**ACCESS TO EDUCATIONAL SUPPORT FOR ORPHANED LEARNERS IN THREE SELECTED SECONDARY SCHOOLS IN LUSAKA.**

**By**

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**A dissertation submitted to the University of Zambia in partial fulfilment of the Requirements for the Award of Master of Education in Civic Education.**

**University of Zambia**

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# DECLARATION

I, melody ziile, do hereby declare that this piece of work is my own, and that all the work of other persons has been duly acknowledged, and that this work has not been previously presented at this university and indeed other universities for similar purposes.

Signature (candidate) ………………………………… Date ………………………......................

# APPROVAL

This dissertation of **Ziile Melody** has been approved as partial fulfilment of the requirements for

the award of the degree of Master of Education in Civic Education.

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**Chairperson Board of Examiners…….Signature………………………Date……..………**

**Supervisor:……………………….…..Signature………………………Date……..……..**

# DEDICATION

This work is dedicated to my late parents Eunice Malungo and Bernard Ziile, my beloved aunt Emeldah Malungo and prof Malungo, who has been a constant source of support and encouragement during the challenges of school and life. I am truly thankful for having you in my life. This work is also dedicated to my Brothers and sisters, who have always loved me unconditionally and whose good examples have taught me to work hard for the things that I aspire to achieve. I also dedicate this dissertation to my many friends who have supported me throughout the process. I will always appreciate all they have done.

# ABSTRACT

This study explored access to educational support for orphaned learners in three selected secondary schools in Lusaka district. The study was based on three objectives. (i) To describe the awareness of the rights on Educational support by the orphans in three selected secondary schools in Lusaka District (ii) To explore challenges faced by orphans' in accessing educational support in three selected secondary schools in Lusaka District and (iii) To highlight strategies that should be put in place in order to allow them have access to educational support in three selected secondary schools in Lusaka District.

A qualitative descriptive research design was employed in this study underpinned by constructivism. Participants included 9 teachers and 15 pupils. Data was gathered by semi-structured interviews and Focus Group Discussion. The study reported that very few learners were knowledgeable about the support system existing for them as orphans. Some teachers were aware of the educational support given to orphans but they were not sure if there was a policy or rights in Zambia supporting such rights. The study revealed that orphans faced a lot of challenges in accessing the educational support. The key challenges faced included lack of sponsorship, social stigma and corruption in sponsorship awards.

In view of the challenges being faced by the orphans, the study highlighted possible strategies to ensure that the orphans have access to education, these included, increased financial support system, enhancing collaboration among stakeholders, empowering orphans with diverse skills, and motivation ventures for well performing orphans. The study recommended that there is need to formulate a deliberate policy by the Ministry of Sports, Youth and Child Development that should look into the affairs of orphans in society. Further, there is need for the relevant authority to coordinate other organizations that look into the plight of orphans to come on board for support.

**Key words**: **Orphans, Education, Support,** A**ccess. Lusaka, Zambia**

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# ACRONYMS

**HR**      Human rights

**DEBS**    District Education Board Secretary

**OVC**     Orphans and Vulnerable Children.

**NCP**      National Child Policy

**CRC**     Convention on Rights of the Child

**UDHR**    Universal Declaration of Human Rights

# INTRODUCTION

## 1.0 Overview

This chapter focuses on the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions and significance of the study. Furthermore, it covers the theoretical framework, delimitation of the study and operational definition of terms that were used in this study.

## 1.1 Background to the study

Education is an important and fundamental right affirmed under international and regional human rights documents (Bernard, 1999).  This is supplemental by domestic legal and policy instruments (Bessant and Watts, 2002). For instance, in countries such as Kenya, there is a domestication of international law in view of section 2 (5) and (6) of the Constitution (Coombe, 2002). Having ratified international human right instruments, Kenya has an obligation to ensure compliance with its provisions. In this regard, Zambia is also committed to ensuring the right to education and must see to it that all regardless of their status or disposition have access to quality and relevant education (MOE, 1996).

The right to education is a very important right and key component of a child's survival, protection and development because it promotes individual freedom, enables individuals to participate in democratic processes and empowers the marginalized to participate in development activities (Coombe, 2002). The international human rights law encapsulated in, among others, the Universal Declaration of Human Rights (UDHR), International Covenant on Social, Economic and Cultural Rights (ICESCR), the United Nations Convention on Rights of the Child (CRC), the African charter on the Rights and welfare of the child and Convention on Elimination of All forms of

Discrimination Against Women (CEDAW), the united nations maintains that states have an obligation to promote, fulfil and protect the right to education. Zambia has signed two Children Rights declarations: The UN Convention on the Rights of the Child (CRC) of 1995 defines a child as a human being below the age of eighteen years and placed a comprehensive treaty on children's rights which covers the 4 universal principles enjoyed by every child.

**Best interest of a child** - all actions concerning the child shall be in his or her own interest. This remains a powerful tool to the OVC if their rights are to be heard and participation is guaranteed.

- **The child's right to survival and development** - every child has a right to life. The state has the obligation to see to the child's survival and development.

- **The right to participation and to be heard**. - Children have the right to be involved in decisions affecting them.

- **Non-discrimination** - all rights apply to children without exception. It is the State's obligation to protect children from any form of discrimination and to take action to promote their rights.

Zambia is not only a signatory to all these human rights instruments but has gone further to integrate international law through its novel constitutional dispensation which came into force in 2010. The national child policy who's vision is to have a society where children survive, thrive and reach their full potential, states that child rights should be enforced in order to safeguard and uphold their well-being NCP ( 2015).

The national policy document of 1996 – Educating Our Future (MOE 1996) recognises the basic right of every Zambian to good quality education. The document emphasises the importance of developing basic education.

According to the Strategic Plan of the Ministry of Education (2007) "education is a basic human right for each individual in society, though the type of education and the quality of education that is referred to in this statement is still not very clear. The Ministry tries to solve the problem of access to education by introducing different initiatives like the 2002 free basic education policy which allows children to have access to free education from Grade 1 to 7.

Further the Zambian government through the Ministry of Community Development and Social Services (MCDSS, 1998) has placed Education, Child and Youth development under the theme Human Resources Development, and has identified the need to: increase access to education, improve the quality of learning, provide education and skills training, build and maintain school infrastructure, provide adequate instructional materials, increase the number and quality of trained teachers in schools and vocational and non-vocational institutions, improve the health and nutrition of school pupils, this is according to The National Poverty Reduction Action Plan ( 2000-2004).

With regard to the Orphaned and Vulnerable Children (OVCs). The Zambia Development social welfare service provided a number of public welfare assistance schemes ( PWAS) one of them is the capacity building and inspection of child-care facilities which looks at the welfare of the children by providing guidelines to NGOs and individuals permitted to operate children's homes. The Department also provides small grants to some of the homes. These grants being offered are used to support the orphaned children in teams buying school needs and food. These homes provide care to children in need of care, (orphaned, abandoned or children whose parents or guardians are unfit to look after them). Government policy however, encourages community participation in the

care of such children. Institutional care viewed as a measure of last resort. The Department does not run child care institutions, but net-works with and NGOs.

The Department of Social Welfare addresses the proliferation of children's homes, regulates, service delivery and provide guidelines to all child-care service providers for better, effective and quality service provision in line with national obligations to Orphans and Vulnerable Children (OVC) as enshrined in international conventions, national policies and laws. In addition the Department also provides guidance, capacity building of child care providers and sensitization of local communities in recognizing the needs of OVC and making the services meet acceptable standards. The social welfare ensures that they provide the proper guidance needed for the orphans and vulnerable children in order for them to have better access to educational support.

A child who has access to quality schooling has a better chance in life and knows how to read and write and do basic arithmetic has a solid foundation for continued learning throughout life (USAID and CRS, 2008). USAID and CRS maintain that school attendance helps children affected by trauma to regain a sense of normalcy and to recover from the psychosocial impact of their experiences and disruptive lives. They further observe that education benefits individuals and the whole nation as a major instrument for social and economic development (USAID and CRS, 2008).

The CSO (2013-14) Zambia Demographic survey shows that 11.3 % of the children in Zambia have lost one or both parents, while 78.5% of the double orphans compared to 90.1% of the non – orphans were attending school at the time of the survey. Orphans are less likely not to complete secondary education (Desmond, 2001) as they are pulled out of school to care for an ailing family member or due to lack of material needs such as stationery and school uniform (Togom, 2009).

Those who live with non-parent guardians may face violations of property rights, labor exploitation, sexual harassment, abuse and violence (UNAIDS & WHO, 2003) which may hamper performance in school. Education has been a worldwide solution to, national development and Educational systems are constantly being developed and expanded. Still, equal educational opportunities are not available for all. While this may be an ideal situation for all children to have quality education, the case may be different for orphans and vulnerable children (OVC) due to the challenges they go through on a daily basis.

Therefore, the current study seeks to investigate access to educational support for orphaned learners in three selected secondary schools in Lusaka District. The study focused on the Grade 10 orphaned learners and the Table Below shows the number of Grade 10 orphans at national level and district level. However, this study was interested in assessing the educational support provided to the orphaned learners in Lusaka District with respect to grade 10. In this case the number of grade 10 is 2,113 children, of these, 1003 are boys and 1110 are girls.

**Table 35    Number of Orphans by Grade, Sex and Province**

| | | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NATIONAL | Male | 29 489 | 29 053 | 29 893 | 29 889 | 30 292 | 29 942 | 29 391 | 22 427 | 24 841 | 9 209 | 10 657 | 10 641 |
| | Female | 29 537 | 29 603 | 29 992 | 30 434 | 30 647 | 29 880 | 29 190 | 23 010 | 24 161 | 8 888 | 9 834 | 10 191 |
| | Total | 59 026 | 58 656 | 59 885 | 60 323 | 60 939 | 59 822 | 58 581 | 45 437 | 49 002 | 18 097 | 20 491 | 20 832 |
| **Provinces** | | | | | | | | | | | | | |
| CENTRAL | Male | 4 195 | 3 858 | 3 960 | 3 940 | 3 753 | 3 670 | 3 798 | 2 706 | 2 955 | 1 061 | 1 443 | 1 454 |
| | Female | 4 069 | 3 969 | 3 958 | 3 957 | 3 715 | 3 737 | 3 803 | 2 827 | 2 947 | 1 081 | 1 285 | 1 262 |
| | Total | 8 264 | 7 827 | 7 918 | 7 897 | 7 468 | 7 407 | 7 601 | 5 533 | 5 902 | 2 142 | 2 728 | 2 716 |
| COPPERBELT | Male | 3 733 | 3 801 | 4 205 | 4 156 | 4 233 | 4 233 | 4 082 | 3 618 | 3 874 | 1 594 | 2 315 | 2 287 |
| | Female | 3 901 | 3 928 | 4 220 | 4 176 | 4 318 | 4 324 | 4 376 | 3 921 | 4 186 | 1 614 | 2 123 | 2 218 |
| | Total | 7 634 | 7 729 | 8 425 | 8 332 | 8 551 | 8 557 | 8 458 | 7 539 | 8 060 | 3 208 | 4 438 | 4 505 |
| EASTERN | Male | 2 476 | 2 500 | 2 647 | 2 506 | 2 601 | 2 693 | 2 513 | 1 819 | 2 095 | 895 | 923 | 981 |
| | Female | 2 523 | 2 551 | 2 567 | 2 684 | 2 643 | 2 497 | 2 379 | 1 752 | 1 781 | 767 | 686 | 750 |
| | Total | 4 999 | 5 051 | 5 214 | 5 190 | 5 244 | 5 190 | 4 892 | 3 571 | 3 876 | 1 662 | 1 609 | 1 731 |

**Table 35    Number of orphans by grade, sex and province (Continued)**

| | | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LUAPULA | Male | 3 444 | 3 381 | 3 366 | 3 195 | 3 098 | 3 094 | 2 877 | 2 328 | 2 312 | 647 | 733 | 755 |
| | Female | 3 447 | 3 237 | 3 263 | 3 142 | 3 111 | 3 007 | 2 787 | 2 231 | 2 061 | 673 | 751 | 681 |
| | Total | 6 891 | 6 618 | 6 629 | 6 337 | 6 209 | 6 101 | 5 664 | 4 559 | 4 373 | 1 320 | 1 484 | 1 436 |
| LUSAKA | Male | 3 534 | 3 623 | 3 840 | 3 929 | 4 432 | 4 308 | 4 414 | 3 288 | 3 766 | 1 003 | 1 125 | 1 229 |
| | Female | 3 641 | 3 922 | 4 140 | 4 372 | 4 812 | 4 613 | 4 635 | 3 566 | 3 912 | 1 110 | 1 308 | 1 498 |
| | Total | 7 175 | 7 545 | 7 980 | 8 301 | 9 244 | 8 921 | 9 049 | 6 854 | 7 678 | 2 113 | 2 433 | 2 727 |
| MUCHINGA | Male | 1 641 | 1 699 | 1 621 | 1 717 | 1 732 | 1 853 | 1 795 | 1 309 | 1 518 | 567 | 574 | 540 |
| | Female | 1 693 | 1 649 | 1 698 | 1 749 | 1 815 | 1 757 | 1 726 | 1 250 | 1 249 | 513 | 451 | 472 |
| | Total | 3 334 | 3 348 | 3 319 | 3 466 | 3 547 | 3 610 | 3 521 | 2 559 | 2 767 | 1 080 | 1 025 | 1 012 |
| NORTH WESTERN | Male | 1 836 | 1 904 | 1 895 | 1 842 | 1 902 | 1 728 | 1 676 | 1 754 | 1 945 | 936 | 1 001 | 918 |
| | Female | 1 792 | 1 935 | 1 880 | 1 844 | 1 753 | 1 738 | 1 690 | 1 587 | 1 899 | 860 | 847 | 851 |
| | Total | 3 628 | 3 839 | 3 775 | 3 686 | 3 655 | 3 466 | 3 366 | 3 341 | 3 844 | 1 796 | 1 848 | 1 769 |
| NORTHERN | Male | 3 097 | 2 830 | 2 748 | 2 832 | 2 657 | 2 430 | 2 406 | 1 542 | 1 489 | 625 | 592 | 609 |
| | Female | 2 998 | 2 801 | 2 679 | 2 692 | 2 482 | 2 320 | 2 025 | 1 446 | 1 284 | 553 | 491 | 584 |
| | Total | 6 095 | 5 631 | 5 427 | 5 524 | 5 139 | 4 750 | 4 431 | 2 988 | 2 773 | 1 178 | 1 083 | 1 193 |
| SOUTHERN | Male | 2 277 | 2 366 | 2 494 | 2 732 | 2 865 | 3 101 | 3 186 | 2 168 | 2 725 | 1 180 | 1 305 | 1 292 |
| | Female | 2 210 | 2 433 | 2 558 | 2 761 | 2 902 | 3 114 | 3 115 | 2 425 | 2 605 | 1 095 | 1 194 | 1 265 |
| | Total | 4 487 | 4 799 | 5 052 | 5 493 | 5 767 | 6 215 | 6 301 | 4 593 | 5 330 | 2 275 | 2 499 | 2 557 |
| WESTERN | Male | 3 256 | 3 091 | 3 117 | 3 040 | 3 019 | 2 832 | 2 644 | 1 895 | 2 162 | 701 | 646 | 576 |
| | Female | 3 263 | 3 178 | 3 029 | 3 057 | 3 096 | 2 773 | 2 654 | 2 005 | 2 237 | 622 | 698 | 610 |
| | Total | 6 519 | 6 269 | 6 146 | 6 097 | 6 115 | 5 605 | 5 298 | 3 900 | 4 399 | 1 323 | 1 344 | 1 186 |

**Source**: Ministry of General Education Statistical bulletin (2018)

This sums up the essence of education for children in general and for orphans and vulnerable children (OVCs) in particular.

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**1.3 Statement of the problem**

Realization of education for children, regardless of who they are is very essential for their development. It goes without saying that education for all opens avenues for people to use their potential to fulfill their rights as human beings. Worldwide, the importance of education has been recognized and this has prompted a number of countries to ensure that their general populaces to have access to education (Bernard, 1999; Hallfors et, al, 2011; Bessant and Watts, 2002). A number of studies done both in Zambia and outside have shown the importance and fundamental right affirmed under international and regional human rights documents for access to education. Studies have revealed that education-equips children to meet social good that would equip them with full potential to contribute to the social, economic and political development of the nation (Department of Basic Education, 2011; Bernard; MoE, 1996; 1999; Choombe, 2002; Mishra and Bignami-Van Assche, 2008; Hallfors, Cho, Rusakaniko, Iritani, Mapfumo, and Halpern, 2011).MoESVTEE, 2013; Mwoma and Pillay, 2015). In order to make education for all a reality, every child must have access to quality education.

While this may be the case a numbers of children are denied access to Education and continue to experience exclusion within and from education systems. A number of those excluded from school are likely to be children orphaned across the world due to the effects of illness, poverty, conflict, disease and accidents (USAID, 2004). Children who are orphaned are the most disadvantaged (Munthali, Chimbiri and Zulu, 2004).

It is important to note that without proper research to assess the rights' of orphans in accessing educational support, Government efforts to have a universal and free access to educational support would be in vain. As there is inadequate information the on access to educational support for the orphaned learners, a knowledge gap that this study sought to address.

**1.4 Purpose of the study**

The purpose of this study was to explore access to educational support for orphaned learners in three selected secondary schools in Lusaka.

1.5 **Research Objectives**

The study was guided by the following specific objectives:

i. To describe the awareness of the rights on Educational support by the orphaned learners in selected secondary schools in Lusaka.

ii. To explore challenges faced by orphaned learners in accessing the educational support in three selected secondary schools in Lusaka.

iii. To highlight ways to increase educational support to orphaned learners in three selected secondary schools in Lusaka.

**1.6 Research Questions**

The study was a response to the following research questions:

i. How aware are the orphaned learners on the rights and the existing educational support in three selected secondary schools in Lusaka District?

ii. Are there any challenges been faced by the orphaned learners in accessing the educational support in three selected secondary schools in Lusaka District?

iii. Are there any strategies put in place to increase the educational support to orphaned learners in three selected secondary schools in Lusaka District?

## 1.7 Significance of the study

It is anticipated that greater knowledge on the realities of the access to educational support for orphaned learners will be made known.

It is also envisaged that the findings of the study may be of great value to policy makers in the Ministry of General Education and other stakeholders as it may enlighten them on the rights of orphans in accessing educational support in schools. This is because every child has right to education as stipulated and enshrined in the Universal Declaration Document on human rights compulsory for participation in a more global and international society.

Furthermore, it is hoped that the findings of the study may add value to the existing literature, make recommendations and provide valuable information for further and future academic research because other researchers might build on the knowledge gaps and limitations of the current study.

## 1.8 Theoretical Framework

This study was anchored on socialist theory propounded by Halsy, 1980. This theory holds that education is a public right and that the primary task of the state is to ensure the economic and social well-being of the community through government intervention and regulation (Dieter, 2005). Socialist theory on the other hand recognizes that individuals have claims to basic welfare services against the state and education is viewed as one of these welfare entitlements. The socialist theory of education has three main claims: first, basic education is viewed as a traditional creator of social inequality and social stratification (Heath, 2000). Secondly, education is a major contributor towards the ability of a human being to participate in the social, economic and political life of a nation. And thirdly, the easiest way to attain social health and order is through the acquisition of basic education. Halsey is of the view that the quality of education worsens as one

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goes down the social ladder with OVCs being the most affected (Halsy, 1980). This theory has broadened the study to include other aspects of marginalization and gender, ethnic and international differentials and the effect they have on access to basic education (Heath and Cheung, 2007; Gorard, 1999)

The second claim is that education greatly contributes towards the ability of a human being to participate in the formulation of policies that affect him/her. This has been called structural functionalism which has a firm belief that society leans towards social equilibrium and social order. Society is viewed in terms of the human body where basic education is the key component or organ that keeps the society healthy (Bessant and Watts, 2002). The third claim of the socialist theory is that the easiest way to attain social health and order is when everyone accepts the general moral values of their society which is carried through the medium of education (Harper, 1997). The aim of education should ideally be to socialize children who would otherwise not get such an opportunity to do so elsewhere. Socialization in this context is defined as the process through which the new generation learns the knowledge, attitudes and values that will mould them into productive citizens (Nyerere, 1967). These attributes and values can be accomplished through formal and informal curriculum for OVCs.

Moreover, in legal philosophy, the state is portrayed the custodian of rights while citizens are its beneficiaries. Rights are moral claims against the society claims essential to the survival and preservation of mankind (Henkin, 1990). Henkin, maintains that the state has certain obligations to children other than provision of education. They are characterized by three fundamentals: they are enforceable, individual, universal and practical. In terms of enforceability, practicability and

enforceability, rights are not just desirable. They are not appeals to charity or concessions. They should be capable of being enforced. They should not be paper rights. Recourse should be available so that in the event of breach, the citizenry have recourse in the courts to seek to enjoy those rights (Donnelly, 2003).

It is in view of this that the right to education has generally been categorized as part of second generation rights, encapsulated in the wider rights popularly known as social and economic right. The distinction between social and economic rights and political and civil rights in terms of the role of the government in fulfilling them is that, whereas the social and economic rights are positive rights, political and civil rights are categorized as negative rights (Leckie, 2006). These rights are positive in the sense that they require the government to do something while civil and political are negative in the sense that they require the government to refrain from interfering in the enjoyment of the rights. It is as a result of this distinction that the doctrine of progressive realization of the right to basic education is used to justify government's failure or inability to fulfill the right. Even though such differences have been created, certain scholars have maintained that social and economic rights are just as important as civil and political rights. In fact, deeply interrogated, social and economic rights supersede civil and political rights (Halstead, 2009).

The relevance of this theory is that it addresses who between the state and the private sector should provide education to the orphaned or vulnerable children in societies. This study draws inspiration from social theory as it demonstrates the need for the adoption of measures that ensure realization of the right to education for Orphans and vulnerable children. This theory is the most defensible theory on realization for the right to education for Orphan and vulnerable children and resonates with international and domestic legal reality. This explains why these ideals were first captured in

the 1936 Constitution of the Union of Soviet Socialist Republics (USSR) and the first constitution to recognise the right to basic education with a corresponding obligation of the state to provide it. The Soviet Constitution guaranteed free and compulsory education at all levels to which Zambia is a member. Thus, this study assessed the rights' of orphans in accessing educational support in secondary schools in Lusaka District.

## 1.9 Delimitation of the study

The study was restricted only to three selected secondary schools in Lusaka District which included only Grade 10 secondary school orphans.

## 1.10 Definition of key terms

**Orphan:** is learner under 18 years of age who has lost one or both parents to any cause of death.

**Rights:** Natural obligations that every child has to enjoy on earth by virtue of being born to live.

**Education:** is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, and habits.

**Vulnerability:** A State of helplessness to access education as a result of circumstances such as death or abandonment.

## 1.11 Summary of the Chapter

This chapter gave the background to the study on access to educational support for orphaned learners in three selected secondary schools in Lusaka district. The chapter also presented the statement of the problem, purpose of the study, research objective and questions, significance of study, theoretical framework, delimitation of the study, and operational definition of terms used in this study. The next chapter endeavors to review various literatures deemed relevant to the study.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Overview

This chapter endeavors to review various literatures deemed relevant to the study based on the research's objectives which include to; establish the types of educational support given to orphans in order to have access to education in three selected secondary schools in Lusaka District, ascertain challenges faced by orphans' in accessing education in three selected secondary schools in Lusaka District and suggest strategies that should be put in place in order allow them have access to education in three selected secondary schools in Lusaka District.

## 2.2 Awareness of Educational Support for Orphans Children

Educational support is very vital in as far as children's progression in schools is concerned. A study by Kamanyi (2012), on children' right awareness among teachers and students in secondary schools in Nairobi province.it was established that children's rights continue to be violated in secondary schools by both teachers and students themselves. The study revealed that, rising cases of students' unrest in secondary schools stem out from students' rights violations. It was established that intra-student rivalry, which has resulted to a lot of suffering and sometimes death, is associated with those violations. Lack of avenues for dialogue in most secondary schools was found to be another factor that leads to students' unrest. The latter focused on assessing the awareness of the rights on Educational support by the orphans. This was done in a bid for children who have been orphaned trying to establish how and what educational support they get from the communities within which their schools are found in Lusaka District.

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A study by Maithya (2012) on the right to education for orphans and vulnerable children: is Kenya up to the challenge? The right to education is a key component of a child's survival, protection and development. This is particularly important with regard to Orphaned and Vulnerable Children (OVCs). It is for this reason that international human rights law encapsulated in, among others, the Universal Declaration of Human Rights (UDHR), International Covenant on Social, Economic and Cultural Rights (ICESCR), the United Nations Convention on Rights of the Child (CRC) and Convention on Elimination of All forms of Discrimination Against Women (CEDAW), maintain that states have an obligation to promote, fulfil and protect the right to basic education. Kenya is not only a signatory to all these human rights instruments but has gone further to integrate international law through its novel constitutional dispensation which came into force in 2010.

In 2013, the Kenyan parliament enacted the Education Act and therefore meeting its obligation under international law which required state parties to protect the right to basic education. Despite the enactment of a specific legislation to address the plight of OVCs, the country's protection of the core content of the right to education in terms of adaptability, accessibility and availability has not been realised. This study postulates that this is because the right to education has been interpreted to be progressive which means that it can be limited anytime resources are in short supply. As a consequence, many OVCs are not able to access education for various reasons, including, poverty, adverse effects of HIV/AIDS, child labour, and biased cultural norms. According to DFID (2002) the cost of education, both monetary and non-monetary, continues to be a burden on households and a barrier to education. They argue that the barrier of uniforms as well as indirect costs in accessing education makes households opt not to send their children to school, and they state that "orphans are the most unlikely to be schooled  DFID (2002). It has

been analysed further that orphaned children find it hard to attend school due to the extra costs of school uniforms, books and stationery, and because they are often left responsible for earning money or caring for younger siblings in some instances (Oxfam, no date). They further acknowledge that cost plays a major role in the access of education but the social setup of households also contributes to children accessing education, as most of the households are low income households Assessment of situation, coping, mechanisms and constraints, (2005)

Another study by Heath, Donald, Theron and Lyon (2014) on Orphans and vulnerable children found on the need of life orientation support to continue with their education, and to stay connected with family members, peers, and teachers Equipping OVC with knowledge and skills in caring for the sick, doing chores at home, conducting healthy relationships and avoiding peer pressure, would prepare them to live a productive life in society. Jacobs (2011) points out that the teaching of life orientation in schools is aimed at educating young people towards becoming responsible, and living a productive life. The DoE (2002) also reiterates that life orientation prepares and guides learners for life and its possibilities by equipping them with skills, knowledge and attitudes to enable them to make informed decisions. The school stands a better chance of providing learners with an opportunity to acquire life orientation skills. The school curriculum should therefore be directly relevant to children's lives by embedding life skills in the curriculum, such as by means of household management, as well as caring for children and the sick. While life orientation support was found to be very cardinal in the reviewed study, it was not known whether the latter study was in a position to establish the same as awareness of the educational support in Lusaka District.

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Batra (2013) in his study found that counselling services as educational support have been considered in relation to the psychosocial theory forwarded by Erik Erikson. His theoretical framework has major implications for teachers, parents, school counsellors, school leaders and policy makers. Factors including school-based relationships with peers, teachers or books to which learners have access influence children's emotional development, and are often unrecognised and unappreciated aspects of human development (Batra, 2013). The beginning of puberty, which is marked with sexual maturity and a more rapid phase of physical development following the childhood stage, heightens a child's awareness of self (Erikson, 1968; chombe, 2011). For this reason, having proper channels for guiding and counselling OVC on social relationships is likely to have a positive impact on their behavior and selfesteem. Findings from the current study revealed that behavior problems, low self-esteem and lack of concentration and communication were amongst the challenges OVC encountered on a daily basis, which would require them to have counselling services.

Mutie (2010) conducted a study on the influence of educational support systems on participation of orphans and vulnerable children in primary schools in Kalama division, Machakos County, Kenya. The aim of this study was to investigate on the influence of educational support systems (ESSs) on participation of Orphans and Vulnerable Children (OVCs) in primary schools in Kalama division, Machakos County, Kenya. This was crucial as OVCs" school attendance, retention and class concentration was low due to poor educational support. This contradicted the Kenya National policy on OVCs. The aforementioned study is insightful to the latter study as it managed to shed

light on the influence of educational support system on participation of orphans and vulnerable children in primary schools in Kalama Division in Kenya. However, this study was conducted in Zambia among the children who are orphans.

Orphan and Vulnerable Children Report (2013) carried out a survey on exploring the experiences of the primary school educators of teaching aids orphans and vulnerable children (OVC). The study explores how primary school educators can be equipped to be able to respond to the challenge of having AIDS orphans and vulnerable children (OVC) in their classroom. This means, it explores how the primary school educators through continuous and active interaction with other levels of the ecosystem became agents of change to the critical circumstances of OVC. By utilizing the resources available within and outside the school, the primary school educators are required/expected to respond to changing the circumstances of AIDS orphans and vulnerable children in their classroom by going the extra-mile in their responsibilities towards OVC by not just assume the position of an educator only but also representing a parental figure to OVC, so that the holistic needs of OVC can be met. This study is located within the interpretivist paradigm and used qualitative methods to explore the experiences of primary school educators of teaching AIDS orphans and vulnerable children.

An interview schedule was used to access participants' experiences of teaching AIDS orphans and vulnerable children in their school contexts. The research focused on the primary school teachers and it was a case study which used semi structured interviews to generate data from educators in an active one-on-one interview. The data generated was analyzed using Bronfenbrenner's ecosystemic theory (Bronfenbrenner, 1997). Result indicated that primary school educators relied so much on the school sending them out for training on how to care for OVC, whereas they can

do this on their own, on a part time-basis, to enable them care for OVC. This gave insight on how serious they are with the issue of caring for OVC on a more holistic and professional level. They also rely heavily on some external assistance, whereas the challenges of AIDS orphans can better be viewed internally through collaboration between the School Management Board (SMG) and other educators, also by encouraging other peers in that school who are from stabled home to freely relate with OVC and see how this relationship can positively influence the life of OVC as some of the OVC find it more suitable talking to their fellow learners than talking to the educators. It is therefore, pragmatic that primary school educators' involvement should go beyond their participation as recipients of service, and they should endeavor to have an understanding of contextual and social factors related to AIDS orphans and vulnerable children in their school context.

The quality of education system in semi-rural areas of Pinetown is still not up to the required level as the initiated educational reform system has not been implemented in all the schools. Therefore, it is expedient that educators should profoundly explore orphan hood especially the AIDS orphans and vulnerable children in these areas and design intervention programmed to ameliorate their negative experiences. A reason enough for this study to be conducted among the orphan children in schools in Lusaka District, Zambia

Another study by Kelly (2002) found that formal school education is an influential tool for changing poverty in an environment where HIV/AIDS are rampart. He further argued that growth in education may completely influence growth out of poverty. All learners deserve excellence in education regardless of their status that will equip them with knowledge, skills and capabilities to

increase personal earnings and contribute to economic productivity (Baxen, Nsubuga and Botha, 2014; Robeyns, 2006). Schools not only benefit the child but can serve as important resource centres to meet the broader needs of the community (PEPFAR, 2006).

**2.3 Challenges Encountered by Orphans in accessing educational support in schools**

A study by Benjamin (2019) on challenges facing orphans and vulnerable children in SOS homes in Ghana. Found that Behavioral & Emotional challenges were a number of issues that were identified for making children sad in the village. One of these factors is deprived of an opportunity/ need. The study found out that due to inadequate funding, some of the children are often excluded from educational trips or distribution of certain things and/or the use of facilities. Due to lack or inadequate funding, the village often relies on selection of children to partake in exercises. Most of the children expressed their displeasure at this and it was identified as one of the reasons the children became sad. Additionally, it was also identified that some of the children were denied as a way of punishment to the kids who, one way or the other, committed an error or an offence. They are denied certain things and as ascertained from the children, was also a cause for sadness. Others were simply denied the use of certain facilities. The study focused on the challenges faced by orphans and vulnerable children in SOS homes in Ghana. While this study did not include the vulnerable children and only focused on orphans right in accessing the Educational Support in public schools secondary schools in Lusaka district.

Another study by Mwoma and Pillay (2015) on psychosocial support for orphans and vulnerable children in public primary schools: Challenges and intervention strategies found that much has been written about orphans and vulnerable children (OVC) with regard to their education and

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living. However, relatively few studies have documented the psychosocial support provided for OVC in public primary schools to enhance their psychosocial well-being. This study therefore contributed to the understanding of the challenges experienced by teachers in providing psychosocial support for OVC and the possible intervention strategies that could be adopted to mitigate these challenges. Seven public primary schools from Soweto participated in the study, comprising 42 educators and 65 OVC in Grade Seven. Findings that emerged provide supporting evidence that minimal psychosocial support is offered, and it is marred by numerous challenges in public primary schools, including lack of professionals to provide guidance and counselling services, few teachers trained in life orientation, and a lack of support from parents/guardians for OVC. While the aforementioned study combined to look at both psychosocial support for orphans and vulnerable children in public primary schools thereby concentrating on the challenges and intervention strategies, the current study too treats both the challenges and interventional strategies as its objectives but only involved orphan in selected secondary schools in Lusaka District.

Further, Mwoma (2016) states that educational status is an important indicator of children's well-being and future life opportunities. It can predict growth potential and economic viability of a state. While this is an ideal situation for all children, the case may be different for orphans and vulnerable children (OVC) due to the challenges they go through on a daily basis. This article aims to advance a debate on the findings of our study on the awareness

Of the educational support provided to OVC through a critical engagement on the challenges experienced and the intervention measures to be taken in South African public primary schools context. The study involved one hundred and seven participants comprising sixty five OVC and

forty two teachers. Questionnaires with structured and unstructured questions were utilised to collect descriptive and qualitative data.

Findings suggest that, although the South African Government has put mechanisms in place to support OVC attain basic education, numerous challenges were found to be hindering some OVC from attaining quality education. While the aforementioned study utilized a descriptive survey design by bringing both qualitative and quantitative approaches, this study employed a qualitative approach using a narrative design in Lusaka District.

Mutiso and Mutie (2018) on challenges affecting orphans and vulnerable children (OVCs) in Embu County. Methods: This study adopted a descriptive research design. The target population was the orphans and vulnerable children support programs in Embu County. Stratified sampling was used to select 10% of orphans and vulnerable children in each location. Data was collected through household interviews, key informant interviews, observation, desk review, case studies and focus group discussions. Descriptive statistics was used to summarize the data, to enable the researcher to meaningfully describe a distribution of scores or measurements using a few statistics.

The findings of the study indicate that the situation of orphans and vulnerable children is escalating. The community suspects that large numbers of people are infected with HIV/AIDS. This study has shown that the family members are currently taking care of over 90% of OVC is under extreme pressure, and unless governments and international development partners redouble their current efforts to increase the capacity of the families to cope, the quality of lives of foster OVC and all children in vulnerable households remain in danger. Unique contribution to theory, practice and policy: It is recommended that the community be involved in raising awareness of the

value of life and support education in improving children future. The government should also make policies and programs that target communities where the epidemic has left the largest numbers of orphans, vulnerable children and affected families. While the aforementioned study targeted a population of orphans and vulnerable children support programs in Embu County. The study further utilized a stratified sampling to select 10% of orphans and vulnerable children in each location. Data was collected through household interviews, key informant interviews, observation, desk review, case studies and focus group discussions. Descriptive statistics was used to summarize the data, to enable the researcher to meaningfully describe a distribution of scores or measurements using a few statistics. On the other hand, the latter study was purely qualitative which targeted only the orphans and utilized interview guides and focus group discussion and further employed a purposive sampling techniques to select the orphans to participate in the study.

Another study by Wood and Goba (2011) revealed that there was lack of professional support by psychologists, counsellors and social workers in schools. This finding suggests that there was a lack of checks and balances on the part of the DoE to ensure that Orphans and Vulnerable Children in public schools did not receive adequate psychosocial support. This information provides a fertile ground for my study regarding the orphan's rights in accessing educational support in schools, especially in Lusaka District.

A study by Losioki (2020) on Education Opportunities and Support for Orphans and Vulnerable Children in Tanzania revealed that OVCs experience psychological challenges such as depression, loneliness as well as stress. These affect their mental health and concentration in their studies, participation in classrooms activities, and school attendance. For example, their school attendance

is not frequent with others dropping out of school due to such challenges. In addition, these children also frequently encounter health problems. This was due to their family backgrounds and the environment in which they were raised. Other studies (e.g., Olanrewaju et al., 2015; Pillay, 2018) also found that Orphan children had poor school attendance rates compared to non – orphaned children. In addition, mental and physical well- being issues are more common with OVC and thus affecting their academic performance. The findings show further that OVC performed poorly when compared to other children. A male teacher aged 52 years at Dunda had this to say: Their performance is average for most of them and others perform poorly... Their environment affects their schooling… Even their attendance is poor and others tend to drop out of school (August 2020) the findings imply that inadequate attendance and participation in school activities affect students' performance in school. A study conducted in Zimbabwe also shows that Orphans performance in school is poor due to the challenges they are facing in their lives (Oyedele, Chikwature & Manyange, 2016). A study by Majoni and Majoni (2017) also shows that orphaned children perform poorly academically and that, their education was negatively affected by financial, social, and material resources. While much information has been provided and made available for children living with OVC worldwide, the plight of the orphans and vulnerable children in accessing the educational support leaves much to be desired especially among the school going children or orphans in Lusaka District.

While looking at Kenya, Canada and South Africa, the researcher interrogates the extent to which these countries have gone to address the right to education in their respective jurisdictions. The study contends that South Africa and Canada have made better strides in the realization of basic education for OVCs. The researcher thence suggests best practices and programmes based on a human rights approach to promote the right to education in Kenya. Some of the recommendations

include: legislative and policy reforms; harmonization of judicial decisions; and addressing harmful cultural practices. Generally, the study evaluates the successes and challenges of these international instruments and national legislation in addressing the plight of OVCs with respect to their right to education and suggests recommendations for innovative policies in human rights monitoring, protection and promotion which must be adopted to protect OVCs. While other African countries such as Kenya have domesticated and enacted the Education Act and thereby meeting its obligation under international law which required state parties to protect the right to education, Zambia also did the same but there is inadequate information on the orphans' rights in accessing the educational support in schools, hence this study.

In support of Kendall's (2008) conclusions, evidence is emerging about which aspects of children's vulnerability interfere with access to education and successful attainment of educational goals. In a study on the impact of the introduction of free primary education in Lesotho, a World Bank (2005) research team found that the economic or wealth status of the child, for example, affected participation in education regardless of social status as orphan or nonorphan. The study found that, in 2002, 10 percent of 6 to 14-year-old children had never been in school. For boys the proportion was 13 percent; for girls it was 7 percent. However, between wealth quintiles, a 10 percent difference emerged for overall non-attendance in this age group. Moreover, it appeared that orphan hood itself did not prevent children from going to school as 10.6 percent of orphans and 10.4 percent of other children had never been in school. While these statistics were found to be important in 2002, where 10 percent of 6 to 14-year-old children had never been in school. For boys the proportion was 13 percent; for girls it was 7 percent. However, between wealth quintiles, a 10 percent difference emerged for overall non-attendance in this age group, it was not clear

whether, in this study statistics matters much bearing in mind that there was inadequate information on orphans' accessibility of education especially in Lusaka District.

The same study found that other factors had a greater influence on children's participation in education. The educational attainment of the head of the household predicted school attendance in that the lower the attainment, the less likely children were to be in school. Children from poor households were less likely to attend school than others. The distance to the nearest school was also found to have a significant influence on school attendance. Furthermore, while orphans and non-orphans had similar rates of participation in education, orphans were more likely to drop out. Examining on-going barriers to participation in education in Lesotho, more than five years after the introduction of free primary education, Nyabanyaba (2009) showed that there continued to be high repetition rates, high dropout rates, and a significant portion of school-aged children who did not attend school. The impact of HIV was one of the causes of this but it was really the on-going effect of poverty and deprivation that was the more proximal cause.

## 2.4 Strategies used to ameliorate the challenges encountered by Orphans

In order to mitigate the challenges related to support from parents/guardians, the following strategies are inevitable: first, government through the educational system and in schools to organise workshops and seminars for parents/guardians with a view to equipping them with skills and knowledge on the importance of caring for Orphans and Vulnerable Children, as one educator had this to say: "guardians must have [sic] a workshop in taking care of the orphans since they are under their care" (educator, School F). Workshops and seminars would also provide parents with an opportunity to understand the reasons why OVC should be supported, to complete schooling without dropping out of school to attain their full potential. They also need to be sensitized regarding the importance of the best interest of the child, by supporting children, even when they

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divorce or separate, as one educator from School G commented: "parents need to be educated and sensitized on the need to educate their children as this is each and every child's right. In Zambia, it is not known whether or not children who are orphaned or become vulnerable due to parent divorce or separate or as a result of death, the more reason for the current study to establish whether the educational rights of the orphans are still respected or adhered to even after they have been left by their parents.

A study by Hallfors et al (2011) pointed out that support for adolescent girls to stay in school increases their chances of remaining in school, hence reducing chances of contracting HIV through early marriage. This intervention further reduces chances of girls dropping out of school. They maintain that staying in school increases girls' bonding with school and teachers which in turn makes girls feel accepted and cared for by their teachers. This motivates girls to work harder to brighten their future life (Hallfors et al, 2011).

Schools can provide children with a safe structured environment, the emotional support and supervision of adults and the opportunity to learn how to interact with other children and develop social networks. "Education is likely to lead to employability and can foster a child developing a sense of competence" (PEPFAR, 2006). However, Wood and Goba (2011) in their study noted that teachers perceived themselves as not adequately prepared to deal with issues affecting OVC. This was evident when the teachers tried to support OVC but encountered difficulties in transferring knowledge acquired during training to action. The teachers acknowledged that what they learned in the training helped them improve their skills. USAID and CRS (2008) point out that basic education in primary and secondary levels contribute to the reduction of poverty. It

increases labour productivity, improves health and enables people to participate fully in the economy and the development of their societies.

They further argue that children and society who lack access to quality education are disadvantaged in terms of income, health and opportunity (USAID and CRS, 2008). Behavioural problems among OVC coupled with lack of well-established counseling structures (Mwoma and Pillay, 2015) may negatively influence children's performance in education. Thus OVC need educational interventions as they are at risk of becoming infected with HIV due to economic hardships, reduced parental care and protection and increased susceptibility to abuse, and exploitation. These factors contribute to the barriers OVC face when pursuing education (USAID and CRS, 2008).

This is because the Sub-Saharan Africa has been identified as the world's poorest region with the largest proportion of vulnerable children in the world (Pillay, 2014; Sewpaul and Mathias, 2013). More than four fifths of all children orphaned by HIV/AIDS worldwide live in Sub-Saharan Africa, where every eighth child is an orphan who has lost one or both parents (Mishra and Bignami-Van Assche, 2008, UNAIDS, United Nations Children's Fund (UNICEF) and USAID, 2004). Heath, Donald, Theron and Lyon (2014:309) point out that 17.8 million children have lost one or two parents through HIV/AIDS worldwide and that "South Africa has the highest per capita of recorded HIV/AIDS cases" as compared to other countries. Research has further indicated that, although child-rearing by family members is supportive of resilience among South African OVC, there are increasing reports of child-headed families (Daniel and Mathias, 2012; Pillay, 2012; Theron, 2012). Prior to being orphaned, these children care for their dying parents while responsibility changes once parents die, to caring for younger siblings (Heath et al., 2014, Ramphele, 2012).

Kelly (2008) suggests that schools need to make special provision to enable those whose learning is interrupted due to illness or other circumstances to make up for lost time and to be able to find the lost opportunity. Additionally Kelly (2008) in his analysis proposes that a social welfare system be set in the school as well as a health facility to be able to meet children's needs. The author goes on to state that the community and parents should be involved in the school planning and activities concerning basic services to children such as transport Kelly, (2008).

In analyzing the situation of the OVC  not attending school, a suggestion of distance learning through interactive radio or other media programmes being implemented in developing countries as a way of providing education not only for out of school children but also OVC and other disadvantaged children Kelly (2008). Though there is an initiative, most poor families fail to access radios in their homes.

World Bank (2004) conducted a survey and came up with a strong policy framework for responding to the needs of Orphans and Vulnerable Children. From the EDPRS and the decentralization policy to Vision 2020, from the OVC Policy to the National Strategic Plan for OVC, and from special policies designed to improve the situation of OVC (the National Education Policy on OVC), the framework is largely in place. The operationalization of strategies has now emerged as an important priority, constrained by implementation capacity issues that do not yet match this broader political commitment. Nevertheless, there remains a certain degree of ambivalence within the broader policy framework about whether OVC issues should be focused on social protection of livelihoods enhancement. When considered in the context of strong local knowledge of the situation of OVC, demonstrated in a number of key informant interviews, the

following recommendations apply: It is recommended that MIGEPROF ensure that there is a proper balance between social protection and livelihoods enhancement when it proceeds with operationalization of the National Strategic Plan for OVC. Without specific attention to livelihoods enhancement, it is likely that the approach to OVC will largely be a social protection matter. While important, it is only half the story. Therefore, while OVC are considered through the Social Protection Cluster of the EDPRS, they should also be considered through the livelihoods enhancement cluster of the It is further recommended that livelihoods enhancement support not be treated as a social protection matter.

When these two issues are muddled, as they sometimes are in responding to, for example, the livelihoods improvement needs of HIV+ persons, the fundamental business principles that need to underline decision-making are undermined. This does not mean that you cannot target livelihoods enhancement support to the very poor, indeed the very poor have been shown, time and again, to be best able to use these schemes to improve livelihoods. While most of the recommendations were made out of the policy framework to improve on the welfares of the Orphans and Vulnerable Children, it was not clear whether these same recommendation can work immensely among the orphans in Zambia, especially among those who are school going in Lusaka District. A reason for the undertaking of this study to assess the orphan's rights in accessing educational support in schools.

## 2.5 Summary of the chapter

This chapter presented a review of various literatures deemed relevant to the study based on the research's objectives which include to; assess the awareness of the rights on Educational support by the orphans and teachers, explore challenges faced by orphans' in accessing education in three selected secondary schools in Lusaka District and suggest strategies that should be put in place in order allow them have access to education in three selected secondary schools in Lusaka District. The next chapter presents the methodology that will be used in this study.

**METHODOLOGY**

## 3.1. Overview

The previous chapter gave a review of some important literature on the access to educational support for orphaned learners based on the study's objectives which include to; describe the awareness of educational support to orphaned learners in three selected secondary schools in Lusaka District, explore challenges faced by orphaned learners in accessing educational support in three selected secondary schools in Lusaka and suggest strategies that should be put in place in order allow them have access to education in three selected secondary schools in Lusaka District. The current chapter presents the methodology that was used in the study which includes the philosophical assumption, research approach, research design, study site, target population, sample size and sampling techniques. The chapter further explains the research instruments, data quality assurance as well as data generation and analysis procedures. This section ends with ethical considerations.

## 3.2. Philosophical Paradigm

The study adopted a social constructivism worldview advanced by Mannheim and works of scholars such as Berger and Luekmann's (1967) social construction of reality and Lincoln and Guba (1985)'s naturalistic inquiry. The assumption of this worldview is that individuals seek understanding of the world in which they live and work as they develop subjective meanings of their social interactions towards certain phenomena. These meanings are varied and multiple thereby leading the researcher to investigate the complex views as opposed to few ideas. The researcher operating on this worldview constructs the truth based so much on participants' views

of the situation being studied (Crotty, 1998). This provides a concrete platform for participants to construct the meaning of a situation through social interactions in a general and more open-ended method of questioning. In so doing, the researcher made the questions general and open-ended so as to carefully listen to participants' social life by using interviews and focus group discussions. It is from this viewpoint that the study assed the rights of orphans in accessing the educational support at three secondary schools in Lusaka District.

## 3.3 Research approach

Qualitative approach is used so that a holistic picture on orphans can be obtained. Qualitative research is characterised by the fact that the researcher is trying to get to the heart and soul of the issue in order to understand it (Mouton & Marais 1990:175). Qualitative research seeks to understand a social phenomenon within its cultural, social and situational context without imposing pre-existing expectations upon the setting (Gubrium & Sanker, 1994:52; Mouton & Marais, 1990:204). Kombo and Tromp (2006) indicates that a qualitative approach involves interpretation and description; it seeks to interpret, describe and analyses the culture and behaviour of humans by collecting verbatim statements from participants in view of the fact that open-ended questions allow participants to offer responses within their unique context, and the value of the information provided can be exceptionally high. This approach was appropriate for this study because it seeks information on access to educational support for orphaned learners in three selected secondary schools in Lusaka District.

## 3.4. Research Design

Kombo and Tromp (2006) define a research design as glue like structure that holds all the elements in a research project together. Orodho (2003) defines it as the scheme, outline or plan that is used to generate answers to the research problem. This study utilized a narrative research design with

the intention of conducting a "direct exploration, analysis, and interpretation of a particular phenomenon emphasising the richness, breath, and depth investigation as interpreted by participants in detail (Creswell, 2009). With a narrative research design therefore, the researcher was able to tap into orphans' rights to accessing educational support in schools by bracketing or applying the principle of "epoche", his own knowledge thereby taking the information as it will come from participants through verbatim reporting. Since the study focused on the rights' of orphans in accessing the educational support in secondary schools, the proposed research design appropriately guided the generation of interpreted information on the shared rights to education by the orphans in three selected secondary schools in Lusaka District.

**3.5 Study site**
The study was conducted from Lusaka district involving three public secondary schools.

**3.6. Study Population**
Population is defined as a group of individuals and objects from which samples are taken for measurement (Kasonde-Ng'andu, 2013). The population for this study consisted of all teachers and orphans in public secondary schools in Lusaka District, Zambia

**3.7. Sample Size**

Kothari (2011) indicates that sample size refers to the number of participants selected from the population with common characteristics, know-how and accessible to help in the study under investigation. However, Sandeloski (1995) points out that in determining the sample size in qualitative research, there is no specific formula. Furthermore, Cohen, Manion and Marrison (2000) explain that in a qualitative study, a small number of sample size suffices. In view of the above, the researcher selected (24) participants to constitute the sample size for this study. This sample comprised (9) teachers, (5) per school and (5) Grade 10 learners who are orphans, (5) from

each of the three participating secondary schools in Lusaka District. Participants were aged between 15 and 16 and had been bereaved of one or both parents between. The selection of the participants for this research was based on the purpose of the research looking for orphans who have had lost their parents due to death and were willing to share their experiences with regard to educational support at their respective schools. The author chose only five orphaned students per school to learn about the access to education from different schools experience. This sample size suffices because in qualitative studies, there is an issue of data saturation limits which ranges from 1 to 15 items and beyond it, no more new information could be added.

### 3.8. Sampling Techniques

The study employed purposive sampling for choosing participants and schools which involves purposely handpicking individuals from the population based on the researcher's knowledge and judgment (Msabila and Nalaila, 2013). However, to be specific, the study used typical sampling among other types of purposive sampling because the study sample involved teachers and children who are potentially familiar with their rights to accessing education as a fundamental basic human right in schools. Orodho and Kombo (2002) state that the power of purposive sampling lies in selecting information rich in cases for in-depth analysis related to the central issues being studied. Black (1999) observes that purposive sampling ensures that those people who are unsuitable for the sampling study are already eliminated, so only the most suitable candidates remain. This means that the results of purposive sampling are usually expected to be more accurate than those achieved with an alternative form of sampling (Orodho and Kombo, 2002).

## 3.9. Research Instruments

Kasonde-Ng'andu (2013) defines research instruments as tools that researchers use in collecting the necessary data. In view of this, the research used semi-structured interview guides, and focus group discussion guides to collect data.

### 3.9.1. Semi-Structured Interview Guide

On the Interview guide, questions are asked orally (Kombo and Tromp, 2006). One to one interviews was used to collect data from teachers on the basis that qualitative inquiry usually produces in-depth data. It is from the thick description that the researcher was able to understand teachers' understanding towards the rights' of orphans in accessing the educational support. Kombo and Tromp (2006) state that semi-structured interview guides are based on the use of an interview guide which is a list of questions or topics to be covered by the interview. Semi-structured interviews are flexible because they consist of both open and closed-ended questions. They are important because they gather in-depth information which gives the researcher a complete and detailed understanding from open ended questions. Therefore, using semi-structured interviews enabled the researcher to get first-hand information from teachers about the rights' of orphans in accessing the educational support holistically.

### 3.9.2. Focus Group Discussion Guide

Focus Group Discussion (FGD) guide is designed to obtain information on participants' experiences, beliefs and perceptions on a defined area of interest (Kombo and Tromp, 2006). Focus group discussion as an instrument will be used in this study to collect data from orphaned children.

The rationale for choosing the FGDG for these children is to help them feel comfortable to express their opinions in the presence of their peers who in this regard helped to create a natural environment for them to socially interact. Due to this, the researcher decided to categorise them into focused groups as the only way to elicit information as they socialized and interacted amongst themselves in a simplistic manner. According to Black (1999), a focus group discussion comprises of 5-12 persons guided by a facilitator during which members talk freely and spontaneously about a certain topic. The purpose of focus group discussion is to obtain in-depth information on concepts and ideas of the group due to its open endedness that enables it to collect subjective views from participants.

## 3.10. Trustworthiness

The state of acceptability in terms of it being true and unique academic product was done by using Guba's four trustworthy strategy which is ideal for all qualitative studies. In this study, *credibility* was ensured through the correct plan from the beginning to the end which was a narrative research design that coincides with the study's title; hence quality of data was assured. *Transferability* was ensured through contextualising with other studies in which similar information was likely to be found and new information added on to the body of knowledge hence, data quality was assured. *Dependability* was also employed through making research instruments reliable by conducting a pre-testing study and lastly, *Conformability* was achieved through" Bracketting" or ''Epoche" taking the information as it came from participants through verbatim reporting (Guba and Lincoln, 1994).

### 3.11. Data Generation Procedure

Data generation is the gathering of specific information aimed at proving and refuting some facts on how a researcher collects data and with what instruments (Kasonde-Ng'andu, 2013). Therefore, in trying to follow the data collection procedure, clearance and introductory letters was sought from the University of Zambia ethical committee and department of language and social sciences to allow the researcher to go for data collection, and written permission was sought from the District Education Board Secretary (DEBS) within Lusaka District. At the school level, verbal permission was obtained from the school managers of respective schools to use their facilities before proceeding with data collection. After the researcher was given permission to go ahead with data collection by the respective school managers, she went on to administer focus group discussions among the orphaned children with an approximately time lasting for 60 minutes and semi-structured interviews with teachers on different days each taking an estimate of 40 minutes which translates into 1 hour 20 minutes. However, before collecting data from the participants, the aim of the study was thoroughly explained to them and assurance was given that data to be collected will be purely for academic purposes. During data collection, a voice recorder was used with permission to record the conversations to capture opinions and views of the participants in order to help the researcher with data analysis.

### 3.12. Data Analysis
Kasonde-Ng'andu (2013) defines data analysis as a manipulation of the collected data for the purpose of drawing conclusions that reflect on the interest, ideas and theories that initiated the study so as to uncover the underpinning structures and extracting cardinal variables thereby testing any underlying assumptions. However, the appropriate methods of data analysis are determined by the data type, variables of interest and the number of cases. Therefore, the data that was collected from the field through semi-structured interviews and focus group discussion on teachers

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and children regarding their rights in accessing the educational support was qualitatively analysed using thematic method. Smith and Eatough (2006) argue that thematic method is a suitable approach for analysing qualitative data when one is trying to find out what social life individuals have towards a particular situation they are facing, and how they make sense of their personal and social world. The method is especially useful when one is concerned with the complexity, process and novelty of a phenomenon; in this regard the rights of orphans to accessing education as a basic human need in the education system. This method of analysis allows the researcher to categorise the collected raw data and generate themes from it in line with the objectives of the study. Therefore, the analysis of raw data enabled the researcher transform it into meaningful information.

### 3.11. Ethical Considerations

Cohen, et' al. (2000) explained that ethical issues are matters which are highly sensitive to the rights of others. In this regard, ethical issues will be highly upheld in the study. The researcher sought written permission from the University of Zambia ethical committee, District Education Board Secretary (DEBS), school managers such as headmasters and councilors from the respective secondary schools in Lusaka District. Dates were set for the interviews with the consent of the authorities. The researcher ensured that participation by the teachers and children was voluntary. This was done by explaining to them the procedure, relevance and purpose of the study. Participants were also assured that data to be collected was to be kept confidential and only be used for research purposes. Furthermore, the researcher assured the participants that names and personal details would not be revealed or published and that the names of schools and participants was to be represented by certain codes and this was to ensure anonymity. Ultimately, the researcher took full responsibility for the study and any unforeseen consequences it would have attracted. All

the mentioned activities were done in order to ensure that the rights of the participants are respected and their dignity as human beings is safeguarded.

## 3.12. Summary of the Chapter

This chapter discussed the methodology employed in this study. Under methodology, the following items were captured: philosophical assumption, research approach, the research design, study site, target population, sample size and sampling techniques, research instruments, data quality assurance, data collection procedure, data analysis and ethical issues. Having presented the aforementioned, the next chapter presents the findings of the study from the three sampled public secondary schools in Lusaka District

# CHAPTER FOUR

## PRESENTATION OF RESEARCH FINDINGS

### 4.1 Overview

This chapter presents findings of the study from three selected public secondary schools in Lusaka district. The study aimed at exploring access to educational support by the orphaned learners in three selected secondary schools in Lusaka district. The findings are presented based on the research objectives below:

(i) To describe the awareness of the rights on Educational support by the orphan in three selected secondary schools in Lusaka District (ii) To explore challenges faced by orphans' in accessing education in three selected secondary schools in Lusaka District (iii) To explore strategies that should be put in place in order to allow orphans have access to education in three selected secondary schools in Lusaka District.

The main research objective being addressed in this study is: To assess the orphans' rights in accessing educational support in three selected public secondary schools in Lusaka District.

It should be noted that this chapter is exclusively devoted to the presentation and analysis of data collected through interviews.

**4.2 Awareness of the Rights on Educational support**

The first objective in this study was to assess awareness of the rights on Educational support by the orphans. Majority of the learners were not aware of the right to access educational support, there was limited information. Various responses were given and the following themes emerged:

(a) Limited awareness from the orphans

(b) Teachers ignorance on the existing policies

**4.2.1 Limited awareness from the orphans**
The study revealed that most of the orphans did not know about these rights on educational support.

In view of this, (Pupil X from Y school 2020)-1 narrated that:

> *I understand that my education is the foundation of everything, But I don't know where to go when I need help, the teachers tell us that they only pick on a few children not everyone because the government has no money to help everyone who is in need. I understand that I have the right to be educated and not to be abused by people, and that I need to be supported to go to school and being supported with the things that I want (P-1, 2020)*

In relations to the above statement, (pupil Z from M school 2020) stated that:

> *What I know is that since we are born in different backgrounds and it is not our choice to be born in a poor or rich family, I feel these people who are less privilege I think it's a must for them to be helped from primary to university level by the government because Every child has the right to education regardless of who you are and should be given full support, though we don't receive that support here. I have been struggling to reach this far since the time I lost my parents because they did not leave money for us (P-2, 2020).*

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### 4.2.2 Teachers ignorance on the existing policies

The study established teachers were aware of the rights to education support by the orphans but the majority were not sure if there is a policy supporting such. (Teacher A from B school 2020) explained that**:**

> *Yes we are aware of these rights to education, but we are not aware of the orphan's rights or the policy document that talks about these orphans. We are also aware that they are institutions that support the orphans though not everyone is supported, only these pupils who have been spotted are given the support (T-1, 2020).*

Similar to the above sentiment, (Teacher C from D school 2020) added.

> *We are not aware of the policy here that talks about the educational support for the orphans. We have just head that at national level the government tries to help these children who are vulnerable but we don't really have information regarding the same. We have institutions that come on board to help the children, like Dreams which is specifically for the girl child and they educate them on the reproductive health and also pay for those who can't afford and also the SDA church which comes in to help from time to time (T-2, 2020)*

### 4.3 Challenges faced by orphans' in accessing the educational support

The second objective in this study was to describe challenges faced by orphans' in accessing education support. Participants gave similar and divergent views. From the responses given, the following key themes emerged;

    (a) Lack of sponsorship

    (b) Social stigma

    (c) Corruption in sponsorship awards

### 4.3.1 Lack of sponsorship

The study revealed that lack of sponsorship has been a major challenge faced by most of the participants in accessing education. These problems are deterring the orphans from adequate schooling. Lack of sponsorship affects the survival of orphans and their families. It was reported that after the orphans lost their parents, very few people could come on board to support them academically. In view of this, (pupil G from I school 2020) stated that:

> *I was supported by a certain organization from grade 2 to 9, but I failed grade 9 twice and they stopped paying for me. I have been having challenges to pay for my schools fees because of finances. My parents died and did not leave any money for me. Even those who are keeping me they are facing a lot of financial challenges (P-3, 2020).*

### 4.3.2 Social stigma

The study reported social stigma as one of the challenges that orphans faced in accessing educational support. Orphans face emotional and psychological challenges and live with the constant memory of their deceased parents. The majority of children suffer feelings of loneliness, desperation and depression following grief and stress associated with low self-esteem, fear, and a sense of isolation. Most of them could not come out in open to state their level of vulnerability. To support this trend, (Teacher K from L school 2020) echoed that:

> *Sometimes these orphans don't open up, they feel shy to come out that they are facing challenges at home or school. It may also be the case that maybe these pupils don't really understand what they rights to education are (T-3, 2020).*

In support of the above narration, (Teacher N from M school 2020) added that:

> *Both teachers and pupils may not open up, you find that some teachers only go to class to teach and nothing else, they don't have the time to interact with the*

*children in class as a result the children have that fear to open up to such teachers (T-4, 2020).*

Additionally, (Teacher J from E school 2020)   gave the following remarks:

> *The children usually isolate themselves, so once you notice such a child you call them, talk to them encourage them, because many are the times when you found that this child is quite intelligent but because of the challenges that this child is passing through they tend to withdraw, then you as a teacher or a mother because when we are here we are the second parents, their parents surrender their children to us, such that when they are in our hands it is our duty to see to it  that these children get what they need to get or we encourage them to understand or accept they situation and focus on education because this is the only way they could be independent in life by working hard. Based on what I have said, it has been a challenge for them to access the sponsorship because they do not open up (T-5, 2020).*

### 4.3.3 Corruption in sponsorship awards.

The study revealed that even if there were some organizations that could come on board to support orphans who were unable to access education, elements of corruption existed in the way sponsorship were awarded. It was reported that sponsorship were given based on who you know. To simply this, (pupil J from Y school 2020) explained that:

> *Corruption is another challenge that we face, because the same people from the organizations may want only their children to be supported, some are bribed and their children or relatives will be the first ones to be given the support. Even getting a school place in the morning its difficult some places are given to those who pay a bribe or know the head teacher those who do not know someone are pushed to APU classes (T-6, 2020).*

Another (pupil B from C school 2020) added that:

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*The criteria they use is not good, they are corrupt officials who might infuse the names of their children so that they shouldn't pay and then orphans are disadvantaged. (P-5, 2020).*

*Additionally, one pupil had the following view:*

**4.4 Ways to increase educational support to orphans**

The third objective of this study was to highlight strategies that should be put in place in order to allow orphans have access to education. Participants were asked to share on what could be feasible on supporting education of orphans. From the responses given, the following themes emerged:

(a) Increased financial support system

(b) More collaborate facets

(c) Empowering orphans with diverse skills

(d) Motivation ventures for well performing orphans

**4.4.1 increased financial support system and awareness**
Based on the challenges described, financial support was seen to be lacking among vulnerable orphans. In the light of this, it was highlighted that government could increase the financial support on orphans. The participants indicted that financial support could also cater for other needs that could help orphans have access to Education. To demonstrate this, one (Teacher G from E school 2020) highlighted that:

*In as much as the education sector cannot afford to provide for everyone they try to supply what they can afford, the community should be informed on the support that is out there, because you find that they are people who have passed grade 7 but they don't know where to get sponsorship. Forms should be given to us fill in in order for them to get our details about where we come from and who is helping us with school issues The school should organize extra lessons for those who can't afford in order for them to do well at grade 12 . I know of one*

*girl she is now a mother, she passed grade 7 very well but couldn't go back to school because of lack of sponsorship , so we could sensitize the community on were these government sponsorship are found many people could be educated (T-7, 2020).*

In reference to the increased sponsorship, (pupil K from N from school 2020) added that*:*

*This aid is very good but they should extend it up to university because they are many people pass with good grades and you found that they get stuck in the society because they do not have people to push for them, the government can come in were by they can and put everyone who pass well on sponsorship (P-6, 2020).*

### 4.4.2 More collaborate facets

The study revealed that there was need for well-wishers to collaborate with the government and the already existing organizations in sponsoring the education of the vulnerable orphans. It was indicated that more sponsors coming on board would lessen the responsibility on the government. In view of this, (Teacher L from N school 2020) commented that:

*We also need to engage other partners that can help us support these children all the way to university because you find that some children can go up to grade 12 and pass well but fail to proceed to the next level due to funds. There must also be a record keeping so that any help that would come will be able to pick from the list (T-8, 2020).*

Similar to the above sentiment, (Teacher W from Q school 2020) added that*:*

*We need more organizations to come on board and help these orphans. We have so many orphans who are not accessing the help, so if a number of partners could come on board it can be a good thing. Orphans really need the support so that they can realize their potential just like any other pupil with parents (T-4, 2020).*

### 4.4.3 Empowering orphans with diverse skills

The study revealed that empowering orphans with diverse skills could help them at a later stage to find means of sponsoring themselves as education does not just end at grade secondary level. This suggestion came about as a result of struggles that most of the orphans have gone through even in the face of sponsoring boards. To elaborate more on this, one teachers stated that:

> *I look at the right to education in terms of giving these children the survival skills and also social skills. The survival skills given to these pupils are those that can help them survive in the society after school, skills such as gardening, first aid, how to keep animals and baking is of the skills being taught. These skills help them to survive in the society in case of any challenges they may come across (T-2, 2020).*

In view of the diverse skills, (Teacher J from B school 2020) commented that:

> *I think times have changed. You see there are lot of people who are educated but they are not doing anything. For me I feel giving these orphans sponsorship alone is not enough. We also need to teach them diverse skills so that when they are done with their education they can have were to start from. However, the issue of sponsorship is important but there is more to that my sister (T-6, 2020).*

**4.4.5 Motivation ventures for well performing orphans**

The study revealed that awarding well performing orphans would give them the morale to work hard as it was revealed in the study that organizations that supported orphans would withdraw their sponsorship in an event orphans could not perform well. (Teacher Z from C school 2020) gave the following views:

> *There is need to award performing orphan so that others can be encouraged to work hard. Am not saying other pupils should not be awarded but there is more to do with these orphans. For instance schools can come up with orphan's award*

*just specifically for the orphans so that they can be motivated to work hard. At the moment, when they fail, the organizations that are sponsoring them have been withdrawing the support (T-9, 2020).*

(Teacher X from W school 2020) added that:

*As schools, we need to come up with a mechanisms on how we can be appreciating the well performing orphans so that it can motivate others to work hard. There are orphans who are given sponsorship but you find that they are not doing fine academically. So maybe if there is an award meant for them they can work hard to protect their sponsorship (T-10, 2020).*

## 4.5 Summary

The chapter presented the findings of the study on the access educational support for orphaned learners in three selected secondary schools in Lusaka District. The findings of this study have been presented in line with the three objectives of the study. The study revealed that majority of the orphans were not aware of the orphan's rights to access the educational support. It was further revealed that teachers are aware of the educational support for the orphans but they are ignorant about the existing policies. Challenges taken into account that hinders orphans access educational support included Lack of sponsorship, Social stigma and Corruption in sponsorship awards. Further highlighted that, Increased financial support system,  More collaborate facets, Empowering orphans with diverse skills and Motivation ventures for well performing orphans would increasing accessing to education.

# CHAPTER FIVE

## DISCUSION OF FINDINGS

### 5.1 Overview

This chapter discusses the findings as presented in chapter four. Literature and the theoretical position underpinning this study is incorporated in the discussion. Basically, this chapter gives us an insight on the implications of the results and also highlight the extent to which the objectives of the study were achieved.

### 5.2 Awareness on the Educational support by the orphaned learners and teachers

### 5.2.1 Limited awareness from the orphans

The responses from some orphaned learners that participated in the study indicates that there is limited awareness were the issue of sponsorship is concerned. The study revealed that the orphaned learners had no information on how they can have access educational support. The position is that education is the right to every child hence there is no child who should be left behind especially those who have lost their parents. This finding is a confirmation of the policy document on educating our future by MOE (1996) which possess that Zambia is also committed to ensuring the right to education and must see to it that all regardless of their status or disposition have access to quality and relevant education. Education is critical to the future of all children, but especially to those who are orphaned or vulnerable. It gives hope for life and work, and is a strong protector against HIV to which these children may be susceptible (UNICEF, 2009).

MOE (1996), Coombe (2002) reflected that, the right to education is a very important right and key component of a child's survival, protection and development because it promotes individual freedom, enables individuals to participate in democratic processes and empowers the

marginalized to participate in development activities. It is for this reason that international human rights law encapsulated in, among others, the Universal Declaration of Human Rights (UDHR), International Covenant on Social, Economic and Cultural Rights (ICESCR), the United Nations Convention on Rights of the Child (CRC) and Convention on Elimination of All forms of Discrimination Against Women (CEDAW), maintain that states have an obligation to promote, fulfil and protect the right to basic education. Zambia is not only a signatory to all these human rights instruments but has gone further to integrate international law through its novel constitutional dispensation which came into force in 2010. This therefore suggests that organizations that intends to sponsor the orphans should make their wishes well known to the public than operating privately.

### 5.2.2 Teachers ignorance on the existing policies

The study revealed that teachers who participated in the study were knowledgeable of the organisations that sponsor orphaned learners. However, participants showed ignorance on the policy that specifically supports the move to sponsor the orphans. The other worrying thing which was revealed in the study is that in spite these teachers knowledgeable of existing sponsorship by various organizations, they hardly shared it with the learners in class. Some indicated that they were busy to start talking about such as it was not their role to start sensitizing people about the sponsorship for the orphans.

The above findings are in line with Wood and Goba (2011) who indicated in their study that teachers perceived themselves as not adequately prepared to deal with issues affecting OVC. This was evident when the teachers tried to support OVC but encountered difficulties in transferring knowledge acquired during training to action. In us much as teachers acknowledged that what they

learned in the training help them improve their support for the orphans, the low application of this knowledge was recorded.

## 5.3 Challenges faced by orphans' in accessing educational support

### 5.3.1 Lack of sponsorship

The study revealed a number of challenges that orphaned learners face in accessing the educational support. Lack of sponsorship was among key challenges faced the orphans. This was revealed when learners were engaged on what challenges they faced in the quest to complete their education. The position that they gave is that, since the time they lost their parents, they have been having challenges to meet school expenses. It was revealed that for the majority when their parents died, they did not leave enough funds to help them meet school expenses a situation that made it hard for them to access education. Some of them indicted that even the remaining guardians could not help them meet school expenses as they had a lot of things to attend to. However, the majority were worried that in an event a pupil failed, some organizations would withdraw their support. This finding is in line with Nyangah (2015) who did a study on influence of sponsorship on completion of post primary education among orphans and vulnerable children: a case of ngaremara location in isiolo county, kenya. It was revealed in the study that OVCs in post primary education have not been adequately and consistently funded. It was also a clear indication that OVCs from low income families are likely to face a lot of challenges in completion of post primary education due to lack of school fees payment.

This finding is not consistent with socialist theory propounded by (Halsy, 1980). The theory holds that education is a public right and that the primary task of the state is to ensure the economic and social well-being of the community through government intervention and regulation are met. This

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implies that Socialist theory recognizes that individuals have claims to basic welfare services against the state and education is viewed as one of these welfare entitlements. In view of the responses given and the position socialist theory is presenting, it is clear that the state is not doing enough to ensure that orphans right to educational support is attained.

### 5.3.2 Social stigma

The study revealed that social stigma was another challenge that the orphans faced in accessing education support. This came to light when teachers as the second parents were engaged to describe what was on the ground were the issue of orphanage is concerned. It was reported that some orphans could not open up to make their wishes known to the teachers a situation that have been leading for them being denied the access to the available opportunities.

To validate the finding above, Mondal and Mete (2015) also brought out issues of social stigma as one of the challenges faced by children with disabilities and orphans. Social stigma is related to what Simui (2018) and others referred to as negative disablers in the education of the vulnerable persons (Simui, 2018; Simui, Kasonde-Ngandu, Cheyeka, Simwinga and Ndhlovu, 2018; Simui, Kasonde-Ngandu and Nyaruwata, 2017 and Simui, Mhone and Nkhuwa, 2011).

### 5.3.3 Corruption in sponsorship awards

Responses from pupils suggest that corruption in awarding sponsorship in supporting the education of the vulnerable children was on the rise. It was reported that some organizations awarded sponsorship to non-deserving pupils just because they knew someone or they have been bribed. The implication for this is that, awarding sponsorship to non-deserving pupils may increase inequality in society and expose a lot of children to circles of poverty which at the end steals the

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future of these children. In light of this, most of the participants were worried of the criteria which some of these organizations were using to hence demanded for clear criteria when awarding sponsorship.

This finding is in line with UNESCO (2015) who argued that Corruption in education affects more people than corruption in others sectors, both in rural and urban areas. Its consequences are particularly harsh for the poor who, without access to education and with no alternatives to low quality education, have little chance to escape a life of poverty. An empirical analysis by the IMF shows that drop-out rates in countries with high corruption are five times as high as in countries with low corruption.

In addition, UNESCO (2002) gave a position on danger of corruption. It was argued that Corruption in education is incompatible with a major goal of education: to produce citizens respecting the law and human rights. Corruption threatens equal access, quantity and quality of education. Misallocation and loss of talent because students and teachers are promoted on the basis of bribes rather than merit deprives a country of competent leaders. If an education system is not built on the concept of meritocracy, honesty and fairness, a country endangers its social, economic and political future. It is the very foundations of a society that are in danger if children come to believe that personal effort and merit do not count and that success comes through manipulation, favoritism and bribery.

## 5.4 Ways to increase educational support to orphans

### 5.4.1 Increased financial support system

The finding of this study suggests that government through the Ministry of Education and the Ministry of Youth Sport and Child Development should increase financial support to orphaned

learners to enable them to complete their education. It was noted in the study that the current support rendered to orphans is not enough. Some orphans have been left behind. In as much as the participants appreciated the partners who have come on board to support these vulnerable children and the reduction in the feels by the government, the need to increase support system is still cardinal.

In reference to education support, United Nations Millennium Development Goals evaluation report 2013 "Sub-Saharan argued that Africa has the highest rate of children leaving school early in the world with slightly more than two out of five children who started primary school in 2010 who will not make it into the last grade" (UN, 2013). It was reported that many children would leave school early, poverty and the effects of HIV/AIDS have been known to play a big role in children leaving school early especially in Sub-Saharan Africa. This is a worrying trend that calls for attention from all stakeholders in education to ensure that children at risk of dropping out of school are supported to complete their primary schooling.

UNICEF (2009) report maintained that addressing the educational rights and needs of OVC in Sub-Saharan Africa presents new opportunities and challenges that need attention. UNESCO further argues that despite the abolition of school fees in public primary schools in Sub-Saharan Africa, the number of OVC has increased presenting new challenges in handling the large numbers and in addressing their educational rights and needs (UNICEF, 2009).It is in this view that the participants suggested the need to increase the support to the vulnerable.

**5.4.2 More collaborate facets**

This finding implies that since the number of vulnerable children have increased, the caring and support should just left to the government alone and those few organizations that have been in existence for a long period of time. The study revealed that more organizations are need to come on board and supplement the efforts of the government and those who have been showing the gesture of helping the orphans.

This finding relies on the argument by Williams (2010) who started that Orphaned and vulnerable children have to be cared for not only in a school setting, but also by community structures. Governmental and social interventions must continue to give orphaned and vulnerable children hope for a bright future. Williams (2010) advocated for communities to come on board to give the necessary support to the orphans and vulnerable children. This support could be financial, social, spiritual and emotional support as some the learners are believed to have been going through trauma after losing their parents.

These findings are also in line with the socialist theory which holds that rights are positive in the sense that they require the government to do something while civil and politics are negative in the sense that they require the government to refrain from interfering in the enjoyment of the rights.

### 5.4.3 Empowering orphans with diverse skills

This finding implies that empowering orphans with diverse skills could help them at a later stage to find means of sponsoring themselves as education does not just end at grade secondary level. It was revealed that society is facing high level of unemployment especially among the youths. This has made it difficult for most of them to find means of surviving after completing grade 12. Empowering them with diverse skills is hoped to assist them earn a living through other means like gardening, business ventures, carpentry among others. The study reported that some of the organizations could not continue supporting the orphans up to the tertiary  level hence the need to

empower them with necessary skills so that one day they can manage to support themselves to that level.

This finding is consistent with a study by Theron and Lyon (2014) on Orphans and vulnerable children. They reported that there is need of life orientation support to continue with their education and teachers Equipping OVC with knowledge and skills would prepare them to live a productive life in society. Jacobs (2011) adds that the teaching of life orientation in schools is aimed at educating young people towards becoming responsible, and living a productive life.

This finding corresponds well with the socialist theory proposed by Halsy, (1980). It was argued that basic education is a major contributor towards the ability of a human being to participate in the social, economic and political life of a nation and that the aim of education should ideally be to socialize children who would otherwise not get such an opportunity to do so elsewhere. Socialization in this context is defined as the process through which the new generation learns the knowledge, attitudes and values that will mound them into productive citizens (Nyerere, 1967). These attributes and values can be accomplished through formal and informal curriculum for OVCs.

### 5.4.4 Motivation ventures for well performing orphans

The implication for awarding well performing orphans is to motivate them to work hard. It was revealed in the study that some organizations have been withdrawing the support in an event a child they sponsoring failed. Hence, giving them awards would in one way or the other help them to protect the scholarship. However, it should be made clear that the responses from the field does not suggest that other student who are not orphans should not be awarded. All learners deserve equal treatment but the fact that the wellbeing of the orphans have been affected in so many ways

ranging from emotional, socially and financially due to the loss of their parents hence the call for a special treatment as a way of helping them getting back on the track.

**5.5 Summary**

This study has highlighted issues surrounding the educational support for orphaned learners. It has been discussed that orphaned learners lack information on the available education support and on how they can have access.

# CHAPTER SIX

# CONCLUSION AND RECCOMENDATIONS

## 6.1 Overview
This chapter presents the conclusion, recommendations and suggestions for further research.

## 6.2 Conclusion

The purpose of this study was to explore the access to educational support for the orphaned learners in three selected secondary schools in Lusaka. It is evident that there is limited awareness from the orphaned learners on the right to have access to educational support. The study highlighted issues surrounding the education of orphans. It has been noted that orphaned learners lacked information on the available educational support. When a child is not informed of his or her rights, often they will be infringed upon. Education is critical to the future of all children, but especially to those who are orphaned or vulnerable. It gives hope for life and work. Teachers as second parents in the community have been reported to have fragged information about the organizations supporting the

orphans but hardly share with them. The study has also highlighted that teachers are ignorant of the existing policies specifically for the orphans. The study has further discussed that lack of sponsorship, social stigma and corruption in awarding sponsorship impedes the success of the orphans in educational lines. Based on the challenges described, it has been discussed that there is need for holistic approach from all stakeholders in ensuring that orphans are provided with the quality education for the betterment of their lives. Children needs do not stop at basic needs provision. Their rights to emotional balance, psychosocial support and protection from possible danger define child care.

In the light of various submissions made by the participants, it can be concluded that access to educational support for the orphaned learners has been comprised, a situation that calls for a consented efforts so as to help them excel in life. Consented efforts in ensuring that access to education for the orphans is respected.

## 6.3 Recommendations

1. There is need for the ministry of sports, youth and child development to increase financial support system so as to allow the majority of the orphans have access to education.

ii. Schools should put up a mechanism to motivate well performing orphans in order to encourage them.

iii. There is need for the relevant authority to coordinate other organizations to empower orphaned learners with diverse skills that can help survive in the society after school.

## 6.4 Suggestions for further studies
Based on the results given, it is important that further studies are conducted on:

1.    Educational support for vulnerable children in rural schools

2. The criteria used to select vulnerable children for sponsorship in selected organizations.

**6.5 summary**

This chapter has given the holistic conclusion of the study based on the information provided by the participants. Recommendations have been given pointing out to the framed objectives. The suggestion for further study have been highlighted.

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# APPENDIX A: SEMI-STRUCTURED INTERVIEW GUIDE FOR TEACHERS

## THE UNIVERSITY OF ZAMBIA

## DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

## SCHOOL OF EDUCATION

## DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCES

**Dear Participants**

I am a postgraduate student at the University of Zambia pursuing a master of education Degree in Civic Education. I am conducting a research entitled **'Orphans' rights in accessing Educational Support in Secondary School Level''**. Kindly feel free, open and honest in your responses as all answers you give will be treated confidentially. However, should you feel at any point of the study like during interview that you cannot continue, you are free to withdraw.

1. Gender of the participants

2. Age of the participants

3. What Qualification do you hold?

5. What do you do in this institution?

6. Do you have children who are orphans at this institution?

7. How many children who are orphans at this institution?

8. Do you provide educational support to the orphans in accessing schooling opportunities?

9. If yes, what are the types of educational support rendered to the orphan in accessing education?

10. What are other activities do you provide relating to Orphans access to basic education?

11. In your experience, what are the groups of children in a situation of particular vulnerability in your institution?

12. What are benefits of providing educational support to the orphans in schools?

13. What are the challenges or problems that orphans encounter in accessing educational support when developing actions meant to enhance access to education?

14. Are you aware of good practices, initiatives or programmes that contribute towards enhancing quality basic education to Orphans?

15. What do think should be done to provide accessible education support to children who are orphans in schools?

16. Anything else you would like to add on the strategies that should be put in place in order to enhance the provision of educational support in schools?

**Thank you for your time!!**

**APPENDIX B: FOCUS GROUP DISCUSSION GUIDE FOR LEARNERS**
**THE UNIVERSITY OF ZAMBIA**

**DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCES**

I would like to have a discussion with you on the Orphans' rights in accessing the educational support at this school. Be rest assured that, there is no right or wrong answer. Please freely share your true feelings and opinions with me on this topic. The discussion will be kept confidential. Please feel free to participate. However, should you feel at any point of the study like during discussion that you cannot continue, you are free to withdraw.

1. Let's start by talking about your rights to accessing educational support, 'Are you aware of these rights?

2. Do you understand your rights of accessing educational support?

3. What do you understand by term educational support?

4. How many of you receive the educational support at this school?

5. What type of educational support do you receive at this school?

6. In what ways have educational support benefited you?

7. How do you receive basic education at this school?

8 Are there challenges that you face when receiving educational support at this school?  If yes, then mention and explain on each of them?

9. What type of challenges do you face in accessing educational support at this school?

10. How best do you think the teaching of computer studies can be done in schools?

**Thanks for your attention and time!**