strategies for inclusion, standards for the OVC service delivery, and teacher training for inclusion.

Table 19: Educators' Codes as generated by ATLAS.ti

CODES-PRIMARY-DOCUMENTS-TABLE							
	P93: SC1-Aut-01.	P94: SC1-Aut-02.	P95: SC1-Aut-03.	P96: SC2 - Aut-04	P97: SC2 - Aut-05	P98: SC2 - Aut-06	TOTALS:
Factors affecting en	5	2	4	1	0	3	15
Hostel facility	0	0	0	0	1	1	2
Identification of orp	4	1	1	2	2	1	11
Life Skills teachers	0	0	0	1	1	4	6
Motivation	2	1	1	3	2	1	10
orphan needs	1	1	0	1	0	0	3
Orphanhood impact	3	1	3	3	1	1	12
Procedure for comm	1	1	1	1	1	1	6
School attending	0	0	0	0	0	0	0
School Auth input	1	1	0	1	1	1	5
School role	1	1	1	1	1	1	6
School strategies fo	9	8	7	5	4	4	37
Standards for OVC s	1	4	1	1	1	2	10
Teacher training for	1	1	1	1	1	1	6
Visiting individuals	4	2	1	0	0	0	7
TOTALS:	33	24	21	21	16	21	136

4.2.2.3.1 Factors affecting enrolment and completion of orphaned learners

Educators from both case study schools shared some of the major factors that hinder

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the smooth enrolment and completion rates of school by orphaned learners. Many issues were stated, ranging from absolute poverty, lack of counselling services, lack of guidance, lack of finances, lack of identity documents, and lack of motivation. According to the educators:

> "*One of the main factors that hamper the enrolment and completion of school by orphaned children is financial constraints, because even those who receive the grant spent that money on food and clothing, as the money is not even enough to support them and to pay for their school expenses.*" (Teacher 3)

> "*Some of these learners do not have documents, hampering the progress of the orphaned learners because they cannot be granted loan without a full birth certificate.*" (Teacher 3)

> "*Some of the factors that cause orphaned learners to not complete school include poverty, and the lack of motivation to take their studies seriously.*" (Teacher 4)

> "*It is absolute poverty that makes affected people needy, and the lack of counselling services and motivation.*" (Teacher 2)

Some educators pointed out that orphaned girls are more vulnerable than the boys:

> "*The factors that make it difficult for orphaned learners to*

complete school, especially girls is basic things that they need

to go through life, as girls always yearn to look nice when they

are going on outings/out weekends with others." (Teacher 1)

4.2.2.3.2 Identification of orphaned children with challenges

In response to how schools identify orphaned learners with additional challenges, teachers explained some methods and strategies for identification at their respective schools that were not so systematic; these include: identification by class teacher, hostel superintendents, caregivers who come to report the cases themselves, and referral from the feeding primary school.

The study found that each of the schools follow its own procedures as the teachers explain below:

"*Some of these children are identified by their class teachers, some are identified by hostel matrons/patrons, whereas some are identified through the caregivers who provide the school with information regarding their orphaned learners whom they are taking care of.*" (Teacher 1)

"*Teachers record the names of the orphaned children for the necessary assistance.*" (Teacher 2)

"*We identify the orphaned learners who need additional help through their class teachers who register the OVC, so that the school can keep these records.*" (Teacher 3)

"*We go class by class to discuss with orphaned learners so that*

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we can obtain additional information regarding the issue of

orphan hood." (Teacher 4)

The study found that the role to identify and support orphaned learners is regarded as a task for Life Skills teacher at the SC2.

"*The Life Skill teacher is responsible for identifying the*

orphaned learners, and we also get reference from the feeding

primary school nearby, where we share the records of the new

intakes from primary schools (cumulative)." (Teacher 5)

"*The Life Skill teacher is responsible to identify such learners,*

and to investigate the severity of their situations." (Teacher 5)

4.2.2.3.3 The burden of the Life Skills teachers

As alluded to in the previous section, Life Skills teachers are a panacea to the challenges of the orphaned learners. Many teachers are of the perception that it is the responsibility of the Life Skills teachers to look after OVC, even though the Life Skills teachers also have the responsibility to teach the subject:

"*There is only one Life Skills in the school, and it is a challenge*

to them because they also have the teaching responsibilities, as

they have to teach all grades: 8 to 12." (Teacher 4)

"*The Life Skills teacher is overloaded, as she teaches all the 18*

classes, but she is also having the responsibility to consult

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> *parents/guardians regarding psychosocial issues. I suggest that the school gets an additional school counsellor.*" (Teacher 6)

According into the teachers, the OVCs need more than just a Life Skill teacher to talk to about their issues, so they really require professional counsellors/psychologist. However, in the absence of these professionals within the schools, it is the Life Skills teacher who must play all the roles of caregiving and support the OVC.

> "*The school needs a counsellor because the Life Skills teacher is not coping.*" (Teacher 5)

> "*The Life Skills teacher is not a professional counsellor, even though she deals with some cases, but sometimes there are severe cases that really need counselling. I suggest that the teacher receives training in advanced counselling, otherwise the school should get a counsellor.*" (Teacher 6)

4.2.2.3.4 Motivation to support the orphaned learners

Educators had to respond to a question about what motivates them to work with orphaned learners. Their main reasons were: to change the behaviour of the orphaned learners, stand in as *in loco parentis*, and to encourage them.

> "*I am motivated to support orphaned learners because of them do not receive parental care, so by teaching them Life Skills I am instilling much survival skills.*" (Teacher 1)

"*I am motivated to monitor the behaviours and welfare of all learners, including orphaned children and educators in the school. Orphaned children need this support o that they can be assisted to reach the level where the other learners are.*" (Teacher 2)

"*I am motivated to support orphaned learners is that I have experience; I put myself in their shoes. I also have children who might become orphaned one day. I take myself as an in loco parentis. So I think it is really necessary to support these orphaned children.*" (Teacher 3)

"*What encourages me in this role is ensure that the orphaned learners are assisted through counselling.*" (Teacher 4)

"*It is sometimes very difficult for the learners to cope with their situations that is why I am obliged to support them.*" (Teacher 5)

"*There are many orphaned and vulnerable learners in the schools, so I am motivated to work with them, so that I can help them to at least cope with their situation.*" (Teacher 6)

4.2.2.3.5 The impact of orphan hood on schooling

Most teachers explained that orphan hood affects the education outcomes of orphaned learners in many ways. For instance, they stated that some orphaned learners who came from homes where they are better cared for tend to do well at school, and vice versa. The education of these learners suffered as a result.

On another hand, some of the educators conclude that the performance of some orphaned learners started slacking off. The educators described the situation as:

> "*The academic performance of the Orphaned and Vulnerable Children depends entirely on themselves as individuals* (Teacher 1)

> "*There are instances where orphaned children day dream in class, so they do not commit to their studies; hence, their performance is low. However, peer pressure also has an influence on their academic performance.*" (Teacher 2)

> "*The academic performance of the learners is affected by the fact that they are not well taken care of. They come late to school comers, and they lack concentration. I have also noticed that most of these learners are antisocial, which is disadvantageous because they do not learn from others. Lastly, they lack stationery.*" (Teacher 6)

Some teachers describe that some orphaned learners are stubborn, and withdraw from the academic activities, which has negative consequences on their academic performance:

> "*These experiences affect learners in because by being stubborn, rude or aggressive, they might not even learn. When the learners are withdrawn, they will be reluctant to do activities as the teacher instructs.*" (Teacher 3)

> "*Learners are often absent from school, and do not follow instructions.*" (Teacher 4)

> "*Absenteeism has a negative impact on the learners because they easily miss out on important lessons.*" (Teacher 5)

4.2.2.3.6 Procedures to communicate policies

The researcher was intrigued to explore how national policies for the education sector and OVC are communicated to the school. The educators provided a mixture of responses to the question of how they found the process of communication of national level educational policies to schools. Some of the educators felt that the current process, where policy documents are sent to schools, is adequate, whereas others suggest that the process needed to be changed.

The researcher found that more interventions needed to be done because many teachers besides the Life Skills teachers and some principals were not aware of the national policies pertaining to the OVC. They described the existing process as follows:

"In my opinion, *the prevailing procedure still appears to be the proper one. In this case, the letter from the Ministry of Education is sent to the Regional Director of Education, who then sends it to the circuit, where the inspector of education gives it to the principal to read it to the teachers. The responsible teacher for the duties that are stipulated in the circular receives a copy so that he/she can start with the implementation.*" (Teacher 1)

"*Teachers receive the policies, but the effectiveness of the implementation of these policies is questionable. The director sends the policies to the schools, and sometimes they organise a workshop with certain teachers.*" (Teacher 3)

"*I think there is a lack of communication regarding the policies on the OVC. A cluster system at the cluster centre would be more helpful at circuit level, instead of everything being handled at the regional level.*" (Teacher 5)

"*Teachers are aware of the policies, so I would say that the ministry is really doing its work to provide the ground on how to treat such learners in school. The ministry clarifies the policies, and it conducts an annual census to determine the number of orphaned and vulnerable in school, and how teachers support them.*" (Teacher 6)

> *"The policies come from the region, and due to limited, schools cannot make copies from thick documents, but the principal ensures that he explains the policies to teachers."* (Teacher 6)

Despite the fact that most teachers acknowledged that the policies were sent to schools, they opined that so much needs to be done to ensure the effective implementation of the policy, as well as to avail and explain the policies to all teachers so that they similarly understand the policies.

4.2.2.3.7 School strategies for inclusion

The researcher asked educators to share what strategies their schools implement to ensure that they include orphaned learners in school activities. Among the activities suggested are: engaging orphaned learners and caregivers into discussions about their situations, organising prize giving events, school tours, cultural events, sports events, school feeding, remedial classes, welfare grant applications, inviting successful orphaned alumni to motivate learners, priority provision for hostel, and hostel fee exemptions in the case of SC1.those activities are the generic ones that most schools in Namibia implement, however they make a huge difference in the lives of orphaned learners.

> *"This school has many learners that is why it is usually decided that all Grade 11s should be accommodated in the hostel to give an opportunity to orphaned learners to be in the hostel. When it comes to travels, sometimes the school will even go into its*

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coffers while guardian is seeking out, because it is not always money that needs to be paid. Sometimes other useful things (e.g. goats, traditional baskets, fuel wood, etc.) can be brought also, and these are sold to educators to recover the money used by the school" (Teacher 1)

"*Teachers speak to the orphaned learners on a regular basis, especially by the counsellors. Sometimes, the school refers the learners with severe cases to the Ministry of Gender [Equality] and Social [Child] Welfare (sic) to consult Social Workers.*" (Teacher 2)

"*We usually support these orphaned learners by assisting them with social grant forms, and by giving them priority to be accommodated in the hostel, so that they do not commute from home, because the truth is that sometimes there is nothing to eat at home, and there is no support. We give the learners priority for placement in the hostel, and we also exempt them from hostel and examination fees.*" (Teacher 3)

"*In a situation where they do not have payment at all, the school engages caregivers is into discussions, and then make arrangements to get hold of the things that are needed. Teachers also advise caregivers about the right procedures to follow to be granted school fees exemption.*" (Teacher 4)

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"Our school is not legible for the feeding program, but given the vulnerable state of the learners, the government considered the request of the school to initiate the programme." (Teacher 6)

At both case study schools, Life Skills teachers fill the void of professional counsellors at by organising talks with orphaned learners with additional challenges. Given that it was the Ministry of Education to settle for Life Skills teachers, one would have thought that it was still within their parameters, however, some explanations, emanating from Life Skills educators already labelled the orphaned child 'as being troubling, instead of being the troubled one.'

"When the school identifies orphaned learners, and is in a situation where he or she does not cooperate with other people, such child is led into open discussions. Sometimes we succeed with some of them; at other times not." (Teacher 1)

4.2.2.3.8 Standards for the OVC service delivery

From the teachers' responses regarding the standards of service delivery for OVC, it was evident that teachers are not aware of the standards that were devised under the MGECW in 2009. Collaboration between the two ministries (MGECW and MoE) needs to be strengthened.

Initially, many educators admitted that they are not aware of the standards for the OVC service delivery specifically; however, after the researcher introduced them and explained these standards, teachers managed to explain what they thought is important to be implemented for the OVC in the country. Some educators, just like the caregivers, opine that all the standards are important for learners. Others stated specific Standards of service delivery; however, teachers mentioned that education, psychosocial support/counselling, and food and nutrition are important.

"*In my opinion, all standards are important to orphaned children; therefore, implementers should emphasise on all to ensure that learners are motivated to study.*" (Teacher 5)

"*Education, counselling, stigma, and (anti)discrimination are important to orphaned learners. Counselling is important to help them to handle their education and their lives. Also, the stigma and (anti)discrimination will open their eyes in instances.*" (Teacher 4)

"*Education, psychosocial support, and food are the major ones, because there is no way one can uplift their life without education, but if one is in problems, they require psychosocial support. Also, there is no way that one can study without food - that is why I consider them as major needs for an orphaned child.*" Teacher 3)

"*I will prioritise food as a need, because the government should provide food and shelter. Even in winter, learners sleep in the traditional wooden structures without appropriate beddings. Health should also be accessible by the OVC so that they are able to buy medications they need.*" (Teacher 6)

4.2.2.3.9 Teacher training for inclusion

Regarding the teacher training in inclusion, teachers were equivocal that the teaching cadres have not been trained in inclusion strategies, although the policy expects them to be practitioners of inclusive education. Some teachers, including Life Skills teachers, suggested that it was only they who can handle the OVC issues, including inclusion. It is of no doubt that some teachers perceive Life Skills as a panacea for the issues of the OVC in schools. However, with limited Life Skills teachers, the support of the rest of the teachers is needed.

"*Not all teachers received assistance, except some of them through their teacher training institutions to work with orphaned children.*" (Teacher 1)

"*Nothing has been done to train educators in inclusion.*" (Teacher 3)

"*It is only Life Skills teachers who attend workshops regarding OVC issues.*" (Teacher 5)

"*It is only Life Skills teachers who received training through*

workshops." (Teacher 4)

"*It is only the Life Skill teacher who attends workshops and trainings of how to deal with issues of the OVC.*" (Teacher 6)

4.2.2.3.10 Individuals and organisations visiting orphaned learners

The researcher asked whether there are individuals or organisations who provide the orphaned learners with emotional and material support. Some teachers, particularly from SC1 responded that *Ombetja yEhinga* (OYO), Namibia Red Cross [Society], and the Catholic AIDS Action visits their school to talk to learners, as well as representatives from the Ministry of Health and Social Services.

What was striking, however, was that although there was consensus over the various visits being undertaken, all agreed that, of late, the visits were not as regular and as intense as in the past.

"*there are some individuals who come from organisations such as Ombetja yEhinga (OYO) who bring newsletters, and they have meetings with the learners about their studies, relationships, and drugs. The school also invites health workers, such as nurses to speak to girls, and on male gender based violence*" (Teacher 1)

"*We have received individuals from the Ministry of Gender Equality and Child Welfare, and the Gender Protection Unit coming to provide psychosocial support (PSS).*" (Teacher 3)

Teachers also indicated it is only the Life Skills teachers who are quite informed about these visits, whereas other teachers have no idea what is going on.

> "*The only organisations I see here is the Namibia Red Cross Society, and another individual who comes from the hospital. I really do not know what they come for.*" (Teacher 2)

> "*I have only seen the Catholic AIDS Action; I think it supports the OVC.*" (Teacher 2)

Educators from the SC2 were equivocal in indicating that their school does not receive visitors for orphaned learners at all.

> "*There are no organisations that visit orphaned learners in this school.*" (Teacher 4)

> "*Apart from the Children's Movement club, no other outside organisation visits orphaned learners to render them emotional support.*" (Teacher 6)

4.2.2.3.11 Educators' suggestions to orphan support

The researcher requested teachers to make suggestions that can be used to improve the lives of the orphaned learners. According to one of the participants, some orphaned learners whose parents leave them inheritance money tend to misuse them, instead of

concentrating on completing their studies first. The educators call on lawmakers to enact laws to protect such children by putting their money in trusts.

> *"I just hope that lawmakers will enact laws that will ensure that the orphaned children's inheritances are safe. Those children are not matured at the age of 21 years, especially among our Oshiwambo speaking children are not matured by age 21"* (Teacher 1)

Teachers realised that something needs to be done by authorities regarding orphaned children who live by themselves, to ensure support until they are independent.

> "*If only orphaned children who live alone could be gathered in a special place for a while, and then they return to their homes later. This place will make the orphaned children feel protected, and they will concentrate on their studies until they become independent.*" (Teacher 2)

Other teachers suggested for an expansion to all the regions of the Vision schools concept, so that many more Orphaned and Vulnerable Children can be educated there, where the state will provide them with the things they need.

> "*With regard to OVC in general I would recommend the expansion on schools like that in the Kavango region (Rukonga Vision School), it will be good, perhaps to construct such a school in each region.*" (Teacher 6)

Another educator felt overwhelmed by the unmet psychosocial needs of orphaned learners at schools and in the communities and therefore, called on the Ministry of Education to increase the number of teacher counsellors to render effective services to the orphaned learners.

> "*I suggest that the MOE should increase the number of teacher counsellors in schools and regions to assist the OVC, and all learners in general.*" (Teacher 4)

Another teacher raised the issue of lack of national documentations among orphaned learners, which hinders them from applying for and receiving the OVC welfare grants, as well as funding for further studies. The teacher suggests that the ministries should liaise with traditional authorities.

> "*I noticed that some learners lack national identity documents; hence, they do not receive the welfare grants, and they are likely to miss the opportunity to apply for scholarships/loans to be able to further studies.*"

> "*This is a big problem with the Ministry of Home Affairs and Immigration (MHAI); the school even invited the minister last year. Many of the OVCs do not have identity documents, and it is a big problem.*"

> "*The officials at the Ministry of Home Affairs and Immigration need to come to the ground and talk to the traditional leaders.*" (Teacher 5)

4.2.2.4 Network Analysis: lived experiences of orphaned learners

The researcher took out a network analysis of the lived experiences of the orphaned learners from ATLAS.ti. The diagram (Figure 23) depicts that orphaned learners face many challenges.
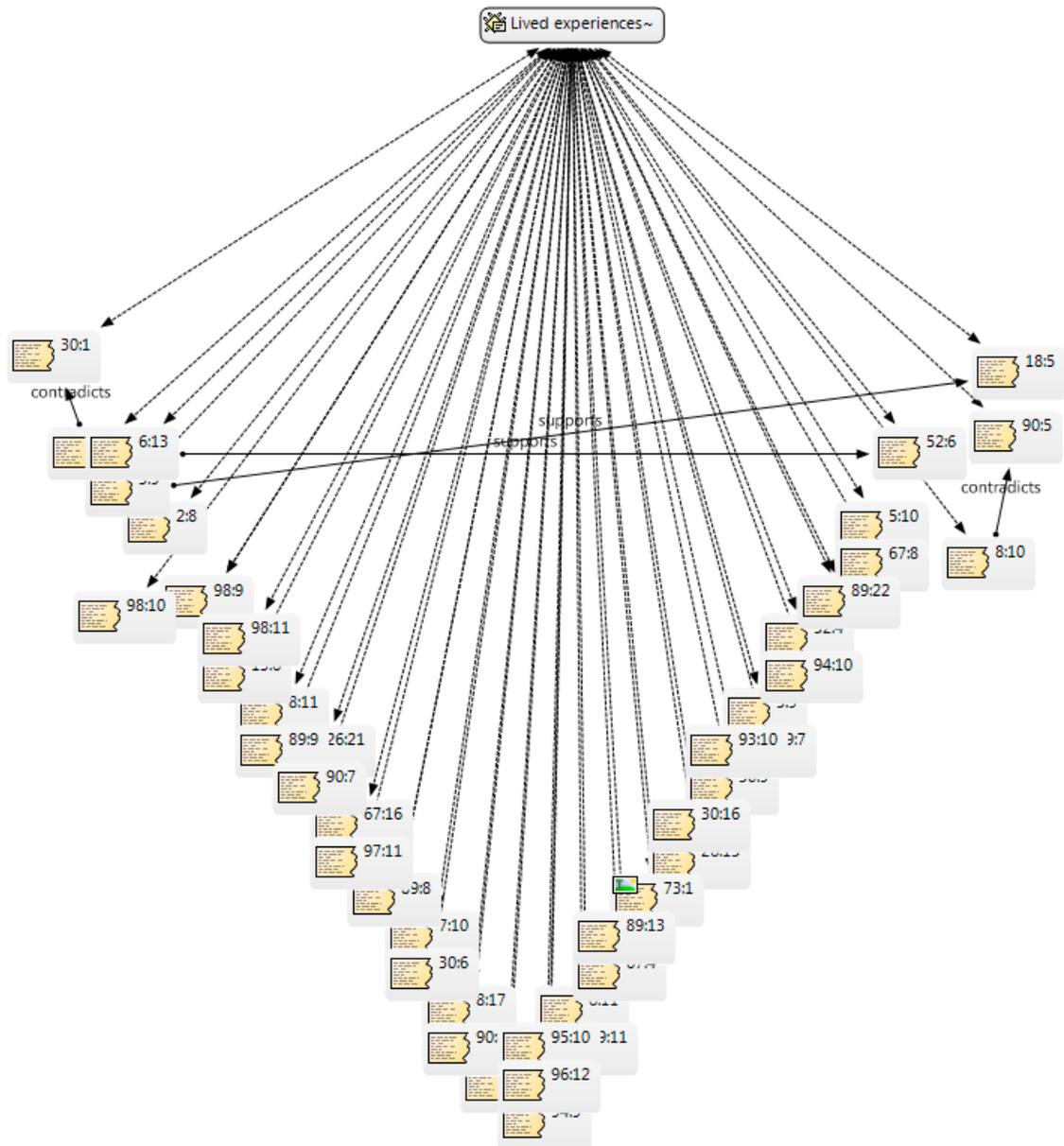
Figure 23: Network diagram of the lived experiences of orphaned learners

The network diagram also shows 'supports' and 'contrasts' in the type of responses were received occurred. In particular, 'supports' in the network analysis occurred

where caregivers who perceived that the orphaned learners survive with difficulty. 'Contrasts', on the other hand, occurred where most caregivers opined that their charges live a good life, which is contrary to how orphaned learners described their lived experiences.

4.3 Summary

This chapter presented the findings of the study that the researcher observed, photographically presented, and drew from analyses through codes, quotations (segments from text that were selected according to the interest of the study) and the network diagram (a pictorial representation of data). Through the observation, interviews, and the photographic and ATLAS.ti analyses, the researcher confirmed that there is a gap in the experiences of secondary-level orphaned children in the two Omusati region based public secondary schools in terms of school presence, acceptance, content, participation, contacts, achievement, and character building and resilience. The challenges that the orphaned learners experience excludes them from equitable access to a holistic and inclusive education. The next chapter discusses the findings of the study.

CHAPTER 5

DISCUSSIONS OF RESULTS/FINDINGS

5.1 Introduction

The main findings of the study that were presented in the previous chapter are consolidated and discussed according to the themes have been identified from the responses gathered from the orphaned learners, caregivers, and educators (respondents). The results (study findings) are presented in a summary format in Table 20, and they are discussed in line with the theoretical framework, that the study is centred on, as introduced and discussed in Chapter Two. In addition, the Chapter also refers to literature review sources to provide answers to the main and sub research questions, as well as the study objectives, as outlined in Chapter One. This is to make sense of the research data. The sub research questions and themes are discussed below, following their presentation in Table 20.

Table 20: Research Sub-questions and themes

Research Sub Questions and themes	
What are the lived experiences of orphaned learners?	
	Differential treatment of orphaned learners
	Inability to benefit from state sponsored support
	Lack of information and documentation
	Structural misunderstandings in ministerial policy guidelines
	Age of orphaned learners in this study
	Household economic situations
	Needed assistance
	Standards of OVC service delivery
	Succession Planning and inheritance
	Emotional upheavals
	Educators' perception of ill-discipline among orphaned learners
How do these lived experiences of orphaned learners affect their school experiences?	
	Stigma and Discrimination
	Head of household
	Donor funding support for OVC in Namibia

	Meso-systemic units of home and school
	Lack of infrastructure at SC2
	Hostel facility at SC1
	Registered homes and places of safety
	Time and opportunity to study
	Food insecurity
	Inability to cultivate *mahangu* fields
	Inability to provide own foods
	Changes of climate and Gender
	Perceived ill-discipline among the OLs
	School dropout and grade repetition
	Learner pregnancy
	Alleged educator incompetence and commitment to teaching
	Lack of substantial Head at SC2
	Grade 10 placement in schools
How do schools identify orphaned learners with additional challenges?	
	Varying methods of identifying OLs
	Unique role of the Life Skills educators
What do schools perceive as the impacts of orphan hood vulnerability on learning and teaching of orphaned learners?	
	Perceived deficient home care for OLs
	Perceived unsatisfactory school care for OLs
What strategies do schools use to include orphaned learners?	
	School feeding programme at SC2 School
	Free hostel placement at SC1 school
	Fundraising events at both case study schools
	Subsidised school tours at both case schools
	Motivation by educators who work with OLs
What strategies could schools use to better include orphaned learners in education?	
	Improved interactions with the local community
	Improved interagency collaboration with MGECW
	Calling on the assistance of former learners
Are schools aware of existing policies for the OVC in the country?	
	Lack of awareness of existing policies for the OVC by majority of educators
	Lack of awareness of Standards of the OVC service delivery
	Process of disseminating national policies to schools
	Improved national policy implementation for all educators
	Lessening the burden placed on Life Skills educators
	Lessening the additional tasks expected from educators

5.2 What are the lived experiences of orphaned learners?

In their study about South African orphaned children, Naidoo and Muthukrishna (2016) stated that they faced a multitude of risks and vulnerabilities. These include

being affected by HIV and AIDS, crime, substance abuse, poor health and safety in schools, corporal punishment, unequal access to education and healthcare, poverty and underdevelopment, and exposure to social risks, such as physical and sexual abuse.

During data collection, the researcher realised that some of the above-mentioned findings were similar and applicable, as some orphaned learner (OL) participants cited incidences of personal risks in their lives, such as abuse (emotional, physical and sexual), neglect food insecurity and poverty. The findings of the study are also in tune with those of UNICEF (2009) that states that despite the availability of Education policy and other similar legislations pertaining to the OVC in Namibia, many orphaned children continue to face challenges at home and school. Therefore, the implementation of the Sector Policy on Inclusive Education could ensure a functional social support system. However, failure to implement it makes it difficult for orphaned and other vulnerable children (OVC) to benefit from their right to education.

The study findings are also related to those by Haihambo et al., (2006); Taukeni and Taole (2019) that although the Namibian government has stipulated social assistance policies for OVC, including the exemption of school fees (SDF), barriers such as lack of information about the available assistance, the long and tedious application processes, long distances to and from office facilities and their places of residences, and associated high transport costs, particularly in rural areas, hinder the access of OVC to the social assistance that is meant on improving the lives of orphaned children. This deprives them of a decent life.

The findings of this study indicate that orphaned learners face a plethora of social issues that negate their well-being, including the inability to access State sponsored OVC welfare grants due to age limitations or lack of documentation. In Humphrey (2008)'s philosophy on educational inclusion, orphaned learners are merely present in schools, but not accepted and not participating enough to achieve a holistic education to help lead them to a promising future. In their own words, the orphaned learners study participants described their orphan hood predicament as follows:

> "*It is difficult to be an orphan and attending school, because there are   times that you need something, but you will not get that in time, especially if you live with people who are unemployed ...*" (Maria)

> "*..and for me just thinking about my life… the kind of life I live is sad..*" (Petrus)

It is further clear from the study that many of the participant orphaned learners face poverty, food insecurity, experience differential treatment, and some are placed to attend schools without hostel facilities forcing them to rent or lodge with complete strangers. These themes are described in detail below.

5.2.1 Differential treatment of OLs

Some of the orphaned learners in the study revealed that they often endured verbal, physical, emotional, as well as psychological abuse at the hands of their caregivers and educators. Magano, for instance, revealed that she was treated differently than a fellow female household member, even though they were age mates. According to Magano,

the other girl being a relative of Magano's aunt (uncle's wife), was therefore treated better than her. For instance, the other girl was sent to boarding school, while Magano remained home as a day learner, faced with a load of household chores to undertake daily after school, such as herding cattle.

The researcher concluded that Magano suffered the most abuse of any form. As a result, she often paused during the interview sessions to hold back tears. She even explained how and why she escaped from her uncle's abuse:

> "*I left because the man (my uncle) came saying he would kill me; he once hit me with a burning wood, and with a cutlass (panga), saying that he would kill me*" (Magano)

5.2.2 Inability to benefit from state sponsored support

In line with the existing findings such as by Haihambo et al., (2006), and information available from the Ministry of Gender Equality and Child Welfare (MGECW), the Educational Management Information System (EMIS) and the Demographic Health Survey (DHS) (presented in Chapter One), the researcher found that orphaned children in the Omusati Region benefited less from the OVC welfare grant and other state sponsored support, as the MGECW confirmed that while the 2008 EMIS report recorded 26,773 OVC in the Omusati Region, only 16, 389 Orphaned and other Vulnerable Children were benefiting from the Ministry of Gender Equality and Child Welfare (MGECW) social welfare grant in the region at that time (GRN, 2009a). This may be attributed to lack of information on the part of the potential beneficiaries and their caregivers. For example, Willem , the single male orphaned learner respondent

informed the researcher that he was told that he was not eligible or entitled to the State OVC welfare grant because his mother worked for the government.

The country's flagship development plan document, NDP 5, states that Namibia's growing economy has created economic opportunities, and improved the living standards of many (GRN,2017). It further stipulates that social protection, particularly the social safety net, plays a well-recognised redistributive role, stating that social safety nets in Namibia have expanded remarkably with over 400 000 beneficiaries (GRN, 2017). The report further states that without social protection such as social grants, poverty levels in Namibia could have been at 35%, and severe poverty would have been at 22%, compared to 29% and 15% in 2009 and 2010 (GRN, 2017). In 2015, social grants accounted for about 5.4% of total expenditure, and about 2.2% of GDP indicated limited fiscal space to expand it further (GRN, 2017).

Given the fact that social grants, as a social safety net, plays such a crucial role in Namibia, it is imperative that impeccable monitoring is done to ensure those who are entitled to it benefit from ii. For instance, by identifying potential beneficiaries; it is important that traditional authorities at all levels, work together with relevant government structures, such as MoE and MGECW, to ensure that the identified beneficiaries have the necessary identity documentations, from the Ministry of Home Affairs and Immigration (MHAI) (Mchombu, 2009). Solutions to OVC issues in Namibia have to be found with commitment by all parties concerned to the implementation to the letter of the conceptual model of inclusion, care and support of Orphaned and other Vulnerable Children in the country.

The issue of lack of information is described further in the section that follows next.

5.2.3 Lack of information and documentations

The researcher found that a lack of information and documentations, including ignorance about the application process, coupled with unhelpful regional officials of the Ministry of Home Affairs and Immigration (MHAI), added to the woes of orphaned learners in a bid to receiving national identity documentation as expected. In addition, the researcher found that caregivers were also at the receiving end of these issues, explaining how they kept visiting the Ministry of Home Affairs and Immigration offices in Outapi, where they were sent from pillar to post, did not receive the needed help until they gave up trying, without obtaining the required documentations, to the detriment of their charges.

These study findings are in tandem with Haihambo et al, (2006) and also in support of a study by Nitsckhe, Ihemba, and Nekundi (2002) in Khomas and Oshana Regions of Namibia, and many other similar studies in various regions of Namibia, which found that many OVC and their caregivers do not have access to social support due to lack of information, and documentation, such as birth and death certificates. The lack of birth and death documentations, which was rife among the participant orphaned learners meant that many of them were unable to benefit from the state sponsored support even if they were within the stipulated age range for the support.

Similarly, another study conducted by Mchombu (2009) in the Ohangwena Region found that information needs on financial assistance, exemption from school development funds, and child care support were among the most pressing needs for most OVC.

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5.2.4 Structural misunderstandings in ministerial policy guidelines

Another issue that this study found was the structural defect in policy guideline interpretation and implementation between the Ministries of Education, and that of Gender Equality and Child Welfare, which are both charged to cater for the welfare of Namibia's children. The MoE's Sector Policy on tOVC states that it serves the needs of all learners of school-going age, including those who are over 18 years of age (MoE, 2008b). However, the cut-off age as stipulated in the MGECW National OVC Policy documents is 18 years for orphaned children to benefit from any state sponsored support. Since many rural based OLs are on average 20 years while still in school, it has meant that many rural based OVC get de-selected from receiving the grant by the MGECW even though they are still at school.

Literature reveals that the above-mentioned government ministries (MoE and MGECW) have an inherent overlap in their child care functions, depending in which meso-systemic setting of the OVC finds him/herself, i.e. home or school – it is either ministry's responsibility. However, through this type of functional arrangement, OVC have fallen through the cracks (GRN, 2009b).

Similarly, the study found that orphaned learners in needy situations were unable to access any assistance, due to the lack of interagency collaboration between the two-government ministries, particularly at the regional level. For instance, emotionally charged OLs at SC2 School, had never received the services of a Social Worker, despite that their school is found in close proximity to the regional offices of the MGECW, since the MoE does not have Social Workers or Psychologists on its ministerial structure.

5.2.4.1 Age of orphaned learners in the study

The average age of the Grade 11 learners who participated in this study was 20 years. Out of the eight participating orphaned learners, only two (25%) of the learners (both aged 17 years at the time, and attending SC2) were receiving the OVC welfare grant. The inability of other orphaned learners to benefit from the welfare grant was due to reasons such as lack of national documentation such as birth or death certificates, as applicable, being over-age (or above 18 years of age). OVCs who are over-age are considered ineligible for welfare support, and they are therefore de-selected from receiving the grant, as was the case with Magano. The situation might even worsen for orphaned children with the enactment of the Child Care and Protection Act (Act 3 of 2015) into law on 07 February 2019, which makes 18 the age of majority.

5.2.5 Household economic situations

The study found that most of the orphaned learners come from poverty stricken households as depicted in pictures presented in Chapter Four. This household economic situation was elaborated on by the caregivers through their responses to the household economic situation question. Except for the one pensioner who depends on the monthly state grant, a majority caregiver had not yet reached the eligible age of 60 years to qualify for the state pension grant (RAISON, 2014). Hence, they faced the predicaments of poverty without a monthly income. Some participant caregivers defined their household survival situation as very difficult, and worsened by the prevailing drought situation:

"Yes, we survive with difficulty, maybe thankful that one does not go to bed hungry, but the situation is difficult, especially for an unemployed person" (Maria's caregiver)

"It is difficult to survive these days with the failing rains; it is really difficult; thus, we are surviving with difficulty."
(Maria's caregiver)

The household situations are at times difficult that the caregivers were unable to cater for the needs of the orphaned learners at all. The Namibian government is aware of the rising poverty levels, and states that during NDP4, the country reduced extreme poverty rate from 15% in 2010 to 11% in 2015 (GRN, 2017). Despite this attempt, a substantial segment of the population remains extremely poor as revealed by this study and others. NDP 5 confirms that inequality is still prevalent (Gini coefficient), and it is currently estimated at 0.57 (GRN, 2017). The Namibian government worries that pervasive poverty, income inequality, and dependency threaten family community cohesion and political stability (GRN, 2017).

The Government of the Republic of Namibia (GRN) contends through NDP 5 that the absence of a national social protection policy and implementation framework has contributed to inefficiency in the system; therefore, social protection programmes should be result-based through the policy framework, and should be able to graduate poor people out of poverty into sustainable livelihoods (GRN, 2017).

Case et al (2004) found evidence from multiple African states that although poverty does result in lower school enrolment, orphaned children faced an additional risk of non-enrolment that was not accounted for by household wealth. As Naidoo and Muthukrishna (2016) reported for the rural South Africa study, this study also found that poverty negatively affects the well-being of children and youth. Naidoo and Muthukrishna (2016) found that poverty serves as a pervasive barrier to children's social well-being and development, expressing their concern that poverty is part of a web of human rights violations that children and their families experience, and which contribute to the absence of social sustainability. Hence it is of utmost importance, the implementation of the conceptual model of inclusion, care and support of OLs in Namibia be prioritised. The researcher believes that there is sufficient social support safety nets in the country, however the problem is the ad hoc implementation of activities by various government ministries and the lack of monitoring and evaluation thereof. The NDP 5 document has put this as the absence of a national social protection policy and implementation framework (GRN, 2017).

Household poverty in Namibia is also exacerbated by climatic changes. It is globally anticipated that climate change negatively affects vulnerable communities and vulnerable households. The National Policy on Climate Change states that "the poor and rural populations of Namibia, most of them being women, are most vulnerable to climate change, because rural populations are extremely dependent on natural resources" (GRN, 2011, p.26).

The policy further postulates that climate change is expected to affect vulnerable groups, especially the elderly, the OVC, and marginalised communities (GRN, 2011).

Hence, the GRN would make provision to ensure that these vulnerable groups are empowered to effectively and adequately adapt to the impacts of climate change. This statement and other policy stipulations, however, contradict the findings of the study because the participants in the study are classified as vulnerable, but they have not been empowered to effectively and adequately adapt to the impacts of climate change. The rural households currently are at the mercy of unpredictable extreme climatic swings, which bring rain and floods on one hand, and drought on the other.

5.2.6 Needed assistance

Orphaned learners indicated how their needy situations complicated their school experiences. They expressed the need for the support they require through needed assistance theme that could better their lives, and give them a better outlook on life, and a chance to achieve academically. Adding burden to the needed assistance of households of orphaned learners, caregivers admitted that their households need a variety of external material support such as food, beddings, school fees, and clothing.

> "*We need food, clothing and beddings.*" (Maria's caregiver)

> "*What is needed most is payment of school fees*" (Pandu's caregiver)

> "*The assistance needed in my house has to do with food and beddings*" (Lovisa's caregiver)

The study revealed that most of the households that require the basic resources for survival are female headed, who are also unemployed.

The findings of this study echo with those of western Kenya's WVP project, which indicate that Orphaned and Vulnerable Children struggle to meet the costs of schooling, and for most of the time they rely on their hard work to settle school levies, uniforms, pens, and books (Johnson, 2011). However, with escalating costs associated with going to school, it could mean that more children are sent home from school, or they have dropped out because it was becoming increasingly unattainable for them to follow the curriculum and engage in casual labour.

Nitsckhe, Ihemba, and Nekundi (2002) found that many OVC in Khomas and Oshana Regions of Namibia, are not in school, mainly due to the lack of school development funds. The authors further found that this situation prevailed despite government policies that the OVC who could not afford the SDF should be exempted from paying it (GRN, 2002). Schools, however, as found in the pilot study that was conducted in early 2014 had been reluctant to exempt the OVC from paying the school development fees, which they stated was needed to fund their operations.

The findings reveal that the need for toiletries emerged as an important aspect of the needs of the orphaned learners to the extent that some orphaned learners suggested that the schools should provide toiletries for them. Teachers also support the suggestion to provide toiletries to the needy learners, and especially sanitary pads for girls who often must miss school some days of the month when they are on their period/cycle.

Fortunately, the government of the Republic of Namibia eased that burden with the introduction of universal primary education UPE) in 2014, and universal secondary education (USE) with effect from the 2016 academic year. This effectively did away

with payments of school development funds, which proved to have been a challenge for many learners and their parents/guardians over the years. The need for food, beddings, and clothing (including school uniforms) for the households of orphaned learners remained not met. Perhaps a targeted voucher system or the much talked about food bank, basic income grant, and the devising of a national social protection policy in the long term could be the solution to addressing pervasive household poverty in Namibia. These measures need to be achieved by 2022, so that the proportion of the severely poor individuals would drop from 11% in 2016 to 5% (GRN, 2017).

5.2.7 Standards for OVC service delivery

The study found caregivers and educators also to have explained what they considered as priority for orphaned learners using the Standards for OVC service delivery. The Standards were developed by the MGECW and its (development) stakeholders in 2009. Though the researcher initially found that caregivers and educators to be not aware of these Standards; however, the moment the researcher explained them, the respondents were able to explain what they thought was important for orphaned learners to make their lives better. With varying reasons, most caregivers and educators, alike, prioritised education as of utmost importance for the future of orphaned learners, followed by food and nutrition, health, and counselling. The importance of education Standard was specifically explained:

> "*Education, so that they can help themselves in future*"
> (Pandu's caregiver)

> "*Education support – if you are not educated you will struggle*

to survive." (Ndapanda's caregiver)

"*Education, counselling, stigma and (anti)discrimination, I deem these important in the life of an orphaned child. Counselling is important to help them handle their education and lives. Also, stigma and (anti)discrimination will open their eyes in instances where violence and abuse are involved.*" (Teacher 4)

"*Education, psychosocial support, and food are the major needs, because there is no way one can uplift his or her own life without education. However, if learners are experiencing problems, they need psychosocial support. Furthermore, there is no way that one can study without food; that is why I consider them as basic, yet crucial needs for an orphaned child*" (Teacher 3)

Moreover, some caregivers and educators also expressed that all the standards were equally important:

"*In my opinion, all Standards are as important to an orphaned child; therefore, emphasis should be put on all of them to ensure that learners are motivated to study. Education cannot be provided to a hungry learner who has no shelter, etc.*" (Teacher 5)

The 2011 National Population and Housing Census report states that children who grow up with educated parents are more advantageous than those with uneducated parents. However, although uneducated, the caregivers who participated in this study unequivocally supported that education Standard is the best thing that could happen to their children as much as counselling, food, and nutrition.

As Yates (2007) states, the economic strengthening service Standard is the least understood in Namibia since it is less prioritised, and it was rated seventh rank by both adults and youths at the time of the development of the Standards. The trend continued because none of the respondents chose it as being of importance for the OLs. However, given the prevailing economic situation, OLs need to be strengthened economically to be able to meet their survival needs, and to succeed in life. It was also noted that there seems to be little time for other economic activities such as growing the staple *mahangu* by the school-going youths, making the economic strengthening Standard of service delivery all the more important undertaking for the OLs. Such activities could include integrated agriculture/aquaculture, basic agro-businesses, endeavours that could supplement their nutrition, while at the same time help generate additional income for them. In Namibia, the economic strengthening Standard could be promoted as a vehicle to succeed in the implementation of the conceptual framework/model for the inclusion, care and support of orphaned learners and other OVC.

5.2.8 Succession planning and inheritance

The researcher asked caregivers about their succession plans for the orphaned children when they were no longer alive. Majority seemed hesitant at first, and they clearly did not seem to have thought or planned for it at all. However, they eventually started

brainstorming about it by sharing informal arrangements of succession, such as plans to leave the orphaned children in the care of older siblings, the extended family, spouses, etc:. Some of their responses were as follows:

> "*There are some extended family members who can look after her, although they are scattered in many places.*" (Magano's caregiver)

> "*If I am not there, there is her elder sister, but she also survives through selling as I do. Part of the family is in Eenhana, but they have no link with the children since the children lost their father*" (Ndapanda's caregiver)

The initial hesitation from the caregivers supports the 2006-2007 NDHS finding that the likelihood of caregivers of OVC making succession plans increases with the level of education. The study by Mishra and Bignandi-Van Assche (2008) in various countries from sub-Saharan Africa similarly found that only few primary caregivers decide for succession planning and inheritance.

Given that the level of education is generally lower in rural areas without the exception of the caregivers who participated in the study, it is evident that many orphaned children were not being prepared for the event death of their parents/guardians in terms of wills and inheritance. This lack of planning often renders orphaned children less resilient. The Counselling and Career Guidance educator at SC1 School, stated, in passing, that proper wills are also not made for orphaned children whose parents are

working, including educated parents, hence money is left behind and become available to these children by the age of 21, and a lot of times they abuse such monies, and most times these children end up being wayward.

The study has not failed to bring to the fore evidence of the apparent fragmentation of the extended families as a support system for the vulnerable in society needing support. In congruence with the findings by UNICEF (2009), the study confirmed that as the number of Orphaned and Vulnerable Children increases, their families and communities become less capable of addressing their needs, especially to keep them in school. It, therefore, has to be a collective effort from all responsible to establish circles of support for vulnerable children in the communities, as advanced in the conceptual framework for the inclusion, care and support for OVC in Namibia.

5.2.9 Emotional upheavals

The researcher found that some orphaned learners who participated in the study indicating that they experience emotional upheavals because of ill treatment at the hands of their caregivers, fellow learners, or sometimes educators. Despite this emotional experience, only few of the orphaned learners seek counselling services from Social Workers. As a result, majority have 'bottled up their emotions', which manifest as emotional upheavals. Furthermore, most of the orphaned learners also revealed that they keep the emotions in their hearts without sharing them with anyone. Some orphaned learners have even admitted that many of the unresolved issues cause them to have bad feelings. This is emotionally unhealthy, and it could have dire effects on their schooling.

On the contrary, most caregivers provided contrasting responses to those of the orphaned learners, as some caregivers seemed to be under the impression that orphaned learners were 'leading good lives.' It is worth mentioning that because orphaned learners choose to keep quiet about their situations, it did not mean that they were necessarily living 'good lives.' This contradiction is clearly an indication that there was a gap in communication between the orphaned learners and their caregivers, and that somehow orphaned learners have given up on the hope to get the help they desperately need.

The Office of the Auditor General argues that Namibian learners need sufficient psycho-social support, but the OVC require counselling even more. The report goes on to castigate the Ministry that, therefore, failure by the MGECW to provide counselling to the Namibian children has had a huge impact on the OVC, and the ministry will fail in one of its objectives that of improving the quality of life for the OVC in the country (GRN, 2009b). The MGECW, has even been pushed on edge to offset the shortcomings of childcare resting entirely on the shoulders of the Ministry professionals, thus the MGECW should provide basic counselling training to volunteers in constituencies, so that they can assist social workers to counsel the OVC (GRN, 2009b). This should have happen under the watchful eye of the MGECW Social Workers.

The researcher, however, argues that blame should not be entirely apportioned on the doors of the MGECW, the MoE which shares the childcare function also has a hand in this predicament. As Mushaandja et al (2013) contend the Ministry of Education missed an opportunity to recruit professionals onto its structure to offer OVC

counselling services to OVC who desperately need them, The MoE opted for Life Skills and Counselling and Career Guidance teachers. It is thus, up to the MoE to rectify such an oversight because Life Sills and Counselling and Career Guidance teachers are not adequately prepared/trained to perform this function. Failure to rectify this oversight is at the detriment of Namibia's OVC

5.2.10 Educators' perception of ill-discipline among orphaned learners

The study found that most educators classified the orphaned learners as either well behaved or ill disciplined. This classification supports the commonly held belief that label the OVC, particularly the orphaned children as ill disciplined. According to the educators, the ill-discipline is characterised by inattentiveness in class, attention seeking behaviours, dodging from school premises, bunking classes, insecure behaviour, and general vulnerability.

The educators explained that the ill-discipline, which further turns into aggressiveness for some of the orphaned learners is attributed to the lack of parental care. This finding confirms the findings of Ogina (2012) that parental involvement or the lack thereof, the care, support, and encouragement that children receive from their parents and guardians have a positive effect on their behaviour and achievements in school.

The educators further opined that the ill-discipline of the orphaned learners might be triggered by the meso-systemic setting of the home of the children. What educators did not acknowledge, however, was that the school setting might also be a contributing factor, as the school is where children also spend most of their active time; that is why school is considered their second home. This statement of the influence of the meso

systematic setting is supported by Bronfenbrenner's model of the ecology of human development, which states that humans do not develop in isolation. Humans, as explained in Chapter Two, develop in relation to their family, home, school, community, and society, where each of these ever-changing and multilevel environments, as well as interactions among these environments are key to that development.

According to the bio ecological systems theory, "child development takes place through processes of progressively more complex interactions between an active child and the persons, objects, and symbols in its immediate environment' (Bronfenbrenner and Morris (1998, p. 996). It is therefore safe to argue that the way orphaned learners grow up facing life's challenges by themselves is not an ideal upbringing, particularly the orphaned learners who are left on their own without kinship or community support. They will lose out on the parental or guardianship interactions, where they do not learn aspects of their culture – for instance.

The social support theory by Glanz, Rimer and Lewis (2002) from which the conceptual model of a brick house (Figure 6) was partially developed state that the social networks and social support are crucial to humans' development and existence. Therefore, it is of utmost importance to strengthen relationships between an individual and his social networks (kinship, community, etc.), and to provide social support to individuals who need it to build character and resilience.

The findings of the study also provide insight into Smiley (2011)'s concerns regarding the experiences of enrolled secondary-level Orphaned and Vulnerable Children in

Lesotho by confirming the gap in the experiences of secondary-level orphaned children in terms of presence in school, acceptance, participation, contacts, achievement, and character and resilience building.

5.3 How do these lived experiences of OLs affect their school experiences?

The lived experiences of the orphaned learners such as discrimination, stereotyped ill-discipline, lack of care and support, insufficient school resources, and the lack of infrastructure to facilitate the teaching and learning process undoubtedly complicate their school experiences and performance in various ways.

For instance, in their study, Naidoo and Muthukrishna (2016) found that children in rural South Africa face a multitude of risks and vulnerabilities. The authors argue that neglect of children in the family and community, discrimination, and marginalisation in schools create inequities, which when remain unaddressed by schools, and national and provincial governments, they become societal factors that undermine children's well-being. Below follow detailed factors that the current study found as themes of significance.

5.3.1 Stigma and Discrimination

The study found that some of the orphaned learners expressed that they felt ostracised or discriminated against by educators and peers in school through statements that educators carelessly make in classrooms, or through the actions of fellow learners on the school grounds. The two orphaned learners who, later dropped out of SC2 School at the end of the data collection year, expressed these sentiments as:

"Sometimes when a teacher comes into the class asking for all orphaned children to stand up, it makes me to feel bad, reminding me of my late parents, even though they died a while back" (Willem)

"… educators do not have conflicts(sic), neither do they talk about orphaned children, but sometimes there are those who make comments like 'when your fathers and mothers sent you to school', or even saying they also do not have parents but they do not care …….. things like that." (Willem)

"All the years I have been in school, they write our names; we are registered every year, but we did not receive any form of assistance" (Ndapanda)

The researcher feels that it appears as if there is no better way schools manage the database of Orphaned and Vulnerable leaners if affected learners feel that their names have to be written over and over again.

According to UNICEF (2009), when the OVC feel stigmatised by fellow learners and educators, and when they do not have support from the extended family, it can make them feel unaccepted, resulting in reduced schooling success and academic progress. Apart from influencing their school success, it also increases their vulnerability, and it reduces their resilience.

Through the service Standard, of Stigma and Discrimination, the MGECW (2009b), urges all organisations (and even individuals) working with children to "know how to listen to them, and how to interact with them in ways that build their self-esteem and self-confidence (p. 7)." The fact that schools keep writing the names of orphaned learners, without giving them support could signify that they are only carrying out the duty requested of them by the Ministry of Education, however, schools were not able to assist them any further. As alluded to by Mushaandja et al (2013), and argued elsewhere in this study, the Ministry of Education missed a huge opportunity to recruit professionals to offer OVC counselling services, and instead opted for Life Skills teachers to perform the counselling role. Orphaned learners, therefore, need support and safety in their school and home environments, which might not only be material or financial, but could also be emotional. It is evident that the participating schools are not capacitated to listen to the orphaned children – much less to be able to refer them for professional help.

5.3.2 Head of household

The 2014 RAISON report reveals that a substantial proportion (28.9%) of young people in rural Namibia live in households headed by pensioners, and thus dependent on social grants, compared to a much smaller percentage (7.2%) in urban areas. Even though it is not an unusual occurrence, the youth household heading phenomenon has not yet been fully researched in Namibia, apart from Ruiz-Casares (2007) work in Namibia. The study found evidence that the situation is prevalent in Namibia, as a 23-year-old participant, Petrus, who is a double orphan, was heading a household, which consisted of his two younger siblings. Petrus revealed that they did not receive the OVC welfare grant. The burden of heading a household seemed unbearable on Petrus,

as it obviously impacted negatively on his school work. He reports that he hardly concentrated when studying.

The researcher was struck by the lacklustre attitude of the Uukwaluudhi Traditional Authority set up, particularly the village head of *Omugulu gwEembashe*, neighbours, and other family members towards the youth headed household. She is wondering whether this situation is a representation and manifestation of the new societal values in rural Namibia. Petrus reports that apart from one aunt, and educators of the younger siblings, no one else took cared or supported their vulnerable household. However according to the social support theory, social networks and social support are crucial to humans' development and existence. It is, however comforting to learn from Naidoo and Muthukrishna (2016) that the sustained presence of at least one supportive adult in a child's life can have a significant impact on their resilience. Therefore, the care and support from Petrus' aunt and siblings' teachers ought to be embraced as lifesaving to that vulnerable household. Hence, spaces and places need to be created within communities to build these resilience-promoting processes and relationships (Naidoo & Muthukrishna, 2016).

5.3.3 Donor funding support for OVC in Namibia

Namibia's global ranking was in recent years revised by the World Bank to an upper middle-income country status (World Bank, 2011). According to the World Bank revision of Namibia's economic status (World Bank, 2011), donor support was no longer available to orphaned learners and other vulnerable children in the country. Donor funding support, which had already been extremely low for the Omusati

Region, reduced even further with dire consequences for the OVC beneficiaries, and especially the orphaned children.

This situation now shows that there is a need for the Government of the Republic of Namibia to join hands with the country's private sector, to embark on social investment through public private partnerships (PPPs) as a replacement of the erstwhile donor funding. The absence of such an investment coupled with the absence of family or kinship support, and community and state sponsored care to the OVC is a recipe for disaster for the OVC.

In discussions pertaining to donor support, the researcher only noted the nostalgic recollection by educators from SC2 School of the material support that was rendered to orphaned learners and vulnerable children by the Catholic AIDS Action (CAA).

Another aspect mentioned by the educators as lacking, was the general life skills support previously received from the My Future is my Choice (MFMC) and Window of Hope (WOH) programmes. These life skills programmes were previously funded by UNICEF and the Global Fund to fight against HIV/AIDS, Malaria and Tuberculosis. The Government of the Republic of Namibia is said to have taken over these life skills programmes in principle, but it does not seem to be so in practice.

Other findings from the interview revealed that the schools and surrounding communities had not formed formal groups to support the OVC. This, according to the social support theory, refers to the social networks and social support that are crucial to humans' development and existence. This kind of support is important to many OLs

who might be lacking family or kinship support. The ideas of school and community creation of formal support could be borrowed from the circles of Support (COS) such as what has been the case with the implementation of the COS programme in SADC countries, including Namibia (SADC, 1997). However, for formal joint support between schools and surrounding communities to succeed, it must tap onto the *ubuntu* values of communities for sustenance in the absence of donor funding,

First Lady of Namibia, Madame Monica Geingos, had been championing a threefold, Start Free; Stay Free AIDS Free global campaign programme, which include a comprehensive sexual education curriculum that is needed in school classrooms (Du Plessis, 2017). The programme further provides voluntary medical circumcision for HIV, and involves a process where the anti-retroviral treatment can be made available in schools (Du Plessis, 2017). The issue with funded programmes is only that they fall flat once funding is no longer available.

The study also found that there were no recent visits from individuals or organisations to SC2 School to render neither emotional nor material support to the orphaned learners. Meanwhile, the female educators at SC2 School informed the researcher that the lack of basic resources, particularly, sanitary pads, affected the female OVC learners' school experience negatively, because they often skipped school when menstruating and with no sanitary pads.

The researcher realised that support by the private sector to the education sector was crucial and should be encouraged by Namibia's government, as the way forward, instead of relying on donor funded initiatives, which were usually time bound. For

example, the formidable support to the the educationally marginalised *OvaHimba* people in the Ruacana Constituency of the Omusati Region from the Dirk Mudge Trust (DMT) should be embraced by the Government of the Republic of Namibia It is worth noting that the DMT initially carried out major renovations of infrastructure at the Uahekua Herunga Primary School at Otjorute Village in 2013, and solely financed the construction and running of the state-of-the-art Nakayale Private Academy for vulnerable children at the Etunda Village of the Ruacana Constituency in 2016 (Dirk Mudge Trust website).

5.3.4 Meso-systemic units of home and school

The study found that the meso-systemic units of home and school had an immense impact towards the OVC attending school in rural areas. The bio ecological systems theory alludes to the model of the ecology of human development which acknowledge that humans do not develop in isolation, but do so in relation to their family, home, and school (Bronfenbrenner, 1979). In that instance, each of those environments, and interactions among these environments, are key to development of the orphaned learners. That means, where conditions were not conducive at either home or school, it can be expected that a disharmony is expected in the orphaned learner,

In the case of SC2, the lack of infrastructural development for a hostel or boarding facility hasd resulted in learners renting at flats or rooms near the school (at *Omaulayi* location) to be able to attend school. This situation affects the orphaned learners negatively. For instance, the lack of guardianship at the location has resulted in children doing as they pleased, including frequenting shebeens at times when they are supposed to study. Also having to pay rent affected those who received the welfare

grant, as well as those who did not receive it. For instance, Pandu the single orphaned learner who received the welfare grant and rented at the flats, pointed out that the N$250 she received from the MGECW as welfare grant was equivalent to her rental amount. Since four learners rented one room, they each paid N$250 to realise the total rental fee of N$1,000 per month. This was unaffordable, since orphaned learners like Pandu have other needs that must be met. According to Pandu:

> *"... the rooms are built with cement, and four learners share one room each paying N$250 per month, we cook outside, and the bathroom is outside also.*" (Pandu)

Other orphaned learners, such as Willem, decided to stay with a family of acquaintances following an arrangement made by his mother. This type of arrangement also came with its own challenges, including the expectation for the OL to partake in the household chores, thereby reducing time available to study.

5. 3.4.1 Lack of infrastructure at SC2 School

As discussions of the introduction of universal schooling, Iipinge and Likando (2013) cautioned the Government of Namibia to devote more attention to issues related to the quality of education, human and physical resources/facilities. This caution seemed to have fallen on deaf ears in the case of the upgrade to a Senior Secondary School of SC2 School. The dire situation at SC2 School, which is characterised by the lack of standard infrastructure to support the teaching and learning is disadvantageous, as some learners lived in traditional homesteads, whereas others rented flats in *Omaulayi* location. The location is surrounded by alcohol outlets (shebeens), where there is loud music (from juke boxes). Those children who rented at the flats were ostracised, and

were generally referred to as *ookakombo ilifa*, *kazi igalula (loosely translated as children with no adult oversight , doing what pleased them, such as going and coming as they pleased')* by the community members*,* as it is believed that they had too much freedom, in the absence of any guardianship. During the interviews on the institutional holiday (16 June 2015), some caregiver interviewees resorted to pointing out to the researcher some of the school children who rented and resided at the flats as they casually walked from one shebeen to another. The researcher feels that the children have been unfairly ostracised through no fault of their own, they were victims of poor planning by educational authorities, but had to bear the blunt of the sharp criticism meted out to them.

5.3.4.2 Hostel Facility at SCI

SC1 School prioritised the provision of the hostel facility to the OVC at the school. The Principal explained to the researcher that the reason was to improve their living conditions, thereby improving their academic performance and general psychosocial wellbeing. The superior infrastructural development, SC1 School compared to SC2 School assisted educators to be able to manage the disciplinary issues of the OLs since they had them under control in the hostel facility. As earlier alluded to, Iipinge and Likando (2013) had cautioned government to devote more attention to issues related to the quality of education, including human and physical resources/facilities, before the implementation of universal schooling.

5.3.4.3 Registered homes and places of safety

The study clearly confirmed that with the increased number of OVC, a plethora of social ills and financial interests from the Namibian state in the form of OVC welfare grants, the OVC were not entirely safe within the extended family system as, exemplified by Magano's situation at the hands of her uncle and his family. The abusive situation that she endured was proof that she should have been placed in a place of safety at some stage of her life. The prevailing situation of abuse and neglect of OLs calls for the strengthening of the social networks and social support that were crucial to humans' development and existence, and the speedy implementation of the conceptual framework of inclusion, care and support for OLs in Namibia.

It is common knowledge that children's homes, whether registered or not, and places of safety are not a prevalent feature of life in the northern regions of Namibia. In those regions, Orphaned and Vulnerable Children are usually integrated into the extended family system for care. Currently, there was only one Save our Souls (SOS) Children's Homes in northern Namibia, situated in Ondangwa, Oshikoto Region, and a couple of OVC organisations. Judging from the Kenyan findings, it could be concluded that, institutional environments, when carefully implanted, tended to play an important and necessary role in the care of orphaned and separated children (Brainstein et al., 2013).

A serious situation as the one playing out in this study of abuse and general lack of support of OLs by their kith and kin, called for measures to address even if they have not been known before, including places of safety, and strengthening community based support. As the caution reiterated by Kendall and O' Gara (2007), the growing numbers of children who are made vulnerable by HIV and AIDS threatened the

achievement of the Education for All (EFA) goals, the Millennium Development Goals (MDGs 2000-2015), and the Sustainable Development Goals (SDGs, 2015 - 2030), unless countries made substantial efforts to avert this threat. If nothing was done to avert such, the world would have failed the OVC.

5.3.5 Time and opportunity to study

The study found that the renting flats or living with acquaintances and strangers to attend SC2 School produce additional major implications on the learners' social and academic wellbeing, because they lost the time and opportunity to study to cooking/preparing all their meals. Despite the difficult situations of the orphaned learners, in the absence of a hostel facility at their school, they still had a responsibility to ensure that they studed. This called for self-discipline and self-control on the part of the OLs (or others renting) due to the lack of parental/guardianship or adequate adult care, unlike the cases with schools that have hostels and hostel superintendents, ensuring that boarders follow the stet school program such as meal times and attending study. Learners from SC2 School who were tenants in the rental flats did not have the luxury of a dining hall to provide them with prepared meals, or a hostel superintendent to supervise them, but they had to do everything by themselves, while facing strong ostracism from the surrounding community emanating from an unhealthy situation they have been put into.

Additionally to the challenges of SC2 School, emanating from lack of infrastructure, and showing up in time availability for learners to study, educators had explained another potential time challenge. In a bid to assist orphaned learners in these challenging situations, educators at SC2 exempted from attending afternoon study,

some learners who lived far, and had household responsibilities,. However well-meaning this measure might be, the researcher found it quite drastic and detrimental to the academic and schooling success of the learners involved, because it reduced their opportunity to study, as they cannot study appropriately at their traditional homesteads. Furthermore, the lack of a boarding or hostel facility meant that the school had day learners coming from traditional homestead set ups, which most of the times lacked the basic amenities. Therefore, it essentially meant that learners faced two levels, one of walking distance to school, and that of being exempted from study then meant that they never get an opportunity to study or revise their lessons at all.

The study revealed that the orphaned learners' education was affected by many other household duties as stated by Smart (2005). This situation is particularly true for female children (Akintola, 2006; Ruiz-Casares, 2007), who has household chores to perform at home, such as cooking, fetching water or wood.

One female orphaned learner explained:

> "*I study at night after I finish with all my household chores, but sometimes the lamp light becomes weak. Sometimes my mother manages to buy batteries. I am able to study especially when I cook on time to go to bed early, and then I wake up to study for at least two hours, sleep again and then wake up to go to school...*" (Ndapanda)

5.3.6 Food insecurity

The study found that orphaned learners experienced regular food shortages, which eventually translated into food insecurity. This comes with severe consequences for

their schooling, because hunger pangs caused them to feel sleepy during class lessons. Food insecurity was partly caused by the on-going drought situation in the country. Food insecurity is pervasive in the Omusati region, and it is a serious issue as expressed by the affected orphaned learners and their caregivers. Some caregivers of the orphaned learners from both case study schools used the expression '*ohatu hupu shokadhila*' which translates '*surviving like a bird*' to indicate the gravity of the food shortages in their households, forcing them to literally 'live from hand to mouth.' Brainstein et al., (2013) confirmed that food insecurity was an increasingly serious issue among the orphaned children in Kenya.

This study found two instances of food insecurity. One was where orphaned learners were unable to cultivate their *mahangu* fields, because of school attendance responsibilities (commitment). The other one was the inability of the learners who rented at the flats to supply adequate foods for themselves. The former issue was common to some orphaned learners from both case study schools, such as Petrus and Louisa. On the other hand, the latter was an issue unique to OLs from SC2 School. These food insecurity issues are described in detail below.

5.3.6.1 Inability to cultivate *mahangu* fields

The study found that food insecurity was an issue especially in the homesteads of school going orphaned learners, because they did not have the time to cultivate the *mahangu* fields because of commitment to schooling. The researcher found that these households did not have the community's support, because they also did not get registered for the distribution of the drought relief foods. The communities through the village heads, Traditional Authorities and Constituency Councillors are charged with

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the responsibility to care for the poor and vulnerable households under their jurisdiction, however they have been found, by this study, to have neglected their duties, especially in the case of the household headed by Petrus.

Brainstein et al., (2013) found that orphaned children and separated children in Kenya who lived in institutional environments had better food security, adequacy of diet, and nutritional status compared to orphaned children in households in the community. Although, the researcher is not advocating through the stated benefits that all orphaned children should be placed in institutional environments, however they (benefits) rather highlighted the struggle for households and extended families to provide adequate food and nutritional support for orphaned children, and the opportunity for strengthening community-based supports (Brainstein et al., 2013). This assertion supports the findings of this study. Therefore, while the researcher is not advocating for institutionalisation of the OLs, she is a proponent of temporary, controlled institutionalised environments, such as hostels, to serve a care and supportive function.

The study concluded that the Uukwaluudhi Traditional Authority through the *Omugulu gwEembashe* village head and the Tsandi Constituency Councillor's office totally failed the household headed by the 23-year-old double orphaned learner, Petrus.

5.3.6.2 Inability to supply own foods

The study found that learners from SC2 School, renting at the flats had to provide their own foods from homes. Pandu summed up the ordeal:

"I find it very difficult, because to live in a school without a hostel, you have to buy your own food, toiletries, and to be able to plan your time and your resources - such as from this time to this time I have to study, I have to cook, and to bath so that my thoughts will be at ease when I am studying." (Pandu)

Although the affected orphaned learner, Pandu, revealed that she and her flatmates shared food, there were instances when they run out of food; therefore, facing the consequences of hunger that they often slept during school lessons. Pandu explains:

"But sometimes it becomes difficult when our food gets finished and there is nothing for us to eat. Like last term during the term tests, I used to eat once in the day because my food got finished. (Pandu)

The Acting School Principal at SC2 School was also aware of this situation, because he revealed that the school usually took the leftover foods from sports tournament outings to the learners renting at the flats.

The situation of hunger prompted the SC2 school management to justify for the introduction of the state sponsored Namibia School Feeding Programme (NSFP), even though the school was not a Primary school. Strangely enough though, most learners, including some of the orphaned learners refused to eat the porridge from the school feeding programme. Willem and Pandu alluded to the fact that the soft porridge made

them feel sleepy in class, so they avoided eating it. The researcher speculated that, perhaps, the open-air kitchen where the school feeding programme was prepared and served discouraged the senior learners from eating from there. However, Ndapanda informed the researcher that she ate the porridge whenever she had not brought anything to eat from home.

In some instances, family size and the proportion of orphaned children within the households contributed to the low nutritional status because the greater food insecurity was associated with households with multiple orphaned children. This situation was also confirmed by this study because some orphaned learners and caregivers elucidated that the high numbers of household members depend on the little food available. Additionally, when the caregivers were vindicating food and nutrition as part of Standards for the OVC service delivery, they mentioned that the family ate food for the sake of satisfying the hunger pangs without focusing on whether the food was nutritious or not.

5.3.6.3 Changes of climate and Gender

The Namibia National Policy on Climate Change (2011) stipulates that climate change disproportionately affects vulnerable groups, particularly the women, elderly, the OVC, and the marginalised communities (GRN, 2011).

Food insecurity was an intriguing aspect of this study, because most of the caregivers who participated in the study were unemployed women, who depended solely on subsistence farming from their *mahangu* fields for food. These caregivers painted a grim picture of the food insecurity situations, as well as the general outlook of their

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household economic situations. The study deduced that the household vulnerability was triggered by drought and changes of climate, and unduly affected the women head of households, who then struggled to fend for their family members.

5.3.7 Perceived ill-discipline among orphaned learners

The researcher found that educators from both case study schools signposted perceived ill-discipline as being rife among the OVC. These participant educators pinpointed alcohol and substance abuse as some of the characteristics and type of ill-discipline by the OVC, which detrimentally affected the academic and social wellbeing of these children.

In addition to the perceived ill-discipline, the study disclosed that learners from SC2 School were often absent from school or bunked certain classes; they went to the extent of jumping over the school fence during break times. This habit meant that such learners missed out on valuable lessons, and sometimes teachers were required to repeat lessons for the majority who missed the lessons. The fact that teachers repeated the lessons stifled the school's overall academic progress, especially because there was generally never sufficient time to cover the syllabus. The pulling factors that caused the learners to be absent from school, or to bunk classes were not investigated, as it was not part of the focus of this study.

5.3.7.1 Learners as causes of their own ill-discipline

One of the caregivers who participated in this study confirmed ill-discipline of an orphaned learner, saying that it could jeopardise his academic and social life, as he was already expelled from the private school he was initially enrolled at.

In his expressions, Willem did not seem to be accountable for his ill-discipline as narrated by his caregiver, instead he played victim by being critical of the SC2 School teachers' competence and attitude, particularly towards the orphaned learners. As stated in the rationale for the study in Section 1.2.1, the researcher had anticipated this attitude and different points of view as stated in Section 1.2.1. It is for this reason that it was necessary to also include the caregivers as respondents for a complete investigation of the lives of the orphaned children; it was imperative to examine the perceptions of the caregivers to whom the social lives of the orphaned learners were interconnected (Berg, 2001). It was against this background that this study involved the perspectives of the lived experiences of orphaned learners from the perspectives of both orphaned learners and caregivers.

5.3.7.2 Educators as contributors to learners' ill discipline

Although some orphaned learners expressed that their teachers were generally considerate and supportive of their psychosocial needs, not all educators were supportive of orphaned learners, however. Some educators had been found to say inappropriate things to the OLs, which caused defiant responses from the OLs. This was construed as ill-discipline on the part of the OLs, but which has been caused by their teachers. When learners were not supported psychologically, they lacked the motivation and inspiration to study, discouraging them from tackling academic

challenges to the extent that they ended up becoming school drop-outs as discussed in the next section.

The study established that in every school, some teachers only focused primarily on the curriculum and pay little attention to the special educational needs of Orphaned and Vulnerable Children. As with every learner, orphaned learners have special learning needs and other psychosocial problems that teachers needed to be aware of, so that the goals of education were met. Learners who were emotionally troubled were less likely to pay attention to the content of the lessons, because they became pre-occupied with their own situations. Therefore, educators needed to be aware that the content of the syllabus ware as equally important as addressing the psychological needs of the OLs.

5.3.8 School dropout and grade repetition

The study found that school dropout and grade repetition were also part of the challenges rampant among orphaned learners' lived experiences. Although all the orphaned learners from both case study schools were in Grade 11 at the time of the data collection in 2015, most of them admitted that they had repeated prior grades or that they started school later than 7 years. Thus, not all of them were in the correct grade in Grade 11.

This finding is in tune with the Organisation for Economic Co-operation and Development (2008) policy report which states that between 5% and 40% of students drop out of school with minimal skills and high prospects of unemployment. The

causes of the school dropout include disenchantment with school, lack of support at home, negative learning experiences, and repeating failed grades (OECD, 2008).

The researcher comprehends that the issue of school dropout was not merely a theory because from the four orphaned learners who participated in the study from SC2 School, two of them (a male and a female) dropped out of school, while the remaining two female OLs had to repeat Grade 11. This situation might be attributed to the school's poor socio-economic status and infrastructural development, as well the alleged incompetence of teachers, as well as the lack of support from the homes of the orphaned learners, resulting in disenchantment with schooling and negative learning experiences. The MoE did not consider upgrading the qualifications of the teaching corps at the Combined School that was upgraded into SC2 Senior Secondary School. How a Basic Education Teacher's Diploma (BETD) holder is expected to succeed in teaching at a Science (E1) field school is incomprehensible and beyond the comprehension of this researcher, but that is exactly what transpired at SC2 School.

5.3.8.1 Learner pregnancy

The researcher on follow up with the Life Skill educator of SC2 School, learnt that pregnancy was the cause for school drop out for Ndapanda. Teacher 4 explained that Ndapanda had to drop out of school after she fell pregnant, because she was too embarrassed to continue attending school. It is worth mentioning that learners were not expelled from school for falling pregnant because the 2010 Education Sector Policy for the Prevention and Management of learner pregnancy stipulates that a pregnant learner should continue to attend school till about four (4) weeks prior to delivery (MoE, 2010). Given this statement of the policy on learner pregnancy, it is

imperative to explain that it was rather the decision of the learners to stay out of school when they fell pregnant, due to reasons such as being humiliated by peers, and teachers alike, when they find out they were pregnant (or sexually active). That is an example of how difficult it is to implement the policy in rural settings.

5.3.8.2 Alleged incompetence and lack of commitment to teaching

The study found that learners and caregivers from SC2 School were both concerned about the competence and commitment of the teachers at the school. The alleged lack of competence and commitment could be the cause of the drop out and repetition being experienced at that school, because if teachers were not leading an exemplary life of commitment, learners too were likely to be dissuaded from being committed to school and striving for excellence. Although the researcher is not sure about the attitude, commitment and professionalism of educators at SC2 School, through the photo voice, orphaned learners presented pictures of teachers who were allegedly not teaching in class, or leaving school before the school was out (Figures 21 and 22). The researcher is not sure about the veracity of the claims. In Figure 21 it appeared that both the teacher and the learners were busy with a task. Hence Figure 21 could be looked at from the learner centred learning perspective.

However, through the interviews participant orphaned learners from SC2 expressed that:

> *"This school does not have serious teachers who are committed to teaching because sometimes even in two consecutive lessons the teacher does not come to class. When the teacher then comes to class, he/she reads where they want, and then they skip to*

another chapter or page. Teachers also sometimes leave the class before the lesson ends. When we (learners) talk about it, they just tell us that, even they (educators) that is how things were for them too, so we should just study. When we asked for a suggestion box at school, they have refused to introduce it."
(Willem)

"Well our school needs help, even if one used to pass at lower grades when you reach grade 12 level it is difficult to pass it, because of educators. Many of the educators are not qualified to teach the higher grade. For instance, our Biology teacher caused us to fail Biology during the April exams with 17 learners getting U symbols. (Lovisa)

Therefore, the researcher believes that there could be some element of truth in the orphaned learners' assertions, as well as concerns expressed by some caregivers, including Pandu's caregiver, with regards to the SC2 School and its teaching workforce. It should be remembered also that the upgrade of the school, did not take into account the teaching workforce's qualifications. Willem attended a Private School prior to being dismissed from there, so he would be aware of learners' rights at schools. Lack of teacher competence and commitment have implications on the learners' achievement and the overall educational outcomes of the school. Therefore, the voices of the learners in this study should not be overlooked. Educators, particularly at SC2, as well as regional education authorities in the Omusati Region need an introspection into their actions or lack, thereof, regarding this school.

5.3.8.3 Lack of a substantive head at SC2

The New Zealand Education (2014) sustains that inclusion is about the school having the leadership and systems in place to support staff, learners, and the community to realise its vision. The study has established that SC2 School has been without a substantive head since the retirement of its former school principal in the early 2000s. This has not only been a gross oversight, but a miscarriage of justice on the part of the regional, as well as national level, education authorities towards the learners of SC2 School. The researcher contends that the issue of the lack of a substantive head at SC2 is the root cause of the many challenges being experienced at the school that in turn jeopardised learning outcomes.

The researcher realised that during the time of data collection, the acting principal had only been at the helm of the school for less than a month. The role of School Principal at SC2 School has been rotated among teachers in an acting capacity ever since. This state of affair strongly implicates the management of the school, including the implementation of national policies, including the Sector Policy of Inclusive Education, school discipline, the cohesion among the teaching workforce and learners, and the implementation of education policies and directives.

5.3.8.4 Grade 10 placements in schools

This study has established that a discussion of Grade 11 repetition will be incomplete without mentioning how the Grade 10 placements in the Omusati region are conducted. Schools such as the pilot school, and others who perform better than others in the region in the Grade 10 Junior Secondary Certificate (JSC) examinations, are considered a priority for selection of Grade 10s for Grade 11. The selection process

also includes rejecting the academically slow learners and those with the history of major disciplinary issues. These rejected learners make up the population of SC1 and SC2 Schools; that is why it is indubitable that most learners from SC1 and SC2 Schools portray the characteristics of being academically slow, which link to poor performance and perceived ill-discipline.

The OECD (2008) has warned that selecting pupils based on academic achievement creates a social gap among schools. The OECD (2008) further concludes that school choice requires careful management from an equity perspective to avoid differences in the social composition of schools. This warning is obviously not heeded to in the Omusati Region, and in the Republic of Namibia.

It should remembered that SC2 School is an E1 or Science field school. Therefore, learners who are placed there must do science whether they like it or not. It is, thus not surprising that some of the learners who participated in the study never wanted to do Science at senior secondary, but had to contend with that field of study after being placed at SC2 School.

> "*I never made an application to come to this school, I applied to another High School to the Social Sciences field, but I was told my points for that school were not enough, so I was sent to this school.*" (Pandu)

Willem and Pandu contend that they were placed at SC2 School based on their weak Grade 10 passes, even though they had wanted to follow other fields of study, rather

than Science. Similarly, when the researcher visited Pandu's caregiving mother at their homestead at the Etunda Village in the Ruacana Constituency of the Omusati Region, she narrated with regret the educational experiences and misfortunes of her daughter. She explained that her child was smart and that she initially had great hopes for to succeed in life. However, her being placed at SC2 School has jeopardised those hopes.

5.4 How do schools identify orphaned learners with additional challenges?

Smart (2005) believes that schools have undeniable advantages in the identification of vulnerable children and orphaned children. In Namibia, schools identify the OVC through the 15th school day census; however, it was not clear how the census study unveils additional challenges about specific learners under their jurisdiction as stated in Chapter Two.

5.4.1 Varying methods of identifying orphaned learners by schools

It was enlightening to the researcher that the participant schools used varying methods to identify the OLs, and this process, as well as the responsibility to ensure care and support is often left to the Life Skills teachers. The researcher noticed that the identification methods that the schools use are not systematic. The Life Skills teachers, who participated in this study, explained that the process includes identification by class teachers, hostel superintendents (in the case of SC1), caregivers informing the school about orphaned learners, or sometimes, referrals from the former schools.
In addition, the process also includes:

> "*We go class by class discussions with orphaned learners to*
>
> *obtain additional information regarding the issue.*" (Teacher 4)

This lack of uniformity in schools' identification of orphaned learners was a sign that schools did not understand and adhere to the policy regulations. Also, it seemed that the orphaned learners did not understand the methods of identification, because they complained that the teachers wrote their names in vain, multiple times because they did not receive any assistance. This was not surprising, because as Mushaandja et al (2013) alluded to, the Ministry of Education had missed an opportunity to create positions for professionals who could identify, and deal with the challenges of OVC, but instead it opted to place this role on the shoulders of Life Skills teachers, as discussed next.

5.4.2 Unique role of Life Skills educators

The researcher deduced the perception that it was the role of the Life Skills teachers to support the OVC, including their role to identify and support orphaned learners with additional challenges. This discernment was confirmed by a teacher participant from SC2 School, who explained:

> "*The Life Skills teacher is responsible for the identification of the OVC, and the school also gets reference from the feeding primary school nearby, where teachers share the records (cumulative) of the new intakes*" (Teacher 5)

Even though the acting head of SC2 School did not explain the duties of the Life Skill teacher, he nevertheless admitted that the teacher usually has a high workload; he noticed this when he sets up the school timetable that the Life Skills teacher is responsible for teaching 18 classes, and dealing with the entire schools' OVC population and their caregivers/guardians.

The misunderstanding at schools, that it was the responsibility of the Life Skills teachers to deal with the OVC leads to overwhelming roles of the Life Skills teachers, and this burden can make them ineffective in their duties. Other teachers conveniently absolved themselves from performing the caring and supportive function for OVC. As Humphrey (2008) contends, inclusion cannot only rely on the interest, commitment, and enthusiasm of one or two individuals in a school, but for inclusion to work, all stakeholders of schools are expected to be involved in the identification, care, and support of the OVCs (Parag, 2009). Humphrey (2008) further clarifies that the practice of inclusion is not simply about the application of pedagogical methods, but it should be underpinned by attitudes, knowledge, and experience of the staff. Similarly, the New Zealand Ministry of Education (2014) reiterates that building a more inclusive school culture is about having a shared vision that allows for all learners to be valued and respected; therefore, the leadership and systems should be setup to support staff, learners, and the community to realise the goal of inclusion. All teachers in a school then must work together with family and community members to form circles of support around vulnerable children.

It is pleasing to note that there were educators who were aware and were critical of the fact that OVC needed professional help. This argument is in line with Mushaandja et al., (2013) who argue that the Ministry of Education missed an opportunity to recruit professionals to the Ministry ranks who could have carried out the care and support roles, but instead settled for Life Skills to perform the role of Teacher Counsellors, a role they are ill-prepared for.

"*The Life Skills teacher is not a professional counsellor, even though she deals with some cases, but sometimes there are severe cases that really need counselling. I suggest that the teacher receives training in advanced counselling, otherwise the school should get a counsellor.*" (Teacher 6)

5.5 What do schools perceive as the impacts of orphan hood vulnerability on the schooling of OLs?

The findings of the study indicate that the educator participants are aware of the impacts of orphan hood vulnerability on the OVCs' learning processes. However, the educators held a stereotype on this issue. According to the educators, the challenge that impact the academic wellbeing of the orphaned learners include perceived insufficient home care. A perceived school care too impacts learners' schooling, argued some educators. Hence, learners can benefit from an effective home-school relationship. However, the lack of an effective support from both home and school affects their progress. Thus, schools should aim to improve communication with parents and guardians, especially from the disadvantaged homes, and to help them to develop conducive home environments for their children (OECD, 2008).

5.5.1 Perceived deficient home care for orphaned learners

The study found most teacher participants expressing the perception that orphan hood vulnerability affected the school experiences, and the educational outcomes of orphaned learners in many ways. They believe that OLs' schooling was affected negatively by inadequate home care. For instance, they explained that orphaned learners from homes with sufficient care performed better than those from homes,

where caregivers did not provide sufficient emotional and financial support to them. According to the educators:

"The academic performance of these Orphaned and Vulnerable Children depends entirely on the child herself or himself because there are those orphaned children who come from homes where they are taken care of, while some of them are on their own, and so everyone differs in that way, so there are those whose academic performances are good, and there are those whose performances are not good at all." (Teacher 1)

"their academic performances can be affected as they are not taken good care of, they tend to be late comers, when they arrive in school, most lessons would have started, they lack concentration as reported by their educators, where they are teaching and the learners can simply just not concentrate, they are antisocial and this means that they do not learn from others, it is only what they learn themselves, you also find out that those learners lack basic learning materials like calculators, pens or note books" (Teacher 6)

Some of the educators described some orphaned learners coming across as being stubborn, being withdrawn, and not wanting to participate in academic activities at school. The educators believe that the OLs bring these ill habits from homes where they are convinced there was absence of parental care. Sometimes orphaned learners

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were said to be absenting themselves from school, due to situations at the home. For instance, when there was no guardianship at home to direct the OLs, it contributed to ill-discipline to the extent where the OLs became difficult to control at schools. This lack of adequate care at homes resulted in a negative impact on the OLs' academic performances and overall educational outcomes.

5.5.2 Perceived unsatisfactory school care for orphaned learners

While the educators perceived that the absence of home care affected and worsened orphan hood vulnerability, in contrast, the orphaned learners perceived that school circumstances added to their woes. The orphaned learners claimed that issues pertaining to the placement of Grade 10 learners, food insecurity, availability of time and opportunity to study, the attitude of the teachers towards them, and teacher commitment and competence to teaching directly affected their academic performance. This perception on the part of the OLs was interesting to note, as it revealed that educators did not really understand their roles and responsibility to nurture the OLs, and that sometimes, their actions, whether conscious or not, caused ill-discipline among the OLs.

It is not helpful for the Namibian Ministry of Education to only recognise, through the Education Sector Policy on IE, that all children needed educational support, which should be an integral part of every school (MoE, 2013). However, in the absence of adequate resources to implement policies, as revealed by this study. The study also found that schools were restricted by the resources available to them to provide adequate care to the OLs. The researcher noticed that in terms of human resources

capacity, schools did not have enough Life Skills and Career Guidance teachers to cater for the psychosocial needs of the orphaned and vulnerable learners.

5.6 What strategies do schools use to include orphaned learners?

The study found that the responses to this research question was provided by the teachers and orphaned learners. This question intended to explore the strategies that schools used to ensure that orphaned learners were included in the school activities, particularly activities which required them to pay for participation. The teachers explained that they used numerous activities aimed at all learners in the school, particularly those who were considered vulnerable. These included hosting orphaned learner–caregiver discussions with the Life Skills teachers, establishment of fundraising activities to raise additional funds to cater for more learners including OLs, going on subsidised school tours, cultural events, sport events, school feeding, remedial classes, assistance with the OVC welfare grant applications, inviting successful orphaned children to inspire other orphaned learners with their stories, priority for hostel placements, and in the case of SC1, hostel fee exemption for the OVC.

It was evident that both participant schools tried hard to mitigate the effects of orphan hood vulnerability on the Orphaned and Vulnerable Children through inclusion; however, judging from its better infrastructural development, SC1 was more conducive that SC2 in mitigating the effects of orphan hood vulnerability of its OLs.

Despite the educators outlining the schools' mitigating strategies to ensure the inclusion of OLs, orphaned learners, on their part, voiced their disenchantment to most of the school stated inclusion strategies. The OLs opined that they must pay if they

must go on school tours, for instance. The researcher was unable to explain the reasons why teachers and OLs gave contesting responses to this idea. The schools' mitigation strategies are described in detail in the next sections.

5.6.1 School feeding programme at SC2

The study found that SC2 was a day secondary school. This characteristic gave it a unique vulnerable status. This was because most other secondary schools in the northern regions of the country have dining halls where meals were prepared and served for hostel learners. It was explained that SC2 identified hunger as one of the factors hampering the educational progress of the learner population.

Hence, the management of the school motivated for the introduction of the Namibian school feeding programme (NSFP) at the school. Although SC2 was a secondary school, the request was granted, and learners at the school started being served with the soft porridge during break times. The porridge was prepared at an open-air kitchen by volunteer parents as depicted in Figures 16, 17 and 18 in Chapter Four.

The study however found that despite the efforts of the school feeding programme, it was ironical that only the junior learners in Grades 8, 9, and 10, plus a few bold senior learners ate the porridge. Most learners who were partaking in the feeding scheme were usually mocked at and shamed by the seniors. The researcher was further surprised to learn from the educators and volunteer parents at the kitchen and some of the OLs that some of those seniors included the OVC, who claimed that they would never eat the porridge because it made them inactive in class.

A case study found that in the more highly socially-stratified urban areas, there was a certain stigma that was associated with participating in the Namibian School Feeding Programme (MoE, 2012a). Keeping in mind that the programme was initially designed to target Orphaned and Vulnerable Children (OVC), perhaps the initial target beneficiaries' modalities might have contributed to the stigma attached to the NSFP. However, in practice, any child in beneficiary schools who would like to benefit from the scheme can (MoE, 2012a). It will be interesting for the NSFP to identify the factors contributing to the learners shunning of the school feeding programme in rural schools in Namibia.

Tsegaye (2008) found that in Ethiopia, when the OVC were part of the feeding scheme at schools, they become automatic recipients of adequate nutrition, and preventative, and curative health services that can improve their lives. This finding from Ethiopia does not resonate with those of this study. The school feeding programme is not tied to any curative or preventative health services, even though the Ministry of Health and Social Services (MoHSS) is said to offer technical expertise to the NSFP in health-related issues through the National Policy for School Health (Sibanda, 2012).

The adequacy of nutrition aspect of the fortified maize as a main ingredient of the porridge served as part of the Namibian school feeding programme (NSFP) to improve lives needed to be further investigated. The cost analysis case study of the MoE showed that the cost of the NSFP per child amounted to N$282 per year, which roughly translated to N$23 per child (MoE, 2012b). However, some print media reports indicated that the school feeding programme in the country costs the government N$1.00 to feed a child. For instance, Haidula (2016) in an article entitled "N$1 per

child for food" made known the shocking revelations contained in a 2015 UNESCO report that the Namibian School feeding programme (NSFP) allocated a dollar per child per day. Reports such as these create room for questions regarding the nutritional value of this fortified maize porridge. The Government of the Republic of Namibia need to heed these reports, and investigate the sources of the maize, and further examine whether the country's staple *mahangu* cannot be used instead.

5.6.2 Free hostel facility placement at SC1

The study found SC1 School prioritised the provision of free hostel places to OVC. This, the School Principal explained, was to create a conducive environment for them to study, as they get to eat from the dining hall, and they attend study time that is supervised by teachers who are on duty. This provision gave the affected orphaned learners a peace of mind amidst the turmoil in their lives. However, Petrus, who headed a household's lived experiences showed that he needed more than a free hostel place. He needed professional psychosocial support to assist him cope with his situation, but received none.

Andersen (2012) noted that, whereas few studies have, thus far, acknowledged the potential of schools to go beyond knowledge giving to facilitating a supportive and caring environment for vulnerable children, they, according to Williams (2010), tended to refer to studies reporting externally implemented and resourced interventions, such as the Circles of Support (COS) concept.

Andersen (2012) further found that limited attention had been given to the psychosocial well-being of children. In Namibia too, schools had used the externally

funded My Future is My Choice (MFMC) and Window of Hope (WOH) Life Skills programmes to provide beneficiary children with knowledge on how to prevent HIV and AIDS. This has happened while the Ministry of Education (MoE) opted to use ill prepared Life Skills teachers as school counsellors, instead of recruiting professionally qualified Counsellors to the Ministry ranks (Mushaandja et al, 2013). Perhaps, hope could be pinned on First Lady Monica Geingos' Start Free, Stay Free, AIDS Free global campaign programme with its education based curriculum (Du Plessis, 2017). Unfortunately, as Williams (2010) argues, like many others before it, this is also a donor funded dependent campaign. A better solution is to tie it to existing NGO programmes, such as those of NAPPA.

Andersen (2012) also notes that in many studies that have been conducted regarding children, children's own experiences of school environments had been neglected This, the author argues, has resulted in very little being still known of the psychosocial mediators influencing children's school experiences, and what children themselves perceived as a supportive school environment helping them to cope with challenges of disease and poverty, since many studies left out the voices of children (Andersen, 2012). This study brings out the voices of orphaned learners regarding their lived experiences, in addition to involving caregivers and educators. The findings of this study indicate that orphaned learners carry emotional burdens that even caregivers and educators were not aware of. The orphaned learners expressed that they suffered series of emotional upheavals, while they lacked psychological counselling. Hence, they will benefit from a more supportive school environment. However, with only one Life Skills teacher at each of the case study schools, it remained impossible for two individuals to cater for the psychological needs of the orphaned learners, as well as to

provide social support to over 1 200 learners and their caregivers and/or guardians between the two of them.

5.6.3 Fundraising events

The study established that both schools hosted fundraising events to raise enough resources to make up for the learners who were unable to contribute to the school development fund (SDF). It was commendable that parents and/or guardians donated resources for these fundraising events such as the Entrepreneurship Day.

5.6.4 Subsidised School tours

The study further established that the two participant schools organised school tours for learners who achieved academic excellence to continue to motivate them and others to persevere to succeed. According to the schools, orphaned learners who excelled were also catered for.

However, as alluded to earlier, the orphaned learners who participated in the study argued that these tours exclude them and those who could not afford the exorbitant fees charged.

5.6.5 Motivation for educators to work with orphaned learners

The study found -one significant aspect that the teacher participants indicated was their motivation to work with orphaned learners. These reasons included: the desire to change behaviour, to stand in as an *in loco parentis*, to encourage and motivate the orphaned learners to work hard at their school work. This cadre of educators in a school, according to the Social Support theory, creates a supportive environment for

the OLs. Also, according to the symbolic interactionism theory, Life Skills teachers experience and respond to the needs of orphaned learners in their schools. These interactions nourish the OLs' sense of security to help them to build resilience.

However, the study found that the supportive teacher corps was not broad enough to serve as an effective force for the OLs and other OVC who require a supportive environment, according to the Social Support theory. As Humphrey (2008) argues, inclusion in a school cannot be realised through the commitment of one or two educators, without the buy in of the others. There is therefore, a need to revamp the teachers' training curriculum, and offer a complete overhaul to the entire Namibian education system towards embracing inclusivity.

Additionally, despite Andersen (2012)'s contention that despite the huge potential of schools to include the OVC, interventions in Namibian schools paint a completely opposite picture. The teacher and learner participants bemoaned the non-functionality of the erstwhile UNICEF funded My Future is my Choice and the Window of Hope life skills programmes. These life skills programmes failed to continue successfully since they were handed over to the government. Evidently, they only operated well under UNICEF resources. This situation, as Andersen (2012) emphasises, is common in externally implemented and resourced interventions.

5.7 What strategies could schools use to better include OLs in education?

Faced with huge resource needs, the participant schools could become more innovative in their fundraising efforts, because the unavailability of resources and the inherently impoverished communities were the major limitation. There are various initiatives to

consider, such as improving the interactions with the local community, interagency collaborations with social workers, and calling on the assistance of the former learners as described in detail in the following sections.

5.7.1 Improved interactions with the local community

OECD (2008) states that the relationships between schools, parents, and the community are significant in education. The two study participant schools need to take the advantage to broaden interactions with the local community because the parents and guardians have proved that they are eager to support the schools through in-kind resources such as goats, chickens, and *omahuku* (edible oils from *marula* nuts kennels) that the schools then sold to the teachers to generate funds for the schools. Therefore, the solution to inclusion should be through a whole school approach, coupled with community involvement. The latter was necessary to enable the community support OVC. By that way inclusivity could be attained and sustained.

5.7.2 Improved interagency collaboration with the Ministry of Gender Equality and Child Welfare

The study confirmed that the Ministries of Education and that of Gender Equality and Child Welfare (MGECW) shared a fiduciary responsibility for children in Namibia. Educationally marginalised children, such as orphaned learners, were served by the two government Ministries However, the two government ministries hardly interacted, not even with regards to national policies they develop for OVC, it is for that reason educators and social workers hardly know of a policy that was developed by the other Ministry.

Given that the schools were near the MGECW regional offices, they have the advantage to work in close collaboration and in liaison with MGECW Social Workers to address the psycho-social needs of the OVC, since the Ministry of Education (MoE) did not have psychosocial support (PSS) professionals such as Social Workers and Psychologists, etc. Thus, the MoE and the MGECW should formalise an interagency collaboration initiative to better serve the needs of OVC.

Clearly, the functions of the two government ministries overlap to the disadvantage of the OVC in the absence of interagency collaboration agreement. The dysfunction of the OVC Permanent Task Force (PTF) and the regional OVC Forum exacerbates the collaborative issue.

It was quite disheartening that orphaned learners at SC1 School, who were a stone throw away from the MGECW Outapi regional office, have never met a Social Worker, even though they carried heavy loads of social and psychological issues. The Ministry of Education is still being criticised that instead of appointing qualified School Counsellors when it had the opportunity, it instead directed schools to appoint Life Skills teachers to render the psychosocial support (Mushaandja et al., 2013).

5.7.3 Calling on the assistance of former learners (Alumni)

Schools could consider calling on the assistance of former learners (alumni) for assistance to help with fundraising. However, for the former learners to be willing to associate with their *alma mater*, the schools should improve the pass rates. SC1 has since been making this effort since the past years.

However, in the case of SC2, unless an overhaul was done, it would be a challenge, because the school had never produced successful alumni since its establishment (upgrading to a senior secondary school). The researcher learnt recently that the senior secondary phase got phased out, the school's 2017 Junior Secondary Certificate (JSC) results where a huge improvement. However, with the introduction of the new revised curriculum, SC2 School has been reverted back to the status quo.

5.8 Awareness of existing policies regarding the OVC

In Section 2.7.3, researchers such as Smart (2005) indicate that in all countries, constitutions serve as supreme laws that define the rights of citizens in general, and specifically of children. In addition, countries such as Namibia have child-specific legislation such as the Children's Act to substantiate these rights. Furthermore, these countries ratified international conventions and agreements like the CRC (United Nations, 2000; UNESCO, 2005; UNICEF, 2006).

It is thus obvious that the presence of orphaned, vulnerable, and educationally marginalised children in Namibia is indeed bolstered by legislation, but there are shortcomings in the implementation of these well-intentioned policies. Smart (2005); Haihambo et al (2006); Brown and Haihambo (2017) confirm this lack of practical implementations of policies in Namibia.

Mahlo (2017) argues that policies by their nature are not value-free or neutral; they are linked to interests and conflict, as they are negotiated and fought over by different interest groups. How one judges the implementation of policy outcomes is subjective, and it depends on whose values were validated in these policies (Mahlo, 2017). The

author is cautioning African countries to only ratify agreements that they intend to stand by, and develop policies that they intend to honour.

5.8.1 Lack of awareness of national policies

The findings of the study revealed that apart from the Life Skills, and the Counselling and Guidance educators at the two participant schools, none of the other teachers are aware of the national policies pertaining to the OVC.

The researcher was not able to fully grasp the inclusion of orphaned learners, and to address their challenges, because it was impossible to analyse the official statistics and reports of the sampled orphaned learners (OLs); as there were no individual files kept for orphaned learner at the schools.

Through the 2003 National HIV Policy for the Education Sector, the heads of education institutions, including school principals, are responsible for the functioning, support and monitoring effective support and counselling services at their institutions (GRN, 2003). It is not, however, clarified in the policy as to where the Heads of the education institutions will generate funding to establish centres of supportive care for the OVC.

In 2008, the Education sector devised a Sector Policy for Orphaned and Vulnerable Children (MoE, 2008b). As a significant departure from the norm, this policy did not only state the activities to be carried out, but it also defined the tasks and responsibilities to be carried out by officials at the Head Office or regional offices to ensure responsibility. The policy specifically states the role of schools as follows:

Schools should provide an accessible, safe and conducive learning environment that is free of stigma and financial barriers in which the legislated Code of Conduct for Teaching Service guarantees a culture of care and gender-sensitive education. Moreover, teachers, acting *'in loco parentis',* are custodians of the learners at schools and must adapt a mind-set of being caring and careful. The Education Ministry should therefore ensure that teachers are adequately trained and can serve as role models (MoE, 2008b, p.5).

In 2013, the education sector introduced a policy for inclusive education. The Policy states that:

The Ministry of Education recognises that barriers to learning arise when learning needs are not met, and that learning needs stem from a range of factors, including, inter alia: impairments; psychosocial disturbances; differences in abilities; life experiences; deprivation; negative attitudes; inflexible curriculum; language of instruction/learning; inaccessible or unsafe environments; policies and legislation; and education managers' and teachers' lack of appropriate skills. The Ministry of Education also recognises that all children need educational support and that this support should be an integral part of the entire education system – provided at every school and by every teacher (MoE, 2013, p.4).

The Namibian government strove for the implementation of the provisions of Article 20 of the Namibian Constitution to progress towards the targets of Education For All (EFA) and the Millennium Development Goals (MDGs) towards the set deadline of 2015 (Iipinge & Likando, 2013). However, even though the implementation of this

constitutional provision took two decades to be realised, its implementation was a significant step to affirm that Namibia joined other countries in ensuring that by 2015, children everywhere, boys and girls alike, would be able to complete a full course of primary schooling (Iipinge & Likando, 2013).

Haihambo Ya-Otto (2013) cautions that not far-fetched from the experiences of other countries that had introduced universal schooling, reports surface the issues of quality, equity and achievement, and more importantly the issue of inclusion of learners with special educational needs.

Nevertheless, there are already serious misgivings to the universal schooling initiatives from many quarters in the country. For instance, The Patriot weekly newspaper in "Scramble to improve education as pressure mounts" reports that education insiders are concerned about how the introduction of the free (universal) education policy cripples the operations of the ministry (Staff Reporter, 2017). The paper argues that although universal schooling has a positive impact on quantity in terms of learner enrolment, the impact does not imply to quality (Staff Reporter, 2017). Already in 2017, a year after the implementation of Universal Secondary Education (USE). Media reports have surfaced as in 'Food finally delivered to Omusati Schools' which narrates that food shortages forced some schools in Omusati Region to reduce the number of learners staying in the hostel (Hilukilwa, 2017). Grade 11 learners at some senior Secondary Schools in the region were sent home to spare the little available food for junior-level learners, as well as Grade 10 and 12 learners who were writing end-of-the-year examinations (Hilukilwa, 2017).

However, the Minister of education, Mrs Katrina Hanse-Himarua, is adamant that universal schooling is here to stay. In her words "we can only improve if parents and the private sector join us, then only will we be able to sustain free education, but free education has come to stay; it is a constitutional provision" (Staff Reporter, 2017).

The researcher believes that instead of abolishing the School Development Fund in favour of universal schooling, the Namibian government could re-introduce the Education Development Fund (EDF) that was initially mooted in the Education Act No. 16 of 2001. As stipulated in Article 25 of the Education Act, schools should have continued collecting the SDF from learners who can afford to settle it, and then through the Education Development Fund, the MoE would assist the learners who cannot afford to pay the SDF. As the OECD (2008) policy briefs state, it is more helpful to focus on targeting existing education expenditure to ensure that it contributes to equity. The OECD (2008) contends that since national education resources are limited, governments need to ensure that they are being directed to the poorer learners and regions to meet the minimum standards.

The researcher believes it is not too late yet for the Namibian government to engage institutions such as the International Institute of Educational Planning (IIEP) to look at the effects of the abolishment of the fees on the supply of teachers, classroom situations and the rate of school drop-outs. The IIEP advises that countries must have the capacity to fund education through efficient tax collection and distribution of resources before they can abolish fees across the board (Forsevier, 2006). The agency contends that a more practical alternative would be for families to pay according to their means with free schooling for those who are unable to (Forsevier, 2006). OECD

(2008) supports that extra resources also need to be channelled through schools to help disadvantaged learners to overcome the effect of social background and to tackle poor performance. These suggestions are like the implementation of the EDF in Namibia.

Despite all the policy initiatives in Namibia, the researcher found that the situation of the rural based schools is worrying regarding the implementation of national Policies. Most teachers were not aware of existing national policies pertaining to the OVC in the country. Also, the policies did not clarify how supportive the entire education system was going to be, including availing the resources needed towards the successful implementation of policy directives. Andersen (2012) contends that if the needs of the children affected by HIV are to be met through schools, the role of the education sector must be understood in relation to an ethics of care, rather than the functionalist production of a future workforce.

It is known that public schools in Namibia abide by the rules and regulations of the Education Sector, making policy directives and stipulations about the flexibility in time scheduling in order to meet the needs of the OVC rhetoric.

Guided by the study findings, the researcher suggests that teacher training institutions needed to change tact as they also shared in the blame for Namibian trained educators being unaware of national policies. Teachers who participated in the study indicated that they were not taught about national policies as part of their training, while indicating that those trained in Zimbabwe received such.

5.8.2 Lack of awareness of the Standards of OVC service delivery by educators

The study revealed that participant teachers were not aware of the existence of the Standards for OVC service delivery that were developed by the MGECW and its development partners. It was only after the researcher explained the Standards to the teachers, that they could in turn suggest the Standards that importantly needed to be implemented for the OVC. However, some teachers open-mindedly reasoned that all Standards were of equal importance to the orphaned learners. Standards including education, psychosocial support/counselling, and food and nutrition were cited as the most important.

The researcher is concerned that the lack of interagency collaboration between the Ministry of Education, Arts and Culture, and the Ministry of Gender Equality and Child Welfare (MGECW) will cause policy formulations to only remain with one of the ministries, which developed it, even when the policies especially those on OVC were meant to be shared. It is of interest that despite the establishment of the OVC forums on paper, they were not yet operational in the regions. These OVC forums could serve as a vehicle through which policies pertaining to the OVC would be driven at the regional level to the benefit of the schools.

5.8.3 Process of disseminating national policies to schools

The study gave the responses of the educators regarding the process of disseminating national policies of the OVCs learners were mixed. While some of the educators felt that the process was adequate in its current form, others believed that the process needed to be changed. The researcher gathered from the teachers that more effort was required to allow all educators to be involved in the policy implementation.

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The researcher found that besides the Life Skills teachers and some school principals most teachers are not aware of national policies for the OVC. However, the information of these policies was sent to schools, and the teachers suggested that for the effective dissemination and implementation of the policies, educators should understand the details of the policies. Therefore, the MoE in Namibia needed to do more than just sending Policy documents to schools that were already overwhelmed by the OVC situation. The documents might end up collecting dust in those schools.

5.8.4 Improved national policy implementation for all educators

Educators are one of the major success factors in any inclusive education thinking, as has been researched in the South African context. One of the strategies for the implementation of the Education Sector Policy for IE that pertains to this study is 'Widen and develop educational support services' and the expected outcomes include

(1)   Learning Support Team/Group established in each school.

(2)   Every teacher takes responsibility for the educational, social and psychological wellbeing of each learner in her/his classroom, if necessary in consultation with and the support of the Learning Support Team/Group

The researcher argues that it might be easy to expect other educators besides the Life Skills teachers and school principals to know about the OVC policies, and expected 'o take responsibility for the educational, social and psychological wellbeing of each learner in her/his classroom;' however, they seemed to be hardly involved in the implementation of these policies.

When asked whether educators were all trained for inclusion principles, educators were equivocal that the teaching cadres have not been trained for the inclusion strategies even though the policy expects them to be inclusive practitioners. Mahlo (2017) rightly explains that South African teachers may feel overwhelmed by the expectations and responsibilities for teaching learners with diverse learning needs of learning, because teachers sometimes lack the skills and attitude to engage with different kinds of learners.

Teachers who participated in this study, including Life Skills teachers were of the perception that it was only the Life Skills educators who could have a say on the issues of the OVC, and on the Sector Policy for Inclusive Education, in contradiction to the expected outcomes of the policy implementation strategies. According to the respondents:

*"Nothing has been done to train educators for inclusion." (*Teacher 3)

"… now that they have Life Skills educators introduced in schools, it is only they who attend workshops regarding OVC issues." (Teacher 5)

The prevailing situation in schools with limited Life Skills educators to support other educators needs to be addressed as a matter of urgency; hence, it is important that all educators are exposed to issues regarding the support of orphaned learners. As Mahlo (2017) urges teachers to be prepared and ready to go an extra mile for learners to lessen

the burden of responsibilities of the Life Skills teachers.

5.8.5 Lessening the burden placed on Life Skills educators

The researcher concludes that there was currently a huge burden on the Life Skills teachers to care for the OVC. Some teachers were of the perception that Life Skills educators were panacea to the issues of the OVC; they are convinced that the Life Skills teachers are responsible to identify and care for and support the OVC in school. This mind-set was detrimental because in addition to providing care and support to Life Skills educators also must teach the subject. The Life Skills educator from SC2 complained:

> *"Looking at the school now, it has grown, and it is only one teacher who is responsible for Life Skills in the school. At least if we can get two Life Skills educators it can be of help, so that we can help the learners and to have time to consult their caregivers. Now, all the classes from Grades 8 to 12 depend on one Life Skills teacher."* (Teacher 4)

Life Skills educators were overwhelmed by the enormous challenges they faced, so they could only be effective to a certain extent. School principals who participated in the study informed the researcher that they were trained as Life Skills, and/or Counselling and Guidance teachers, but their main task was to manage the schools, so they could not share the responsibilities of the Life Skills educators. Therefore, the

Life Skills educators at both case study schools were faced with the mammoth social challenges of a combined 1 200 learners and their caregivers.

The researcher obtained the same findings from the pilot study. The fact that most educators in schools did not seem to understand the special needs of the OVC was a far cry from the stipulations of the Education Sector Policy on the OVC that "The Education Ministry should ensure that educators were adequately trained and could serve as role models for the OVC (MoE, 2008b, p 5)".

Additionally, the Ministry of Education, Arts and Culture expects all schools to have the capacity to identify and support learners with educational and psychological needs (MoE, 2008a; MoE, 2013); however, this expectation remains a pipedream for many schools. The MoE needs to change tact urgently because it is not ideal that even members of the school board are not aware of the national policies that directly concern the learners.

An educator suggested that it should not only be the responsibility of the Life Skill teacher to counsel and guide learners, but the schools need professionals to offer these services. In the place of these professionals, the Ministry of Education opted for Life Skills teachers to become teacher counsellors instead. Mushaandja et al (2013), defines a teacher counsellor as a teacher in a primary or secondary government school who was responsible for rendering counselling or any type of psychosocial support to learners within a school. Some teachers volunteered to be teacher counsellors, some were elected by their fellow teachers, whereas others are nominated by the principals based on their workloads or experience with counselling (Mushaandja et al., 2013. It is the responsibility of the teacher counsellors (Life Skills, and/or Career and Guidance

teacher) to care for and support the OVCs in schools.

Mushaandja et al., (2013) report that the teacher counsellors are facing many challenges including unavailability of appropriate space and time to counsel learners, and the lack of skills to effectively address learners' psychosocial needs. The teacher counsellors suggest that they are appointed full time, and that principals should attend counselling training so that they understand and support teacher counsellors.

5.8.6 Reducing additional tasks for educators

The researcher observed that teachers have too many extra responsibilities, in addition to their actual teaching. This workload results in there being less or no time for many an educator to stay informed. Teachers are supposed to be the primary custodians of learners, and policy implementers of national policies pertaining to education. For instance, remaining uninformed of available educational developments. This might be a dangerous undertaking, given that educators ought to "serve as the second line custodians of learners under their care, as well as policy implementers." It is disappointing to learn that teachers make insensitive comments, and statements to label the orphaned learners, embarrassing them in front of other learners, out of ignorance of policy directives.

The researcher suggests that the MoE should recruit professionals such as accountants and sport educators to enable teachers to only focus on actual teaching, and caring for learners.

5.9 Conclusion from the conceptual model for inclusion, care and support for the (OLs)

The conceptual framework advanced from concepts explained in in Table 6, and the conceptual model of inclusion, care and support to orphaned learner in Namibia presented in Figure 4 in Chapter Two form the backbone of the conceptual thinking behind this study. The bio-ecological, social support and symbolic interactionism theories, and the two philosophical thoughts from which the conceptual model of inclusion, care and support for OLs was derived states that there is a need to strengthen relationships among social networks (kinship, school, community, etc.) that provide social support, and individuals who receive such support in order to build resilience (Bronfenbrenner, 1994; Lakey & Cohen, 2000; Glanz, Rimer, & Lewis 2002; Aksana et al, 2009).

It is safe to conclude from this study that although the Namibian social environment established laws and policies, the orphaned learners who participated in this study do not have adequate social networks for scare and support for them to become resilient enough to face life on their own. Those orphaned learners need support from home, school, and the community at large, for them to be present at school, to feel accepted, to fully participate, to receive a holistic education, and to achieve their goals so that they can become successful in life. What they need are the fundamental 'bricks' of the proverbial model house which is built on the solid foundation of policies, and laws and regulations, and the implementation thereof.

5.10 Summary

This Chapter discussed the findings of the study under the various themes that emanated from the data analysis as derived from the orphaned learners, their caregivers, and the educators. In addition, the conceptual framework and conceptual model advanced in Chapter 2 were briefly discussed in congruence with the findings of the study. In the next chapter, the recommendations and conclusions of the study are presented.

CHAPTER 6

RECOMMENDATIONS AND CONCLUSIONS

6.1 Introduction

This Chapter reviews, and summarises the study, identifying the main research methods used and their implications on the study. The study sought to explore the lived experiences of orphaned learners, and school level strategies for their inclusion in two selected public secondary schools in Omusati Region, Namibia. A conclusion is drawn based on the processes followed through the findings of the study, which also provided answers to the research questions/objectives.

The aims of the study were motivated by the need to provide an understanding of the lived experiences of orphaned learners from their own perspectives, that of their caregivers, and their educators. The study also explored the inclusion strategies that schools employed in favour of the OLs, as well the implementation of the 2013 Education Sector Policy on Inclusive Education (IE). The aim was to ensure that OLs were not merely physically present at schools, but were actively engaged in the learning processes, and eventually achieving a holistic education to enable them to lead and live productive lives. This goal, the study found, can be achieved with the assistance of strengthened social networks around the OLs, as explained in the conceptual framework and model in Chapter Two.

6.2 Overview

As aforementioned in the statement of the problem in Chapter Two, UNESCO has always been of the firm perspective that education enables people to live with dignity,

through it develop their full capacities, participate fully in development, and improve the quality of their lives. However, orphaned children do not usually experience education the envisioned way, because of psychosocial barriers. UNICEF (2009) stated that for vulnerable children to reap the benefits of education, they had to be more than being merely present at schools. According to Humphrey (2008), they need to be present, to participate, be accepted, and be given opportunities to achieve their academic goals in school settings that are well prepared for inclusion. Therefore, to ensure equitable access to education for all, as advocated by the OECD (2008) and Iipinge and Likando (2013), the Government of Namibia has to, not only avail policy documents, but also to ensure that there was adequate funding to endure the successful implementation of the envisaged inclusion strategies.

The Ministry of Education's 2008 Education Sector Policy for Orphaned and Vulnerable Children, and the 2013 Education Sector Policy for Inclusive Education proposed solutions for exclusive education (IE). The policies stipulated the expectation of all schools in the country to have the capacity to identify and support learners, who manifest educational or psychological needs (MoE, 2008a; MoE, 2013).

However, it has been found that although a school has a central role to play in the lives of learners, and was well placed to respond to their needs, the reality on the ground in Namibian schools told a completely different story In fact, Breilling (2015) found from teacher participants in the Khomas Region of Namibia, that although inclusive education should be implemented in Namibia; schools, argued, the teacher participants, needed to be prepared for inclusive education. The MoE, (2008b) and Smart, Heard and Kelly (2012) cautioned that in a school setting, orphaned learners

needed different kinds of support, including psychosocial, financial, and material support.

To investigate the lived experiences of orphaned learners from the selected public secondary schools in Omusati Region, the researcher based the study on the following objectives:

- To investigate the lived experiences of orphaned learners.

- To explore the strategies that schools use to include orphaned learners.

- To explore the possible solutions for inclusion.

The focus of the study was to investigate the vulnerability of orphaned learners in relation to their schooling, as well as the inclusive practices of the selected schools. In addition, the study also gauged the perceptions of the caregivers and educators regarding the lived experiences of the OLs, and the impacts of these experiences on their schooling, and the basic legal framework regarding the inclusion of OVC in Namibia. Furthermore, the educators expressed how schools devised and implemented inclusive strategies for orphaned and other vulnerable learners.

The numbers of vulnerable children (as part of the educationally marginalised), increased globally over the years (SADC, 2007; Ogina, 2007, 2010; UNICEF, 2004; 2009). Similarly, the numbers increased steadily in Namibia, as well.

The literature review and theoretical framework are presented in Chapter Two. The literature reviewed revealed that orphaned children faced a plethora of challenges in life. Therefore, in theory and in practice, the research scholars unequivocally suggested

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that with care and support from individuals, communities, and the governments, these vulnerable children could rise above some of their challenges, and build character and resilience.

Naidoo and Muthukrishna (2016) argue that strong social support networks provided by relatives, community members, non-governmental organisations, and social service agencies are critical to mitigate adverse influences in children's lives. It is against this, background that a conceptual model of inclusion, care and support for OLs in Namibia was advanced in Table 6 and Figure 4. This conceptual model could guide the service delivery to OLs and OVC in Namibia, because it encompasses all the ingredients that are needed to build an inclusive house for all the educationally marginalised in Namibia.

The study followed a qualitative research design, and the phenomenological case study method was used. Prior to this, a pilot study was conducted at the only public secondary school in the Anamulenge Constituency of the Omusati Region, to test the research instruments.

Interviews were held with 21 individuals, including eight (8) orphaned learners, seven (7) caregivers, and six (6) educators from two public secondary schools in the Outapi Constituency of the Omusati Region, following a criterion sampling procedure to select them as study respondents. The educators were purposively selected according to the roles they performed in schools for the OVC. The phenomenological interviews, photo-voice technique, and observations served as the primary sources of information, while document review provided the secondary source of data collection.

Data were coded and analysed using ATLAS.ti, and the emanating significant (occurred more than five times) sub-themes were presented in Chapter Four as findings, from 3 perspectives, namely: that of the orphaned learners, the caregivers, and those of the educators in accordance with the literature review, theoretical framework and the research methodology procedures advanced in Chapters Two and Three.

In line with Lethwaite (2011), this study proposed the use of the bio-ecological systems, the social support, and the symbolic interactionism theories, as well as two philosophical thoughts by Humphrey and the Young Foundation on education as theoretical framework. These theories and philosophies provided different angles and insight for those who work closely with and in support of orphaned learners. Through these theoretical framework and philosophical assumptions, supporters of OLs could successfully foster the OLs' development as active participants through deliberate inclusion practices. With guidance from the conceptual model of inclusion, care and support of OLs in Namibia, service providers can greatly improve service provision to OLs and OVC to contribute to their character building and resiliency.

The findings of the study indicate that orphaned learners face many social challenges, including their inability to access state sponsored OVC welfare grants, either because of age, or the lack of documentations, resulting in the orphaned learners' lives being compromised. In Humphrey's philosophy, the OLs are merely present at school, but they do not participate, and they are usually not accepted for them to achieve or receive a holistic education that could lead to improved lives. In addition, it was clear from the study that most orphaned learners from the two study site schools face absolute poverty and food insecurity especially due to climate changes. A few of them experience

differential treatment, and often endure verbal, physical, emotional, and psychological abuses at the hands of mostly their caregivers. In addition, some of the OLs attend schools that do not have hostel facilities, and they are, therefore, forced to rent non-conventional places or to lodge with unfamiliar people for them to attend school.

Most orphaned learners come from poverty stricken households as was depicted in the photographs they presented, and the researcher's observation of their homesteads and general lifestyles. This situation was further confirmed by caregivers through their detailed narrations of their household economic situations. The caregivers defined their household situations as very difficult, literally surviving from hand to mouth, that they were not able to meet the basic needs of their families. As described by Naidoo & Muthukrishna (2016), poverty serves as a pervasive barrier to children's social well-being and development in South African rural communities. This similar situation was observed by the researcher in this study, where poverty situations negatively affected the wellbeing of vulnerable children and youth.

In terms of the seven Standards of OVC service delivery, most caregivers indicated that education was a priority for orphaned learners. Most caregivers stated that education was very important to the future of orphaned learners, as much as food and nutrition, health, and counselling were. In addition, some caregivers also felt that all the seven Standards of OV service delivery were equally important for the needy children.

Orphaned learners narrated experiences of emotional upheavals because of the ill treatment emanating from caregivers, fellow learners, and sometimes educators.

However, it was only one of the orphaned learners who ever received counselling services, following her teachers' alert to the MGECW Social Workers. As a result, many OLs exhibited 'bottled up emotions', which then manifested as emotional upheavals.

There were findings between the OLs and caregivers that contrasted, because the OLs expressed their unbearable living conditions and experiences, whereas the caregivers opined that the OLs lived in pleasant conditions and led good lives. The researcher attributed the contrasting findings to the lack of communication between the caregivers and their charges. According to some orphaned learners, they informed the researcher that they do not see the need to open up about their problems to their caregivers, because the caregivers were also battling their own problems. These contradictions may also be due to the different perspectives and points of views, perhaps because in terms of the caregivers, they do not know any better (ignorance), and what they gave to the orphaned learners could be out of their best abilities and efforts. Given also the fact the two (OLs and caregivers) come from different backgrounds and/or generations could have contributed to the difference in opinions. There could also be other factors such as the presence of the researcher, as pointed out in the section on Limitations in Chapter One that could have made some of the learner respondents try to make their conditions look very bad because they needed interventions. However, the researcher, through her observations, noted that the OLs led very eventful lives for their ages.

Many educators, on their part, classified the orphaned learners as either those who were well behaved, or those that were ill disciplined. The educators opined that the OLs' behaviours were brought about by the meso-systemic setting of the home. Those

educators believed that this ill-discipline, which further turned to aggression for some of the orphaned learners, had to do with the absence of parental care. Other behaviours of the OLs, noted by the educators, included inattentiveness in class due to day dreaming, attention seeking behaviours, dodging from school, insecure behaviours, and general vulnerability.

The lived experiences of the orphaned learners further complicated their school experiences and learning outcomes in multiple ways, including feelings of being discriminated against, lack of care and support, perception of ill-discipline, and lack of school infrastructure to support the teaching and learning processes.

The findings from the two schools further revealed that each school practises its own separate and unique inclusive activities at their respective schools. A variety of not so systematic procedures were listed, and they included the identification of orphaned learners with additional challenges by class teachers, hostel superintendents, caregivers who came to report themselves, or referral from the feeding primary schools.

The findings also indicated that schools were aware of the impacts of orphan hood on the schooling experiences of orphaned learners in general, and, those under their care. However, there was a lack of resources available to them to seek solutions. For instance, human resources, as in the number of Life Skills and Career Guidance educators available to the schools was case in point. In addition, in material support as in the educators reiterated, time and again, that the OVC, particularly female learners needed toiletries, including sanitary pads.

The inclusion strategies and activities cited by the schools include arranging orphaned learner- caregiver discussions about their situations, prize giving events, school tours, cultural events, sports events, school feeding scheme, remedial classes, assistance with the OVC welfare grant applications, inviting successful orphaned children to inspire the schools' orphaned learners with their life stories, priority for hostel placements, and hostel fee exemptions.

The researcher felt that faced with huge challenges and needs, the schools could have been more innovative in fundraising; however, the schools were also limited by the resources available to them, and the impoverished communities that surrounded them were limiting factors. Schools could increase their interactions with the local community, because the educators reported that parents and guardians were eager to support them for the sake of their children's education. Also, the schools could work in close collaboration and liaison with the MGECW Social Workers to address the psycho-social needs of the OVC.

The findings further revealed that Life Skills, and Counselling and Guidance educators at the participating schools were aware of national policies pertaining to the OVC. However, not many other educators at the schools were aware of these policies. The researcher noted with concern that the existence of the Standards for the OVC service delivery, developed by the Ministry of Gender Equality and Child Welfare (MGECW) and its development partners, were not known by the educators from the MoE. Consequently, there was expectation and a huge burden placed on the Life Skills educators' shoulders to care and support OVC at schools. Other educators seemed to

take Life Skills educators as panacea for the challenges of the OVC issues in their schools.

The researcher also noted that additional tasks to teaching responsibilities served as barriers for educators to nurture learners needing care and support. Burdened with too many responsibilities, ensured that educators could experience burn out and remained uninformed of policies although they were supposed to be the primary custodians and policy implementers of national policies on education.

The study concluded that the lives of rural based orphaned learners were made extremely difficult by their circumstances. These findings provide insight into the gap existing in the experiences of secondary-level orphaned children in terms of school presence, acceptance, content, participation, contacts, achievement, and character building and resilience, which ought to be strengthened, as bricks to a proverbial house presented in the conceptual model of OLs' inclusion, care and support in Figure 4 in Chapter Two. As argued by Naidoo & Muthukrishna (2016), for children living under difficult circumstances, the degree of resilience is determined by whether the child has a safe, protective base, which gives her/him a sense of belonging. As cautioned by Kendall and O' Gara (2007), the growing numbers of children who are made vulnerable by HIV and AIDS threaten the achievement of the Education for All (EFA) goals, the Millennium Development Goals (MDGs 2000-2015), and the Sustainable Development Goals (SDGs, 2015 - 2030), unless countries made substantial efforts to avert this threat.

As stated from the onset, for Namibian schools to be able to achieve the required level of inclusive education, commitment, responsibility and initiative needed for

inclusivity, that are expected from all parties involved (Mitchell et al, 2008; Humphrey, 2008), extra ordinary commitment to achieve these has to be shown. This anomaly might be due to the inability of the schools to effectively identify, acknowledge and adequately respond to the needs of OVC. Breilling (2015) found from teacher participants in the Khomas Region of Namibia that, inclusive education should be implemented in Namibian schools; however, the respondents in that study believed that the country was not completely prepared and ready for inclusive education.

In summary, as Bronfenbrenner's model of the ecology of human development states, humans do not develop in isolation, but in relation to their family and home, school, community, and society at large, where each of those ever-changing, multilevel environments, as well as the interactions among these environments were key to that development.

Therefore, the researcher could safely argue that the way orphaned learners in Namibia are growing up without guardianship and support is disadvantageous to their wellbeing. This is particularly worse for those who have been left on their own without kinship or community support, let alone support by the traditional authority structures. This challenge, along with the arguments advanced by Brainstein et al., (2013),.while the researcher is not advocating for the institutionalisation of the OLs, she is a proponent of temporary, controlled institutionalised environments (such as school hostels) to be done as a norm in Namibia, to serve an inclusion, care and support function for the educationally marginalised in the country. Arguably, although the Namibian legal environment is characterised by many laws and policies as reviewed

in Chapter Two; however, there was a dire need to strengthen their implementation, as well as strengthening the relationships between social networks (kinship, school, community, etc.), providing social support, and individual OLs receiving the support to build resilience; bolstered with the legal instruments as a base or platform.

The Vision of the 2013 sector policy on Inclusive Education in Namibia is for all children to learn and participate fully within the mainstream of schools, and for schools to create an accommodating and learner-centred learning environment. The National Policy on IE has an ambitious strategy on monitoring and evaluation for its successful implementation. It states that a tool for Philosophical Framework would be developed at national, regional, circuit, cluster and school levels (MoE, 2013). The researcher is not aware that such a tool has been developed as promised in the Policy document.

 In addition to its ambitious implementation strategy, the policy further stipulates that an annual report on progress is prepared on its implementation, would be tabled for the Office of the Prime Minister/Ministry of Justice to, in turn, report to the United Nations and the African Union (AU) as specified by ratified international conventions (MoE, 2013). It is also important to note that the Ministry of Education has promised to have the Sector Policy on Inclusive Education reviewed and updated every 10 years (MoE 2013). This Vision does not seem to have been realised for many vulnerable children, six years down the implementation journey of the policy, due to the given reality on the ground in Namibian schools. It would be interesting to see what the country will report to the UN and the AU bodies.

Therefore, life for such children becomes a cycle of poverty. The study researcher concluded that in the absence of educational, material and psychosocial support for

orphaned learners, the envisaged equitable inclusion of orphaned learners as part of the educationally marginalised in the mainstream of Namibian schools remains a pipedream.

The researcher found that numerous learners had to contend with 'life changing choices' made on their behalves by the educational authorities, which was unfortunate, and required urgent attention from high authorities for re-consideration. It is not acceptable and right to have Namibian children be merely present at schools without meaningful participation, which had to be ensured for the attainment of their full academic potential.

The participating schools in the study were not inclusive enough to recognise and respond to the diverse needs of their orphaned (and by extension vulnerable) learners. As a result, the schools could not accommodate different styles or rates of learning as is usually the expectation of national policies. Neither could the schools ensure a quality education to all their learners through appropriate curricula, organisational arrangements, teaching strategies, resource use, and partnerships with their communities.

Consequently, there was no continuum of support and services to match the continuum of special needs encountered by the orphaned learners in schools. Such prevailing situations called for the overhauling of the country's education system, including the entire social services sector if the Visions of the sector policy on Inclusive Education and Education for All (EFA) are to be attained.

6.3 Further research

Further research is recommended in this area, with similar audience, in the same or different phases of schooling, in other regions of the country with other contexts, particularly those with structural differences from the Omusati Region. By comparing rural and urban orphaned learners' lived experiences, as well as by regions, considering the contrasting ethnic groupings (and thus, c differing childrearing practices) in the country.

Research in this field should further look at how matters have changed with the introduction and implementation of universal secondary school with effect from 2016. Additionally, given the realities of learners staying in informal settlements to attend schools, with no guardianship care, the MoE in conjunction with the MGECW's Social Workers are urged to further research the social activities of the learners renting in flats in *Omaulayi* location to attend SC2 School.

Since this study revealed that most educators were unaware of national policies, and as such were not inclusive practitioners, further research should focus on how the Namibian education system prepares educators for inclusive education, as well as on the adequacy of pre-service curricula and in-service training for Namibian educators.

6.4 Recommendations

The researcher supports the important call that inclusive education should clearly define the agenda to provide and facilitate quality education for all learners, irrespective of their characteristics or backgrounds. Therefore, the researcher advances the following recommendations for policy and practice, and they may be short, medium or long term. The recommendations are addressed to government ministries, specifically those with a fiduciary responsibility for OLs, and with a regional presence

in the Omusati region. These include regional government structures, such as the Office of the Governor, Constituency Councillors, and Traditional Authority structures at all levels, Churches and communities at large. These could implement these policy stipulations, guided by the conceptual model, in order to improve the lives of the orphaned (and vulnerable) children in the region. The recommendations are not listed in order of importance.

6.4.1 Recommendations for Policy

The Government of the Republic of Namibia (GRN) should endeavour to keep ministerial mandates intact, and resist from the habit of creating new ministries all the time. For instance, national policies that have been developed under the erstwhile Ministry of Basic Education, Sports and Culture, during the time the Ministries of Education were unified, and currently, under the Ministry of Education, Arts and Culture alienates with every Presidential administration change, become alienated.

Additionally, the rotation of ministerial functions or mandates, particularly the 'social welfare' function has not been without the suffering of young people (and the elderly), who are mostly the beneficiaries/recipients of social services. The social services functions (in the form of welfare grants, old age pensions, disability grants, study loans, etc), since independence, have rotated among the following government ministries: Education, Arts and Culture, Gender Equality and Child Welfare, Youth, Sports and National Service, Labour and Social Welfare, Poverty Eradication and Social Welfare, Higher Education, and Research and Innovation. Over the past years, since independence in 1990, the shifting of the social welfare services functions has not only caused confusion, but also led to the recipients of such services falling through

the cracks. Orphaned (and vulnerable) learners have consistently borne the blunt of this government action over the past 29 years since independence.

The Ministry of Education, Arts and Culture should take the interagency collaborative function that it needs to have with all other government ministries, such as the Gender Equality and Child Welfare, Health and Social Services, Home Affairs and Immigration, Poverty Eradication and Social Welfare and Youth, Sports, National Service, Environment and Tourism, Agriculture, Water and Forestry (MAWF) more seriously, particularly at the regional level. This is so that the OVC can receive the necessary assistance due to them. For instance, national policies established by one ministry are not embraced by another - even those pertaining to the Namibian child. For example, the Child Care and Protection Act (Act 3 of 2015) is a flagship legal instrument for Namibian children developed by the Ministry of Gender Equality and Child Welfare (MGECW), but despite its flagship status, it is yet to be embraced by the education sector for implementation.

The Ministry of Education, Arts and Culture should liaise with the Ministry of Environment and Tourism (MET) to include gender and climate change into the curriculum of education and training programs, as stipulated in MET's 2011 National Policy on climate change for Namibia.

The GRN should ensure uniformity in policy (and practice) among its Ministries dealing with OVC issues, and, reconsideration should be given to the cut off age for the OVC welfare grant, as currently held in the MGECW Policy documents, including the currently enacted Child Care and Protection Act (Act 3 of 2015). This should

include clarifying the MGECW held idea that orphaned children are under 18-years old concept only, as this was practically unrealistic in rural areas of northern Namibia, where the average age of learners in the secondary phase of schooling was 20 years of age. The OVC welfare grant should rather be extended to all eligible OVC, even if they are above 18, for as long as they are in school as stipulated in MoE policy documents, because that is the reality on the ground in rural based schools.

The GRN should avail adequate funding for social services implementation, and invest in the regions in accordance with findings of censuses and research studies. Findings from this study resonate with reports of the first and subsequent census reports, and many research findings of studies conducted over the years since independence. This appears as if local context research findings do not inform policy development and implementation in the country (for example regional poverty profiles), but that policy development rather seems to be driven from international conventions and legal frameworks, and therefore, policies emoting from there are not contextual and never get owned locally.

The GRN should carry to fruition its earlier promise of establishing 'vision schools' in all the regions to improve the educational outcomes of impoverished, yet academically promising OVC. For instance, the national examination results from the Divundu based (Kavango East Region) state-of-the-art Rukonga Vision School is greatly encouraging, as the school, though recently established, is already rated among the top 10 best performing schools in the country. The School's learner population are OVC drawn from all over the country. Similarly, the academic results for the Onawa Secondary School, which is purportedly the Vision School for the Omusati Region, is

nationally acclaimed. However, the idea of Vision Schools appears to have ended with these two schools.

The Ministry of Education, Arts and Culture should take the issue of psychosocial support for learners more seriously, and have better trained Life Skills, and Career Guidance educators at schools, and seriously consider the recruitment of Educational Psychologists and/or Social Workers of its own at the regional level, and even down to the Circuit level to provide much needed essential emotional support to children who have unresolved emotional issues from homes. Du Plessis (2017) s' dream of a Social Worker for every school might be too farfetched and unattainable, however the Ministry of Education could consider a Social and/or Educational Psychologist for every educational Circuit or every Constituency. Currently, the MOE Arts and Culture relies on the MGECW and MoHSS Social Workers who are already not enough, and thus unable to visit schools on a regular basis. Perhaps, the shelved idea of 'pooling' Social Workers for the main government Ministers who require their services, might be an option to be explored further.

Additionally, the MOE, Arts and Culture should liaise with the Ministry of Youth, Sports, and National Service to promote sports as an alternative to the boredom currently being experienced by rural based learners, especially. For example, currently Omusati Region, with its 12 Constituencies, does not have a single standard sports arena.

The MOE Arts and Culture should ensure that its sector policies are well understood by the education cadres, and avail resources to have them implemented to the word, particularly at school levels.

The GRN through the Ministry of Higher Education, Research and Innovation or the National Council for Higher Education (NCHE), as well as the teachers' unions, should ensure that educational standards are set so that the University of Namibia (UNAM), the International University of Management (IUM) as well as, any other institutions training educators, such the Institute of Open Learning (IOL), the Namibia College of Open Learning (NAMCOL) and the Southern Business School (SBS), amongst others, ensure that their pre-service curricula includes a module on national policies with a bearing to education, and their implementation thereof. In addition, such institutions should train all educators on national policies in the education sector, and specifically, those which have a bearing to OVC, HIV and AIDS, learners and schools, amongst others the sector policies on the OVC, Inclusive Education, and Prevention and Management of Learner Pregnancy, to mention but a few. The wrongly held notion among school educators that it is only Life Skills and/or Counselling and Guidance educators who are responsible for OVC and their issues at schools is highly misplaced and unacceptable.

6.4.2 Recommendations for practice

The Ministry of Home Affairs and Immigration (MHAI) officials should visit schools to issue the needed documentations to the OVC and other learners, and work hand in hand with the MoE Arts and Culture (schools) and traditional authorities to ensure that

all learners have the needed identity documentations to access available social services, including welfare grants, and be able to advance in life.

The MoE Arts and Culture should provide ample in-service training to serving educators, and during those opportunities acquaint them with national policies that have a bearing for schools and learners under their jurisdiction.

As a short-term measure, the MoE Arts and Culture should work hand in hand with the MGECW's Social Workers to support and capacitate the Life Skills/and Counselling and Guidance educators to adequately address the psychosocial needs of OVC at schools.

To offset the shortcomings of childcare resting entirely on the shoulders of MGECW professionals, the MGECW should provide basic counselling training to community volunteers in constituencies, including to Life Skills and other cadres of educators, so that they can, in turn, assist Social Workers to counsel the OVC in their communities.

The MoE Arts and Culture should also lessen the burden of educators by appointing accountants to deal with the financial issues of schools, Social Workers and Psychologists for schools, even based at Constituency offices, to deal with the psycho-social issues at schools and community levels.

The communities through their Village heads, Traditional Authority structures and Constituency Councillors should take the responsibility of caring for poor households, such as those headed by children/youth or the elderly citizens, particularly those without adequate family/kinship care.

The MOE Arts and Culture/Omusati Education Directorate should consider recruiting a substantial Head for SC2 School, as a matter of urgency. The school had been without a substantive Principal for years, only being run by teachers acting as Principals for a number of months at a go.

The MOE Arts and Culture should consider 'downgrading' SC2 School back to a Junior Secondary School if it cannot invest substantially into its infrastructural and human resources development, for it to warrant a secondary school status. There is currently a huge disservice being committed towards the learners that are 'placed' at that school. The idea to 'upgrade' SC2 School to a Senior Secondary School was ill-conceived, and done without much thought going into its infrastructure development and teaching capability improvement. As a result, the school had always produced a consistent dismal failure rate in Grade 12 national level examinations ever since that upgrade.

Another alternative is to have the GRN, through the MoE, and the Roman Catholic Church Education Service agree to have the latter take over the running of the SC2 School from government, to be run as a state aided school, in the same manner as the Canisianum .RC High School in the Anamulenge Constituency of the Omusati Region is run. That way will enable the church to make investments into the school's infrastructure and human resources capability, and subsequently instil disciplinary values currently lacking among the school's learner population.

The GRN, through the MOE, Arts and Culture should encourage the initiation of the Public Private Partnerships (PPPs) in the education sector at all levels. For example,

currently, the GRN ought to recognise and embrace the splendid work and substantial investment in education in the Omusati Region that DAPP is doing in the Anamulenge and Outapi Constituencies, the Dirk Mudge Trust (DMT) in the Ruacana Constituency, the Roman Catholic Church Education Service in Anamulenge, Ruacana, Onesi and Tsandi Constituencies, as well as other PPPs in the Okahao Constituency. For instance, the launch in 2017 of the Friends of Education Special Initiative (FENSI) by the Minister of Education was the starting point that needed to be encouraged, however seems to have died a natural death.

With the sharp reduction in donor funding, the GRN should seriously consider facilitating public private partnerships (PPP) funding to local non-governmental and civil society organisations (NGOs/CSOs), such as the Namibia Planned Parenthood Association (NAPPA), the Namibia Red Cross Society (NCRS), the Forum for African Women Educationalists in Namibia (FAWENA), Sister Namibia, Ombetja Yehinga (OYO) and other like-minded organisations, to partner with the Ministries of Education Arts and Culture, Gender Equality & Child Welfare, as well as Health and Social Services in the implementation of national policies, such as the 2010 Education Sector Policy for the Prevention and Management of Learner Pregnancy and the 2013 Sector Policy on Inclusive Education. With the assistance of locally based NGOs, the First Lady's Start Free, Stay Free, AIDS Free Global education programme should be rolled out to all schools in the country for programme effectiveness and wider outreach.

Most specifically, these partnerships ought to happen at the regional office levels, and schools and community levels to promote life skills programs in the form of promotion of HIV and AIDS prevention education, sexual and reproductive health, responsible

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parenting, and sanitation, including provision of a reliable supply of sanitary pads for the female learners that require them.

The GRN and MoE, Arts and Culture should review and evaluate the cost of universal schooling, and make an overview of the Education Development Fund (EDF) as alternative to improving the quality of education in the country. There are already calls for the re-implementation of SDF to assist schools in their operations. However, the SDF was found to have been a hindering factor in this study, and therefore needs a review, perhaps, to ensure that only learners who are able contribute, do it.

Subsequently, and as a way forward, the GRN through the MoE Arts and Culture should never construct new schools that are not up to standard, in terms of infrastructure and human resources capacity. Rural-based schools should always, as a norm, be constructed with boarding/hostel facilities. Such boarding facilities wold serve as temporary, controlled institutionalised environments that have the ability to serve the purpose of inclusion, care and support for the OVC.

Research suggests that education and health were synergistic (Mind the Gap Young Foundation, 2014). Thus, it could be argued that schools needed to teach learners, not only the academic knowledge and cognitive skills, but also the knowledge and non-cognitive skills they needed to promote their own mental and physical health and wellbeing, and successfully contribute to the economy and to their societies.

6.5 Summary

This chapter presented the conclusions and recommendations for policy and practice for consideration by government ministries and institutions with fiduciary responsibility for the OVC and/or educationally marginalised children in the country. The ministries that the study mostly targeted to benefit from the study are the Ministries of Education, Arts and Culture, Gender Equality and Child Welfare, Health and Social Services, Poverty Eradication and Social Welfare, and Home Affairs and Immigration. Furthermore, regional and community structures should institute interagency collaborative strategies, and revive and strengthen existing structures, such as the OVC Forum at national, regional, and local levels in Namibia.

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APPENDICES

Appendix 1 Definition of Terms/Concepts

Acceptance - refers to the degree to which communities, such as schools, acknowledge the diversity and the right of those who are different to operate in similar educational and social settings without making them feel that they do not belong (Humphrey, 2008)

Achievement – refers to the promotion of higher academic progress with better socio-emotional interactions in inclusive settings (Humphrey, 2008)

Apartheid education system – Apartheid or separate living was a system of government in South Africa and Namibia, which systematically separated groups on the basis of race classification. Thus education during this era was provided on the basis of race.

Character and resilience - refers to a young person's ability to apply themselves to tasks, their self-awareness and direction, self-control, confidence and ability to empathise with others (Naidoo & Muthukrishna, 2016).

Circles of Support - levels of support surrounding an individual/child with immediate support coming from the family in meso-systemic settings (schools for instance), and all supported by a legal framework in place. (SADC, 2007)

Contacts - refer to who young people know and develop relationships with (social networks), who they feel comfortable interacting with, ask for advice and help from, or work alongside (The Young Foundation, 2014).

Content - refers to the academic and vocational skills and qualifications that young people have acquired through formal education and additional study (The Young Foundation, 2014).

Context - relates to what young people have done in their lives, where they have been, and that the experience that they have accumulated matters (The Young Foundation, 2014).

Education for All (EFA) – a movement representing an international commitment to ensuring that every child (and adult) receives good quality basic education (UNESCO, 2005).

Educationally Marginalised Children – refers to target groups of needy children in Namibia as specified in the 2013 Sector Policy for Inclusive Education (MoE, 2003).

Equality - It is about treating people in such a way that the outcome for each person can be the same. This means putting things such as legal instruments in place to support people to achieve similar outcomes (UNESCO, 2008).

Equity - equity in education, refers to a measure of achievement, fairness, and opportunity in education (UNESCO, 2008)

Exclusion - is an instance of leaving someone out, and it refers to the acts of individuals to exclude others from association based on sex, economic status, physical attributes, class, ethnic orientation, and other defining categories, including marginalisation, vulnerability, and poverty (Haihambo, 2010).

Inclusion – as used in this dissertation, is in relation to all groups of educationally marginalised children who are at risk of exclusion due to their physical, social, psychological, and economic or any other characteristics (UNESCO, 2005).

Inclusive education - broadly defined as a system of philosophy of overcoming barriers to learning and development for all children. Inclusive Education aims to promote democratic principles, and a set of values and beliefs relating to equality and social justice, so that all children can participate in the teaching and learning processes. (UNESCO, 2005)

Inclusive pedagogy – It is a method of teaching in which instructors and classmates work together to create a supportive environment that gives each student equal access to learning. In these courses, the content takes into account the range of perspectives in the class, and is delivered in a way that strives to overcome barriers (Hoodley, 2007).

Learner - in the Namibian education system context, the term learner is used to refer to an individual registered, and is attending school at any primary or secondary level in the country (MoE, 2003).

Learner diversity – It is the group and individual differences that we see in learners. We are living in a society in which we are all learning from a diverse group of people. Every learner comes from a different background and has a different way of thinking (Hoodley, 2007).

Learner driven – In classroom life, learners can come to feel like either an origin or a pawn.

Orphan - In Namibia, an orphan is a child under the age of 18 who has lost one (maternal or paternal orphan) or both parents (double orphan) through death (MGECW, 2004).

Orphaned children – children or young people who have lost one or both parents through death

Participation - refers to the involvement of persons with differentiated needs in the quality of their learning experiences (Humphrey, 2008)

Photo-voice – It is a visual methodology in which cameras are given to research participants to take pictures that represent their truth of a phenomenon. In this research, orphaned learners were provided with disposable cameras to visually capture situations and objects at school and home, representing their challenges to schooling and learning (Palibroda, Krieg, Murdock, & Havelock, 2009).

Policy, laws, and regulations - this refers to interventions, particularly by governments that address social inequity and social exclusion, including the legislative process, legal and judicial reform, policy review and monitoring, budgetary analysis and reform, and interventions to effect social and behavioural/attitudinal change.

Presence - In this context, presence refers to the promotion of the visibility of persons who are normally excluded from activities performed by their peers in ordinary learning contexts (Humphrey, 2008)

School – the term refers to education institutions from pre-school to secondary school.

Sheebeens - A shebeen (Irish: síbín) was originally an illicit bar or club where excisable alcoholic beverages were sold without a licence. The term has spread far from its origins in Ireland, to Scotland, Canada, the United States, England, Zimbabwe, English-speaking Caribbean, Namibia, and South Africa. In modern South Africa and Namibia, many "shebeens" are now fully legal.

Social deprivation - Social deprivation is a form of deprivation in which people are disadvantaged and have restricted access to social resources. This might include being unable to actively participate, or being unable to have contact with friends and family, or even the inability to belong to social groups. This might be due to many factors such as poverty, and social discrimination. Various measures of social disadvantage could also exist in households where children and young people live, which might include the education level of the head of household, overcrowding, orphan hood, income, household dependence on social grants, disability, etc. Because humans are social creatures and skills are to some degree learnt, then social deprivation could have far reaching consequences on the children's social development.

Social insurance – set of interventions which support access to health care for children, including the most vulnerable who live outside families, as well as services

to support communities and other subsidised risk-pooling mechanisms, preferably with contribution payment exemptions for the poor, reaching all households and individuals, including children.

Social justice - Is about respecting people's human dignity, irrespective of their status or characteristics. It is about the ability people must realise their potential in the society where they live, irrespective of their backgrounds or prior experiences (UNESCO,).

Social networks – It is the web of social relationships that surround individuals.

Social protection – It is a set of public actions that address poverty, vulnerability, and exclusion throughout the life cycle. Social protection can increase the effectiveness of investments in health, education, water supply, and sanitation as part of an essential package of services for citizens.

Social Support – It is an exchange of resources between two individuals perceived by the provider or the recipient to be intended to enhance the wellbeing of the recipient. It could be any type of communication that help individuals feel more certain about a situation and therefore feel as if they have control over the situation.

Social transfers – sets of interventions which might include regular, predictable transfers (cash or in-kind, including fee waivers/exemptions) from governments and other community entities to individuals or households, which could reduce childhood poverty and vulnerability, it helps to ensure that children access basic social services, and it reduces the risk of child exploitation and abuse.

Social Welfare Grants - Social welfare grants encompass old-age pensions, orphaned children, or disability grants as provided by the Government of the Republic of Namibia, and currently administered by the Ministry of Labour and Social Welfare and the Ministry of Gender Equality and Child Welfare. The former's Social Welfare

Directorate, was turned into a fully-fledged Ministry of Poverty Eradication and Social Welfare with effect from March 2015.

Vulnerable child (ren) - vulnerable children are those who need care and protection (MGECW, 2004).

INTERVIEW GUIDES

Appendix 2 Interview Guide for Orphaned learners

Introduction

This phenomenological case study focused on orphaned learners in their school and home settings, in order to gain and yield an in-depth understanding of their lived experiences, and how public secondary schools ensure inclusion.

In dealing with the interview questions, the researcher ensured that the orphaned learners tell a story of their lived experiences. It is therefore important to understand how circumstances in the households and schools are, and how orphaned learners suggest schools include and support them in the pursuit of their education.

➢ As an orphaned learner, you will be asked a question on 'What it is like for you to live as an orphan?" (and other follow up questions). There will be two sets of interviews - the second interview will be important to validate the results of the first interview.

You will be given a camera to capture instances at school and at home to reflect the difficulties of being an orphan, those that make you feel excluded, and those that hinder you from reaching your full educational potential as an orphaned learner. Some of these photographs will be discussed in the course of this study.
Fill in the following information.

Interview date: ……………   **Time start: _____**
Time end: _____
Interview Language (choose one):   ___English   _____Oshiwambo

PART A: Orphaned Learner Basic Particulars

Sex (Male……….) (Female………..)

Age (year of birth…………………..)

Education Status In what grade are you (Grade………….)? Is this the grade you

were supposed to be in? If no, what happened?

School attending: Which school are you attending? David Sheehama SS (SC1)   St.

Charles Luanga (SC2)

What is your region of usual residence………………….………………………

Constituency ……………..………………..… Village ………………….........

What is your cell number contact?..................................

PART B: Details of the Caregiver

Who is your primary caregiver? How are you related to your caregiver?

What is the Region of his/her residence……………………………………………

Constituency …………..………………..… Village ……………….............

What is your caregiver's contact number……………………………………………

PART C: Phenomenological Interview

Main Question:

What it is like for you to live as an orphan?

Follow up Questions:

You mentioned that ....…, can you describe that in more detail for me?

Closing Question:

Do you have any other comments or suggestions before we close?

Thank you very much for your time!

PLEASE DESCRIBE HERE ANY IMPRESSIONS YOU HAD OF THE INTERVIEWEE THAT MAY BE RELEVANT TO THE STUDY. The following are examples of what you might note.

Did the respondent seem reluctant to tell their story? Enthusiastic?

………………………………………………………………………………………

………………………………………………………………………………….

Did the respondent seem comfortable/uncomfortable with the interview process?

………………………………………………………………………………………

………………………………………………………………………………….

Did the respondent seem to be familiar with the policies/care for OVC?

………………………………………………………………………………………

………………………………………………………………………………

Appendix 3: Interview Guide for Caregivers

Introduction

The case study was designed to provide information about how guardians of the orphaned children cope. The data collection procedure involved getting to know the guardians well, and familiarising with their routines. It also involved listening to their explanatory narrations about their lifestyles.

This instrument is only used as a guide to lead the interviewee to volunteer and share the required information; it should, therefore, not merely consist of a series of questions and answers, but it should take the poin the caregivers, 'telling a story'.

The researcher is expected to listen carefully, ensuring that the caregivers of the selected orphaned learners will that their opinions are being heard. In this regard, the researcher is supposed to be more of an observer than an interviewer, meaning that the prompts and questions should be subtle to allow the respondent to 'weave their story'.

The aim of the phenomenological case study was to gain an in-depth understanding of how having to care for an orphan affects the household, while learning about the household in which the orphan is being raised. It is, therefore, important to understand how circumstances in the household are, and how caregivers feel schools support orphaned learners in the pursuit of their education.

While the researcher was obviously interested in the economic impact of the lifestyles of the orphans, there was also an <u>equal</u> interest in the social, cultural, and emotional impacts. It was likely that a number of households were expected to be coping quite well, and fully be able to handle their situation in all of the previously mentioned aspects. However, even when a household may be able to manage the financial needs, they may not be able to handle the emotional impacts. In short, the study sought to find out how the caregiver households cope with these challenges.

It was important to take note of the respondents to specific questions when recording information!

Fill in the information, choose or use a cross to mark the choice of answer

Interview date:……………   **Time start:_____** **Time end:_____**
Interview Language (choose one):   ___English _____Oshiwambo

PART A: BASIC CAREGIVER PARTICULARS

Region of Residence……………………. …………………………………….

Constituency ……………..…………………Village …………………..........

Sex (Male……….) (Female………..)

Age (How old are you?), choose a range

10-18, 21-24, 25-30, 31-34, 35-40, 41-44, 45-50, 51-54, 55-60, 60+

If they are 60 and above, do they receive old age pension? If not, why?

EDUCATION STATUS OF CAREGIVER (What is your highest level of education?)
1. College/University
2. Secondary
3. Primary Education
4. Not educated

ECONOMIC ACTIVITIES OF CAREGIVER (How do you earn a living?)

PART B: Details of the Orphaned learner

Sex (Is the learner?) (Male……….) (Female………..)

Age (How old is the learner/When was s/he born? (Age/Year of

birth………………)

School attending (What school is he/she attending**?)**: David Sheehama SS

(SC1)

St. Charles Luanga (SC2)

Education Status (In what grade is the learner?) (Grade………….)

Is this the grade s/he was supposed to be in? If not what happened?

RELATIONSHIP OF CAREGIVER TO CHILD (How are you related to the

orphaned learner?**)**

GROUP OF OVC (What type of orphan is this child?)

REASON FOR BEING OVC (Why is this child considered vulnerable? Does

the child receive a grant from government?**)**

PART C: Context Questions

1. If she/he is not your biological child, tell us what you know or can remember about her/his biological parent(s).
2. In some detail, tell us, the 'story' of how the orphaned learner came to live with you in this household? **(if caregiver is not the parent**)

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3. What plans have you put in place as succession planning? If you are no longer there, who will take care of the orphaned learner?

4. Do you give the orphaned learner a chance to contribute to solutions meant to address her/his challenges at home? Explain your answer?

5. How many of those are (Male…………) (Female: ……………)

6. How are they related to the orphaned learner?

7. What are the lived experiences of the orphaned learner? How is he/she managing to cope in life?

8. How do these lived experiences affect her/his schooling?

PART D: School inclusion

1. Can you tell me about the orphaned learner's school situation (attendance, achievement/performance, support, etc.)?

2. How have the orphaned learner been supported by their school teachers?

3. Who pays for her/his school development fund or examination fees?

4. What does her/his school do when the orphaned learner is unable to pay prescribed fees or does not have the prescribed school uniforms? Has he ever been sent home for this?

PART E: Economic Circumstances and Impacts

1. Can you describe, in some detail, your household's economic situation?

2. How is your household food security situation - shortages arising from a lack of money, etc.

3. Does your household sometimes borrow foodstuffs? From whom?

4. How does your household raise money to purchase clothes, school uniforms, and other such items needed by school going learners? Please explain.

PART F: Emotional and Social Adjustment

1. Does s/he have emotional stresses that would suggest problems with adjustment, such as sleeping problems, crying, fighting, poor performance in school, lack of interest in things that suggest stress and lack of adjustment?

2.   Is the orphan accepted, (or not accepted) in your community? Explain your answer.

PART G: Outside Assistance

Previous Assistance

1. As far you can remember, has your household received any assistance from non-family member households in the community?

2. Has your household received any assistance from churches or any other faith based community organisations?

3. Has your household received any assistance from any Government departments [Int: *such as a social worker, councillor, etc.*?]

Needed Assistance

1. Can you tell me what kind of support your household needs? [Int: *Probe for foodstuffs, clothing, school fees, etc.*]

2. Do you think assistance designed specifically for looking after OVC, would stigmatise households receiving it? If yes, how could this be avoided?

PART I: Standards of OVC service

Which of the following services does the orphaned child receive, and who provides the various services?
1. Who ensures that the orphan child enrols, attends and progresses through school and has school materials, school uniforms, Fees (Education)?

2. Does he/she receive counselling to cope with loss and trauma (Psychosocial support)? From who?

3. Does he/she receive enough food to ensure adequate nutrition (Food and Nutrition)? From who?

4. Is the orphan protected from harm and abuse, and receive protection when threatened or abused or when in need of care (Protection)? From who?

5. Does the orphan live in family settings that provide adequate supervision, shelter and material care (Shelter and Care)? Who ensures this?

6. Does he/she receive the health services needed, including prevention and treatment of HIV (Health)? From where?

7. Has your household received improved incomes to enable the orphan meet his/her basic needs (Economic strengthening)? From who?

8. Has the orphan been trained in anti-stigma and discrimination measures (Legal Services)? By who?

Which of these 3 essential services (*education, psychosocial support, stigma and discrimination, food and nutrition, shelter and care, health and economic strengthening*) do you consider the top priority services needed by orphans right now? …………………….., ………………….., and ……………………….. Why?

Thank you very much for your time!
PLEASE DESCRIBE HERE ANY IMPRESSIONS YOU HAD OF THE INTERVIEWEE THAT MAY BE RELEVANT TO THE STUDY. The following are *examples of what you might note*.
Did the respondent seem reluctant to answer the questions? Enthusiastic?
………………………………………………………………………………………
………………………………………………………………………………………
……

Did the respondent seem comfortable / uncomfortable with the interview process?
………………………………………………………………………………………
………………………………………………………………………………………
……

Did the respondent seem to be familiar with the policies/care for OVC?
………………………………………………………………………………………
………………………………………………………………………………………
……

Eulikilo lyomapulaapulo gaatakamithi

"OKUKONGA UUYELELE KOMBINGA YOONKALAMWENYO DHAANASKOLA YOOTHIGWA NOMILANDU DHEITULOMO LYOOSKOLA DHAWO, MOOSKOLA DHA HOGOLOLWA MOSHITOPOLWA SHAMUSATI."

Omupuli:_____ Omukunda:_____ _Okamutse kOmupuli: <Hh/Cg/.................>

Elaka Iya longithwa (hogolola po limwe): _____Oshiingilisa
_____Oshiwambo

OSHITOPOLWA SHA A: UUKWATYA GWOMUTAKAMITHI

Oshitopolwa: ....

Oshikandjohogololo:...

Omukunda:...

Uukashike   koo   okantu: (Omulumentu.............................)
(Omukiintu............................. ....)

Oomvula (Owu na oomvula ngapi?), Hogolola ongundu

10-18, 21-24, 25-30, 31-34, 35-40, 41-44, 45-50, 51-54, 55-60, 60+

Ngele oye na oomvula omilongo hamano oku uka pombanda, ohaya taamba openzela?
Ngele ihaya taamba, omolwashike ihaaya pewa?

UUNGUSHU GWELONGO LYOMUTAKAMITHI (Owa hulila peni meilongo lyoye?)

1. Oshiputudhilo shopombanda
2. Omoongundu dhopombanda
3. Omoongundu dhopevi
4. Inandi mona elongo

OONZO DHIIYEMO YOMUTAKAMITHI (Oho hupu ngiini?)

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Appendix 4: Interview Guide for Schools

Fill in the information, choose or use a cross to mark the choice of answer

Interview date: ……………   Time start:_____   Time end:_____
Interview Language (choose one):   ___English _____Oshiwambo

PART A: BASIC PARTICULARS OF SCHOOL RESPODENT

Sex (Male………., Female………..)

Age, (How old are you?**), Choose a range**

21-24, 25-30, 31-34, 35-40, 41-44, 45-50, 51-54, 55-60, 60+

Education Level (Specify the highest educational Level attained)
College/University
Secondary
Primary

School currently working at:

David Sheehama SS (SC1)

St. Charles Luanga (SC2)

Teaching experience in years 1-5, 6-10, 11-15, 16+ Years

PART B: Context Questions

9. What is your School Role (with regard to OVC interactions): (*Choose the appropriate one from the list*)
    Counselling and Guidance Teacher
    Life Skills Teacher
    Head of Department
    School Principal
    School Board Chairperson/Member
    Other (Specify) …………………..

10. For how long have you been serving in this role? 1-5, 6-10, 11-15, 16+Years,

11. What motivates you to work with or support orphaned learners in school?

12. Have you ever been trained for this responsibility?

13. How many orphaned learners are there in your school? Male (…………….) Female (………….)

14. In your opinion, what are the lived experiences of orphaned learners?

15. How do these lived experiences affect orphaned learners' schooling, such as academic performance?

16. Please, explain how your school supports orphaned learners to offset these?

PART C: School inclusion

1. How does your school identify orphaned learners needing additional help?

2. For orphaned children attending this school, do they achieve in school about the same level as other children, or do they have unique performance challenges?

3. To what extent would you say your school has responded to the orphan situation?

4. How do educators usually treat orphaned learners in your school? Why do you say that?

5. How do fellow learners treat orphaned learners in your school?

6. What resources are required, that are not presently available, to help your school better cope with the orphaned children' situation? [Int: *This refers to a variety of resources, including training needs, human resources, counselling skills, etc*.]

7. In your opinion, what are the major factors affecting the enrolment and completion of school by orphaned learners?

8. What initiatives has your school taken to enhance the academic performance of orphaned leaners?

9. Are there orphaned children who have ceased to attend school because of problems with affordability of fees? School uniforms? If yes, what has been done, if anything, to overcome this challenge?

10. Are there orphaned children who have ceased to attend school because of problems of acceptability by the other learners? If yes, what did the school do about it?

11. What strategies are in place in your school to increase access to schooling for orphaned learners?

12. What strategies are in place in your school to retain orphaned learners in school once enrolled and ensure completion of their secondary education?

13. How does your school monitor the welfare of the orphaned learners during the course of the year?

14. How equitable and inclusive are extra-curricular and social activities, such as school tours and matric farewells? How does the school ensure orphaned learners participate in such activities, particularly if they require extra funding which they might not have?

15. In your opinion, do orphaned children get a chance to contribute to solutions meant to address their challenges at school? Explain your answer?

16. Has your school formed local (community) support to enable the inclusion of orphaned learners? (*e.g. resource centres, supportive educators or management team, supportive caregivers, social services, etc*?).

17. What are the hopes and aspirations of majority of orphaned learners?

PART D: Economic Impacts on school

(Principal and School Board)

18. Has the economic situation of your school worsened due to shortages arising from not receiving enough/adequate SDF, etc [*given the presence of orphaned learners who are sometimes unable to pay the SDF*]?

19. Have there been any situations where school development funds of orphaned learners been exempted? [*Is there documentation in this regard*?]

20. What are the financial implications for your school for exempting (SDF or examination) fees for orphaned learners?

21. Does your school send orphaned learners who are unable to pay SDF or examination registration fees home until they are able to settle them?

22. Has specific provision been made for orphan households with regard to financial demands from schooling, such as payment in kind, for instance?

23. Has your school's ability to purchase other school related items been affected presently as a result of not getting enough SDF?

24. Does your school do fundraising events, such as raffle draws, holding braais or renting out the school hall to raise additional funds?

PART E: Emotional and Social Adjustment

---

25. In your opinion, do orphaned learners adjust well to school circumstances, or are they facing adjustment problems?

26. Explain the level of behaviour of orphaned learners? Have you noticed orphaned learners in your school exhibiting emotional upheavals such as crying, fighting, poor performance in school, lack of interest in things, involvement in crime, consistent illnesses that suggest stress and lack of adjustment? [*Those are emotional stresses that would suggest problems with adjustment*].

27. Do any organisations visit orphaned learners at your school to provide emotional support or psycho-social support services in the form of counselling? Yes/No [*Specify, these could include churches, companies, etc*]. If yes, what forms does it take?

28. Describe the status of HIV/AIDS education, curriculum based, as well as additional wider programmes interventions (such as MFMC) targeted to the wider school group in this school?

29. What sort of school-based programmes are going on in this school, if any, to help orphaned learners cope emotionally?

30. Have health authorities, social workers, or others worked with your school to specifically deal with the needs of educators (school management) to better serve the needs of orphaned learners in schools?

PART F: Outside Assistance

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31. Do orphaned children in your school receive any external support, [*e.g. from CBOs NGOs or churches?*] If yes, explain what kind of support it is?

32. Has the school compiled any databases or registers of organisations in the region or at national level that provide services to orphaned children and their caregiving households? Yes/No, i*f yes, show evidence* [*These can be Governmental, non-governmental, or otherwise*]. Are you planning to contact them for help?

33. In your opinion do you think there is effective communication of national policies in the area of OVC support to local levels, such as schools?

34. Can you name some of these national policies that government has put in place to address the needs of OVC that you are aware of?

35. What initiatives, if any, currently exist or are planned at school level to empower communities to deal with the emergent orphan situation?

36. What training has been provided for educators of your school as part of overall capacity development in relation to inclusion in schools?

37. Overall, what resources does your school need to effectively serve needy orphaned learners, as well as their caregiving households?

38. Does your school have links with the constituency councillor; can you give details of your school's interactions with the councillor?

39. Are orphaned learners in your school aware of grants to families who care for orphaned children?

40. In your opinion, are those grants reaching OVCs that are entitled to them? If not why is that?

PART G: Closing Questions

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41. Are you aware of Standards to improve service delivery to OVC? Yes or N
o

42. Which of these 3 standards (i.e. *education, psychosocial support, stigma and discrimination, food and nutrition, shelter and care, health and economic strengthening*) do you consider to be top priority of services for an orphaned learner? 1……………….., 2…………………., and 3………………. Why?

43. Do you have any other comments or suggestions before we close?

Thank you very much for your time!

PLEASE DESCRIBE HERE ANY IMPRESSIONS YOU HAD OF THE INTERVIEWEE THAT MAY BE RELEVANT TO THE STUDY. The following are *examples of what you might note*.

Did the respondent seem reluctant to answer the questions? Enthusiastic?
……………………………………………………………………………………………
……………………………………………………………………………………………

Did the respondent seem to be familiar with the policies/care for OVC?

……………………………………………………………………………………

……………………………………………………………………………………

Did the respondent seem comfortable/uncomfortable with the interview process?

……………………………………………………………………………………

……………………………………………………………………………………

Topic Guide for Schools **Appendix F:**

"INVESTIGATING THE LIVED EXPERIENCES OF ORPHANED LEARNERS AND SCHOOL LEVEL STRATEGIES FOR THEIR INCLUSION AT SELECTED PUBLIC SECONDARY SCHOOLS IN OMUSATI REGION."

Interviewer:_____ School:_____ **Paritcipant ID: <Sc/Aut/...3..>**

The phenomenclogical case study is designed to give information on how schools are supporting and including orphaned learners attending these schools. It involves getting to know the schools well, fitting into their routines. It involves listening to their stories, examples, and interactions with others, etc.

This instrument should be used only as a guide to lead the person, who is being interviewed, to volunteer and share the kind of information that is required. It should not merely consist of a series of questions, but should take the form of the school, 'telling a story'.

The researcher would listen carefully and ensure that the selected teachers feel that their opinions have been heard. In this regard, the researcher will be more of an observer than an interviewer, meaning that the prompts and questions should be subtle, to allow the respondent to 'weave their story'.

The aim of the phenomenological case study is to gain an in-depth understanding of how having to care/support for orphans has affected the school, while at the same time learning about how the school which the orphan is attending is including the latter. It is, therefore, important to understand how circumstances in the school are and how teachers feel schools support orphaned learners in the pursuit of their education.

While we are, of course, interested in the economic impacts, we are equally interested in the social, cultural, and emotional impacts. It is likely, for example, that schools are coping quite well, and are fully able to handle their situation in all of these respects. However, even when a school can handle the financial requirements, they may not be able to handle the emotional impacts. Further, for example, a rural school may end up with a child from an urban background, or a child that has language differences, or a child that has a different cultural background. How, in short, are they all coping with these changes?

It is important to note who is saying what when recording information at school level!

1

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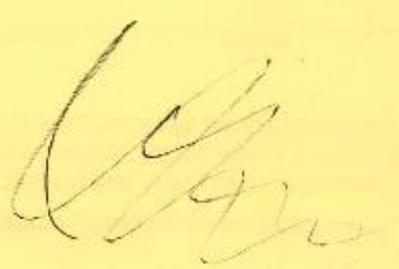
Eulikilo lyomapulaapulo gooskola

"OKUKONGA UUYELELE KOMBINGA YOONKALAMWENYO DHAANASKOLA YOOTHIGWA NOMILANDU DHEITULOMO LYOOSKOLA DHAWO, MOOSKOLA DHA HOGOLOLWA MOSHITOPOLWA SHAMUSATI."

Omupuli:_____ Oskola._____ Okamutse kOmupuli: <Sc/Aut/......>

Efalomo

Oshilongwahokololo shino otashi ningwa opo ku kongwe uuyelele nkene ooskola hadhi itula mo, mwa kwatelwa oothigwa hadhi skola poeskola ndhika. Omwa kwatelwa okutseya ooskola nawa, nonkene hadhi tula oothigwa miiningomwa yawo ya kwalukehe. Osha kwatela mo okupulakena komahokololo gawo, ngaashi, okuka athana nayakwawo.

Oshilongitho shino otashi longithwa ashike onga oshigardjimayele okuwilika omuntu ngono ta pulwa, opo liyambe nokugandja uuyelele wa pumbiwa. Itashi kala shira omusholondondo gwomapulo nomayamukulo, ndele otashi kutha omufolomo gwoskola "okugandja ehokololo."

Omunongononi napulakene nawa, ye na uvithe ko aalongi aahogololwa kutya omaiyuvo gawo ogu uvika. Momukalo nguno, omunongononi na kale unene a fa omupulakeni, shivulithe omupulaapuli, sha hala okutya, omayamukulo ge nomapulo ge naga shune pevi, opo a gandje ompito komuyamukuli a "ngonge nawa ehokololo lye."

Elalakano lyoshilongwahokololo shino okumona euveko lyomuule nkene etakamitho lyoothigwa hali etele oskola, omanga taku ilongwa wo kombinga yoskola ndjino hayi longo othigwa. Onkene oshi li sha simana okuuva ko nkene oskola yi li, nonkene aatakamithilongi yoothigwa yu uvite kombinga yomakwathelo gooskola mokutsikila neilongo lyawo.

Omanga omunongononi iitula mokutseya uuhupilo, okwi itula wo mokutseya onkalo, omuthigululwakalo, nomaiyuvo. Otashi vulika, oshiholelwa, kutya ooskola otadhi hupu nawa, notadhi vulu okuhumbata omitenge achihe ethimbo alihe. Ashike, nonando oskola tayi vulu okuhumbata omitenge dhopashimaliwa, otashi vulika itaya vulu okuhumbata omitengi dhomaiyuvito goothigwa. Otashi vulika natango oskola yokuushayi tai ka kala yina othigwa ya za koskola yokondoolopa, nenge othigwa yi na uudhigu gwelaka, nenge othigwa yi na omuthigululwakalo gwa yooloka. Puufupi, ayehe otaya vulu tuu okuhumbata omikundu ndhino?

Osha simana okukoneka kutya olye tati shike ngele to ryola uuyelele wa gandjwa.

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Appendix 5 Scope of Work for PhD study

INVESTIGATING THE LIVED EXPERIENCES OF ORPHANED LEARNERS AND SCHOOL LEVEL STRATEGIES FOR THEIR INCLUSION AT SELECTED PUBLIC SECONDARY SCHOOLS IN OMUSATI REGION
This scope of work describes the researcher's envisaged undertakings for data collection for this study project. These actions will result in the provision of raw data required by the researcher for the study activities. For this reason, the researcher, may recruit and train 2 research study assistants on the data collection protocol and methods as funds permit since researcher is self-funding, but will oversee the entire quality assurance process for the duration of the data collection period.

Outside of this scope of work, and as a prerequisite to beginning work on this study, all study project staff hired by the researcher are expected to show evidence of completion of a human subjects training, which the researcher already has. The following website provides a self-study course that would be suitable for study team members, which the researcher has a certificate for from previous research with human subjects that she has embarked on already.
http://www.fhi360.org/sites/default/files/webpages/RETC2/index.html.

I. STATEMENT OF PURPOSE

This Scope of Work defines the responsibilities and deliverables of the researcher, for qualitative data collection activities associated with "*Investigating the lived experiences of orphaned learners and school level strategies for their inclusion at selected public secondary schools in Omusati region*."
NR: Main Study sites - David Sheehama SS and St Charles Luanga SS, however caregivers may be found at various villages of residence within the region.

I. ACTIVITIES

a. Activity 1: Participate in training on the research protocol , methods, and duties in the field.

THE RESEARCHER WILL BE RESPONSIBLE FOR:
- Conducting the research activities (with School authorities and orphaned learners) at the two schools, including the pilot study at the Onawa Secondary School
- Purchasing of disposable cameras, and training orphaned learners on their use for the photo voice technique
- Purchasing all food/snack items for distribution to participant orphaned learners, caregivers, and school authorities
- Paying of all agreed-on fees, including transport and other costs incidental to the work of the research study assistance staff engaged for this study project. To the extent possible, it is expected that the study team members will be from the Outapi Constituency of the Omusati Region and will be returning to their homes at the end of each study day.
- If funds allow,engage research study assistance staff according to the skill set and experience requirement of the study as outlined below:

- **2 Qualitative Interviewers assistants** may be hired to conduct interviews with caregivers.

  Required experience/skills: Experience in qualitative interview techniques and basic research skills is required for all. The interviewers must have excellent spoken bilingual language skills in English and Oshiwambo. (written and spoken).

  The research assistants must be skilled in interpreting spoken English to Oshiwambo, and spoken Oshiwambo to English. If necessary, the interviewers should also be capable of conducting the informed consent process with caregivers, however the researcher will try to gain consent from all caregivers beforehand.

- The research assistants will be responsible for the proper handling and protection of equipment provided by the researcher. These items may include a laptop, digital recording devices, and 3G devices. These items shall be safely returned to the researcher upon completion of the contract period, or if damaged or lost through neglect, their costs shall be re-imbursed by the study assistants to the researcher.

b. <u>Activity 2: Conduct qualitative data collection from Caregivers at various village sites of residence within the region</u>

The researcher will be responsible for meeting the following:
  I. Sign indemnity, as well as, confidentiality forms
 II. Assuring that qualitative interview data will be collected from caregivers, and that transcription/ translation of interviews will be completed each day. "Transcripts" are expected to be done verbatim, but may also be composed as summaries (in English) of interview content recorded in the original language. The summaries will capture the meaning and nuances of the responses of the interview subject for *each* question asked (and follow up questions depending on the responses given the phenomenological leaning of the study). This will be done at the end of each day, after completing an agreed-upon number of interviews at a given site, as necessary.
III. Conduct daily quality assurance reviews, to ensuring the highest standards of data quality.
 IV. Maintaining all data records securely and confidentially throughout the course of the study.

Table 1.Schedule for estimated daily work

Study team*	Estim. Daily output	Time/hours
1 Interviewer	2-3 interviews per day	Approx. 45-60 min/interview
	3 transcripts per day	Approx. 1 hr/transcription

Research Study Deliverables:
1. All completed qualitative interviews in their original languages, uploaded copies of all recordings, and English-language summary transcriptions of each interview, for each of the 2 sites (David Sheehama SS and St. Charles Luanga SS) as indicated in Table 2, below.

2. *Table 2. Orphaned Learners, Caregivers and school authorities to be interviewed by researcher*

Site	Orphaned Learners	Caregivers	School authorities*
David Sheehama SS	3	3	4
St. Charles Luanga SS	3	3	4
Total	**6**	**6**	**8**
Total Interviews			**20**

School authorities (School Principal, school board chair/member, life skills teacher and counselling and guidance teacher

V.   SCHEDULE OF PAYMENTS

The researcher may support funding of the data collection activities by the research assistants. The researcher may conduct a combined training of the photo voice technique for the orphaned learners, where transport refuns will be made, as well as refreshments, as funds permit, as follows:
1. Qualitative interview deliverables to be paid in two parts, where the completion of 50 % of the qualitative interviews, English-language transcription is completed, counts as one deliverable. That is, when the first 1/2 of interviews are completed and transcribed into English, payment may be released to the assistant subject to the satisfaction of interview/transcription quality by the researcher. The same applies to each 1/2 until all interviews are completed, as follows:

Table3. Percentage of total payment for the deliverables.

Deliverables		Percentage of Total Contract value
Qualitative Interviews	3-4 Interviews	50%
	3-4 Interviews	50%
Subtotal	6-8	**100%**

2. Alternatively, if the study assistants prefer, deliverables may be invoiced at the end of the field period, after all data collection is complete, upon approval of quality of deliverables by the researcher.

Timeline/Work plan

Activity	2014				2015				2016 /2017			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Meeting with Supervisors	x											
UNAM Department, Faculty and PG Study Proposal approval process		x	X									
Clearance of Proposal by MOE				X								
Research Design		x	X									
Meeting with Supervisors	x	x	X	X	x	x	x	x				
Literature review	x	x	X		x							
Finalisation of study proposal			X	X								
PG Seminar presentation				X								
Design interview guides and research protocol			X									
Meeting with Supervisors				X	x							
Plan fieldwork				X	x							
Conduct Pilot study					x							
Finalise interview guides and research protocol				X								
Preliminary contacts with the region					x	x						

Task								
Data collection	x	x	x					
Meeting with Supervisors			x					
Further literature review			x	x	x			
Data Analysis				x	x			
Data interpretation					x	x		
Draft write up part 1					x	x		
Meeting with Supervisors					x	x	x	x
PG Seminar presentation					x			
Draft write up part 2							x	x
Editing								x
Meeting with Supervisors							x	x
Final write up and thesis submission								x
Editing of work								

RESEARCH CONSENT

Appendix 6 Letter of request for Permission to the Permanent Secretary

10thNovember 2013

Mr Alfred Ilukena

Permanent Secretary

Ministry of Education

Windhoek

Republic of Namibia

Dear Mr Ilukena,

FORMAL REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

My name isPetrina Nandjila OWUSU-AFRIYIE, and I am enrolled as a PhD Education student,with student number 9402624, at the University of Namibia. The research I wish to conduct in fulfilment of my Doctoral dissertation is entitled "INVESTIGATING THE LIVED EXPERIENCES OF ORPHANED LEARNERS AND SCHOOL LEVEL STRATEGIES FOR THEIR INCLUSION AT SELECTED PUBLIC SECONDARY SCHOOLS IN OMUSATI REGION."

This research study focuses on orphaned learners, their schools and homes, to yield in-depth understanding of the lived experiences of orphaned learners, and how schools ensure their inclusion. Specifically, the envisaged study participants include orphaned learners, their caregivers, class teachers, Life Skills and school based teacher-counsellors, school principals and school board chairpersons

The proposal for this research study was approved as PGSC/13/2613,and it is to be conducted in two public secondary schools in the Ombalantu District of the Omusati Region, namely David Sheehama Secondary School and St. Charles Luanga Secondary School, with a pilot study to be carried out at the Onawa Secondary School. This project will be conducted under the supervision of Dr. Cynthy K. Haihambo ya Otto(Main Supervisor)from the University of Namibia.

I am hereby humbly seeking your consent to enable me to approach the three rural public Secondary Schools in the Ombalantu district of the Omusati Region to provide participants for this project.

I haveprovided you with an approval letter from the UNAM School of Post Graduate Studiesalso representing the UNAM Research and Ethics Committee, a copy of theapproved summary of the dissertation proposal, which includes copies of the measure and consent and assent forms to be used in the research process.

All interactions, responses and observations will be treated with the utmost anonymity and confidentiality. Upon completion of the study; I undertake to provide the Ministry of Education with a bound copy of the full research report.

In case you require any further information regarding this study, please do not hesitate to contact me on +264 811287800 or at abenapetty@yahoo.co.uk. Please post the response to this letter to P.O Box 26161, Windhoek.

Thank you for your time and consideration of this humble request.

Yours in educational development,

....

P.N Owusu-Afriyie (nèe Mwetulundila),Mrs
Student Number: 9402624

....

Dr. CK Haihambo ya Otto
Main Supervisor

Copied to:

Mr Erastus Negonga, Permanent Secretary, Ministry of Gender Equality and Child Welfare

Mr Hopelong Ipinge, Permanent Secretary, Ministry of Veterans' Affairs

Mrs Loide Shatiwa, Acting Regional Director of Education, Omusati Region

UNIVERSITY OF NAMIBIA

Private Bag 13301, 340 Mandume Ndemufayo Avenue, Pionierspark, Windhoek, Namibia

The School of Postgraduate Studies
P.Bag13301
Windhoek, Namibia
Tel: 2063523

E-mail: cshaimemanya@unam.na

Date: 20 September 2013

TO WHOM IT MAY CONCERN

RE: RESEARCH PERMISSION LETTER

This letter serves to inform that student: **PETRINA NANDJILA OWUSU-AFRIYIE** ((Student number: 9402624) is a registered student in the Department of Educational Psychology and Inclusive Education at the University of Namibia. His/her research proposal was reviewed and successfully met the University of Namibia requirements.
The purpose of this letter is to kindly notify you that the student has been granted permission to carry out postgraduate studies research. The School of Post Graduate Studies has approved the research to be carried out by the student for purposes of fulfilling the requirements of the degree being pursued.
The proposal adheres to ethical principles.

Thank you so much in advance and many regards.

Yours truly,

Name of Main Supervisor: Dr. C. K. Haihambo Ya-Otto

Signed:---------

Dr. C. N.S. Shaimemanya

Signed: -----------------------------

Director: School of Postgraduate Studies

The University of Namibia
School of Postgraduate Studies

2013 -09- 2 0

University of Namibia P/Bag 13301
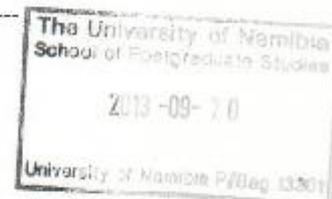
Appendix 7 Letter of Permission from the Permanent Secretary

REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

Tel: 264 61 2933200	Private Bag 13186
Fax: 264 61 2933922	Windhoek
E-mail: Matthew.Shimhopileni@moe.gov.na	NAMIBIA
Enquiries: MN Shimhopileni	18 November 2013

File: 11/1/1

Ms P Nandjila Owusu-Afriyie
P.O. Box 26161
WINDHOEK

Dear Ms Owusu-Afriyie

RE: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY AT THREE (3) SECONDARY SCHOOLS IN OMUSATI REGION

Your correspondence dated 10 November 2013, seeking permission to conduct a research study at three (3) secondary schools in Omusati Region, has reference.

Kindly be informed that the Ministry does not have an objection to your request to conduct a study at the secondary schools concerned.

You are, however, kindly advised to contact the Regional Council Office, Directorate of Education, for authorization to go into the schools.

Kindly take note that your study activities should not interfere with the normal school programmes. Participation should be on a voluntary basis.

By copy of this letter the Regional Director is made aware of your request.

Yours sincerely

A. Ilukena
PERMANENT SECRETARY
cc: The Director: Omusati Education Region
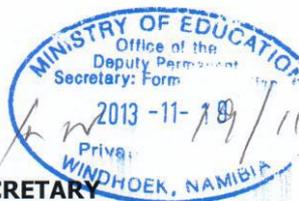
Appendix 8 Letter of Consent to Regional Director

• Private Bag 13301, Windhoek, Republic of Namibia
• 340 Mandume Ndemufayo Avenue, Pionierspark,
• Tel. +264 2063111 • www.unam.na

17th February 2014

Mrs Loide Shatiwa

Director of Education

Omusati Region

Outapi

Republic of Namibia

Dear Mrs shatiwa,

FORMAL REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

My name is Petrina Nandjila OWUSU-AFRIYIE, and I am enrolled as a PhD Education student, with student number 9402624, at the University of Namibia. The research I wish to conduct in fulfilment of my Doctoral dissertation is entitled "INVESTIGATING THE LIVED EXPERIENCES OF ORPHANED LEARNERS AND SCHOOL LEVEL STRATEGIES FOR THEIR INCLUSION AT SELECTED PUBLIC SECONDARY SCHOOLS IN OMUSATI REGION."

This research study, which I came to present to Omusati Region Education Officers in November 2013, focuses on orphaned learners, their schools and homes, to yield in-depth understanding of the lived experiences of orphaned learners, and how schools ensure their inclusion. Specifically, the envisaged study participants include orphaned learners, their caregivers, class teachers, Life Skills and school based teacher-counsellors, school principals and school board chairpersons

The proposal for this research study was approved as PGSC/13/2613, and it is to be conducted at two public secondary schools in the Ombalantu District of the Omusati Region, namely David Sheehama Secondary and St. Charles Luanga Secondary (Omuulukila Combined) Schools, with a pilot study to be carried out at the Onawa Secondary School. This project will be conducted under the supervision of Dr. Cynthy K. Haihambo ya Otto (Main Supervisor) from the University of Namibia.

I have been granted permission to conduct the research study by the Office of the Permanent Secretary and am hereby humbly seeking your office's consent to enable me to approach the three rural public Secondary Schools in the Ombalantu district of the Omusati Region to provide participants for this project. I plan to undertake the Pilot Study during the week of 17th March 2014, and I entreat your office to inform the respective School Principals.

Kindly find attached an approval letter from the UNAM School of Post Graduate Studies also representing the UNAM Research and Ethics Committee, a copy of the

approved summary of the dissertation proposal, which includes copies of the measure and consent and assent forms to be used in the research process.

All interactions, responses and observations will be treated with the utmost anonymity and confidentiality. Upon completion of the study; I undertake to provide the Directorate with a bound copy of the full research report. I would greatly appreciate it if your office could provide information in this regard the Heads of David Sheehama Secondary, St. Charles Luanga Secondary and Onawa Secondary Schools.

In case you require any further information regarding this study, please do not hesitate to contact me on +264 811287800 or at abenapetty@yahoo.co.uk. Please post the response to this letter to P.O Box 26161, Windhoek.

Thank you for your time and consideration of this humble request.

Yours in educational development,

....
P.N Owusu-Afriyie (nèe Mwetulundila), Ms
Student Number: 9402624

Appendix 9 Letter of Consent to the Principals

• Private Bag 1330¹, Windhoek, Republic of Namibia
• 340 Mandume Ndemufayo Avenue, Pionierspark
• Tel. +254 206311¹ • www.unam.na

20th April 2015

Mr. Aipanda
Principal
St. Charles Luanga SS

Outapi

Republic of Namibia

Dear Sir/Madam,

FORMAL REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

My name is Petrina Nandjila OWUSU-AFRIYIE, and I am enrolled as a PhD Education student, with student number 9402624, at the University of Namibia. The research I wish to conduct in fulfilment of my Doctoral dissertation is entitled "INVESTIGATING THE LIVED EXPERIENCES OF ORPHANED LEARNERS AND SCHOOL LEVEL STRATEGIES FOR THEIR INCLUSION AT SELECTED PUBLIC SECONDARY SCHOOLS IN OMUSATI REGION."

This research study, which I came to present to Omusati Region Education Officers in November 2013, focuses on orphaned learners, their schools and homes, to yield in-depth understanding of their lived experiences, and how schools ensure their inclusion. Specifically, the envisaged study participants include orphaned learners, their caregivers, class teachers, Life Skills and school based teacher-counsellors, school principals and school board chairpersons

The proposal for this research study was approved as PGSC/13/2613, and the research is to be conducted at two public secondary schools in the Ombalantu District of the Omusati Region, namely David Sheehama Secondary and St. Charles Luanga Secondary Schools, a pilot study was carried out at the Onawa Secondary School in March 2014 already.

I have been granted permission to conduct the research study by the Offices of the Permanent Secretary and the Regional director, and am hereby humbly seeking your office's consent to enable me to approach the participants for this project, namely the orphaned learners in Grades 11, 9 and 8 and the teachers who work closely with them. I plan to undertake the actual data collection during the weeks of 8th to 16th June 2015, and I thus entreat your office to render me the necessary permission to work with your school.

Kindly find attached an approval letter from the UNAM School of Post Graduate Studies, representing the UNAM Research and Ethics Committee, a copy of the

approved summary of the dissertation proposal, which includes copies of the measure and consent and assent forms to be used in the research process.

All interactions, responses and observations will be treated with the utmost anonymity and confidentiality. Upon completion of the study; I undertake to provide the Directorate/School with a bound copy of the full research report. This project is conducted under the supervision of Dr. Cynthy K. Haihambo ya Otto (Main Supervisor) from the University of Namibia.

In case you require any further information regarding this study, please do not hesitate to contact me on +264 (0) 811287800 or at abenapetty@yahoo.co.uk. Please post the response to this letter to P.O Box 26161, Windhoek.

Thank you for your time and consideration of this humble request.

Yours in educational development,

....
P.N Owusu-Afriyie (nèe Mwetulundila), Ms
Student Number: 9402624

20th April 2015

Ms. Selma Nakanyala
Principal
David Stteehama SS.

Outapi

Republic of Namibia

Dear Sir/Madam,

FORMAL REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

My name is Petrina Nandjila OWUSU-AFRIYIE, and I am enrolled as a PhD Education student, with student number 9402624, at the University of Namibia. The research I wish to conduct in fulfilment of my Doctoral dissertation is entitled "INVESTIGATING THE LIVED EXPERIENCES OF ORPHANED LEARNERS AND SCHOOL LEVEL STRATEGIES FOR THEIR INCLUSION AT SELECTED PUBLIC SECONDARY SCHOOLS IN OMUSATI REGION."

This research study, which I came to present to Omusati Region Education Officers in November 2013, focuses on orphaned learners, their schools and homes, to yield in-depth understanding of their lived experiences, and how schools ensure their inclusion. Specifically, the envisaged study participants include orphaned learners, their caregivers, class teachers, Life Skills and school based teacher-counsellors, school principals and school board chairpersons

The proposal for this research study was approved as PGSC/13/2613, and the research is to be conducted at two public secondary schools in the Ombalantu District of the Omusati Region, namely David Sheehama Secondary and St. Charles Luanga Secondary Schools, a pilot study was carried out at the Onawa Secondary School in March 2014 already.

I have been granted permission to conduct the research study by the Offices of the Permanent Secretary and the Regional director, and am hereby humbly seeking your office's consent to enable me to approach the participants for this project, namely the orphaned learners in Grades 11, 9 and 8 and the teachers who work closely with them. I plan to undertake the actual data collection during the weeks of 8th to 16th June 2015, and I thus entreat your office to render me the necessary permission to work with your school.

Kindly find attached an approval letter from the UNAM School of Post Graduate Studies, representing the UNAM Research and Ethics Committee, a copy of the

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All interactions, responses and observations will be treated with the utmost anonymity and confidentiality. Upon completion of the study; I undertake to provide the Directorate/School with a bound copy of the full research report. This project is conducted under the supervision of Dr. Cynthy K. Haihambo ya Otto (Main Supervisor) from the University of Namibia.

In case you require any further information regarding this study, please do not hesitate to contact me on +264 (0) 811287800 or at abenapetty@yahoo.co.uk. Please post the response to this letter to P.O Box 26161, Windhoek.

Thank you for your time and consideration of this humble request.

Yours in educational development,

....

P.N Owusu-Afriyie (nèe Mwetulundila), Ms
Student Number: 9402624

Appendix 10 Orphaned learner consent

ASSENT TO PARTICIPATE IN RESEARCH

"INVESTIGATING THE LIVED EXPERIENCES OF ORPHANED LEARNERS AND SCHOOL LEVEL STRATEGIES FOR THEIR INCLUSION AT SELECTED PUBLIC SECONDARY SCHOOLS IN OMUSATI REGION."

Dear Participant,

1. My name is Petrina Nandjila OWUSU-AFRIYIE and I am a student at the University of Namibia.

2. My Supervisor, Dr. Cynthy L. Haihambo ya Otto, and I are asking you to take part in a research study focusing on orphaned learners, their schools and homes, to yield in-depth understanding of the lived experiences of orphaned learners, and how schools ensure their inclusion'

3. I hope to use what I learn from the study to propose changes to the programmes put in place to assist school going orphaned learners and their homes and schools, so programmes will help them even more than they already do.

4. The informed consent involves permission for photo release; while only sharing your words and thoughts directly, but not associating any names with statements made.

Research questions

1. How do schools identify orphaned learners with additional challenges?
2. What are the lived experiences of orphaned learners?
3. How do these lived experiences affect orphaned learners' schooling?
4. How do schools perceive the impacts of orphanhood on learning and teaching of orphaned learners?
5. What strategies do schools use to include orphaned learners in school?
6. What strategies can schools use in order to better include orphaned learners in education?
7. Are schools aware of existing policies for OVC?

4. If you agree to be in this study, I will ask you to do a few things over the next 6 to 36 months.
   I will ask you questions about what you understand by inclusion.
   I will ask you questions about what your school does to include orphaned leaners in the school programmes.
   I will ask you questions about how you feel about being orphaned.
   I will give you a disposable camera to photograph, instances in school and at home that make it difficult for your inclusion and to reach your educational potential as an orphaned learner.
   During that period, I will also ask you to keep a diary (to be explained by the student researcher),
   In this study you will have the chance to decide whether you want to answer my questions or not.

5. I will <u>NOT</u> access your medical records.

6. Your caregiver gave permission for you to take part in this study. Please talk this over with your caregiver before you decide whether or not to participate. Because even though your caregiver said "yes," you can still decide not to do this.

7. If you don't want to be in this study, you don't have to participate. Remember, being in this study is up to you and no one will be upset if you don't want to participate or even if you change your mind later and want to stop. You are not waiving any legal claims, rights, or remedies because of your participation in this research study.

8. You can ask any questions that you have about the study. If you get a question later that you didn't think of now, you can call me at +264 (0) 811287800 or ask me next time we meet. You may call me at any time to ask questions about the study.

9. Signing your name at the bottom means that you agree to participate in this study. If you are not able to sign your name, you do not have to.

This study probably will help you, if you participate in this study, it will teach me important ways to help other children like you in the future. I do not believe that you will be hurt or upset by being in this study. If you take part in the study and believe that you have been hurt or upset in any way, you may stop being in the study. I will not tell anyone else the things you tell me about your lived experiences as an orphan or anything you tell me about yourself or any other person. **But if you tell me that someone at school or at home is hurting you, I must report it to the proper authorities.**

Please, note that you will be given a copy of this form after you have signed it.

Participation in this study is voluntary. Permission for your school to participate has been sought from the Permanent Secretary of the Ministry of Education and the Omusati education Director. You are not waiving any legal claims, rights, or remedies because of your participation in this research study.

Should you have any questions or desire further information, please feel free to contact

Ms. Petrina Nandjila Owusu-Afriyie	Dr. Cynthy Kaliinasho Haihambo ya Otto
Principal Investigator	Head of Department
Faculty of Education	Depart of Educational Psychology & Inclusive Education
University of Namibia	Faculty of Education
University of Namibia	
Mobile: +264 811287800	Tel: +264 61 206 3111
Email: abenapetty@yahoo.co.uk	Email: chaihambo@unam.na

Please, keep this letter after completing and returning the signature page to me.

If you have any questions about your rights as a research subject, you may contact the University of Namibia School of Postgraduate Studies Director, Dr. C. N. S Shimwooshili-Shaimemanya by mail at Private Bag 13301, Windhoek, by phone at +264 61 206 33523, or by e-mail at cshaimemanya@unam.na.

Sincerely Yours,

………………………..
P. N Owusu-Afriyie, Ms
Research Student

Please indicate whether or not you wish to allow your child to participate in this project by ticking against one of the statements below, signing your name and returning it to me. Sign both copies and keep one for your records.

_____ I DO grant permission to participate in Ms. Petrina N. Owusu-Afriyie's study.

_____ I DO NOT grant permission to participate in Ms. Petrina N. Owusu-Afriyie's study.

_____
     _____
Signature of Child   Printed Name   of child

_____
Date

_____ Yes, I would like a copy of the results of this study. My mailing address is below.

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Appendix 11 Caregiver Consent

"INVESTIGATING THE LIVED EXPERIENCES OF ORPHANED LEARNERS AND SCHOOL LEVEL STRATEGIES FOR THEIR INCLUSION AT SELECTED PUBLIC SECONDARY SCHOOLS IN OMUSATI REGION."

Dear Caregiver:

I am Petrina N. OWUSU-AFRIYIE, a doctoral student of Dr. Cynthy K. Haihambo ya Otto from the Department of Educational Psychology and Inclusive Education at the University of Namibia.
I request permission for your child/child you look after to participate in a research study to be used for my doctoral dissertation. I am conducting a research project entitled "INVESTIGATING THE LIVED EXPERIENCES OF ORPHANED LEARNERS AND SCHOOL LEVEL STRATEGIES FOR THEIR INCLUSION AT SELECTED PUBLIC SECONDARY SCHOOLS IN OMUSATI REGION."
This project is focusing on orphaned learners, their schools and homes, to yield in-depth understanding of the lived experiences of orphaned learners, and how schools ensure their inclusion.

I hope to use what I learn from the study to propose changes to the programmes put in place to assist school going orphaned learners and their homes and schools, so programmes will help them even more than they already do.

Research questions

8. How do schools identify orphaned learners with additional challenges?
9. What are the lived experiences of orphaned learners?
10. How do these lived experiences affect orphaned learners' schooling?
11. How do schools perceive the impacts of orphanhood on learning and teaching of orphaned learners?
12. What strategies do schools use to include orphaned learners in school?
13. What strategies can schools use in order to better include orphaned learners in education?

Study activities:

1. I will ask your permission for your child/child you look after to take part in certain tasks over the course of about 6 to 36 months.
2. These tasks may include: (1) answering questions about what you understand by inclusion, what your child has experienced regarding their school's strategies of including them, how your child feels about being at school as an orphaned learner and how you experience looking after your child.
3. Sometimes I will observe your child while he or she takes part in activities at home and school.
4. Some activities may be photographed. The child will be given a disposable camera to take photos of situations at school and home that make it difficult for her/his inclusion. Some of these photographs will be discussed as part of my study.
5. During that period, I will ask your child to keep a diary (to be explained by the student researcher),

6. I will <u>NOT</u> access your child's medical records.
7. I will ask schools (class teachers, Life Skills and school based teacher-counsellors, school principals and school board chairpersons) questions regarding the strategies they have in place for ensuring orphaned learners' inclusion.
8. I will ask caregivers of orphaned learners questions regarding the latter's lived experiences at home and school

The project will be explained in terms that your child can understand, and your child will participate only if he or she is willing to do so.

Only Dr. Haihambo ya Otto and I will have access to information from your child. At the conclusion of the study, children's responses will be reported as group results only. At the conclusion of the study a summary of group results will be made available to all interested caregivers. Please indicate at the end of this consent form whether you wish to have these results. If so, please provide your mailing address. Results should be available in approximately 36 to 48 months.

Participation in this study is voluntary. Your decision whether or not to allow your child to participate will not affect the services normally provided to your child by the school, and your child will lose no benefits to which he or she is otherwise entitled.

Even if you give your permission for your child to participate, your child is free to refuse to participate. If your child agrees to participate, he or she is free to end participation at any time. You and your child are not waiving any legal claims, rights, or remedies because of your child's participation in this research study.

Should you have any questions or desire further information, please feel free to contact

Ms. Petrina Nandjila Owusu-Afriyie Dr. Cynthy Kaliinasho Haihambo ya Otto
Principal Investigator   Head of Department
Faculty of Education   Depart of Educational Psychology & Inclusive
Education
University of Namibia   Faculty of Education
                                      University of Namibia
Windhoek   Windhoek
Mobile: +264 811287800   Tel: +264 61 206 3111
Email: abenapetty@yahoo.co.uk   Email: chaihambo@unam.na

Please, keep this letter after completing and returning the signature page to me.

If you have any questions about your rights as a research subject, you may contact the University of Namibia School of Postgraduate Studies Director, Dr. C. N. S Shimwooshili-Shaimemanya by mail at Private Bag 23301, Windhoek, by phone at +264 61 206 33523, or by e-mail at cshaimemanya@unam.na.

Sincerely Yours,
……………………..
P. N Owusu-Afriyie, Ms
Research Student

Please indicate whether or not you wish to allow your child to participate in this project by ticking against one of the statements below, signing your name and returning it to me. Sign both copies and keep one for your records.

_____ I DO grant permission for my child to participate in Ms. Petrina N. Owusu-Afriyie's study.

_____ I DO NOT grant permission for my child to participate in Ms. Petrina N. Owusu-Afriyie's study.

_____   _____
Signature of Parent/Guardian   Printed Parent/Guardian Name

_____   _____
_____
Printed Name of Child   Date

_____ Yes, I would like a copy of the results of this study. My mailing address is below.

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Appendix 12 School Consent

"INVESTIGATING THE LIVED EXPERIENCES OF ORPHANED LEARNERS AND SCHOOL LEVEL STRATEGIES FOR THEIR INCLUSION AT SELECTED PUBLIC SECONDARY SCHOOLS IN OMUSATI REGION."

Dear Sir/Madam:

I am Petrina N. OWUSU-AFRIYIE, a doctoral student of Dr. Cynthy K. Haihambo ya Otto from the Department of Educational Psychology and Inclusive Education at the University of Namibia.

I request permission for you to participate in a research study to be used for my doctoral dissertation entitled "INVESTIGATING THE LIVED EXPERIENCES OF ORPHANED LEARNERS AND SCHOOL LEVEL STRATEGIES FOR THEIR INCLUSION AT SELECTED PUBLIC SECONDARY SCHOOLS IN OMUSATI REGION.".

This research project is focusing on orphaned learners, their schools and homes, to yield in-depth understanding of the lived experiences of orphaned learners, and how schools are ensuring their inclusion.

I hope to use what I learn from the study to propose changes to the programmes put in place to assist school going orphaned learners and their schools (and homes), so that programmes will help them even more than they already do.

Research questions

14. How do schools identify orphaned learners with additional challenges?
15. What are the lived experiences of orphaned learners?
16. How do these lived experiences affect orphaned learners' schooling?
17. How do schools perceive the impacts of orphanhood on learning and teaching of orphaned learners?
18. What strategies do schools use to include orphaned learners in school?
19. What strategies can schools use in order to better include orphaned learners in education?

The study consists of the following activities:

9. I will ask the school Principal's permission to work with some identified orphaned learners and selected teachers, as well as the school Board Chairperson from your school to take part in certain tasks over the course of about 6 to 36 months.
10. These tasks may include: (1) answering questions about support to orphaned learners and your school's strategies for including them, as well as how orphaned learners feel about being at school.
11. I will ask schools (in the form of class teachers, Life Skills and school based teacher-counsellors, school principals and school board chairpersons) questions regarding the strategies they have in place for ensuring orphaned learners' inclusion.
12. Sometimes I will observe identified orphaned learners while they take part in activities at the school.

13. Some activities may be photographed. The selected orphaned learners will be given a disposable camera to take photos of situations at school (and at home) that depict difficulty to their schooling and heir total inclusion. Some of these photographs will be discussed as part of my study.
14. I will also ask the selected orphaned learners to keep a diary (to be explained by the student researcher),
15. I will <u>NOT</u> access the orphaned learner's medical records.

The project will be explained in terms that potential participants can understand.

Only Dr. Haihambo ya Otto and I will have access to information from your school. At the conclusion of the study, the respondent's responses will be reported as group results only. At the conclusion of the study a summary of group results will be made available to all interested schools. Please indicate at the end of this consent form whether you wish to have these results. If so, please provide your mailing address. Results should be available in approximately 36 to 48 months.

Participation in this study is voluntary. Permission for your school to participate has been sought from the Permanent Secretary of the Ministry of Education and the Omusati education Director. You are not waiving any legal claims, rights, or remedies because of your participation in this research study.

Should you have any questions or desire further information, please feel free to contact

Ms. Petrina Nandjila Owusu-Afriyie Dr. Cynthy Kaliinasho Haihambo ya Otto
Principal Investigator   Head of Department
Faculty of Education   Depart of Educational Psychology & Inclusive
Education
University of Namibia   Faculty of Education
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Windhoek   Windhoek
Mobile: +264 811287800   Tel: +264 61 206 3111
Email: abenapetty@yahoo.co.uk   Email: chaihambo@unam.na

Please, keep this letter after completing and returning the signature page to me.

If you have any questions about your rights as a research subject, you may contact the University of Namibia School of Postgraduate Studies Director, Dr. C. N. S Shimwooshili-Shaimemanya by mail at Private Bag 13301, Windhoek, by phone at +264 61 206 33523, or by e-mail at cshaimemanya@unam.na.

Sincerely Yours,

………………………..
P. N Owusu-Afriyie, Ms
Research Student

Please indicate whether or not you wish to participate in this project by ticking against one of the statements below, signing your name and returning it to me. Sign both copies and keep one for your records.

_____   I DO grant permission to participate in Ms. Petrina N. Owusu-Afriyie's study.

_____   I DO NOT grant permission to participate in Ms. Petrina N. Owusu-Afriyie's study.

_____   _____
Signature of Participant   Printed Name

_____
                    _____
Printed Name of Participant   Date

_____   Yes, I would like a copy of the results of this study. My mailing address is provided below.

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School Participant Assent Letter
(to be completed in duplicate)

"INVESTIGATING THE LIVED EXPERIENCES OF ORPHANED LEARNERS AND SCHOOL LEVEL STRATEGIES FOR THEIR INCLUSION AT SELECTED PUBLIC SECONDARY SCHOOLS IN OMUSATI REGION."

Dear Sir/Madam:

I am Petrina N. OWUSU-AFRIYIE, a doctoral student of Dr. Cynthy K. Haihambo ya Otto from the Department of Educational Psychology and Inclusive Education at the University of Namibia.

I request permission for you to participate in a research study to be used for my doctoral dissertation entitled "INVESTIGATING THE LIVED EXPERIENCES OF ORPHANED LEARNERS AND SCHOOL LEVEL STRATEGIES FOR THEIR INCLUSION AT SELECTED PUBLIC SECONDARY SCHOOLS IN OMUSATI REGION.".

This research project is focusing on orphaned learners, their schools and homes, to yield in-depth understanding of the lived experiences of orphaned learners, and how schools are ensuring their inclusion.

I hope to use what I learn from the study to propose changes to the programmes put in place to assist school going orphaned learners and their schools (and homes), so that programmes will help them even more than they already do.

Research questions

1. How do schools identify orphaned learners with additional challenges?
2. What are the lived experiences of orphaned learners?
3. How do these lived experiences affect orphaned learners' schooling?
4. How do schools perceive the impacts of orphanhood on learning and teaching of orphaned learners?
5. What strategies do schools use to include orphaned learners in school?
6. What strategies can schools use in order to better include orphaned learners in education?

The study consists of the following activities:

1. I will ask the school Principal's permission to work with some identified orphaned learners and selected teachers, as well as the school Board Chairperson from your school to take part in certain tasks over the course of about 6 to 36 months.
2. These tasks may include: (1) answering questions about support to orphaned learners and your school's strategies for including them, as well as how orphaned learners feel about being at school.
3. I will ask schools (in the form of class teachers, Life Skills and school based teacher-counsellors, school principals and school board chairpersons) questions regarding the strategies they have in place for ensuring orphaned learners' inclusion.
4. Sometimes I will observe identified orphaned learners while they take part in activities at the school.

Appendix 13 Map of Omusati schools
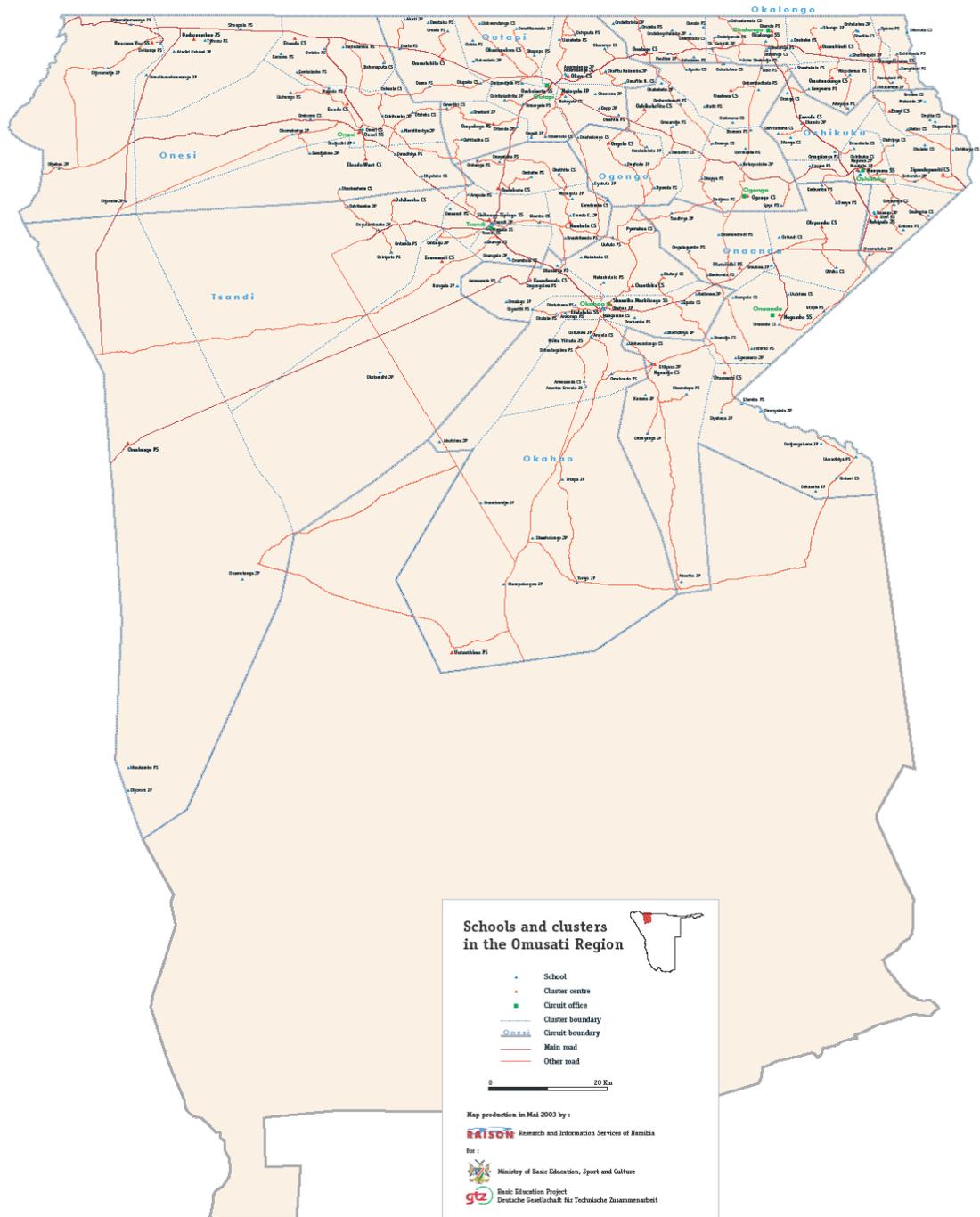
Appendix 14 Interview Transcripts

OP-SC-3

PART A: Orphaned Learner Basic Particulars

Sex: Male

Age (year of birth 1992), 23 years

Education Status In what grade are you (Grade 11)?

Is this the grade you were supposed to be in? If no, what happened?

I was not supposed to be in this grade, I should even have completed even grade 12 and even gone further already, I started school late, and I did not grow up with my mother or father, I grew up with my grandmother, and I was taken to herd cattle, which is the reason why I am in this grade at this moment.

School attending: Which school are you attending? David Sheehama SS (SC1)

What is your region of usual residence?: Omusati

Constituency: Tsandi

Village: Omugulu gweembashe

Who is your caregiver?

My caregiver? At the moment? I will say my caregiver is my aunt, a sister to my late mother. She is the one that takes care of us, especially when we are at home where she buys food for us, but with regards to schooling we find ourselves in some sticky situations, for example when I started school this year the plan was there not to pay for my school development funds, however it turned out fortunate for me because the time I was in grade 10 (which I repeated twice-the first time) I worked in Windhoek where I was invited by an uncle, and that is the money I used to pay for last year and the first semester this year.

In your short story you mentioned that the house you currently live in there is no adult, you are the head of the household?

Yes,

Can you speak a bit about that?

Talking about the house we live in at the moment, there is no adult, because all the adults that were there have passed on, and so I am the adult person in

the house at the moment and when I leave to come to school I just leave my two young siblings who follow me.

Do they attend school?

They both attend school; one is in grade 10 and the other in grade 7.

Are they boys or girls?

They are both boys.

What are the arrangements regarding your mahangu field?

Regarding the field, especially this year (2015) no work was done in it, because no one can devote time to work in it as we are all at school. Because study ends late, and schools are far, by the time they come and reach home, it is late already, perhaps they can work in the field on Saturdays, however, that time alone cannot result in any substantial difference and the fact that they rains did not fall well this year, there is nothing at all.

Is the village headman aware of your difficulties? And how do they assist?

Yes, they are aware of our situation, but up till now we have not received any assistance from the village headman.

In short, we have not yet received assistance from elsewhere than our aunt that I mentioned earlier.

From the constituency councillor?

Not from the councillor or from anywhere, we just depend in God.

And when people receive the drought relief assistance, are you included?

Houses are registered to receive the drought relief, and this happens when we are at school, so we do not hear it .

Are able to tell me, in some detail, how life is for an orphan with all those added responsibilities, including schooling?

It is very difficult for me, because sometimes I take my books to go and study however in the course of my reading my thoughts jump from reading and I start asking myself about my siblings that are at home, things like how are they surviving at home, what are they eating, questioning things like 'for how long are we going to stay without an adult at home?' And sometimes when you hear others talking about what their parents have done or are going to do

brings me bad thoughts, and making me wish that I had parents too. And for me just thinking about the house, it is just too difficult. Sometimes when we go for out weekends and I take a book, I will come back without reading that book, because of household chores diving the time to do some work before returning back to school. The kind of life I live is a very difficult one. Because even the way we are, although I am saying we have an aunt who helps us, her assistance just borders on food, buying maize meal for us, that is all. But we find ourselves with toiletries – soap for bathing or washing – I will give an example of when I came to school here, when I was about to come to school I informed my aunt that I was going to school and I needed money for SDF and hostel fees. My aunt just gave me NAD300 – from which I took NAD260 it remained with NAD40, and from the NAD40 I took transport fare to school of NAD35 it remained only with NAD5. Meaning I did not get money to buy toiletries (talking to one self – oh the kind of life I live is saddening, because sometimes I can just be there be thinking and the next thing I start crying.

When you get to the level of crying, how does this impact your learning?

That is the main issue that can cause my failure, because if I decide to study and then I start thinking then it means that I will no longer concentrate on the books, the only thing I do is to think only, and from there I can start crying and from there my soul gets discouraged, and I start feeling sleepy, and by the time I get up I would not have read anything, and the time is up/there is no more time left to read.

What do you know about the Ministry of Gender Equality and Child Welfare?

No, up till now I did not get any knowledge about the Ministry of Gender.

Meaning even when you were below 18 years of age you did not receive assistance from the Ministry of Gender?

No.

*(**Advice from researcher**) Because your siblings at home are still young and can still benefit, especially if a teacher at their schools can help. Also added advice about the availability of social workers at the Ministry who can render counselling.*

Do you remember anything about your late parents?

Well, as for my late father I cannot remember much, because he left me as a small child, and he also spent much time in the southern areas of the country (uushimba). I did live with my late mother, and she passed on in 2011, and she has taught us about our family, even though the family is quite separated – majority of it is in Oukwanyama area and it is just us living in the UUkwaluudhi area. In that area it is just us, our aunt that I talked about earlier and one uncle, who has told us that he is not our uncle, and told us never to step foot at his house, although we have not done anything untoward at his house, so it is just our aunt, who also has her own house (children and grandchildren) to cater for, so she helps us up to where she can.

I admire your courage, that despite all the challenges you are facing, you are still encouraged to succeed at your schooling, it is commendable. Pass this same courage to your siblings.

Any questions?

That uncle of yours you mentioned, does he have a family of his own?

Yes, he has a wife and children.

HH/Cg/1
08/06/2015
15h00-16.00
English

PART A: BASIC CAREGIVER PARTICULARS

Region of Residence: Omusati Region

Constituency: Anamulenge Village: Omundjalala village

Sex Male

Age (How old are you?), choose a range

41-44,

EDUCATION STATUS OF CAREGIVER (What is your highest level of education?)
2. Secondary

ECONOMIC ACTIVITIES OF CAREGIVER (How do you earn a living?)
Self employed

PART B: Details of the Orphaned learner

Sex (Is the learner?): Male

Age (How old is the learner/When was s/he born? (Age/Year of birth: 1998

School attending (What school is he/she attending**?)**: David Sheehama SS (SC1)

Education Status (In what grade is the learner?) Grade: 11

Is this the grade s/he was supposed to be in? If not what happened?

No, he was supposed to have been in Grade 12 by now, but he repeated twice when he was attending school at Ondeka CS.

RELATIONSHIP OF CAREGIVER TO CHILD (How are you related to the orphaned learner?**)** He is my biological child

GROUP OF OVC (What type of orphan is this child?)

Single orphan

REASON FOR BEING OVC (Why is this child considered vulnerable? Does the child receive a grant from government?**)**

His mother passed away

PART C: Context Questions

17. If she/he is not your biological child, tell us what you know or can remember about her/his biological parent(s).

18. In some detail, tell us, the 'story' of how the orphaned learner came to live with you in this household? **(if caregiver is not the parent**)

19. **What plans have you put in place as succession planning? If you are no longer there, who will take care of the orphaned learner?**

HH/Cg/1

The plan I have put in place is that I am a married man, so when I am no longer there my wife will take care of Mike, she is acting as Mike's mother, and she will take over if I am not there, and she has been taking care of him since he was 7.

20. **Do you give the orphaned learner a chance to contribute to solutions meant to address her/his challenges at home? Explain your answer?**

HH/Cg 1

Yes, (explain) like, my wife and I we are Jehovah's Witnesses, and normally as Witnesses we try to live by Biblical principles, so if I am not there my wife has to act as the head of house and solve problems with the children, we do it through communication which is a better solution than ????

21. **What are the lived experiences of the orphaned learner? How is he/she managing to cope in life?**

HH/Cg/1

As you know children need both parents – father and mother – if one is not there you cannot really take someone who is not your biological mother or father, for example my son is even different in colour, so he cannot take my spouse as his mother, so knows his mother, when children are growing up they have a feeling of seeing their mother of

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some family member of his mother or father even though one parent is there.

22. **How do these lived experiences affect her/his schooling?**

HH/Cg/1

They will of course, for example sometimes, not always, when you try to provide some or when you try to discipline the child, sometimes because the mother or the father is not there, the child will say my father is too harsh or vice versa – you never know what is in the chiild's heart there is always a challenge.

PART D: School inclusion

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5. **Can you tell me about the orphaned learner's school situation (attendance, achievement/performance, support, etc.)?**

   HH/Cg/1

   His school attendance has been perfect, but what I notice is that he does not study at all, because he is more interested in repairing things (I am an Electrician) – repairing the radio, lights, etc after school. Normally I do not want to force him now as I used to do in the past, I leave him, because I see that the hobby that he is having will benefit him in future. He scored 23 points in Grade 10 to my surprise.

6. **How have the orphaned learner been supported by their school teachers?**
   HH/Cg/1
   The school teachers have been supportive, I remember even the school principal last year, and they even took him for extra lessons, he is not a boarder, but they make him stay for 3 weeks.

7. **Who pays for her/his school development fund or examination fees?**

   HH/Cg/1

   M*yself*

8. What does her/his school do when the orphaned learner is unable to pay prescribed fees or does not have the prescribed school uniforms? Has he ever been sent home for this?

PART E: Economic Circumstances and Impacts

5. **Can you describe, in some detail, your household's economic situation?**

HH/Cg/1

As I said I am self-employed, so my income just depends on these cars that people bring in for repairs. There are sometimes when we did not have nothing much, but starting last year, things have improved, now it is better starting last year when we build this house that is when things improved for the better ,but from 2008 to 2014 when I was paying high rentals there were times that it was bad.

6. **How is your household food security situation - shortages arising from a lack of money, etc.**

HH/Cg/1

For the moment no, it was, just like I said from 2007 to 2013 when I was paying rentals there were times when one did not even have money left to buy groceries and pay school fees and other things, but as for now I have little income since I build this place in the middle of 2013.

7. Does your household sometimes borrow foodstuffs? From whom?

8. **How does your household raise money to purchase clothes, school uniforms, and other such items needed by school going learners? Please explain.**

HH/Cg/1

This business is the one we rely on.

PART F: Emotional and Social Adjustment

3. **Does s/he have emotional stresses that would suggest problems with adjustment, such as sleeping problems, crying, fighting, poor performance in school, lack of interest in things that suggest stress and lack of adjustment?**

HH/Cg/1

As far as I remember one day, he has a half-brother who is 20 years old, and I remember he said that when he comes home, we are not calling him, but my plan was to let him stay and learn, so that he does go and study, father I do not get enough time to study, for him it looks

like we were isolating him. My own point of view was to get him enough time to study.

4. **Is the orphan accepted, (or not accepted) in your community? Explain your answer.**
HH/Cg/1
He feels not accepted sometimes, all what is see is that since's mother is a coloured, there are some people in this region who call him derogatory terms like 'kwankara', I don't know at school, but I know in town, there are people who come to this place, and remark like, 'ooh, this kakwankara' stays here, but not in the house, but we as Jehovah's Witnesses we do not discriminate people, we call ourselves brothers and sisters. Those are some of the terms which can make a child feel not accepted.

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PART G: Outside Assistance

Previous Assistance

4. **As far you can remember, has your household received any assistance from non-family member households in the community?**

HH/Cg/1
When we used to stay at the village, but now we are 1 km away from town.

5. **Has your household received any assistance from churches or any other faith based community organisations?**

HH/Cg/1
Yes, many a times we received clothing from our organisation, Jehovah's Witnesses. Like 2008 when the floods took place we received some blankets and clothing.

6. **Has your household received any assistance from any Government departments [Int: *such as a social worker, councillor, etc.*?]**

HH/Cg/1
No, the assistance we received was in 2003. That time ??

Needed Assistance

3. **Can you tell me what kind of support your household needs?**

   [Int: *Probe for foodstuffs, clothing, school fees, etc.*]

HH/Cg/1

As for now, I think it is support for Mike, not the whole house, like money to assist in high school, sometimes children go for tours and maybe sometimes I do not have money to pay for that

4. **Do you think assistance designed specifically for looking after OVC, would stigmatise households receiving it? If yes, how could this be avoided?**

HH/Cg/1

Yes, it depends; it depends, because orphans come in different levels, there are some families who look at it as an income, but in my family no I do not think that, some families like where I come from there are some houses where there are orphans receiving assistance, and others look at it with displeasure.

PART I: Standards of OVC service

Which of the following services does the orphaned child receive, and who provides the various services?

9. **Who ensures that the orphan child enrols, attends and progresses through school and has school materials, school uniforms, Fees (Education)?**

HH/Cg/1

Are you asking in general? Just me and my wife, sometimes I even help his grandmother, she is still alive and unemployed

10. **Does he/she receive counselling to cope with loss and trauma (Psychosocial support)? From who?**

HH/Cg/1

Oh yes, through Jehovah's Witnesses, even at home we have some readings specifically for that reason

11. **Does he/she receive enough food to ensure adequate nutrition (Food and Nutrition)? From who?**

HH/Cg/1

Sometimes, I used to buy food and tell him to take food to school, but he does not do it,

12. **Is the orphan protected from harm and abuse, and receive protection when threatened or abused or when in need of care (Protection)? From who?**

HH/Cg/1

Yes, he receives protection from me and my wife

13. **Does the orphan live in family settings that provide adequate supervision, shelter and material care (Shelter and Care)? Who ensures this?**

HH/Cg/1

Yes, at the moment he has his own room

14. **Does he/she receive the health services needed, including prevention and treatment of HIV (Health)? From where?**

HH/Cg/1

Yes

15. **Has your household received improved incomes to enable the orphan meet his/her basic needs (Economic strengthening)? From who?**

HH/Cg/1

No, nothing from the government, I went to the office, but he is not receiving anything, because of his papers, they just turned me around.

16. **Has the orphan been trained in anti-stigma and discrimination measures (Legal Services)? By who?**

HH/Cg/1

To cope with yes, and also our organisation gives that type of training

Which of these 3 essential services (*education, psychosocial support, stigma and discrimination, food and nutrition, shelter and care, health and economic strengthening*) do you consider the top priority services needed by orphans right now? Why?

HH/Cg/1
Education (since I am self-employed, if anything happen, some of my family members may give him food, however he may not receive education

Stigma and discrimination (so that non-orphans also understand and accept them)
Economic strengthening is also very important

HH/Cg/1
The respondent has been enthusiastic, and seemed comfortable with rthe interview process, although he did not necessarily understand the OVC policies, he knew what the needs of OVCs are.

HH-CG-06

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PART A: BASIC CAREGIVER PARTICULARS

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Region of Residence: *Omusati Region*
Constituency: *Outapi*

Village: *Onanime*

Sex: *Female*
Age (How old are you?), choose a range

55-60

EDUCATION STATUS OF CAREGIVER (What is your highest level of education?)
Primary education, Std 6

ECONOMIC ACTIVITIES OF CAREGIVER (How do you earn a living?)
I sell these vetkoekies, it is these vetkoekies I sell to educate my children, unfortunately none of them receive any monetary support.

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PART B: Details of the Orphaned learner

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Sex (Is the learner?) : *Female*
Age (How old is the learner/When was s/he born? (Age/Year of birt):*1994*
School attending (What school is he/she attending**?)**: St. Charles Luanga

(SC2)

Education Status (In what grade is the learner?) (Grade): *Grade 11*

Is this the grade s/he was supposed to be in? If not what happened?

She repeated twice in grade 10, she wrote through NAMCOL and succeeded

RELATIONSHIP OF CAREGIVER TO CHILD (How are you related to the orphaned learner?**):** *She is my biological child*
GROUP OF OVC (What type of orphan is this child?): *She has lost her father*

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PART C: Context Questions

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23. If she/he is not your biological child, tell us what you know or can remember about her/his biological parent(s).
24. In some detail, tell us, the 'story' of how the orphaned learner came to live with you in this household? **(if caregiver is not the parent**)

25. **What plans have you put in place as succession planning? If you are no longer there, who will take care of the orphaned learner?**
If I am not there, there is her elder sister, but she also survives through selling just like me, part of the family is in Eenhana, but they have no link with them since they lost their father

26. **Do you give the orphaned learner a chance to contribute to solutions meant to address her/his challenges at home? Explain your answer?**

   Yes, she gets a chance to talk

27. **How many of those are (Male…………) (Female: …………)**

   The household consists of 11 individuals, 2 males, 9 females; my children and grandchildren

28. **What are the lived experiences of the orphaned learner? How is he/she managing to cope in life?**
   I feel her life is just good, and even studying, she is doing it well, the difficulty that comes by is that the child must be harbouring misgivings because she will not have her needs met, like the others.

29. **How do these lived experiences affect her/his schooling?**

   Their father passed on in 1998, when she last born was very young, meaning that even remembering him will be weak, that she may have accepted what she has found there.
   Her current life now has made her life difficult, because I believe that that is not where she was supposed to be in her education, and even what I see now is not what I had expected.

PART D: School inclusion

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9. **Can you tell me about the orphaned learner's school situation (attendance, achievement/performance, support, etc.)?**
   I have never heard her saying anything about this, nothing about being in a counseling program.

10. **How have the orphaned learner been supported by their school teachers?**
   It is just teaching they receive from their teachers, nothing further.
   No, she says nothing about being ill-treated by their fellow learners, they are fine

11. **Who pays for her/his school development fund or examination fees?**

   That past year I am the one who has been paying for her fees and examination fees, selling and paying for her. The time she did NAMCOL, she went to look for domestic work and paid for her own studies

(Does she have a birth certificate or why did she not get assistance   during those years when she was young?)
The reason she did not get assistance is because after her father's passing, she went to be brought up by an aunt in Engela, and I gave my ID and her late father's death certificate so that her aunt could secure her national documentations, somehow she did not do it and kept telling people that the child is a foreigner even though she and her father are siblings. After the child had grown I went there to visit and also collect my personal documentation, her aunt told me that she and the niece are not seeing eye to eye, so I came back with her, and when I went to Home Affairs in Outapi they asked me to go and collect a letter from Engela where she started grade 1, I got it for them, the second time they told me that I do not have the new ID, I should go and collect it before she can get her documents. The delay to get the church documentation caught up with me, since I was attending to her sibling who has been ill for 20 years, and up to now I just have the old ID, and so my child did not get her documentation yet which is making her life difficult.

12. **What does her/his school do when the orphaned learner is unable to pay prescribed fees or does not have the prescribed school uniforms? Has he ever been sent home for this**?

They are not sent home, but I was called here before, and the teachers here told me to go and find means to get the school uniform, she stayed in school until we found it.

PART E: Economic Circumstances and Impacts

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9. **Can you describe, in some detail, your household's economic situation?**

I will say my house survives with difficulty. Ever since my husband passed on, I have just been selling, and that is how I and my children survived up till now. They were left 7 of them and are still all there, I did not get support from anywhere. I did not receive anything from my late husband's estate to support his children – during his passing the family took everything, even though he was employed, and I just remained in the homestead with my children, and I started selling (vetkoekies) and that is how we survived.

10. **How is your household food security situation - shortages arising from a lack of money, etc.**
We just work in the mahangu field, and we sell, and buy a bag of maize meal to supplement.

11. **Does your household sometimes borrow foodstuffs? From whom?**

Not at all.

12. **How does your household raise money to purchase clothes, school uniforms, and other such items needed by school going learners? Please explain.**
I just sell, and if I see that there is still foodstuff, I save that money, and if I see that someone does not have a school uniform, I use that savings to go and buy the uniform that is needed.

PART F: Emotional and Social Adjustment

5. **Does s/he have emotional stresses that would suggest problems with adjustment, such as sleeping problems, crying, fighting, poor performance in school, lack of interest in things that suggest stress and lack of adjustment?**

Not really, but to stay in the house she does not have a habit of provoking others, but if she is provoked there are times that she cries, but she will not reveal in time why she is crying, you just see her crying. Well, from the school's side I have not heard of it yet, I have never been invited to the school with regards to her misdemeanors. Only her elder sister does talk to her regarding life's issues.

6. **Is the orphan accepted, (or not accepted) in your community? Explain your answer.**

There is peace towards us in the community; the only peace that does not prevail is from her father's side, because they care less about the children (their father worked at a mine in Tsumeb, but the family took all documentations from the mine including our marriage documentations because we were married through a civil, as well as the church, and I did not approach any office to relate what happened.

PART G: Outside Assistance

Previous Assistance

7. **As far you can remember, has your household received any assistance from non-family member households in the community?**
No at all

8. **Has your household received any assistance from churches or any other faith based community organisations?**
Only one of children received a uniform from CAA

9. **Has your household received any assistance from any Government departments [Int:** *such as a social worker, councillor, etc.***?]**

No, though we get registered for drought, you hear that the food was at someone's homestead where to go and collect it, but when you have to collect it, you are told long stories, and so many times we also do not receive these foods.

Needed Assistance

5. **Can you tell me what kind of support your household needs? [Int:** *Probe for foodstuffs, clothing, school fees, etc.* **]**

Support to education/schooling is needed; food is needed, as well as school uniform, because my only survival is when I sell something.

6. **Do you think assistance designed specifically for looking after OVC, would stigmatise households receiving it? If yes, how could this be avoided?**

I believe that they will not feel bad, because they also see that we are living in poverty.

PART I: Standards of OVC service

Which of the following services does the orphaned child receive, and who provides the various services?

17. **Who ensures that the orphan child enrols, attends and progresses through school and has school materials, school uniforms, Fees (Education)?**

It is just me who is responsible for her education

18. **Does he/she receive counselling to cope with loss and trauma (Psychosocial support)? From who?**

Not really, she has not received counselling

19. **Does he/she receive enough food to ensure adequate nutrition (Food and Nutrition)? From who?**

(Mmmmhhhhh), it is just our pap and oshikundu she gets to eat, there is no sufficient food as such; the most important thing is that she is eating.

20. **Is the orphan protected from harm and abuse, and receive protection when threatened or abused or when in need of care (Protection)? From who?**

Yes, she is protected

21. **Does the orphan live in family settings that provide adequate supervision, shelter and material care (Shelter and Care)? Who ensures this?**
It is from me, their mother.

22. **Does he/she receive the health services needed, including prevention and treatment of HIV (Health)? From where?**
Yes, they visit the Omahenene Clinic for health services, even if they have no money they get treated, however they are told that they need to bring the necessary funds within 3 days.

23. **Has your household received improved incomes to enable the orphan meet his/her basic needs (Economic strengthening)? From who?**
No, not at all.

24. **Has the orphan been trained in anti-stigma and discrimination measures (Legal Services)? By who?**
No, not at all.

Which of these 3 essential services (*education, psychosocial support, stigma and discrimination, food and nutrition, shelter and care, health and economic strengthening*) do you consider the top priority services needed by orphans right now? Why?

Education support – if you are not educated you will struggle to survive.
Hunger – if there is hunger too, one will not be able to concentrate
Counselling/Encouragement – if one does not receive advice from elsewhere one cannot move forward at all.
Do they eat from the school feeding program in the school?
Yes, they say they eat the porridge provided at school.

SC2-Aut-06 (interview conducted in English on 19th June 2015)

PART A: BASIC PARTICULARS OF SCHOOL RESPODENT

Sex
Male
Age, (How old are you?**), Choose a range**

35-40 years

Education Level (Specify the highest educational Level attained)
College/University

School currently working at:

St. Charles Luanga (SC2)

Teaching experience in years 11-15 Years

PART B: Context Questions

30. What is your School Role (with regard to OVC interactions): (*Choose the appropriate one from the list*)
Acting School Principal
31. For how long have you been serving in this role? 1-5, 6-10, 11-15, 16+Years,

I have served in that role for exactly a month now, because the position is being rotated among teachers in the school. (**Less than 1 year**).

32. What motivates you to work with or support orphaned learners in school?
What motivates me at our school is obvious; a mini survey was conducted at our school by the LS teacher, which found that more than half of our learners are OVC. And the learners are from time to time at the Principal's office collecting or collecting different forms concerning their grants. So one gets motivated to work with these learners who are many and vulnerable, because if they are not assisted their vulnerability affects their education, a lot of times you see a learner without a uniform or you will find that some do not have school shoes and when you enquire further you will find out that that learner is an orphan.

33. Have you ever been trained for this responsibility?

I am a trained School Councillor as well, so I have attended several workshops and I have 2 certificates for it – one is for teacher counselling and the other is for learner counselling, it is only that I am involved in the school leadership now that I cannot perform the role of counselling, but normally we invite caregivers with the affected learners to find out what is going on.

34. How many orphaned learners are there in your school?

35. In your opinion, what are the lived experiences of orphaned learners?

From my observation of orphaned learners, it is their vulnerability that is greatly telling, even during this winter you find some of them not wearing a jersey, some do not look neat, and some become weak when they are hungry, in most cases they are just quiet (reserved), they might not be having friends or something like that and most of the times most of these learners cannot concentrate or pass well. These are some of the ways you can tell.

However we do have few of the orphaned learners who are taken better of, and unless you ask otherwise you will never know. As we are busy with that question I recall that there are some of the orphaned learners who have come to the office to complain about the misuse of their grants by their caregivers. And you may find some of the learners receiving the grant who have no uniform, and in that case we invite the caregiver to school and advise them to put the money to good use. We even have cases where a caregiver has to be changed.

36. How do these lived experiences affect orphaned learners' schooling, such as academic performance?

As I alluded to earlier, their academic performances can be affected as they are not taken good care of, they tend to be late comers, when they arrive in school, most lessons would have started, they lack concentration as reported by their teachers, where they are teaching and the learners can simply just not concentrate, they are antisocial and this means that they do not learn from others, it is only what they learn themselves, you also find out that those learners lack basic learning materials like calculators, pen or note book. Normally, we provide them with sheets of paper that the government is providing, and that whole thing really affects their academic progress.

37. Please, explain how your school supports orphaned learners to offset these?

Maybe it is also the right time to inform you that our school as a secondary school phase grade 8-12, and it does not qualify for this school feeding program, but what we did is to write a strong motivation letter to the regional level providing figures and the condition of the learners, that is why you see now that the soft porridge is provided every day to the learners who are interested.

PART C: School inclusion

44. How does your school identify orphaned learners needing additional help?

Lucky enough that the school is having a Life Skill teacher, who is purely responsible to identify such learners, to conduct interviews to determine the severity of their situations. Now, with the help of the LS teacher such learners are identified and the LS teacher together with the Patron talks to such learners to encourage them to study hard.

45. **For orphans attending this school, do they achieve in school about the same level as other children, or do they have unique performance challenges?**
Honestly speaking, we have not really analysed their results to that extent, and it is not obvious that orphaned learners perform poorly.

46. **To what extent would you say your school has responded to the orphan situation?**
Of course I mentioned earlier that we managed to apply for the school feeding programme, and that is about it.

47. **How do teachers usually treat orphaned learners in your school? Why do you say that?**
The other teachers get involved when it becomes obvious that one learner is not doing well or after realising a shortcoming from that learner such as being a habitual late comer, fails tests, or dodging classes, those habits are the ones that trigger other teachers to get involved. Usually, they talk to the learner first, but when they realise that there is a fundamental problem then they bring the learner to the office, because it is explained to the teachers that if a teacher is unable to deal with a learner, they should refer them to the LS teacher or the office.

48. **How do fellow learners treat orphaned learners in your school?**

Luckily enough no problems among learners have been registered in the school, not where other learners are shouting, or bullying others just because they are orphans. If it is happening it has not yet been brought to the attention of the office. I can only remember those years before when the former Principal had an issue where learners fought and it came out clear that one of the learners was taunting an orphaned learners that they now had more uniforms because of the grant that they are receiving, etc, though the caregivers are trying very hard to get things for the orphaned learner.

49. **What resources are required, that are not presently available, to help your school better cope with the orphans' situation? [Int: *This refers to a variety of resources, including training needs, human resources, counselling skills, etc.*]**
Currently, the LS teacher is with us, I really do not know the difference between a LS teacher and a School counsellor, what we have here is a LS teacher, but is not really in that position of counselling, she is not a professional counsellor, of course she can deal with such things like talking to the learners and parents, but sometimes we do have severe

cases that really need counselling, but maybe what we need here is for our LS teacher to be further trained in advanced counselling, if maybe it is not possible to get a school counsellor. (***But is one teacher enough for almost 500 learners?***). That is the case, because I am the one who program the timetable and I realise that the lady is heavily overloaded, she teaches LS to all the 18 classes, and apart from these lessons she has to meet with learners and parents they are always around her because they need help, it was even discussed one day in a meeting that she needs support, if not an additional school counsellor, the LS teachers need to be 2 so that they can help each other out, and give attention to the learners and parents.

50. **In your opinion, what are the major factors affecting the enrolment and completion of school by orphaned learners?**

   Like at our school being without a boarding facility, we have a problem with learners from faraway places, they have no choice but to rent places around here, and we have cases where some can no longer afford the rental costs, we have cases where some of their foods got finished, and now we give the left over from the school feeding program to them, and once we even gave the surplus of the food from the tournament to the learners who are renting, those are some of the problems, last year for example, we had almost half of our grade 12 learners who could not settle their SDF. Such learners cannot pay their school fund, and that is a problem, some such learners, especially those renting in the flats, sometimes do have money to even go back home for the weekends

   (***Are there plans to construct a boarding facility?).*** We conducted a meeting with parents of learners, who are coming from far, and an agreement was reached that the school could erect corrugated iron sheds inside the school yard, for the learners to stay in those ones, even for their protection, The parents were to contribute a certain amount of money but this could not materialise because parents could not turn up again, because the idea was such that the learners who are coming they will rent, and then their parents will be refunded, But then maybe they did not like the idea or something. Plus, another thing that happened is that a team of surveyors came from the Directortate of Education office, and discouraged that soon the school will be a boarding school, so if we rect sheds in placed where they will build an administration block, so now we are also afraid to put up any structures, because we do not know when they are coming.

51. What initiatives has your school taken to enhance the academic performance of orphaned leaners?

52. **Are there orphaned children who have ceased to attend school because of problems with affordability of fees? school uniforms?**

If yes, what has been done, if anything, to overcome this challenge?
No learner stops attending school because of lack of SDF or uniform, because we are aware of that policy directive; however what happens is that the parents and caregivers are coming to school asking for their children to be transferred to another school, even yesterday, I had a case of a parent who wanted a learner to be transferred because she who was looking after the child has been transferred to work elsewhere, and they are trying to find schools with hostels.

53. Are there orphaned children who have ceased to attend school because of problems of acceptability by the other learners? If yes, what did the school do about it?

54. **What strategies are in place in your school to increase access to schooling for orphaned learners?**
 The strategies in place is only the government policy, which is very clear on OVC, that such learners have to be identified, and that they have to be talked to, and depending on their vulnerability, then their parents will be invited into the school, and we talk to the parents, and when parents are aware that the school knows those learners that they will not be forced to pay the SDF. And there are several of them who are exempted through writing a letter to the constituency councillor, and other offices, and then this learner will end up being exempted from paying the SDF. So that whole procedure is trying to keep the learners in the school till they complete without teachers asking them where the SDF is all the time, because it is already clear that they are exempted.

55. What strategies are in place in your school to retain orphaned learners in school once enrolled and ensure completion of their secondary education?

56. How does your school monitor the welfare of the orphaned learners during the course of the year?

57. **How equitable and inclusive are extra-curricular and social activities, such as school tours and matric farewells? How does the school ensure orphaned learners participate in such activities, particularly if they require extra funding which they might not have?**
We do try to give opportunities to all, like last year we had a learner who performed very well, but then she had not applied to institutions for financial assistance so we assist our learners with financial assistance for registration. On the social front, we received a club from David Sheehama SS, and the children Movement club is joined by learners,

who have 75%, and we already see the change in attitude of the learners that are members, they are bold. I have been informed that next term they will go to Windhoek, and 2 of those from our school are vulnerable children, so I believe that they will enjoy themselves.

58. **In your opinion, do orphans get a chance to contribute to solutions meant to address their challenges at school? Explain your answer?**
This has just been realised now with the children Movement club, because the whole idea is to create awareness of children's rights, so the club is responsible to share with other learners.

59. **Has your school formed local (community) support to enable the inclusion of orphaned learners? (*e.g. resource centres, supportive teachers or management team, supportive caregivers, social services, etc*?)**
. I will admit that nothing has been formed with the surrounding community, the CM Club serves that purpose, however it was just started.

60. **What are the hopes and aspirations of majority of orphaned learners?**

The regional coordinator wants to come with successful orphaned learners which we have in the region and makes good use of them. Those orphaned learners who had tough beginnings, to come and talk to the others in schools to motivate them on how they managed in their situations. And I believe this will inspire our learners.

PART D: Economic Impacts on school

(Principal and School Board)

61. **Has the economic situation of your school worsened due to shortages arising from not receiving enough/adequate SDF, etc [*given the presence of orphaned learners who are sometimes unable to pay the SDF*]**
I will say the economic situation of the school changed notably, but not so much as a result of some learners not contributing their SDF. At the end of each year we set up a budget, and we budget for some of the learners who will not be able to pay for their SDF the next year. Then we will find out that so many learners are not able to pay for their SDF So important things like printing machines will end up not being bought. But sometimes learners and their caregivers know that nothing will be done even if they do not pay their SDF, so you will find that the next year that some learners have gone into a habit of not paying their SDF, because they know that they can still go to school and sit for their exams without paying the SDF. But the economic situation of the school is not worsened by learners who are not paying their SDF.

62. Have there been any situations where school development funds of orphaned learners been exempted? [*Is there documentation in this regard*?]

63. What are the financial implications for your school for exempting (SDF or examination) fees for orphaned learners?

64. Does your school send orphaned learners who are unable to pay SDF or examination registration fees home until they are able to settle them?

65. Has specific provision been made for orphan households with regard to financial demands from schooling, such as payment in kind, for instance?
Very much and the payment in-kind is explained to the caregivers of all learners, the unemployed, we had a case of a goat which was brought here by a parent and the goat was auctioned to the highest bidder and after the SDF was taken out, the rest of the money was given to the parent.

66. Has your school's ability to purchase other school related items been affected presently as a result of not getting enough SDF?

67. Does your school do fundraising events, such as raffle draws, holding braais or renting out the school hall to raise additional funds?
Yes, we do fundraising, not long ago we had a very successful bazaar where the parents donate things to the school, and the school sells these to raise money, the community comes to support, but all the money raised is for the school. We also hold tournaments which are meant to raise funds for the school, because apart from the sports we also slaughter 2 goats and it is only the school is allowed to sell at the sports field, we also have a tuckshop at school, and that is how we are able to hold up with learners who are not able to pay their SDF.

PART E: Emotional and Social Adjustment

68. In your opinion, do orphaned learners adjust well to school circumstances, or are they facing adjustment problems?
These learners are just good; they rarely have problems when they are at school, they feel at home when they are school. The only problem is at home, not really at school unless the problem starts at home, like they are hungry or a learner is late, but when they are at school they are usually happy. So one can even say that it is an advantage that they are coming to school, if they were not coming to school they would not find a happy place, these learners are good so we do not see them as

being alienated to school, they rarely feel they are not home, to they are not part of others.

69. **Explain the level of behaviour of orphaned learners? Have you noticed orphaned learners in your school exhibiting emotional upheavals such as crying, fighting, poor performance in school, lack of interest in things, involvement in crime, consistent illnesses that suggest stress and lack of adjustment? [*Those are emotional stresses that would suggest problems with adjustment*].**
Not really, but with orphaned learners, their only problem has to do with punctuality, that is ever reported to the office. Some of these learners are actually the adults or heads of their households. So they have to prepare others just before they come to school and you know how tough it can be to lead a household so we know some of them who have reported to the office, and we have even exempted some of them from attending study, because we feel we cannot keep someone who has so much responsibility till 4p.m when they come from that far. I actually have a list of those that are exempted (*But are they encouraged to study at some stage also, because otherwise they will be losing out on their study time*), Yes, yes and there are even some who have opted to be studying instead of going home, they feel that they can only study at school, because when they go home they will not get a chance to study. I do talk to their parents also before granting them time off from study.

70. **Do any organisations visit orphaned learners at your school to provide emotional support or psycho-social support services in the form of counselling? Yes/No [*Specify, these could include churches, companies, etc*]. If yes, what forms does it take?**
No, apart from the Child Movement club that I mentioned earlier, no other outside organisation visits orphaned learners to render them with emotional support or counselling. But perhaps now that we have the club we can organise and see whether they can organise one of them to come and visit the orphaned learners at our school.

71. **Describe the status of HIV/AIDS education, curriculum based, as well as additional wider programmes interventions (such as MFMC) targeted to the wider school group in this school?**
Yes, only this year, I do not know why, but last year My Future is my Choice was at school, and within it issues pertaining to HIV are spoken. I am a NAMCOL Tutor, and there it is compulsory that one uses the first 5 minutes to discuss issues of HIV before one delves into the subject of the day.

72. **What sort of school-based programmes are going on in this school, if any, to help orphaned learners cope emotionally?**

Across the curriculum, from grade 8 to 12 not only in Life Skills, but in Life Science also and most other subjects just integrate HIV so when it comes to HIV awareness, learners are really aware of HIV.issues.

73. **Have health authorities, social workers, or others worked with your school to specifically deal with the needs of teachers (school management) to better serve the needs of orphaned learners in schools?**

Not at all, no health or social workers visit the school to see to the needs of teachers. We can really appreciate if that can be done, because as I mentioned, the majority of the teachers were not trained in counselling or how to deal with the needs of orphaned learners. It only came to my attention that those teachers who were trained in Zimbabwe it is compulsory to be trained in the basics, and it is better than us who were trained in Namibia.

PART F: Outside Assistance

74. **Do orphans in your school receive any external support, [*e.g. from CBOs NGOs or churches?*] If yes, explain what kind of support it is?**

Not at all, the only support we receive is that from the Ministry, the

food that is cooked for the learners. But perhaps it should be our task

to look for such support for our learners.

75. **Has the school compiled any databases or registers of organisations in the region or at national level that provide services to orphans and their caregiving households? Are you planning to contact them for help?**

Although we are aware of some organisations such as the Namibia Red Cross Society and RACE, I will admit that we have not compiled a database. Perhaps we could task the LS teacher to see to this project so that learners at our school can benefit from some of these organisations.

76. **In your opinion do you think there is effective communication of national policies in the area of OVC support to local levels, such as schools?**

Very much, the policies we have it, the Ministry is really doing its work to provide the ground on how to treat such learners in school. They make it clear, and they conduct an annual census to know how many such learners are found in a specific school, how are they being supported, so the Principal report of every term is having such information from the school. The policies come from the region, due to resources sometimes if the document is too thick, maybe copies cannot be made, but it has to be explained very well to the teachers during a meeting. But last year we found ourselves having to explain a policy to the learners – the Learner pregnancy policy, because it is really getting

worse, so we had to make copies and give it to the learners in groups and through this they get first-hand information.

77. **Can you name some of these national policies that government has put in place to address the needs of OVC that you are aware of?**
Perhaps that is what we should do with other policies also like OVC – perhaps we should stop classifying learners as orphaned children rather than the OVC. **The acting Principal is not aware of the Inclusive policy.**

78. **What initiatives, if any, currently exist or are planned at school level to empower communities to deal with the emergent orphan situation?**
The community responded in only one way, when we applied for the school feeding, we talked to them nicely, the cooks come from the community and they provide fire wood also and come and cook for free.

79. **What training has been provided for teachers of your school as part of overall capacity development in relation to inclusion in schools?**
Like I mentioned earlier, at school level no training for teachers was done, one would just be lucky to receive the training from institutions where we were trained, but at school level nothing really I cannot remember any, but only the LS teacher usually goes for workshops and trainings of how to deal with issues of OVC at school, perhaps it is because now there is the LS teacher.

80. Overall, what resources does your school need to effectively serve needy orphaned learners, as well as their caregiving households?

81. **Does your school have links with the constituency councilor; can you give details of your school's interactions with the councilor?**
Not at all, we do not have links with the constituency councillor, only once in my experience can I recall when the councillor came to give a motivation speech, may be in 2011, from then all these years we have not seen him at the school so there is no strong relationship between our school and the office of the councillor. Although this year, I delegated a teacher to arrange an appointment with the councillor to come in to talk to our grade 10s and 12s,

82. **Are orphaned learners in your school aware of grants to families who care for orphans?**

Yes, I will say the majority are aware of grants for OVC, although we have cases of where learners have reported that their money is not being put to good use, and we are aware of who is receiving the grant, but some learners are even abusing the situation and even though the caregivers are using the money properly, but they want the money themselves and they think that money should work for them alone, because it is theirs.

83. **In your opinion, are those grants reaching OVCs that are entitled to them? If not why is that?**
For those caregivers who do make good use of the money the school refuse to sign the verification letters, as a result now many OVC are taken better care of.

PART G: Closing Questions

84. **Are you aware of Standards to improve service delivery to OVC? Yes or No**

85. **Which of these 3 standards (i.e. *education, psychosocial support, stigma and discrimination, food and nutrition, shelter and care, health and economic strengthening*) do you consider to be top priority of services for an orphaned learner? Why?**
I will prioritise food first, because the government should provide food, shelter even now that it is cold like this and a learner is sleeping in the traditional wooden structures without proper beddings. Health should also be accessible for OVC to be able to buy medications they need.

86. **Do you have any other comments or suggestions before we close?**

With regard to OVC in general I would recommend on the expansion on schools like that in the Kavango region, the GRN is taking absolute care of the leaners, perhaps in each region with time it will be good, and it will assist. That school already produced 5 best learners at the national level. Even a learner from Omusati who was accepted there now looks very different which could not have neen the case if she did not go to that school.