Orphans and Vulnerable Children:
Environmental risk factors for drop-outs

Erwin Hage
Give the Children of Mpongwe a Future

Orphans and Vulnerable Children:

Environmental risk factors for drop-outs.

Erwin Hage
Give the Children of Mpongwe a Future
Mpongwe, June 2012
Qualitative research to the environmental risk factors for drop-outs of
GCMF sponsored OVC

Foreword

Dear reader,

This research is done in commission of Give the Children of Mpongwe a Future.
I came to Mpongwe to do my Social Work internship. In the beginning I was quite insecure about everything. I had not much experience with doing research and especially writing English was tough for me.

The time I've spend in Zambia has been very precious to me. I've learned a lot from the people who are living here. The interviews I've done with the (former) pupils from the OVC program have made me feel grateful and humble. I have a lot of respect for these pupils, who are struggling for a better future.

This research is therefore dedicated to all the OVC who are struggling for a better future.

Erwin Hage,
Mpongwe, 27 June 2012
Give the Children of Mpongwe a Future

Summary

The foundation Give the Children of Mpongwe a Future (GCMF) is a Non-Governmental Organization that is concerned with the life's of Orphans and Vulnerable Children (OVC) in the Mpongwe District in Zambia. More than hundred pupils from all grades are sponsored by GCMF to be able to attend (high)school.

By doing so, GCMF has noticed that some OVC are not able to finish their schooling. They drop-out early. This research has focused on the reasons of these early school drop-outs. By experience of GCMF, it turned out that the reasons for early school drop-outs of OVC can be found in factors concerning the environmental situation of OVC. Therefore the focus was on the environmental factors that could be 'risk-factors' for early school drop-out. During the research 13 factors have been found to be risk-factors:

1. Low support of parents/guardians;
   a. No interest in school
   b. No love for the orphans who are not the own children
2. Economically active children;
3. Help with household (HH) work;
4. School too far;
5. No light to study;
6. Marriage and pregnancies of young (teenage) girls;
7. Poor food circumstances;
8. Sleep problems;
9. Overcrowded classes and noise;
10. Too few or no textbooks at school;
11. No textbooks at home;
12. Few personal attention/understanding of the teacher;
13. No place to study.

The interviews bear out that not the single risk-factors are leading to drop-out. It is the combination of risk-factors that leads to early drop-out. The single risk-factors are hindering, but not determining. It has not been explored which risk-factors are having the biggest impact on pupils. It needs further research to point this out.

These risk-factors can be defined as opposites of the needs of the pupils:

1. Emotional needs:
   a. Parental care;
   b. Parental guidance;
   c. Not too much (household) work to do.
2. Physical needs:
   a. Enough and healthy food;
   b. Mattress to sleep on;
   c. Bicycle to cover long distances (more than one hour walking).
3. Educational needs:
   a. Light to study;
   b. Textbooks;
   c. Passed exam papers to study.
   d. Qualified teachers;
   e. A sound educational environment (order during lessons, not overcrowded classes).

These needs should be considered, in order to reduce early drop-outs of OVC.

Table of contents

Preface

GCMF (Give the Children of Mpongwe a Future) is sponsoring 100 OVC, every year. Among these 100 pupils are pupils from grade 1 until grade 12 and even some students at further education. GCMF provides for the financial support that is needed to be able to attend school. The financial support contains:

- The providing for school fees; project fees and PTA fees.
- Payment for boarding fees if applicable;
- Payment of examination fees in grade 7, 9 and 12 (some of the examination fees has recently been abandoned);
- School uniforms and shoes;
- Books, pens, pencils, and other school requirements (GCMF, 2010).

Children are sponsored from grade 1 until grade 12 (some even at further education). Once a pupil has become part of the program, he or she will be sponsored all the way up to grade 12. In grade 7, 9 and 12, pupils have to write examinations. These examinations are central organized throughout the whole nation. The examinations take place at the same time. Pupils who are part of the OVC program of GCMF have to pass for these exams. If they are not able to pass, they drop out the program. Unfortunately, it happens every year that OVC drop out of the program. They are not able to pass for their examination.

This is an undesirable situation for GCMF, because the goal of the GCMF OVC program is to support OVC until grade 12. Years of experience in supporting OVC, made clear that especially environmental circumstances are affecting the achievements of the OVC.

The assignment of this research is to explore which environmental factors are affecting the school achievements of OVC in a negative way, how these factors are affecting the school achievements of OVC and to examine the possibilities for GCMF to improve their aid to the OVC.

The key question of this research is:
"What are the environmental factors that are risk factors for school achievements of Orphans and Vulnerable children in Grade 7, 9 or 12 in the GCMF OVC program?"

Chapter 1: Orientation and domain exploration

1.1 Specification of the assignment

Give the Children of Mpongwe a Future (GCMF) is a Non-Governmental-Organization (NGO) in the Copperbelt Province, Zambia. GCMF works in the Mpongwe district. As NGO, GCMF is a non for profit organization that focusses on the development of the Mpongwe district (GCMF, 2010, p. 14). One of their objectives is "Advancing of education, health care and economic development in the Mpongwe district. In particularly for orphans, vulnerable children, youth and women" (GCMF, 2010, p.14).
According to this objective, GCMF started an OVC supporting program. This program enables OVC's to go to school. GCMF provides for the conditional school fees, PTA's, exam fees, school uniforms, shoes and school materials like pencils and books. In spite of this financial support, apparently some children are not able to finish school because of unsatisfactory results. In case of failing the exam, GCMF will stop the financial support. GCMF wants to know what the causes behind these failure rates are.

1.1.1 Assignment

The assignment of this research is to explore the influence of the context of the OVC's on early school drop-outs and to examine the possibilities for GCMF to improve their aid to the OVC's.

1.2 Definition of the undesirable situation

For GCMF the undesirable situation can be defined as followed:
Children who are part of the OVC program of GCMF are early dropping out from school in spite of the financial support from GCMF. Thus, it is not always possible to reach our goal to support the children up to Grade twelve.

For the OVC's the undesirable situation can be defined as followed:
Although I got financial support from GCMF, I dropped out early from school. Now my future is uncertain.

Chapter 2: Key Question

2.1 Key Question

What are the environmental risk factors for school drop-outs of orphans and/or vulnerable children in Grade 7, 9 or 12 in the GCMF OVC program?

This question was not the key-question from the beginning of the research. The original key-question was: What are the **causes** for school drop-outs of orphans and/or vulnerable children in Grade 7,9, or 12 in the GCMF OVC program? This question could not be answered by this research. There were too few drop-outs interviewed to be able to say what the exact reasons for school drop-outs exactly are. Due by several factors like difficulties with finding transport, difficulties with locating drop-outs, rural areas and difficulties with the availability of a translator, made it very hard to find and interview drop-outs.

Because of this, the key question of the research had to be changed. Not the factors that made pupils drop out, were examined, but the factors that affected school achievements negatively. With these data, it is not possible to say what the exact reasons for drop outs are. But with these data, it is possible to say which environmental circumstances are risk factors for the school achievements of the pupils. Risk factors are those environmental factors that are placing a high burden on orphans/vulnerable children's shoulders. These risk-factors for early school drop-outs are described in this research.

2.2 Sub Question

What are interventions GCMF can implement, in order to reduce school drop outs in their OVC program?

2.3 Operationalization of concepts

Concept	Dimensions	Indicators
1. Environmental *Definition concept:* The totality of circumstances surrounding an organism or group of organisms, especially: a. The combination of external physical conditions that affect and influence the growth, development, and survival of organisms. b. The complex of social and cultural conditions affecting the nature of an individual or community.	• Physical • Social/cultural • Family composition and size • Housing • Food • Livelihood • Schooling	• House • Household • Electricity • Food • Work • Village • School • Role-models • Parental support • Sort and amount of friends
2. Orphan *Definition concept:* A child whose parent(s) are dead.	• Single orphan • Double orphan	• One of the parents died • Both parents died
3. Vulnerable *Definition concept:* implies susceptibility to the impact of risky events as a result of particular weakness or lack of defenses, and resulting in a worsened situation for sufferers		• Lack of parental care and guidance • Poverty • Poor housing • Lack of food

2.4 Research objectives

Research objective

To clarify the environmental key risk factors for school drop-outs from pupils of the GCMF OVC program, during an eight week period.

Policy objective

To develop at least one intervention to counteract school drop-outs from pupils of the GCMF OVC program.

Chapter 3: Desk research and literature study

3.1 Orientation on the target group

In this paragraph, the target group and it's environment will be further explored by use of desk research. The goal of this exploration is to find factors and relations that are influencing on drop-outs.

3.1.1 Definition of the target group

The target group who will be addressed in this study are the Orphans and Vulnerable Children (OVC) in the OVC program of GCMF and their guardians. At this moment there are around hundred OVC in the program.
There are three types of OVC who are summarized below.

- Vulnerable children:
Vulnerability: "implies susceptibility to the impact of risky events as a result of particular weakness or lack of defenses, and resulting in a worsened situation for sufferers" (MCDSS, 2005). Not every vulnerable child is also orphan, there are non-orphan children, who are vulnerable. In general vulnerable children can be divided into two main groups: Street children (both, orphan and non-orphan) and children living in low capacity households (both, orphan and non-orphan). Street children are vulnerable because of a total lack of parental guidance, care and support.
Low capacity households are vulnerable because they are not able to support themselves. They have very marginal livelihoods and are very tenuous in coping with risks. They have low capacity in dealing with shocks (WFP, p.22, 2006).

- Single orphans:
Single orphans are children who have loosed one parent. When they lose a parent, they can stay in their homes with the parent that survived, or they have to go to relatives, willing to host them.

- Double orphans:
Double orphans are children who have loosed both parents. Most likely children to having the care for the children are the grandparents, female heads of households and other relatives.

3.1.2 Description of households

There are several factors that are influencing the vulnerability of a family. This paragraph will focus on the household composition as a factor that has a great impact on the vulnerability of its members. Important to mention is that a study of the WFP, held in 2006, has been used to write this exploration of the target group. The assessment of the WFP has been very useful to paint a broader picture of the target group. However, the research of the WFP was held in 10 districts, but not in the Mpongwe district. Therefore it can be possible that some of the results of the WFP research will not match with the situation in the Mpongwe district. Nevertheless, this has not to be a problem, because there are many comparable situations in the districts where the WFP research was held and the situation in the Mpongwe district.
The goal for the exploration of the target group is to create a context that can be used as a fundament for the research.

Children are not able to care for themselves. Because of this, they are depending on their parents or guardians. The kind of household a child is born in, is for an important part determining for the amount of vulnerability of that child. Children born in a rich

household are able to go to school; they have enough meals, and are able to live in a good house. Children living in a poor household instead, have sometimes only one meal per day; they are often not able to go to school and are dressed in rags (vgl. WFP., p.30., 2006).

The average household size for the sample of the WFP research was 7 persons, with an average of 5 children. There is a significant difference between households without orphans and households hosting orphans. Households without orphans (6.6) are significantly smaller than households hosting orphans (7.5) (WFP., p.8., 2006). This increases the vulnerability of a household. Many households are already poor, now they also have to care for the orphan(s) who became part of the family.

Besides of the household size, that influences the vulnerability of the household, there is also the composition of the household that is influencing the vulnerability of the household. There are several variations on the household composition. First, there are households with a male head. These households are relatively the strongest (compared to the other household compositions). Then, there are the female headed households. Female headed households and elderly headed households are particularly at risk. Single headed households are even more vulnerable than female headed households, although it has to be mentioned that many single heads are women (WFP., p.20., 2006).

There are several variations on the single headed households. There are single, widowed, or divorced household heads.

According to the WFP research, male headed households, hosting orphans, are in a difficult position. The costs of the care for the orphans (emotionally and financially) seems to be invisible to the community. The male headed households are facing the emotionally and financially burden of the care for the orphans, but are lacking the support and sympathy of their friends family and neighbors (WFP., p. 8., 2006). In table 1, several household compositions are systematically reproduced.

Household composition		Remarks
Non-orphans household		Can both be vulnerable or non-vulnerable
Hosting orphans		Burden is higher, emotionally, financially and physically
Male headed		Mostly male headed households are less vulnerable than female headed households. In case of hosting orphans although, male headed households are more vulnerable
Female headed		Mostly more vulnerable than male headed households. In case of hosting orphans they get more (emotionally) support from the community
Single headed	Single Widowed Divorced	Even more vulnerable than female headed households Being divorced is a social taboo in the Zambian society, so this puts an extra burden on their shoulders
Chronically ill member (CI)	- CI was not the main income earner	
	- CI member was main income earner	This makes the family more vulnerable, because they loosed their main income.
Disabled member		This puts a higher burden on the family, especially if the disabled member was the main income earner and head of the family

Table 1: Household composition

3.1.3 Livelihood

To make a living, people have to be economically active. This is not always easy in Zambia. The unemployment rates in Zambia are 14% (CIA, 2012). This is a significant

reduction compared to the unemployment rates in 2000. In 2000 the unemployment rates were 50%.

The most common ways to gain income in the Mpongwe district are: agricultural work, charcoal burning, fishery, piecework or trading (Mpongwe Baptist Association, 2009). There are households with economically active adults, economically active elderly persons (60+) and households with economically active children.

Remarkable is that in households hosting orphans, the appearance of two or more economically active children is almost twice the appearance of two or more economically active children in households without orphans. Compared to households without orphans, in households hosting orphans, there are relatively less economic active adults and more economically active elderly persons.

3.1.4 Food security

Due to poverty in the Mpongwe district, many households have to live on a marginal income. Especially the months from January until March are tough to get food. It's planting season and almost all their money has been invested in planting the land. The harvest season starts end May, begin of April. According to the study of the WFP, households, hosting orphans have more difficulties to get food than households without orphans. This is measured by the so called Coping Strategies Index (CSI) (WFP., p. 19., 2006). This index measures how many strategies have to be used to be able to get food. The higher this index, the more they have to attempt and the higher the stress.

It would not be surprising if children in families with a high CSI are not doing well at school. Stress in a family puts an extra burden on children's shoulders. Besides this, there is also a direct correlation between eating habits and school achievements. According to Gajre and colleagues, there is "a tentative evidence that breakfast eating habits are directly associated with acute cognitive functioning, as well as achievement in school subjects such as Maths and Science" (Gajre et all, 2008, pp. 824-828, as described in Cardiff Insititute of Society, Health and Ethics, 2008, p. 816).

3.1.5 School enrolment

Among other factors, the factors mentioned above make education in Zambia far from self-evident. Many children are not able to go to school. There are a lot of children who early drop-out because of several reasons. The several reasons and causes will be described in this paragraph.

Firstly in households hosting orphans, school drop-outs are more likely than in households without orphans. It's remarkable that the likelihood of school drop-outs is directly correlated to the literacy of the household head or spouse (WFP, p. 9., 2006). The explanation of this is that illiterate household heads, probably are not aware of the importance of education, resulting in a lack of support to the children.

There is also a direct correlation between the household size and school attendance. The greater the number of children in the household, the more likely that not all children can attend school and the higher the level of school drop-outs.

There are a several main reasons mentioned in the assessment of the WFP (2006) to explain the primary reasons for no school enrolment reasons of children. These are the findings of the WFP research (2006). From experience, GCMF highlights some finding of the WFP research in particularly and add some topics which are possibly also related on drop-outs (Korenromp, T. & Buysens, T., personal communication, 2012, 19 april). These will be mentioned below.

WFP research (WFP., p.10., 2006) (number indicates degree of importance) Note: the following causes are causes for non-enrolment in school. It's not just about drop-outs.	GCMF highlights and additives (number **does not** indicate degree of importance) Note: the following reasons are considered by GCMF as related to drop-outs

1. Lack of money, not being able to afford school uniforms, books, pencils, pens and other school requirements;
 2. Child considered too young;
 3. No interest in school (guardians);
 4. Illness;
 5. Marriage/pregnancy;
 6. No school available;
 7. Help with HH work;
 8. Failed;
 9. School too far;
 10. Work
	1. Because of a lack of money, children have to be economically active;
	 2. Marriage and pregnancies of young girls;
	 3. Help with HH work;
	 4. School too far;
	 5. Low support of parents/guardians;
	     - No interest in school
	     - No love for the orphans who are not the own children
	 6. Peer pressure;
	 7. Poor food circumstances
	 8. School factors like overcrowded schools, few personal attention, incompetent teachers, etc.
	 9. Difference between town/city and village

When considered the household compositions, it's remarkable that for households hosting orphans, lack of money and early marriage and/or pregnancy were more common to be primary reasons for early school drop-outs than in households without orphans (WFP., p.11., 2006). In a brief, SAD (2008-2010) reported about a longitudinal study in 5 communities of Kafue district in Zambia. They found circumstances that contributes to school drop-outs in rural Zambia (SAD, 2008-2010). They found two factors that effectively "predicted school drop-out": age and daily stress. They found that school drop-out is more common in older children. Besides that they found that daily stress predicts school drop-out. Daily stressors are: having to worry about school money, excessive household chores and having to look for piece work (SAD, 2008-2010). Besides the relation between age and drop-out, the other points are also mentioned in the table above.

3.1.6 Summary

From the desk research there appeared some causal relations between the environmental context of OVC and school drop-outs. These relations, numbered below, will be further explored during the field-research (the numbering does not indicate the degree of importance).

1. Differences between households hosting orphans and households without orphans;
2. (I)Literacy of the household head;
3. Low support of parents/guardians;
   a. No interest in school
   b. No love for the orphans who are not the own children
4. Economically active children;
5. Help with HH work;
6. School too far;
7. Differences between town/city and village
8. Marriage and pregnancies of young girls;
9. Poor food circumstances;
10. School factors like overcrowded schools, few personal attention, incompetent teachers, etc.
11. Peer pressure;

3.2 Orientation at meso level

3.2.1 Foundation of GCMF

GCMF is a foundation registered under Zambian law as a Non-Governmental Organization. It was founded by Mrs. Ton Korsten-Korenromp after a working visit to Mpongwe Mission Hospital in 2001. The AIDS pandemic caused many problems. Many children loosed their parents, there was a lack of teachers and health-workers and young women became responsible for their families.
As a reaction to this, Mrs. Korenromp started a community based organization (CBO) under the Mpongwe Baptist Mission.

3.2.2 Executive committee and the Foundation Board

In the years after foundation, demand for project activities grew. GCMF grew from CBO to NGO. In 2005 new members were co-opted into the executive committee. Now the executive committee involved 12 members. These members are community members and representatives from several institutions like the District Planning Unit and Community Development. 7 members of the executive committee are belonging to the steering committee.
Currently, there are 9 Executive Committee members. The Steering committee has 4 members. The current structure is as follows (GCMF, pp.37-38, 2011):

Chairperson: Anthony Kalima;

Vice chairperson: Fridah Musukuma;

Secretary: Patrice Mutakela;

Committee members:
- Maxwell Bweupe;

- Stephen Kangwa;

- Elizabeth Lusambo;

- Justina Ngoma;

- Robiness Mali;

- Jackson Mwenda;

- Julious Mutanuka,

- Rose Munkombwe;

The members of the Steering Committee are Mr. Kalima, Mrs. Musukuma, Mr. Mutakela, Mr. Kangwa, Mrs. Lusambo

Next to the Mpongwe executive committee, there is the *Foundation Board* in The Netherlands. The board exists of three people, a chairperson, a secretary and a treasurer. The current staffing is as follows:

Chairperson: Mrs. Ton Korsten-Korenromp;

Treasurer: Mr. Wim Mensink;

Secretary: Mrs. Liesbeth Toet;

Committee member: Mr. Johnny Veldkamp;

Advisor: (Until 13-05-2011): Mr. George Korsten, Jabeek. In memoriam. Passed away at 13 may 2011. Before member of the Board of directors of Zuyd University Sittard.

The task of the Foundation Board is to develop en monitor the Foundations vision and mission and project recommendation, monitoring and evaluation for project commencement (GCMF, 2010).

3.2.3 Objectives of GCMF

1. Advancing of education, health care and economical development in the Mpongwe district. In particularly for orphans, vulnerable children, youth and women;
2. Sustainable development, poverty reduction and creation of development opportunities by means of a broad, interdisciplinary approach of the problems;
3. To accomplish meetings between North and South (Europe and Zambia);
4. Connecting with the Millennium Development Goals.

3.3 School system in Zambia

3.3.1. School age

In Zambia children go to school from 7 years until 18 years . This is the official age, but owing to poverty, many children are not able to go to school or sometimes they go to school when they are older than the official age. Because of this, some youths are already 18 in Grade 9.

3.3.2 Grade system

There is a Grade system in Zambia. Children start at Grade 1 and end at Grade 12. After Grade 12 they can continue their studies at a college or university. Not many youths are able to continue study at a college or university; just 2% of the Zambian population is able to join higher education (State University, 2013).
The school enrolment at primary education is about 89%
The school enrolment at secondary education is about 27% (State University, 2013).
An explanation for the relative high rates of enrolment in primary education and the very low rates of school enrolment at secondary and higher education, is the Zambian school system in which primary education from Grade 1 until 7 is for free, but from Grade 8 on, pupils have to pay school fees. Many Zambian parents or guardians are not able or willing to pay for these school fees.
The school system is divided in primary schooling and secondary schooling. In table 1 is shown how the system works.

Primary	Secondary	
Grade 1 - Grade 7	*Grade 8 – Grade 12*	
Lower basic or primary school	Secondary School	
	Grade 8-9	*10-12*
	Upper-Basic	High School

Table 2: Zambian Schoolsystem

3.3.3 School types

There are several primary school types in Zambia:

Primary	Secondary
Community schools: these schools are founded and maintained by the community itself.	Government-run high schools: either day or boarding schools.
Government schools: these schools are founded as community schools, but after a while they were taken over by the government. The Government tries to supply the schools through building latrines, classrooms, teacher houses, etc.	Grant-aided high schools: These schools are run by faith-based agencies.
Private Schools: these schools are founded by a private person or a private institution. These schools are mostly more expensive, but therefore the classrooms are not overcrowded, there is more pupil attention and the pupils get more education time.	Private high schools: either boarding or day schools. These schools are run by private agencies and individuals on a commercial basis.

Tabel 3: School types (source: SARUA, 2008)

3.3.4 Examination

At Grade 7, Grade 9 and Grade 12, pupils have to write an exam. Those exams are the same at every school and are taken at the same time. The good thing about this system is that everyone gets an equal treatment. However, there is a drawback with this system. Some schools are overcrowded. As a result of this, schools have to divide the pupils over the available teachers. Through this, many children get too less attention and education time. At other schools, there are enough teachers and enough classrooms. Pupils at those schools have a big advantage on the children at the overcrowded schools.
In case of failing, pupils can rewrite the subjects they failed for.
Note: GCMF sponsorship stops when pupils fail for their exam.

Chapter 4: Research Methodology

The research was about which environmental circumstances affected school achievements of GCMF sponsored OVC and how these circumstances affected their school achievements.

4.1 Research population

The research population were (former) GCMF sponsored pupils. There are 100 pupils sponsored by GCMF. They vary from grade 2 until grade 12. Only grade 7 until grade 12 pupils were interviewed (with the exception of one grade 6 pupil), because this group have to write the exams in which they can possibly drop out. The age of the pupils who were interviewed, vary from 13 years until 28 years.
Teachers, drop-outs and teenage mothers have been interviewed as well, besides the pupils.
The names of the respondents have been made anonymously to guaranty their privacy. -
- OVC respondents are called "OVC 1,2,3,4, etc."
- Teacher respondents are called "Teacher 1,2,3,4, etc."
- Drop-out respondents are called "Drop-out 1 or 2"
- Teenage mother respondents are called "Pregnancy 1,2 or 3".
The list with the real names of the respondents can be asked by GCMF.

4.2 Sample

A total of 37 interviews have been taken during a three week interview period. The 37 interviews existed out of 18 interviews with pupils (grade 7-12), 3 interviews with girls who had been pregnant, 2 interviews with drop-outs and 14 interviews with teachers.
The pupils were divided into high school boarding scholars; high school day scholars; central basic school pupils and rural basic school pupils. The 18 interviews with pupils are existing out of 3 high school boarding scholars; 7 high school day scholars; 4 central basic school scholars and 4 rural basic school scholars.
        The sample was chosen in order to interview pupils from four types of schools: high school boarding, high school day; central basic schools and rural basic schools. This, to prevent a one-sided picture of the situation of all pupils. We are sponsoring pupils at rural schools, at central schools, at boarding schools. Therefore it was important to include all these types of schools in the research. Pregnant girls were interviewed in order to find out how pregnancy can affect school achievements; drop outs were interviewed as a control group: they are the ones who already dropped out. Therefore they can say which environmental circumstances are most affecting. The goal was to interview at least five dropped-out pupils, but it was very hard to find them. There are no street names or addresses in the rural areas in Mpongwe. If you want to find someone, you have to find relatives/friends/former teachers, who can tell you were someone is living. But even then, it is very difficult to find drop outs because they often move to other places and are out of sight of schools.
It was easy to find pupils and teachers at schools.
The teachers were divided into high school teachers; central basic school teachers and rural basic school teachers. The goal of interviewing the teachers was to check the story of the pupils and to get information from another, broader perspective.
Unfortunately it was not possible to interview every teacher because of a lack of time, caused by poor infrastructural circumstances (remote schools).
Two parents/guardians were interviewed, but the results were not satisfactory so they were removed from the analysis.

4.3 Design

The key question of the research was: "What are the environmental factors that are negatively affecting school achievements of Orphans and Vulnerable children in Grade 7, 9 or 12 in the GCMF OVC program?" This is an exploring research question. The conclusions of this key question will explain which circumstances affect school achievements of OVC and how these circumstances affect school achievements of OVC. This key question doesn't ask for statistics or numbers, but for explanations and new notions. Therefore, this research will be a qualitative research (Baarda, B. p. 29, 2009). The sort of research that fits best to this key question is a qualitative survey.

4.4 Research procedure and methodology

A literature research has been done, in order to get background information about (risk factors for) drop-outs and the life-situation of OVC in Zambia. Several relations between environmental circumstances and school drop-outs of OVC could be found, during the literature research. These are mentioned below:

12. Differences between households hosting orphans and households without orphans;
13. (I)Literacy of the household head;
14. Low support of parents/guardians;
    a. No interest in school
    b. No love for the orphans who are not the own children
15. Economically active children;
16. Help with HH work;
17. School too far;
18. Differences between town/city and village
19. Marriage and pregnancies of young girls;
20. Poor food circumstances;
21. School factors like overcrowded schools, few personal attention, incompetent teachers, etc.
22. Peer pressure;

These factors has formed the basis for the designing of questionnaires for pupils, teachers, drop-outs and girls who have been pregnant.

Structured interviews were held in order to gain information. Every pupil was interviewed by use of the same questionnaire. The questionnaire was developed around 17 possible risk factors (which were abstracted from the factors mentioned above):

1. (I)Literacy of the household head;
2. Low support of parents/guardians;
    a. No interest in school
    b. No love for the orphans who are not the own children
3. Economically active children;
4. Help with HH work;
5. School too far;
6. Differences between town/city and village;
7. No light to study;
8. Marriage and pregnancies of young girls;
9. Poor food circumstances;
10. Sleep problems;
11. Overcrowded classes and noise;
12. Too few or no textbooks at school;
13. No textbooks at home

14. Few personal attention/understanding of the teacher;
15. Peer pressure;
16. No place to study;
17. Poor health;
18. Behavior of pupil;

The answers on the questions were reported and analyzed by template analysis.

Drop-outs were interview by using the same questionnaire as the questionnaire for the pupils, but written in past tense. This, in order to be able to compare their answers with the answers of the interviewed pupils.

The former pregnant girls were interviewed by a slightly adapted questionnaire. With a main focus on the impact of the pregnancy on school achievements.

The teachers were interviewed by use of a different questionnaire. It was just a short questionnaire. The answers gained by the interviews with the teachers were short and not very specific. Though, the answers can be used for the research, because it gives an impression the opinion of teachers towards environmental causes of drop-outs. Although the interviews of the teachers can be used for the research, a focus group debate would have been more useful.

The pupils were visited at their schools and sometimes at their homes. They got some background information about the research and the researcher. They were told that their answers on the questions would not have any (negative) effect on future sponsorship or on the continuation of the sponsorship from GCMF.
The questions were asked and the answers were directly written down.
After that, the reports were typed in the computer.
The data were labeled according to the possible risk factors mentioned above. The last step was to analyze the labels and to write the conclusion.

The same procedure was used by interviewing teachers, former pregnant girls and drop-outs.

4.5 Analysis of data

The questionnaires for the pupils were developed around 17 vulnerability indicators.
These 17 indicators were used as labels, by the data analysis.

First the interviews were labeled. After that, the labels were sorted by affecting or non-affecting factors. Affecting factors were those circumstances that were affecting school achievements according to the one who was being interviewed. E.g.:

"I work on the field, I fetch water for bathing and cooking and I collect firewood. I feel very tired after working. It affects my study, as I have no time to study because of work." (OVC 6. personal announcement, 2012, 22 May).

Sometimes, the one being interviewed did not literally mention something as affecting, though the answer was obviously telling that the factor was rather affecting. In such a case, the reason to count that factor as affecting, will be *cursively* mentioned between brackets. E.g.:

"Both, my father and my mother passed away. My father passed away in 2000, my mother in 2001.
I've been living on my own since I was 15 years old. There was no one who sponsored me. I had to provide everything for myself. There were no other relatives to care for me.

So I have to provide everything by myself, except for school money, GCMF is sponsoring school fees for me. Everything else I have to provide for myself.
I rent a house. Paying the rents is a problem for me. I live with my 2 nephews. They are orphans and I care for them."

(There is a big emotional and physical burden on this pupil. There is no one to care for him, he has to take care for himself and for his two nephews.)

A lack of textbooks in class, was always counted as an affecting factor, because schoolbooks in class are essential for good education.

The labels were counted after labeling in affecting and non-affecting factors. Through this it got clear how many pupils were affected by certain environmental factors or not. Affecting or non-affecting are not absolute concepts. There is also a factor of subjectivity that is playing a role. It can happen that one pupil is very much affected by walking a great distance, though another pupil is not disturbed at all from walking a great distance. E.g.:

"It takes me 1 hour to walk from home to school. The long distance doesn't affect me." (OVC 15, personal announcement, 2012, 31 May).

"I walk for around 1 hour from home to school; it has effect on my study results. When I am in class, sometimes I can't concentrate, because I am tired." (OVC 1, personal announcement, 2012, 10 May).

So, if pupils are saying that a certain factor is not affecting them, it doesn't mean that the mentioned factor is not affecting at all.
Sometimes a factor is labeled as non-affecting, because the factor was not an issue for the pupil in question. Some pupils had three meals per day. For them poor food circumstances were not applicable.

4.6 Reliability of the research

The native language of the most people in the Mpongwe district is Lamba. Some people are speaking Bemba. English is the national language, but that doesn't mean that everyone is able to speak and understand English. Only people who went to school are able to speak English. A translator got the questionnaires and interviewed the pupils who were not able to speak English. This translator was a community member and was thus able to translate not only the questions, but also to translate in a way that (especially the younger pupils) could understand the context of the question. E.g.: one of the questions was about the guardian of the OVC. Some OVC didn't know the difference between 'aunt' and 'mother'. Traditionally, they are used to call their uncle, younger/older father and their aunt, younger/older mother. The translator was able to explain to those pupils what 'aunt' or 'uncle' means.
Not all the interviews were translated, pupils from grade 10 and above are supposed to be able to understand and speak English fluently.

Every interview was held by use of the same questionnaire (one questionnaire for pupils, one for teachers, one for drop-outs and one for girls who had been pregnant) in order to be able to compare the data. These questionnaires can be found in the attachments.

Sometimes opinions/thoughts of the researchers were checked by peer debriefing. Especially the translator was asked to check ideas/thoughts of the researcher.

4.7 Validity of the research

The key-question of the research was: "What are the environmental risk-factors of school drop-outs of orphans and/or vulnerable children in Grade 7, 9 or 12 in the GCMF OVC program?"

A literature research has been done before the field-research. This literature research ensured the validity of the research. Besides of this, conversations with (former) OVC coordinators were held in order to ensure the validity of the research. Also conversations with teachers and people from the community were held.

All pupils were interviewed by the same questionnaire and mostly at their schools in a quiet place. A translator from the community was there to translate for the pupils who were not able to speak and/or understand English.

Peer debriefing has been used to check if the described results were not influenced by the personal view of the researcher. Ideas, findings and theories were discussed with the local translator, with the coordinators of the OVC program and with one respondent.

Chapter 5: Results of the research

In this chapter, the results of the research will be described. Eighteen risk factors have been explored. These are mentioned in paragraph 4.4.

These factors are worked out in the examined school types: High school boarding; high school day; central basic schools; rural basic schools.

5.1 Risk factors according to current pupils in the GCMF OVC program

5.1.1 (I)Literacy of the household head

It was not possible to find how and if illiteracy of parents is a risk factor for school results of OVC by this research. One of the questions on the questionnaire was if the guardian(s) or parent(s) were able to read. The answer was yes or no, with maybe the addition whether the guardian/parent was able to read or write English as well. These answers gave an insight in how many guardians and/or parents were able to write and read (English and/or Bemba/Lamba). Though, it didn't give an answer on how and if this possibly was a risk factor for school drop-outs.

In the table below, you can find information about the (i)literacy of the parent(s) and guardian(s).

Sort of school	Able to write and read (Local language)	Able to speak English	Able to write and read in English as well	No answer
Basic school rural (4 interviews)	2	1	1	0
Basic school central (4 interviews)	4	1	1	0
High school day (7 interviews)	5	4	3	2
High school	3	2	2	0

boarding (3 interviews)				
Total (18 interviews)	14	8	7	2

The table shows that most of the interviewed parents are able to write and read. From the pupils in rural areas, some parents/guardians are not able to write and read. This could be expected before, because there are not many schools in rural areas and some schools have been built there just recently.
There are less parents and guardians who are able to speak or write and read English. From the 18 interviewed pupils, only 8 parents/guardians were able to speak and only 7 parents/guardians were able to write and read English. This is less than a half.

The influence of illiteracy on school results of the pupils could not be measured by this research.

5.1.2 Low support of parents/guardians

5.1.2.1 High school boarding scholars
High school boarding students did not mention this as a risk factor. From the three interviewed boarding school students, all three mentioned this point as non-affecting. They are always at school, so there is not much influence of parents or guardians. They only see them during holidays. School factors are much more influencing for boarding scholars.

5.1.2.2 High school day scholars

High school day scholars did mention low support of parents or guardians as a risk factor. Seven pupils were interviewed, three of them mentioned low support as affecting and another three pupils mentioned low support as non-affecting.
The pupils who mentioned this as affecting, were students who are renting. They live on their own. Some of them get financial support from parents/guardians, but there were also two students who didn't get any support of parents or guardians. They were responsible for themselves. They had to take care for paying their own rents, providing for their own food and clothes etc. (OVC 3, personal announcement, 2012, 24 May & OVC 16, personal announcement, 2012, 17 April). This puts a high burden on their shoulders. One of them complained about the rents he had to pay (OVC 3, personal announcement, 2012, 24 May). He had to struggle for money and sometimes he just had not enough to pay the rents. He has to do piece work during the morning and goes to school during the afternoon. He even mentioned a lack of food, because of the little money he earns. These problems find their cause in the absence of parental care and support. He expressed it very aptly: "(…) *So I have to provide everything by myself, except for school money, GCMF is sponsoring school fees for me. Everything else I have to provide for myself.*" It's not surprising that all this makes it hard to do well at school. There is an emotional burden: the concern about making ends meet.
Financial burden: Do I have enough money to buy food and pay the rents?

The ones who are renting, but who get financial support were sometimes struggling for food. Financial support was not always enough. This made it difficult to pay for food. Sometimes there is just not enough food, because of this lack of money.
The pupils who are renting, are living on their own, sometimes with friends. There is just few or almost no parental guidance.
There are many students who are renting near Mpongwe high school. They live on their own, with no parental control. Therefore it is quite obvious that girls who are renting are at risk to get pregnant early.

The pupils who live at home, didn't mention low support as a risk factor. Sometimes pupils didn't mention low support as a risk factor, though during the interview it got clear that it rather was a risk factor. One pupil mentioned that her parents sometimes gave her a lot of work so that she couldn't study (OVC 1, personal announcement, 2012, 10 May).

5.1.2.3 Central basic school pupils

It was sometimes hard to judge whether low support was a risk factor for pupils or not. As mentioned before, sometimes pupils said that they got enough support, even if that was not the reality. One of the problems is that pupils will not easily say if they feel loved in the family where they live. Sometimes they just feel ashamed to tell the truth. One example is OVC 7. He is single orphan, his father died. By interviewing him, he seemed to be confident and bright. After interviewing his class teacher, I got to know that he caused trouble at school and that he has been chased many times. His mother is an alcoholic, according to his class teacher (Teacher 7, personal announcement, 2012, May). She didn't work so Harrinot was responsible for the family. He sometimes didn't go to school, in order to do piece works.

Among the interviewed pupils was also a girl who was the example of a child raised in family with good parental care. She reported as follows:

"I have to study very hard, and I have to be disciplined to make sure that I pass for grade 7.
My parents are able to provide for food and clothes. I have a room to sleep.

My father collects papers of past exams. I have to makes those exams and afterwards my father checks them. I also ask for these exams on friends of higher grades
When I'm studying my mother replaces me. When I am not studying, I have to work. When I tell my parents that I have to study, my mother takes over the work." (OVC 10, personal announcement, 2012, 21 May).

She gets parental guidance: she has to work hard and disciplined and her father collects exam papers and checks them.
She also has to work on the land, but her mother will take over her work, if she has to study.
She gets parental support: her parents provide for food and clothes and she has a room to sleep, even a mattress.
Her teacher told that OVC 10 was the best girl in class (Teacher 2, personal announcement, 2012, 31 May).
The importance of parental care and guidance cannot be proved by this answer statistically, but at least it gives an idea about the impact of good parental care and guidance on school achievements.

5.1.2.4 Rural basic school pupils

There is a lack of notion of the importance of schooling by some parents. They seem to support the OVC with words, but not practically, with deeds. One of the pupils told the following: *"I get really tired of the long distance. I asked my guardians if they could rent a house for me near school, but they refused. They responded: "Who is going to do the work at home?""* (OVC 14, personal announcement, 2012, 22 May).
Another student told that he had no time to study because he had to work (OVC 6, personal announcement, 2012, 22 May).
Very vulnerable children are even lacking the basic needs: *"She (grandmother) is unable to provide for enough food and clothes".* (OVC 12, 2012, 23 May).

5.1.3. Economically active children

Before describing the results below, it's important to note something. Economically active children, are children who have to work (for their parents/guardians) so that the family is able to get enough income. Household work is work like washing, cleaning etc. Sometimes pupils mentioned working in the garden/on the land as household work, but it maybe fits more to economically active work.

5.1.3.1 High school boarding scholars

Boarding scholars don't mention this as a risk factor. They are at school and don't have to be economically active. They only work during holidays (OVC 8, OVC 9, OVC 17, personal announcements, 2012, April). This is not risky, it even helps them when school starts again: from the money they earn, they buy groceries like soap and sugar which they need when they go to boarding.

5.1.3.2 High school day scholars

This is a risk factor for day scholars. Again especially for those who are living on their own. They are responsible for their own livelihood, this means that they have to work before or after school. This is exhausting. OVC 3 pointed it as following: "*I totally rely on the piece works. No piece work means no money. (…) I feel tired after working.*
They say that they manage to study. They study after working, or even during the night (OVC 3, personal announcement, 2012, 24 May). Though these pupils are managing, it is tough.
The other scholars only worked during weekends and holidays. They were not really economically active. It's more like students in the Netherlands are doing as well: working during weekends and holidays.
A drop-out told me that she had to work during school days, before GCMF started sponsoring her. There was not enough money to pay for the school fees, so sometimes she had to stay home for 1 until 3 weeks, to earn money in order to pay the school fees (Drop-out 2, personal announcement, 2012, 30 May). So the financial support of GCMF made it possible to go to school without having to work.

5.1.3.3 Central basic school

All the pupils mentioned that they didn't have to work during school weeks. Even these pupils only worked during holidays and weekends. One of these pupils told that he didn't work during weekdays. His teacher though, told another story. He told that the pupil sometimes stayed home to do piece works, because his mother didn't work (Teacher 7, personal announcement, 2012, May).

5.1.3.4 Rural basic school

There was one person (out of four) who mentioned this as affecting. Most of these children also worked during weekends or holidays. Only one pupil worked during week days as well, which makes him feel tired.
Sometimes it is not possible to say that one factor is a risk factor on itself, but together with other factors it becomes a risk factor. One of the interviewed pupils lived with poor food circumstances, heavy household chores etc. this together plus the piece works she did during the weekend makes it hard for her.

5.1.4. Help with HH work

5.1.4.1 High school boarding scholars

For these pupils, helping with household work (HH work) was not a problem at all. As described before, they don't have to work, they live in the boarding. There everything is planned; every day has its timetable. Studying, working, eating, relaxing, it's all planned.

5.1.4.2 High school day scholars

For high school day scholars, this factor can be a risk factor. It depends on the amount and sort of work the pupils have to do. Again, for the pupils who are living on their own, with no support of relatives, this is a risk factor. They have to manage their household, but also their school achievements.

Another student pointed out that she had often so much work to do, that she could not study:

"I do household work like Sweeping; washing plates etc. I feel tired. Sometimes they give me a lot of work, so that I can't study." (OVC 1, personal announcement, 2012, 10 May).

The kind of household work the pupils have to do are as follows:
- Cleaning the surrounding;
- Cleaning the house;
- Sweeping;
- Washing plates;
- Washing clothes

Some pupils, don't have to work a lot. They just work for an hour or an hour and a half. For those pupils, the work is not affecting or a risk factor. Other pupils have to do a lot of HH work, which makes them tired or unable to study.

Another factor is the personal experience of every individual. Some pupils feel just fine, while other pupils feel tired by the same work. *"I have to sweep, to wash clothes, things like that. I feel just fine, because I'm used to it."* (OVC 4, personal announcement, 2012, 18 May).

Others find solutions to counteract problems: *"We (Edith and the friends who are sharing the house). share the work. Sometimes I have to do some household chores and sometimes one of my friends is in charge to do some household chores.*
The work takes me around 1 hour. I feel tired afterwards.
Though, it doesn't affect my study. I know that I get tired of the work, so I study before working." (OVC 5, personal announcement, 2012, 28 May).

Summarized, especially pupils who are living on their own, without support from relatives are at risk. They have heavy household chores, combined with the need to do economical work.

For pupils who are living at home or who are renting with support of relatives, can this be a risk factor, but not necessarily.

5.1.4.3 Central basic school

The same can be said about pupils of central basic schools. 3 of 4 pupils didn't mention HH work as a risk factor. Though they didn't mention Household work as a risk factor, sometimes it was doubtable: *"(…) These works are not hard and doesn't make me feel tired. During the weekends and sometimes during the week, I have to work at the land. That is tough work and makes me feel tired.*
My work has no negative effects on my study" (OVC 11, personal announcement, 2012, 8 May).

Another pupils mentioned HH work as a risk factor: *"I do work like cleaning the surroundings. I feel tired after the work, because I have to work a lot."* (OVC 13, personal announcement, 2012, 11 May).

Even here, it has to be noticed that the sort of work and the amount of work are determining for this risk factor.

5.1.4.4 Rural basic school

At rural basic schools something different can be noticed. 3 pupils out of 4, mentioned this factor as affecting their school achievements. They told about heavy household chores. "*I go to the field; I look after the cattle and I do work my guardians are telling me to do. I feel tired after working.*
Sometimes my guardians call me to go to work on the field, while I am studying. This affects me very much." (OVC 14, personal announcement, 2012, 22 May). This might fit better as 'economical active children', but it must be noticed that household work and economically active work have much in common. There is no clear dividing line between these factors.
Another pupil reported: "*I work on the field, I fetch water for bathing and cooking and I collect firewood. I feel very tired after working. It affects my study, as I have no time to study because of work.*" (OVC 6, personal announcement, 2012, 22 May). Even here the HH chores take away the essential time to study.

Summary:

The sort of work and the amount of work are determining factors.
Pupils who are living on their own, without support from relatives are having heavy HH chores to do. For them this is really a risk factor.
For other pupils this can be a risk factor when they have to do a lot of HH chores, and/or when they have to do tough HH chores, like working on the land or collecting firewood.

5.1.5 School too far

5.1.5.1 High school boarding scholars

High school boarding students are living at school. It's not surprising that they didn't mention the distance as a risk factor.

5.1.5.2 High school day scholars

Two interviewed students were renting a house. They are renting, in order to not have to cover long distances. They live near school so at this moment it is no longer a risk factor for them. "*I just walk for five minutes, it's very nearby.*" (OVC 5, personal announcement, 2012, 28 May).

2 pupils were living far from school. "(…) *It depends. If my bicycle is working, I travel for 1 hour. Otherwise I have to walk, that takes me 2 hours. It has effect on my study achievements; when I walk, I feel tired and I sweat.*"
(OVC 3, personal announcement, 2012, 24 May).

"*I walk for around 1 hour from home to school;*
it has effect on my study results. When I am in class, sometimes I can't concentrate, because I am tired." (OVC 1, personal announcement, 2012, 10 May).

It's also a personal factor. Some students are physically stronger; they can cover (almost) the same distance but don't feel tired. "*It takes me 1 hour to walk from home to school. The long distance doesn't affect me.*" (OVC 15, personal announcement, 2012, 31 May).

The distance is a risk factor; mostly when pupils have to walk for more than 1 hour. Also the sort of roads and the season are influencing. Pupils who live in Chipese and have to

walk to Mpongwe high school, have to cover a long distance. Though, the road from Chipese to Mpongwe high school is a tar road. This makes it easier to walk.

Pupils who live in rural areas or in remote villages, have to cover long distances on gravel roads. This is very hard, especially during the rainy season, because those times, gravel roads will turn into mud roads. Pupils can be socked before school begins.

5.1.5.3 Central Basic schools

There were two pupils (from four) at central basic school who had to cover a long distance. The long distance makes pupils tired. They have to walk for 1.5 until 2 hours from home to school. They have to get up early in order to be on time at school. They wake up at 5 hours in the morning. They don't have the time or the money to eat breakfast. This means that they wake up early, don't eat breakfast and walk to school with an empty stomach. Between 14.00 hours and 14.30 hours, they eat their *first* meal: lunch. That means that they walk to school without food, study at school, still without food, walk back the long way from school to home and there they eat their first meal (OVC 13, personal announcement, 2012, 11 May), (OVC 11, personal announcement, 2012, 8 May).

It affects them at school, because they feel tired. Remarkable was that they didn't mention hunger as the biggest problem. Both mentioned the long distance as a main disturbing factor.

5.1.5.4 Rural Basic school

3 of 4 pupils from rural basic schools, mentioned the long distance as a risk factor. The youngest pupil (grade 6) had to walk for 1 hour, another pupil walked for 2 hours and the last pupil had to walk every day between 3 and 4 hours.

The long distance causes tiredness (OVC 14, OVC 6, personal announcements, 2012, 22 May) and pain in legs and feet (OVC 12, personal announcement, 2012, 23 May).

Even here, the pupils leave home without breakfast, just because there is no time and/or no food/money for breakfast.

Summarized:
Long distance is a risk factor. Pupils have to walk for 1 until 4 hours. Tiredness makes it hard to concentrate in class.

5.1.6 Differences between town/city and village

There are no data that could refer to differences between town and village. Thus, by this research, no conclusions can be defined about differences between city and village that could affect school achievements of pupils negatively.

Though, a nuance has to be made. Differences between town and village are not really found, but the interviews made clear that there is a big difference between pupils in the rural areas and pupils in the more central areas.

5.1.7 No light to study

5.1.7.1 High school boarding scholars

High school boarding scholars didn't mention 'no light to study' as a risk-factor.

5.1.7.2 High school day scholars

'No light to study' is a risk factor for high school day scholars. Theses scholars don't have access to electricity. When it gets dark, there is no light to study.

Scholars cope with this problem by buying candles, to have light to study. However, they often lack money to buy candles.

Other pupils have lights on batteries, but batteries are even more expensive than candles. Even here a lack of money results in no light.
Because of this, scholars are not able to study when it is dark. One pupil mentioned that that she studied during day-time and during preparation time at school (OVC 4, personal announcement, 2012, 18 May). This is a good way to cope, but not realizable for all pupils. Some pupils are not able to study during day time, because of the long distances they have to cover, or because of the (household) work they have to do.

5.1.7.3 Central basic schools

'No light to study' is a risk factor for central basic school pupils. This because of the same reasons, mentioned by the high school day scholars. Even these pupils are simply lacking money to buy candles or batteries. There is no access to electricity whatsoever. The only possibility to study is during daytime. However, not every pupil is able to study during daytime, due to (household) work and long distances to school.

5.1.7.4 Rural basic schools

For the rural basic school pupils, the situation is comparable to the situation of central basic school pupils and high school day scholars. They face the same problems according to light as the pupils from central basic schools and the day scholars at high school.

Summary
None of the pupils are having access to electricity, with exception of high school boarding scholars. In order to cope with this problem, they use candles to study when it is dark. However, they mostly don't have enough money to buy candles (or batteries for lights). Pupils try to cope with this by studying during day time, but not all pupils have the possibility to study during daytime, due by long distances from home to school and (household) work.

8. Marriage and pregnancies of young girls;

This factor will be mentioned in chapter 5.2.

5.1.9 Poor food circumstances

5.1.9.1 High school boarding scholars

High school boarding scholars didn't mention poor food circumstances as an influencing factor. They get three meals per day: breakfast, lunch and supper. For breakfast they eat sample and sometimes rice or brans (OVC 17, personal announcement, 2012, 26 April). For lunch and supper they eat nshima with vegetables like beans, cabbage etc. and on special days (Tuesday, Thursday and Saturday), they eat nshima with meat (OVC 17, OVC 8, OVC 9, personal announcements, 2012, April). Sometimes they feel slightly hungry, but not in a way that it affects their achievements.

5.1.9.2 High school day scholars

Five out of seven high school day scholars mentioned poor food circumstances as an influencing factor. They eat only two meals per day and some pupils have only one meal per day. Breakfast is a luxury thing, most pupils can't effort it. The pupils who eat two meals per day, are eating lunch and supper. Pupils who are only able to eat one meal per day will eat supper.
The kind of food pupils eat depends on their situation. Pupils who eat three meals per day, which implicates that there is enough money, will also eat more expensive foods like fish and meat.

Pupils who only eat two meals or less, are usually eating nshima with vegetables as main food for lunch and supper. Only sometimes they are able to buy fish or meat (OVC 15, personal announcement, 2012, 31 May).
Some pupils don't eat meat and/or fish at all, because of poverty (OVC 16, OVC 1, personal announcements, 2012, 17 April; 10 May).
The lack of (enough) food results in concentration problems:
    - Dozing: "*When I didn't eat, I start dozing during studying.*" (OVC 4, personal announcement, 2012, 18 May).

    - No concentration: "*When I don't have food, I'm not able to study. Even when the teacher is teaching, I'm not able to follow because of hunger.*" (OVC 3, personal announcement, 2012, 24 May).

    - Reading without understanding: "*When I feel hungry I am not able to concentrate very well. I might study, but I'm not able to fully understand what I'm reading.*" (OVC 5, personal announcement, 2012, 28 May).

5.1.9.3 Central basic schools

Two pupils out of four mentioned poor food circumstances as an influencing factor. They eat nshima with vegetables and sometimes fish. Meat is too expensive.
Even these children eat only two meals per day. Sometimes, during 'hard times', there is only enough food for one meal. Those times, they skip lunch and eat supper only (OVC 11, personal announcement, 2012, 8 May). Especially the rainy season can be a hard time for many families. They invested their money and seeds in cultivating the land during the rainy season. After the rainy season, people can harvest. Then there is food and money again to buy everything that is needed. One pupil even mentioned that there are times (during the rainy season) that there is nothing to eat at all (OVC 7, personal announcement, 2012, 11 May).
The lack of (enough) food results in concentration problems:

"At those times it's hard to concentrate (…)" (OVC 11, personal announcement, 2012, 8 May).

"It can influence my school achievements negatively. When you feel hungry you are not able "to attend the teacher"." (OVC 7, personal announcement, 2012, 11 May).

5.1.9.4 Rural basic schools

All four interviewed pupils from the rural basic schools mentioned poor food circumstances as an influencing factor. It seems that the situation in rural areas is even worse than in more central areas. Two pupils mentioned about days in which there is no food at all. (OVC 6, OVC 12, personal announcements, 2012, 22 May; 23 May).
The kind of foods pupils eat, depends on their home situation. Some pupils eat nshima with vegetables only for lunch and/or supper. Only one pupil told about eating fish and meat sometimes.
Very important to mention are the circumstances in which these pupil live, with just few food, as could be red above. All four interviewed pupils from the rural areas have to walk (very) long distances from home to school. The distances vary from half an hour until 4 hours walking (one way). This is very tough without having a proper breakfast. Three of four interviewed pupils will stay at school, without any lunch. So they walk a long distances to school, study at school, still without food and have to walk back home, the same long distance and still without food. One pupil told about waking up around 5 hours, working in the house or in the garden until 10 hours. At 11 hours, she walks 1 hour to school. She stays at school until 17 hours. Then she walks back home and arrives home on 18 hours. That's the moment that she will eat her first (and often last) meal for that day (OVC 12, personal announcement, 2012, 23 May).

These poor food circumstances are resulting in concentration problems and in one case even in somatic problems.

      - Lack of concentration: *"It's difficult to concentrate at school because of the hunger".* (OVC 14, personal announcement, 2012, 22 May).
      - Somatic problems: "*There is almost never enough food. Many times I feel hungry. Sometimes I even sleep without eating anything. It has very much influence on my school achievements. It causes headaches and stomach pains."* (OVC 12, personal announcement, 2012, 23 May).

Summary:
Food shortage is a serious problem for many OVC in the GCMF OVC program. Especially during the rainy season, many pupils are having a hard time.

5.1.10 Sleep problems

5.1.10.1 High school boarding scholars

Boarding students didn't mention sleep problems as an affecting factor. There is a strict schedule at boarding schools. Pupils are going to sleep around 22.00 hours. They wake up around 5.00 hours. After that they have to wash themselves and go to breakfast. Everything is planned and scheduled. They mostly sleep in bunkers.

5.1.10.2 High school day scholars

During the interviews, there were several different situations according sleeping circumstances.

Some pupils had a bed to sleep.
2 pupils who had been interviewed had a bed to sleep. This is a privileged situation, because most of the pupils don't have a bed to sleep. Despite of this, one of the two pupils told that he could not sleep well, because he had no blankets. It can be very cold at night, especially during the cold season.

Some pupils only had mattress to sleep.
2 pupils who had been interviewed had a mattress to sleep on. They share a mattress with one or more friends. This is not comfortable. The mattresses are too small for more than one person. Sometimes they wake up with pain in their ribs, or tired because they could not sleep well

Sleep on the ground:
3 pupil who had been interviewed slept on the ground. This is not comfortable. Pupils use empty bags to sleep on. Pupils who sleep on the floor, often complain about pain in their ribs, after waking up. Because of this, these pupils cannot sleep well. When they wake up, they still feel tired.

Tiredness leads to a lack of concentration and dozing during classes, or studying (OVC 18, personal announcement, 2012, 10 May & OVC 1, personal announcement, 2012, 10 May).

Some mentioned that they were able to concentrate in class, despite of the lack of sleep and hard sleeping circumstances.

5.1.10.3 Central basic schools

From the central basic school pupils, 3 of the four interviewed pupils slept on empty bags on the ground, one slept in a bed. Also here, pupils who were sleeping on the ground, complained about pain in their ribs, tiredness and concentration problems.

5.1.10.4 Rural basic schools

Three of the four interviewed children slept on empty bags or on self-built 'mattresses' (OVC 14, personal announcement, 2012, 22 May). They complained about pains in their ribs and difficulties to sleep well. One of them told about headaches, caused by sleeping problems (OVC 12, personal announcement, 2012, 23 May.
One pupil had a mattress to sleep on. She didn't complain about any sleeping problems, in fact she responded that she could sleep well (OVC 2, personal announcement, 2012, 23 May).
The ones who slept on empty bags or self-built 'mattresses', mentioned about concentration problems, caused by tiredness.

Summarized:

Pupils who have a bed or a mattress of their own sleep well and are not facing sleep problems. Pupils who don't have beds or mattresses of their own, are often having sleeping difficulties. They mostly sleep on empty bags or self-made mattresses, which is very uncomfortable and painful as well. This causes tiredness and concentration problems during classes and studying.

5.1.11 Overcrowded noisy classes

5.1.11.1 High school boarding scholars

Overcrowded classes are common. Two of three interviewed boarding school pupils mentioned about overcrowded classes. Classes of 60 or even more than 70 pupils were mentioned (OVC 8, OVC 9, personal announcements, 2012, 23 and 26 April). Another didn't complain about class size. His class existed out of around 30 pupils, this was disturbing for him. He mentioned playfulness of some pupils as a disturbing factor. These pupils are making noise; that keeps him from concentrating (OVC 17, personal announcement 2012, 26 April).

5.1.11.2 High school day scholars

Overcrowded classes are common. Most of the interviewed pupils reported about overcrowded classes. The impact of it on the pupils, is a personal factor, not all pupils mentioned it as a disturbing factor.
Two of the five interviewed high school day scholars developed their own strategy to cope with noise in class. If their class was noisy, they went to empty class rooms to study in silence.
One interviewed high school day scholar mentioned noise (caused by overcrowded classes) as a disturbing factor. They told about concentration problems caused by the noise (OVC 1, personal announcement, 2012, 10 May).
Other pupils mentioned overcrowded classes and noise in class, even when the teacher was in class, but they didn't mention this as a disturbing factor.

5.1.11.3 Central basic schools

Even here overcrowded classes are common. Two pupils mentioned about classes of 75 and 80 pupils, two other pupils mentioned classes of 40-50 pupils. A teacher who had been interviewed told that it is very difficult to control a class of 80 pupils (Teacher 7, personal announcement, 2012, 5 June).
These classes are noisy. For pupils it is hard to concentrate when there is a lot of noise.

5.1.11.4 Rural basic schools

In the rural areas, classes are overcrowded as well. Even here over crowdedness leads to noise and this leads to concentration problems.

Summary:

Most schools have overcrowded classes. This makes it very difficult for teachers to control the class and keep order. Pupils get noisy which makes it difficult for other pupils to concentrate.

5.1.12 Too few or no textbooks at school

5.1.12.1 High school boarding scholars

Boarding scholars reported of a structural shortage of textbooks at school. There a too few textbooks, so that not everyone is able to use a textbook, or there are only textbooks for the teachers. The teachers write notes on the blackboard, the pupils copy those notes into their exercise books. The problem with this is that not everything can be captured in notes (OVC 8, personal announcement, 2012, 23 April). Examination is on all subjects, but it is not possible for scholars to capture all the given information in notes (OVC 8, personal announcement, 2012, 23 April).

5.1.12.2 High school day scholars

High school day scholars reported about a structural shortage of textbooks as well. There are too few textbooks available, or there are no textbooks available at all. The same problem as written before is a result of this lack of textbooks at school. Pupils write notes during classes, but they are never able to capture everything, when they study, they only have their notes to study.
Some pupils mentioned a strategy to cope with this problem: they borrow textbooks form teachers or friends (OVC 5, personal announcement, 2012, 28 May).

5.1.12.3 Central basic schools

At central basic schools, there is a shortage of textbooks as well. Although one pupil mentioned that there were textbooks available for every desk, so one textbook for three pupils. But further, even at central basic schools there is a total lack of materials and textbooks.

5.1.12.3 Rural basic school

There is a shortage of textbooks at rural basic schools as well. Teachers make notes on the blackboard, pupils copy those note into their textbooks. Sometimes there are textbooks, but only for few subjects or for only one subject like English (OVC 2, personal announcement, 2012, 23 May).
        Further there is just a structural shortage of textbooks and other materials: "At school there is a lack of materials. There is a lack of textbooks; there are no chemicals for science etc." (Teacher 7, personal announcement, 2012, 5 June).

Summary:
There is a structural lack of study materials. There are almost no textbooks at schools; it doesn't matter if it is a rural basic school or boarding high school. There is a total lack of textbooks at school. Besides a lack of textbooks, there is also a lack of other materials, like chemicals for science.

5.1.13 No textbooks at home

5.1.13.1 High school boarding scholars

One of the interviewed boarding scholars was able to buy two textbooks, his mother sponsored him. The two other scholars were not able to buy textbooks. One scholar told about one textbook that scholars could borrow for the whole year, which was a textbook about agriculture (OVC 8, personal announcement, 2012, 23 April). They didn't have any further textbooks. They only made notes during the lessons. These notes in their exercise books are their study material for their exams. So everything they note is everything they are able to learn. The pupils will not be able to learn everything they have to learn, if a teacher doesn't explain everything.
Pupils cope with this problem by borrowing textbooks from teachers or friends.

5.1.13.2 High school day scholars

The same problem is there for high school day scholars as well. Even these pupils don't own textbooks of their own. One of the scholars told the following: "I don't have materials like textbooks. I just write notes. They don't give us all the notes, so sometimes you have to check for yourself. This is not possible without textbooks" (OVC 4, personal announcement, 2012, 18 May).
High school day scholars cope with this problem by borrowing textbooks from teachers or friends.

5.1.13.3 Central basic schools

None of the interviewed central basic school pupils owned textbooks. There was one pupil who found a way to cope with this problem: "I don't have any textbooks at home; I just study with notes from school and passed exams. Sometimes I use notes from my older brothers." (OVC 10, personal announcement, 2012, 21 May). So this pupil found two ways to cope with this problem:
1. Studying passed exam papers;
2. Using notes from older brothers (or friends)

5.1.13.4 Rural basic school

As expected, even pupils from rural basic school had no textbooks to study. Though, there was one pupil who owned three textbooks (OVC 2, personal announcement, 2012, 23 May).
Pupils study from their notes.

Summary:
Pupils don't have textbooks of their own. Textbooks are very expensive. There are three ways to cope with this problem:
1. Making notes during lessons, and study those notes;
2. Borrowing textbooks from teachers, friends or relatives
3. Studying passed exam papers;
4. Studying notes from older relatives or friends;

5.1.14 Few personal attention and not understanding of the teacher

5.1.14.1 High school boarding scholars

Tree pupils from boarding high schools, mentioned three problems with regard to (understanding of) teachers:
1. Some teachers are not fast enough in teaching the required information, sometimes pupils have to write exams with questions they don't know about,

because the teacher didn't explain the subject on time (OVC 8, personal announcement, 2012, 23 April).
2. Some teachers don't come to the lessons; pupils will miss important information for their exams (OVC 9, personal announcement, 2012, 26 April).
3. Problems with understanding the teacher, or being too slow to capture all the given information.

In case of not understanding the teacher, scholars just asked the teacher about it.

5.1.14.2 High school day scholars

Most high school day scholars were able to understand their teachers. Some pupils mentioned that they were able to understand the teacher, although they could not speak English fluently themselves (OVC 16, personal announcement, 2012, 17 April).
Even here scholars mentioned about teachers who were not always there to teach. Sometimes teachers will speak Bemba so that the scholars are able to understand.

5.1.14.3 Central basic schools

Pupils who are going to basic schools are mostly coming from villages where they are used to speak a traditional tribal language instead of English. At school they teachers speak English which they are not used to. Therefore teachers mix English with Bemba so that the pupils are able to understand (OVC 11, personal announcement, 2012, 8 May). Older pupils who are in higher grades are mostly able to understand English. No pupil of the four interviewed central basic school pupils did complain about understanding of the teacher. It was not a disturbing factor for one of them.

5.1.14.4 Rural basic school

Three pupils out of four (interviewed rural basic school) pupils, mentioned difficulties with understanding as a disturbing factor.
1. Difficulties with understanding English, or no English understanding at all (OVC 14, personal announcement, 2012, 22 May).
2. Too much noise in class makes it hard to concentrate and to understand the teacher (OVC 6, personal announcement, 2012, 22 May).
OVC 14: "I am not able to understand English. So if the teacher teaches in English, I'm not able to understand him."
Here it is clear that pupils cannot understand English well enough to understand the teacher when he/she is teaching in English.

Summary:
Most pupils live in villages where they are used to speak a traditional tribal language. When they start going to basic school, they have to learn a language that is different from their mother language. Teachers will teach in English which is pretty hard for these pupils. Mostly teachers will mix their English with Bemba, in order to enable the pupils to understand what he or she is teaching about. The other problem, pupils are facing is noise in class which makes it hard to concentrate and understand the teacher.
Pupils from high school are facing different problems:
1. Some teachers are not fast enough in teaching the required information, sometimes pupils have to write exams with questions they don't know about, because the teacher didn't explain the subject on time (OVC 8, personal announcement, 2012, 23 April).
2. Some teachers don't come to the lessons; pupils will miss important information for their exams (OVC 9, personal announcement, 2012, 26 April).
3. Problems with understanding the teacher, or being too slow to capture all the information.

5.1.15 Peer pressure

5.1.15.1 High school boarding scholars

Peer pressure was only mentioned by high school boarding scholars. Peer pressure was described as:
1. Pressure to drink beer, or to smoke:
   This is especially dangerous if you choose the wrong friends. It's important to choose good, well-behaved friends (OVC 8, personal announcement, 2012, 23 April).
2. Pressure to give things that belongs to you:
   Grade 12 scholars threaten grade 10 scholars to give them money or other possessions. When the grade 10 scholars don't obey, they will be beaten by the grade 12 scholars (OVC 17, personal announcement, 2012, 26 April).
3. Grade 12 scholars who bully grade 10 scholars (OVC 9, personal announcement, 2012, 26 April)

The interviewed scholars didn't mention peer pressure as a disturbing factor, although they knew about it. It seems that they don't mention it. On the other hand, it has to be not be noticed, that peer pressure can become a problem if someone has wrong friends. 'Wrong' friends are friends who are smoking, drinking, taking drugs, stealing etc.

5.1.16 No place to study

5.1.16.1 High school boarding scholars

From three interviewed boarding scholars, one mentioned this as a disturbing factor. He mentioned that there is only electricity in grade 10 classrooms during night preparation. Therefore all scholars are going to the grade 10 classrooms, which results in too many pupils in one class and a lot of noise which makes it hard to study.
Further "no place to study" was not mentioned as being a disturbing factor. At boarding schools there are always classrooms to study. Though, the quality of these classrooms; the silence and study atmosphere, are not always promoting.

5.1.16.2 High school day scholars

There was only one high school day scholar who mentioned 'no place to study' as a disturbing factor. He lived in a family with more than 10 members; there was no place to study quietly because of many people and children (OVC 18, personal announcement, 2012, 10 May). Other scholars didn't mention this as a disturbing factor; they had a place where they could study quietly.
Another scholar told that she will go somewhere, where it is quiet if she wants to study (OVC 5, personal announcement, 2012, 28 May).

5.1.16.3 Central basic schools

Central basic school pupils didn't mention 'no place to study' as being a disturbing factor.

5.1.16.4 Rural basic school

Rural basic school pupils, didn't mention 'no place to study' as being a disturbing factor.

5.1.17 Poor health

There was only one pupil who was complaining about a poor health. Others didn't complain about poor health. They did complain about hunger caused by foot-shortage, or pain caused by poor sleeping circumstances, but they were in a good health. Health-care facilities were not always good reachable. Some pupils had to walk long distances to the nearest hospital or health center.

5.1.18 Self-mentioned risk factors for drop-out

Pupils have been asked to describe which factors were most disturbing in relation to their school achievements. This gives a representation of the personal view of pupils on risk factors. These factors will be mentioned below.

5.1.18.1 High school boarding scholars

Teachers who are not always there or who don't explain what they have to explain (2 pupils);
- Not or few understanding of the teacher (2 pupils);
- Lack of concentration, laziness, not studying enough (2 pupils);
- No textbooks (1 pupil).

5.1.18.2 High school day scholars

The most mentioned risk factors were:
- A Lack of food; hunger (3 scholars);
- Absence of textbooks (3 scholars);
- No light to study (3 scholars);
        These factors were followed by three other factors:
- Long distance (1 pupil);
- Renting problems (1 pupil);
- No quiet place to study (1 pupil).

5.1.18.3 Central basic schools

The most mentioned factor by the four interviewed central basic school pupils was:
- The long distance (2 pupils)
        Three other factors were mentioned:
- Lack of food, hunger;
- No light;
- Friends: the temptation to play with friends instead of studying;
- No soap: This reason could sound weird, but this reason was mentioned by someone because clothes cannot be washed when there is no soap. This pupil felt ashamed to go to school in unwashed clothes, so this pupil didn't want to go to school if there is no soap.

5.1.18.4 Rural basic school

The long distance and a lack of materials were both mentioned by 2 rural basic school pupils.
Other mentioned risk factors were:
- The work that had to be done at home (1 pupil);
- No soap: for the same reason as described before.

5.2 Coping strategies

OVC are facing a lot of disturbing situations. These situations (risk-factors) are disturbing their (study) achievements. Despite of hard situations and sometimes even suffering, some pupils are inventive and find ways to cope with these hard situations. Below a list of risk factors and coping strategies:

Number	Label	Text	Coping label
1.3	• Economically active children	I only work on Saturdays and during holidays.	• Work during holidays/ Weekends
1.4	• Help with HH work	It *(the HH work)* doesn't affect my study. I know that I get tired of the work, so I study before working.	• Studying before working
1.7	• No light to study	I study in my hut. Sometimes during the afternoon, I study at my friend's place.	• Studying at friend's place
		There is no light. I study at school during preparation time. I even study at home, for 30-45 minutes when I wake up. That is around 6.00 hours. At that time there is already daylight and my friend is outside.	• Study in the morning (daylight)
1.9	• Poor food circumstances; • No breakfast	Every household on the farm works for its own income. The other households will share if any household doesn't have anything to eat.	• Sharing food
		We store our food, so that there is always enough to eat, even during the rainy season.	• Food storage
1.10	• Sleep problems	I made a small hut myself, in which I sleep. I don't have a bed. I made something out of branches from a tree, so that I don't have to sleep on the floor.	• Making own room
1.11	• overcrowded classes • Noise	There are around 60 pupils in my class. There is too much noise. If it is too noisy, I go to another room, where it is quiet. There is no noise when the teacher is in class.	• Self-study in empty classrooms
1.12	• Too few or no textbooks at school	There are not enough textbooks, but they make groups, then there are 2 textbooks per group.	• Sharing textbooks

1.13	• No textbooks at home	Sometimes I can borrow textbooks from my teacher. Sometimes I borrow textbooks from friends	• Borrowing textbooks from teachers • Borrowing textbooks from friends
		I don't have any textbooks at home; I just study with notes from school and passed exams. Sometimes I use notes from my older brothers.	• Passed exam papers • Notes from older relatives/ Friends
1.14	• Few personal attention • Understanding of the teacher	They mix Bemba with English, so I'm able to understand them	• Bilingual lessons
		I'm able to understand the teacher. If I don't understand him, I ask questions	• Asking questions
1.17	• No place to study	Sometimes I wake up at 23.00 and then I go back to the classroom to study. I only do this when I am not tired	• Studying at night
		There is no room to study during daytime. So during the night I study in my bed. My father made a board so that I can study outside under the tree. Sometimes I study inside the house, sometimes I just go somewhere, where is no noise.	• Creating study place (outside/inside)

This table makes clear that there are some points that pupils themselves are able to cope with. However there are some factors were pupils are not able to cope with:

- Low support of parent(s)/guardian(s):
There is no way to cope with low or even no emotional and physical support of parents/guardians and their guidance.
- School too far:
There is no way to cope with a long distance. A long distance from home to school is exhausting for pupils. Bad roads and tough whether circumstances should be considered.
- Hunger:
There is no way to cope with hunger. Some families are able to store food, other families are for any reason not able to store food.

5.3 Early pregnancies

Sometimes it happens that a girl gets pregnant while she is still at school. This means a high burden to the pregnant girl. The life situation of pupils has been described in chapter 5.1. Most pupils live in villages and have often to travel long distances to school. Food conditions are often very poor, and pupils have to do heavy household chores. Besides this they have to go to school and to study. These situations are often not very easy for pupils to cope with. When a girl gets pregnant, life becomes even tougher. In this chapter, the influence of early pregnancy on school achievements will be described.

5.3.1 Causes of early pregnancy

Important to know is what the causes are for early pregnancies. This research didn't focus on early pregnancies, but there are some causes that can be mentioned:

- Lack of basic needs;
- Peer pressure;
- Experimenting → lack of guidance;
- Little attention at home, few emotional support and guidance.

This information was provided by Teacher 6, former class teacher of Pregnancy 2. He mentioned also some other causes:

"A traditional way to punish children is to 'starve' them. This means that if the children don't obey, or don't want to work, they will not get any food. If someone comes to you and gives you something to eat, you can feel safe by that person. In the beginning you might be able to refuse, but at the end you can get enticed.
If you don't get love or attention at home, you might start looking for it outside."
(Teacher 6, personal announcement, 2012, 22 May).

There are obviously a lot more causes of early pregnancy, but these have not further been explored.

5.3.2 Social impact of early pregnancy

A girl who gets pregnant, before marriage, will become stigmatized by the community. It is a big shame for girls to be pregnant without having a husband. Parents or guardians will be very angry at the pregnant girl because she put a shame on herself (Pregnancy 2, personal announcement, 2012, 22 May). Girls who became pregnant without a husband, can become in trouble to find a husband in future, because most men, don't want to marry a woman who has already been pregnant.
Besides of this, there is the burden of gossip of classmates (Pregnancy 3 & Pregnancy 1, personal announcements, 2012, 31 May).
So there is a social pressure on these girls from family, community and schoolmates, which makes the pregnancy to be extra hard.

5.3.3 Impact on schooling

The social pressure of community, family, and classmates makes it hard for pregnant girls to go to school and to concentrate on the lessons. One girl even thought about to stop going to school: "This was hard for me and I thought about stopping going to school." (Pregnancy 3, personal announcement, 2012, 31 May). Another girl didn't go to school during the period that she was pregnant (Pregnancy 2, personal announcement, 2012, 22 May). They need someone who is able to motivate them, to support them: "My matron encouraged me and advised me to ignore them and to concentrate on education.

This gave me the strength to go on." (Pregnancy 3, personal announcement, 2012, 31 May).

After a while pregnant girls have to stay home. That is mostly around the last 2 months before giving birth to the baby. When they are not at school, they miss a lot of important information. Self-study is not an option because there are no textbooks. After giving birth they have to stay at home for a while to recover and give care to the baby. All this time, they miss necessarily classes. It will be very hard to pass for the examination if a girl gets pregnant during grade 7, 9 or 12.

In many cases, the boyfriend will leave the pregnant girl. This makes the situation even worse for the girl, because now she has to take care for the baby by herself. From that moment on she is not only responsible for herself and her schooling, but also for her child. Help from family is necessarily to be able to combine schooling with caring for the child. "Going to school is not a problem, when you are living with your husband (father of the child). The family can care for the baby, when you are at school.

When the girl is left by her boyfriend, it becomes more complicated. Then, she is the only one who is responsible for the child." (Pregnancy 1, personal announcement, 2012, 31 May).

So support from the family is necessarily for teenage mothers, to combine caring for the baby with going to school.

5.3.4 What is needed?

The pregnant girls (Pregnancy 3, Pregnancy 1, Pregnancy 2, personal announcements, 2012) were asked what they needed to be able to continue their education. Their answers will be mentioned below.

- Tuition, to be able to catch up the missed information;
- Extra study materials like textbooks and passed exam papers;
- Counseling/support in order to cope with the high psychical and social burden;
- Reduction of (household) work.

5.4 Drop-Outs

There are only two drop-outs who haven interviewed, due by difficulties by tracing former OVC who dropped out while being sponsored by GCMF. Two interviews are not enough to make them representable for all OVC. But despite of this, these interviews provide a view of possible risk factors for other OVC.

The two interviews are completely different from each other. The first interview was with a girl who dropped out in grade 7. She couldn't read or write and her English was very poor; she could barely speak or understand any English.

The second interview was with a girl who dropped out in grade 12; she didn't pass for her last examination. She is an intelligent and entrepreneurial young woman. The reasons for drop-out are different and thus give us a broader view on possible risk factors for drop-outs.

5.4.1 Drop-out 1

The most important risk factors for Drop-out 1 to drop out, seems to be the low support of parents/guardians; problems with understanding the teacher and her problems with reading (Drop-out 1, personal announcement, 2012, 29 May & Teacher 11, personal announcement, 2012, 29 May).

- *Lack of support of parents/guardians:*
  According to the former class teacher of Drop-out 1, the support of Milo's guardians was not good. Drop-out 1 had two guardians: her grandmother and her aunt. The aunt of Drop-out 1 monitored and supervised Drop-out 1 well, but her grandmother lacked to supervise her well (Teacher 11, personal announcement, 2012, 29 May). Teacher 11 mentioned that Drop-out 1 sometimes skipped classes for five days. She was not consistent coming to school.

- *Problems with understanding the teacher:*
  Drop-out 1 was not able to understand the teacher when he was teaching in English. I mentioned even during the interview, that Drop-out 1 was not able to understand or speak any English. Everything she has to study is written in English, every exam is written in English. With no understanding of English at all, it becomes very hard to succeed.

- *Problems with writing and reading:*
  Drop-out 1 cannot understand or speak any English. This makes it obvious that she is not able to read or write any English. Writing an exam becomes extremely hard, if you don't understand the language.
  Besides of this, she was not able to read at all. Her former class teacher said the following: *"Her performance in class was very, very poor. Even her handwriting was very poor. Spelling her own name was an issue for her. She was a person who even failed to write her own name. I think that she was just not intelligent enough."* (Teacher 11, personal announcement, 2012, 29 May).

The reason for her lack of understanding of English and her writing and reading problems is not sure. Maybe it is caused by failing support of her guardians (her grandmother). Maybe it is caused by a lacking education, caused by school factors like incompetent teachers, overcrowded classes, etc. Or maybe it's just caused by a low intelligence.

Important is that the most important risk factors for this girl are clear:
- A lack of support of parents/guardians;
- Problems with understanding English (and thus, the teacher);
- Problems with writing and understanding.

5.4.2 Drop-out 2

The life situation of Drop-out 2 is a situation that meets almost all risk factors that were mentioned in this research. The factors that were most affecting her school achievements will be mentioned below:

Help with household work:
The household work made her to feel tired. She had to work for 2-3 hours. It affected her in the way that she could not use this time to study. After school there was no time to study, because of the long distance she had to cover. The only time to study was before going to school, but at that time she had to do the household works.

School too far:
Drop-out 2 had to walk 2 hours and 30 minutes every day from home to school and back. So she needed 5 hours per day, just for covering the distance between home and school. It made her feel tired in class.

No light to study:
There were no possibilities to study after school. Covering the long distance made her reach home around 20.00 hours. At that time it is dark. Without light, it is impossible to study.

Poor food circumstances; No breakfast:
Drop-out 2 ate two meals per day: lunch and supper. There was almost no money for fish or meat. Mostly she ate Nshima with relish (umunani → vegetables). Sometimes she felt hungry which made her unable to understand what she was reading. In her words: "You can read without recognizing what you are reading." (Drop-out 2, personal announcement, 2012, 30 May).

Sleep problems:
She slept on the ground. This made that she couldn't sleep well. There was no mattress and there were not enough blankets. Sometimes she felt tired after waking up, what could make her to be absent minded in class.

Too few or no textbooks at school:
There were only textbooks for the teachers. She had to study from her notes.

No textbooks at home:
She had no textbooks at home which made her depending on only the notes she got from her teachers.

Self-mentioned reasons:
The reasons Drop-out 2 mentioned as being the most important risk factors were:
1. Covering a long distance every day;
2. Worries about future and past;
3. Hunger;
4. Too little time to study.

She was asked to mention what she needed to be able to pass for her examination, she answered the following:
1. Enough textbooks;
2. Enough time to study;
3. A short distance between school and home.

5.5 Teachers

5.5.1 High school teachers

Mentioned risk factors for early drop-outs of OVC at high schools by teachers were:
- Low support of parents/guardians
  - No parents or guardians, so no parental support at all;
  - Emotionally: few personal attention;
  - Pedagogic: little motivation.

- Lack of study facilities at home
  - No light to study;
  - No textbooks at home

- Lack of school materials
  - Lack of textbooks;
  - Lack of other school equipment like chemistry experiment materials.

- Help with household work
  - Too much work at home

- Poor food circumstances
  - Lack of food

The low support of parents and guardians can be divided into three main themes, which are mentioned above. At high school there are some pupils who live on their own or don't have any parental support at all. Some pupils totally rely on themselves. Other students are living with parents/guardians, but these parents either don't value schooling (few motivation) or give the needed attention to the students (emotional support). This factor has a big influence on the psychical stability of the scholars.

There is also a lack of study facilities at home. Pupils don't have textbooks. Textbooks are very expensive and pupils are not able to buy those. At home there is mostly no electricity (light). This is a big problem (Teacher 9, personal announcement, 15 May 2012). Most pupils are not able to study when it is dark.

There is lack of study materials at school. The government is responsible to supply textbooks, but they are lacking to do so (Teacher 3, personal announcement, 15 May 2012). There are almost no textbooks. There are only some textbooks for English or maths, but even then: mostly not enough for all students.

Too much (household) work could be a reason (Teacher 8, personal announcement, 10 May 2012).

5.5.2 Central basic school teachers

Mentioned risk factors for early drop-outs of OVC at central basic schools by teachers were:

- Low support of parents/guardians
  - Alcoholism
  - Emotional: Lack of parental care, no encouragement
  - Pedagogic: Lack of role models, no encouragement, parents don't value schooling

- Overcrowded classes
  - Difficulties with keeping order at class

- Lack of school materials
    - Lack of textbooks;
    - Lack of materials like materials for science experiments;
    - Shortage of classrooms
    - Less classes

- School too far

- Behavior of student

Central basic school pupils are merely facing the same problems as the high school pupils do. Nevertheless there was one important addition to low support of parents/guardians: alcoholism of parents/guardians. One of the interviewed pupils has a mother who is an alcoholic. This places a burden on the shoulders of this student. He has to do a lot of work and lacks parental care (Teacher 7, personal announcement, 5 May 2012). He has behavioral problems.

5.5.3 Rural basic school teachers

Mentioned risk factors for early school drop-outs of OVC by rural basic school teachers were:

- Low support of parents/guardians
    - Pedagogic: Lack of supervision
    - Emotional: No love/attention. It's not only so that some children get few support, but it's even so that some children don't get any love at all.

- Lack of school materials
    - No textbooks;

- School too far
    - Bad roads during the rainy season

- Early pregnancy
    - Combining school with feeding and caring for the baby, but also the worries of having a baby, which can make absent minded.
      Guidance and counseling are needed.

- Overcrowded classes
    - Noise in class.

- Understanding of the teacher
    - Children are raised in local languages, English is very hard to understand for them (Teacher 6, personal announcement, 2012, 22 May).

- Peer pressure
    - Finding identity: social groups within the class, everyone wants to be seen (Teacher 6, personal announcement, 2012, 22 May).

- Attendance at school
    - Not consistent coming to school, skipping classes.

Chapter 6: Conclusions of the research

The key question of this research was: "What are the environmental risk factors for school drop-outs of orphans and/or vulnerable children in Grade 7, 9 or 12 in the GCMF OVC program?"
10 reasons for early school drop-outs were found in the literature research (WFP., p.10., 2006). These reasons were:
1. Lack of money, not being able to afford school uniforms, books, pencils, pens and other school requirements;
2. Child considered too young;
3. No interest in school (guardians);
4. Illness;
5. Marriage/pregnancy;
6. No school available;
7. Help with HH work;
8. Failed;
9. School too far;
10. Work

GCMF had some hypothetical causes and additions as well. These were:
1. Because of a lack of money, children have to be economically active;
2. Marriage and pregnancies of young girls;
3. Help with HH work;
4. School too far;
5. Low support of parents/guardians;
   - No interest in school
   - No love for the orphans who are not the own children
6. Peer pressure;
7. Poor food circumstances
8. School factors like overcrowded schools, few personal attention, incompetent teachers, etc.
9. Differences between town/city and village

The causes that were mentioned in the WFP research were combined with the additions of the GCMF experiences. The new list of possible risk-factors for early school drop-outs was now:

1. (I)Literacy of the household head;
2. Low support of parents/guardians;
   a. No interest in school
   b. No love for the orphans who are not the own children
3. Economically active children;
4. Help with HH work;
5. School too far;
6. Differences between town/city and village;
7. No light to study;
8. Marriage and pregnances of young girls;
9. Poor food circumstances;
10. Sleep problems;
11. Overcrowded classes and noise;
12. Too few or no textbooks at school;
13. No textbooks at home
14. Few personal attention/understanding of the teacher;
15. Peer pressure;
16. No place to study;
17. Poor health;

18. Behavior of pupil;

This list functioned as the basis for the interviews with the respondents: pupils; teachers; drop-outs and teenage mothers. It has been used to explore the factors that were affecting the study achievements of the pupils. Due to a lack of time, it was not possible to interview enough pupils to be able to find determining conclusions about which factors are responsible for early school drop-outs. Yet, it was possible to explore the above mentioned factors as risk-factors. There is not enough data to determine these factors as being 'causes' of early drop-outs.

The data found during the research is valid to say something about these factors as being 'risk-factors' for early drop outs. Some of the factors mentioned above have been found as being risk-factors for early drop-outs of OVC.

High school boarding scholars

Some high school boarding scholars have been interviewed. As expected, they didn't mention many risk-factors. Mostly risk-factors mentioned by boarding scholars were school factors like a lack of study materials, problems with understanding of the teacher, insufficient study facilities etc.

High school day scholars

For these pupils almost all factors that are mentioned above, were mentioned as risk-factors. Important for this group of OVC, is that many of these OVC are renting 'houses' near the high school. The houses in which they live are very small. In fact, it are not houses, but small huts. Mostly they share these huts with one or more friends. They rely on themselves. There are no parents or guardians to support them. The only support they get is small financial support to be able to pay for rent, and food. Mostly this is insufficient and hunger and stress are big problems. One scholar had no parental support at all. He had to care for himself and his two little cousins. This places a high burden on the shoulders of this scholar. He was financial and emotional responsible for the daily care of himself and his two cousins. He had to study, to work, to cook, to clean, in short: to do everything. He was very motivated to pass for his exams, but the burden on his shoulders cannot be underestimated.

Central basic school pupils

A very interesting interview was held with a pupil and with the teacher of that pupil at a central basic school. The pupil who had been interviewed told about her home situation. It was a good home situation:

- Caring parents: a good parental care, with a father who exercised passed school exams with his daughter;
- Study more important than (household) work: she only has to work if she has not to study;
- Good food circumstances, no hunger;
- No sleeping problems: a mattress to sleep on;
- A short distance to school (only 15 minutes of walking);

The teacher of this pupil has been interviewed as well. She was very content about this pupil. She told me that this pupil was the best female pupil of her class and her behavior was good, according to the norms of society (Teacher 2, personal announcement, 2012, 31 May).

This shows the supporting value of a good home situation. There is good parental care, which means that there is love and emotional and physical support for the children. The parents/guardians are aware of the importance of schooling and support their children to study well.

Rural basic school pupils

Pupils at rural basic schools are facing hard life circumstances. They have to cover long distances from home to school. Some villages are very remote, which makes that pupils have to cover long distances which makes them tired.

There is also the problem of hunger. Many pupils in remote areas have not enough to eat. Some of the respondents are only having one meal per day. At the rainy season sometimes even less.

They live in villages under bad housing facilities, no bed, and no mattress; mostly they just sleep on the ground on empty bags or self-made mattresses from branches. This makes them tired and it is hard to concentrate with an empty stomach and a tired body.

One girl just gave birth to a son, at the time she was interviewed. A teacher mentioned that a lack of parental love sometimes leads to teenage pregnancies. They need love, if they don't get parental love; they sometimes seek it by boyfriends, which make them vulnerable.

Further, there is the language problem. Children are raised with local languages in villages. Their parents/guardians mostly don't speak any English. They are used to speak Lamba, Bemba, Lozi or other languages. When they go to school, they have to learn in English, they have to write exams that are written in the English language. Good English skills are very important for continuing study at high school.

Drop-outs

Two drop-outs have been interviewed. One of these drop-outs, dropped-out because of a lacking guidance by her guardians and by a supposed low intelligence (headmaster of Musangashi Basic School, personal announcement, 2012).

The other drop-out mentioned as factors that led to drop out:
- A high burden of (household) work
- Long distance to cover from home to school;
- No light to study;
- Poor food circumstances;
- Sleep problems;
- Lack of study materials: no textbooks at school, no textbooks at home.
- Worries about past and future.

Important to note is that one drop-out mentioned that before she got GCMF sponsorship, she had to work for money to be able to attend school. Because of this, she had to skip classes, which leaded to drop-out. After getting GCMF sponsorship, she no longer had to work to be able to pay school fees. Now GCMF paid her school fees. Economical activities were no longer a risk factor, because GCMF paid her school fees.

Not affecting factors

Some factors have not been found as risk factors. These factors are:

1. (I)Literacy of the household head: during this research it was not possible to find a correlation between illiteracy of the household head and early school drop-outs;
2. Differences between town/city and village: There are no data that could refer to differences between town and village. Thus, by this research, no conclusions can be defined about differences between city and village that could affect school achievements of pupils negatively.
   Though, a nuance has to be made. Differences between town and village are not really found, but the interviews made clear that there is a difference between pupils in the rural areas and pupils in the more central areas. It seems that pupils in rural areas are facing even tougher life situations than pupils form central areas.
3. Peer pressure: there is peer pressure at high schools. There are three kinds of peer pressure that were mentioned by respondents:
   a. Pressure to drink beer, or to smoke: This is especially dangerous if you choose the wrong friends. It's important to choose good, well-behaved friends (OVC 8, personal announcement, 2012, 23 April).
   b. Pressure to give things that belongs to you: Grade 12 scholars threaten grade 10 scholars to give them money or other possessions. When the

grade 10 scholars don't obey, they will be beaten by the grade 12 scholars (OVC 17, personal announcement, 2012, 26 April).
  c. Grade 12 scholars who are bullying grade 10 scholars (OVC 9, personal announcement, 2012, 26 April)

Peer pressure has been mentioned by high school respondents, but it was not mentioned as a risk-factor. However it can become a risk factor if scholars get the wrong friends. Supervision is recommended.

4. Poor health: There was only one pupil who was complaining about a poor health. Others didn't complain about poor health. They did complain about hunger caused by foot-shortage, or pain caused by poor sleeping circumstances, but they were in a good health.

   Health-care facilities are not always good reachable. Some pupils have to walk long distances to the nearest hospital or health center. This factor is influencing study achievements of pupils, however, there was just one pupil who complained about health problems. Thus this factor has not been found as a risk factor.

5. Behavior: There was only one pupil who was in danger to drop-out because of his bad behavior at school. This was caused by a lack of parental care and a very problematic home situation. This cannot be called as risk factor, it is more a result of another risk factor: lack of parental support/guidance.

Final conclusion

All pupils that are sponsored by GCMF are facing difficulties in life. They all have lost one or two parents and/or are vulnerable. All OVC are facing 'risk factors'. The combination of several risk factors, is responsible for the impact of risk factors on the study achievements of the pupils. Some pupils complain about hunger, but not as a risk factor for their studies. It is the combination of several risk factors that is negatively affecting study achievements of the pupils.

Pupils who are facing a lot of 'risk factors' will not automatically fail for their examination. Risk-factors are laying a burden on the shoulders of OVC, which is disturbing them to achieve well. Therefore OVC should be supported in their needs in order to take the burden away and give them the opportunity to achieve as good as possible.

The needs of OVC (as found during the research) can be divided into three main needs:

4. Emotional needs:
   a. Parental care;
   b. Parental guidance;
   c. Not too much (household) work to do.
5. Physical needs:
   a. Enough and healthy food;
   b. Mattress to sleep on;
   c. Bicycle to cover long distances (more than one hour walking).
6. Educational needs:
   a. Light to study;
   b. Textbooks;
   c. Passed exam papers to study.
   d. Qualified teachers;
   e. A sound educational environment (order during lessons, not overcrowded classes).

These needs should be covered in order to reduce drop-outs among OVC.

Chapter 7: Reflection on the research process

7.1 Overall reflection

When I started with this research I was quite insecure about how to do a research. I had no experience with doing a research at all. The only research experience I had, was from a year before. I got some theoretical lessons about research and how to do a research. However, practically I didn't know how to start. It took some time to gain information about the research process, and to gain all the preparatory information that was needed to start the research.

After a while I knew how to do the research and I got the confidence to do the research. Meanwhile I had lost some time with the preparations. At the time I started the field research I faced some problems:

- Not all respondents were able to speak English: some pupils are not able to speak or understand English. I had to work with a translator, but there was not always a translator available. This slowed the research down;
- It was not easy to find all the respondents; infrastructure in the Mpongwe district was very bad: it was not hard to interview pupils, I could easily find them at their schools. Yet, it was extremely hard to find parents/guardians. They are often living deep in the bush. I would have had more opportunities to visit them, if I had a motorbike. For this research it was simply impossible to visit parents/guardians because of the long distances and the absence of a translator;
- It took a long time to travel to respondents;
- The respondents gave short answers, it was hard to get enough information from the interviews. This made me to make long interview lists, in order to get all the required information from the interviews.

Despite of these opposing situations, I was able to interview quite a number of pupils, teachers, teenage mothers and drop-outs. Every respondent was interviewed by using the same interview format. There were interview formats for pupils; teachers; teenage mothers and drop-outs.

Because of this, it was possible to compare the interview results and find answers on the key question.

Because of my inexperience it took a long time to analyze and explore the data. Nevertheless this research provides a good picture of the current situation of early drop-out risk factors of OVC sponsored by GCMF.

Despite of my inexperience, I was able to set up a proper research, to collect the right data and to analyze these data according to the standards of qualitative research methods.

A more specific reflection on three stadia of the research will be described below. The first stadia that will be described, is the preparing stadium, in which the literature study and the preparing of the research will be described.

The second stadium will be about the field-research. The last stadium that will be reflected on, will be the analyzing and concluding stadium in which the results of the field- en literature research will be described and reflected.

7.2 Reflection on the preparing stadium

When I started to do my internship for GCMF in Mpongwe, Zambia, I was searching for a specification of assignments I could do. I came to GCMF to do a Social Work internship. I wanted to participate in the OVC program of GCMF. Mrs. Buysens and Mr. Naert did a great job in introducing me into the OVC program and into the Zambian culture in general. I have learned a lot of them and I think GCMF and the OVC program owes a lot to them. Mrs. Buysens was the OVC coordinator at that moment. She told me that there

was a need for more knowledge about causes of early school drop-outs of OVC from the GCMF OVC program. By experience in coordinating the program, they realized that the home-environments of these pupils are not supporting to good results. In other words, they believed that many drop-outs of OVC were caused by the bad influence of environmental factors.

It was my job to find out which environmental factors were causing early drop-outs. The very first step for this research was to make a draft of the research. I wrote down what I wanted to know and I brainstormed about how I could find the answers on the questions. After sketching the outlines for the research, I started with the literature research.

It was my job to find out the environmental causes of early drop-outs of OVC. I needed theoretical backgrounds about causes of drop-outs in Zambia. The study of the WFP (2006) was a source very useful to gain the required information about the Zambian situation of OVC and their life situation. It gave a very good insight in how Zambian OVC are living. It gave a good and useful insight into their household compositions, their daily life, their food patterns, their school enrollment, etc.

I found 10 causes for school drop-outs of OVC in the study of WFP (2006). After doing the literature, I gained information from GCMF. They mentioned some other possible causes for early school drop-outs, by their experience gained during the coordination of the OVC program.

In this way I collected the required information to start the research.

7.3 Reflection on the field research

I wrote questionnaires (attachments 1-4), based on the information that I collected during the literature research. The collected information formed the fundament of the questionnaires that I used during the interviews. Despite of the vast structure of the questionnaires, I let room for personal addictions of the respondents. I asked all pupils, drop-outs and pregnancies how their daily-life schedules looks like. I also asked every respondent to personal additions. I asked every respondent which factor/event in life had the greatest impact on their study achievements. While interviewing I noticed that most

Picture 1: Interviewing a respondent

children didn't give long answers, they were rather likely to give short, to-the-point answers. This made me to decide to ask as many questions in order to get enough information from the interviews. The vast structure of the questionnaires made that the results of the interviews were easy to compare to each other.

I don't know why most respondents gave such short and to-the-point answers. It may be caused by the language barrier. Although many Zambians are speaking English, it is not there mother language. Zambians are part of tribes. Every tribe has its own language, this is the language in which every child is raised, whether it is the Lozi language, the Bemba language, the Lamba language, or any other tribal language. Children learn to speak English at school, therefore their English can be good enough to understand and to speak, but sometimes not good enough to express feelings and opinions. So this could be a reason for the short answers they gave.

Another possible explanation of the short, to-the-point answer could be the high respect to the 'western man'. I noticed that there is a high respect for people from 'the Western World'. Especially children sometimes looked shy, although I tried to let them feel comfortable. I felt sometimes embarrassed by the respect people showed to me. I felt like I was not deserving it. I thought on how the 'Western World' used and maybe still

use to behave towards the 'African World'. This made me humble and I hope that this is how people saw me, humble and truly interested.

The last reason for the short answers, was maybe just the factor of time. When I had to interview to teachers, I sometimes had to interview them while they were teaching their class. There was no other way to interview them, since it is hard to find people in the villages.

Finding respondents was not always easy. It was especially hard to find drop-outs. Drop-outs are living somewere in the villages, but often, nowbody knows exactly were. Even if somebody knows were someone is living, it is not easy to find. There are no street names or road signs in the rural areas. There are only roads into the bush. Next to the roads there are the villages, sometimes you even cannot see them from the road. To find people you have to ask other peoples by using names, photographs and descriptions of the person. Once, by seeking a respondent, I went to the former teacher of that respondent. The teacher sent me to a girl who was family of the respondent. The girl walked a small way with me to show me the way. Then she showed me a boy who was a friend of her. She asked her friend to guide me the last part of the way to the drop-out. That boy cycled the last part of the way to show me were the respond was living. These circumstances made it hard to be able to find the respondents.

Another delaying factor was the way of traveling. I was not able to drive a car, and even if I was able to drive a car it would not be possible to reach every respondent. The only way of fast and easy traveling would be a motorbike, because a motorbike is fast and small, so that you can come everywhere. I traveled per by foot, cycling, minibus, taxi and hitchhiking. Sometimes I had to travel for more than two hours, only to reach the respondent. One time I even needed a whole day to be able to take two interviews, which were taking only 1 hour per interview.

By taking the interviews I spoke English. Most respondents were able to understand and speak English. This because of the fact that most respondent were grade 7-12 pupils and teachers. Some respondents were not able to understand, let alone, speak any English. These respondents were interviewed by using a translator. My translator was a local man who was a friend of mine. He spoke many tribal languages. He provided also valuable background information that was very important, maybe even essential to understand the backgrounds of the

Picture 2: The interview-team

interviews. He was a skilled interviewer, he knew how to ask questions in a way that respondents didn't feel threatened. I'm thankful for his valuable support.

7.4 Reflection on the analyzing and concluding stadium

Ironically, I used the most time for the last phase of the research. It took me so long because of inexperience. I needed much time to find a proper way for analyzing the data. I got some help for it from mrs. T. Korsten and of a Dutch teacher.
Secondly I went home to the Netherlands before I finished the last stadium of the research. Arriving home meant re-adopting to the Western way of living. It was my return to the rushing Western society. Even while writing this report, I feel homesick to the country that feels like my second home, Zambia.
I started my last year at Zuyd University. There I started to write my bachelor thesis. It was very busy time, in a busy part of the world. I had to combine study with volunteering/doing internship at refugee work, voluntary work for the church and writing this report. This was the reason the reason why it took me so long to finish this report.
Maybe there is one reason that is even more important. That is the English language. Although my English speaking and understanding skills are quite good, my writing skills are just moderate. You may have noticed that the spelling and grammar of this report is not perfect. For me it was very hard to write in English. It's my hope that the low quality of my English is not overshadowing the quality of the research itself.

Chapter 8: Policy recommendations

Three basic needs of OVC were mentioned in the conclusion:

1. Emotional needs:
   a. Parental care;
   b. Parental guidance;
   c. Not too much (household) work to do.
2. Physical needs:
   a. Enough and healthy food;
   b. Mattress to sleep on;
   c. Bicycle to cover long distances (more than one hour walking).
3. Educational needs:
   a. Light to study;
   b. Textbooks;
   c. Passed exam papers to study.

GCMF could examine how and if they can provide in these needs. I want to mention a few suggestions of interventions that could be done.

1. *Awareness meetings for parents/guardians of OVC:*
   Meetings where parents/guardians of OVC come to together to discuss about the importance of education and parental guidance and support.
   It needs further research, to examine how parents/guardians can be motivated to support the OVC to go to school etc.

2. *Monitoring*
   OVC coordinators are responsible to monitor the pupils. They were not always able to do this as much as needed, because of the high administrational burden. This has changed because of recent developments. There is now a guesthouse manager, this creates more time for the volunteers to do the OVC coordinating work. This work is very important to see which pupils are vulnerable and which pupils are not vulnerable, in order to take care that the sponsorship will go to those who really need support. This work is also very important to see which pupils need extra care. This extra care could be done by trainees. (See next point).

3. *Guidance and support:*
   GCMF could offer guidance and support to high school students who are renting. These pupils are lacking parental support and guidance. Social Work Trainees could be 'buddies' to high school students and assist them in doing schoolwork, managing household work and maybe most important: giving emotional support and guidance to study well.

4. *Bicycle hire:*
   It could be examined if it is possible to start up a renting system for bicycles. Pupils who have to travel for more than 1 hour to school can be considered to 'rent' a bicycle from GCMF.
   However, there are many practical problems with this plan. Bicycles can easily be stolen and are expensive in purchase.

5. *Library:*
   GCMF could start up a library in which pupils can study. The use of e-readers has to be considered. One e-reader can store more than 100 e-books. Many e-readers can even store more than 1000 e-books. An e-reader is a once-only purchase. Besides of this, e-books are a lot cheaper than normal textbooks. The

price of e-readers is high, but it is cheaper in the longer term. This could be considered.

However a library is very important. In this library pupils can study or train with passed exams. Buying textbooks is an important investment.

At this moment OVC are already borrowing textbooks from teachers and friends. A library could make important literature accessible for all pupils.

6. *School meals/ school breakfast*

   The importance of healthy nourishment is uncontested. Healthy food is very important. The importance of a healthy breakfast has been described in the literature research. Many OVC complained about hunger and concentration problems caused by this hunger.

   It must be examined if it is (financially) possible for GCMF to sponsor school meals/ breakfasts.

Literature

Baarda, B. (2009). *Dit is onderzoek!; Handleiding voor kwantitatief en kwalitatief onderzoek.* Groningen/Houten: Noordhoff Uitgevers bv.

Central Intelligence Agency (11-3-2012). *The World Factbook; Africa, Zambia.* Viewed on 13 March 2012 on the World Wide Web: https://www.cia.gov/library/publications/the-world-factbook/geos/za.html

Gajre NS, Fernandez S, Balakrishna N, Vazir S. (2008). *Breakfast eating habit and its influence on attention-concentration, immediate memory and school achievement.* Indian Pediatr.

Give the Children of Mpongwe a Future (2010). *Annual Report 2010.* Non-published annual report, GCMF, Mpongwe.

Ministry of Community Development and Social Services: Draft Social Protection Strategy. Social Protection Sector Advisery Group, May 2005.

Mpongwe Baptist Association (10-6-2009). *Mpontwe Baptist Association; Giving hope to all; where we work.* Viewed on 14 March 2012 on the World Wide Web: http://mpongwe.com/inside-mba/where-we-work

Salemans, F., & Lemmens, E. (2009). *In beweging; evalueren als impuls voor verbetering en vernieuwing.* Non-published document, Zuyd University, faculty of Social Studies.

SARUA Southern African Regional Universities Association (2008). *Zambia.* Viewed on 19 March 2012 on the World Wide Web: http://www.sarua.org/?q=Zambia

State University.com (2013). *Zambia-History & Background, Constitutional & Legal Foundations, Educational System-overview, Preprimary & Primary Education, Secondary Education.* Viewed on 15 February 2013 on the World Wide Web: http://education.stateuniversity.com/pages/1706/Zambia.html

Swiss Academy for Development (2008-2010). *Research Brief 8: School enrolment and drop-out among vulnerable rural Zambian children.* Non-published document, Swiss Academy for Development.

The UN World Food Program (2006). *Orphans and Vulnerable Children in Zambia: An Assessment of Vulnerability in Selected Districts Supported Under the Community Schools Feeding Program.* Zambia

Attachment 1: Questionnaire pupils

General interview questions: Circumstances, living hood etc.	
General questions	1. What is your full name? 2. What is your age? 3. When have you been born 4. Where do you live? 5. To which school do you go? 6. In which grade are you now?

Family composition and size	**General questions about family composition and size**
	
	1. Are your parents still alive?
	    a. If not: when did they die?
	2. Who is/are your guardian(s)?
	3. Since when has he/she been your guardian?
	4. Do you have any brothers or sisters?
	    a. Do they live with you?
	5. Are there other people who are also living with you and your guardians?

	Support from parents/guardians 1. Are your parents/guardians able to write and read? 2. Did your parent(s)/guardian(s) go to school? 3. What is your parents/guardians opinion towards schooling? 4. Do your parents provides food and clothes for you? 5. Do your parents/guardians cook for you? a. If not: who does? 6. Do they provide a room for you to sleep?
Housing	**General questions about housing** 1. Are you living in a village or city/town? 2. Do you have light to study when it is dark? 3. Is there room to study?

	Help with household work
	
	1. Do you have to help with household work?
	    a. If yes: what kind of household work do you have to do?
	    b. How do you feel after working?
	    c. Does this affect your study?
	2. Can you describe how a day looks like for you? (when do you get up, what do you after that, etc.?)

	Place to sleep 1. Do you have a bed to sleep? 2. Can you sleep well? 3. How many hours do you sleep? 4. Does this affect your attention at school?
	Distance to school 1. How long do you have to travel from home to school? 2. How do you travel? (By foot, bus, bicycle, other) 3. Does this affect your attention at school?

Boarding	1. How do you care for yourself?
	2. GCMF provides for school fees, school clothes etc., are there things you miss, that affect your study?
	3. Do you work while you are in boarding?
	    a. If yes: for what do you have to work?
	    b. How long do you have to work?
	4. Can you describe how a day looks like? (when do you get up, what do you do after that, etc.?)
	5. Is there peer pressure in the boarding?
	6. Where do you sleep?
	7. Are there other things regarding to boarding, that affects your study?

Livelihood	**General questions livelihood** 1. Who is the main income earner (who provides for relish)? 2. How does he/she earn money? 3. Are there other people who have to work for income for the family? 4. Are there sometimes hard times so that there is no money to buy food or other supplies? a. How is the atmosphere at home during those hard times? 5. Are you able to go to the hospital when you are sick?

	Economically active children and piecework
	
	1. Do you have to work sometimes? (like pieceworks?)
	    a. If yes: what kind of work do you have to do?
	    b. What do you work for?
	    c. How long do you work per day?
	    d. How do you feel after working?
	    e. Do you sometimes have to stay at home to work?
	    Per example during the harvest season?

Food	1. How many meals do you eat per day?
	2. Do you eat breakfast?
	    a. If yes: what do you eat as breakfast?
	    b. If not: why do you not eat breakfast
	3. What do you eat?
	4. Are there times that there is not enough food?
	    a. If yes: does this affect you at school?
	5. Are you sometimes feeling hungry?

Schooling	**Teachers and class** 1. How many pupils are in your class? 2. Is it quiet in class? 3. Are you able to concentrate in class? 4. Can you understand everything the teacher says?
	School materials 1. Are there textbooks in class? 2. Do you have books at home?
	Attitude 1. How do you study? 2. When do you study? 3. If you would fail for the examinations, what would be the reason for that? 4. Are you going to school every day? a. If no: why not? 5. What do you think of schooling?

Attachment 2: Questionnaire teachers

	Questions
Pupil	1. How is … doing in class? 2. What is his/her number in class? 3. What is his/her attitude in class? 4. Do you have results from this pupil? 5. How is his/her school attendance 6. Do you maybe know something about his home situation?
Class situation	1. How many pupils are there in class? 2. Is the class quiet if there are so many pupils? 3. If … would fail for examinations, what do you think would be the primary reasons for that? 4. Are there textbooks available for the pupils during the lessons? 5. How many hours does … have lessons per day/week?

Attachment 3: questionnaire pregnancy

General questions	7. What is your full name? 8. What is your age? 9. When have you been born? 10. Where do you live? 11. To which school do you go? 12. In which grade are you now?

Family	1. Is that the same place as where you were living, before you got pregnant?
	2. Are your parents still alive?
	    a. If not: when did they die?
	    b. If yes: can you tell me if and how your parents care for you?
	3. Who is your guardian?
	4. Are you living with him/her?
	5. Who (else) is living with you?

Livelihood	1. Who is responsible for the family? 2. How does he/she earn money? 3. Are you always able to have enough food or other supplies? 4. Are you able to go to hospital when you are sick?

Economically active children	1. Do you have to work for money?
	    a. If yes, what do you do?
	    b. How long do you work per day?
	    c. Do you have (or did you have) to stay at home to make money?

Housing	1. Do you have to do some household work?
	    a. If yes: what kind of household work do you have to do?
	    b. How do you feel after working?
	2. Can you describe how a day looks like for you? (when do you get up, what do you do after that, etc.?)
	3. Does the work you have to do affect your school results?

Pregnancy	1. How old were you when you became pregnant? 2. Does/did your boyfriend know that you are/were pregnant? 3. Is/was your boyfriend willing to care for the baby? 4. How did you feel when you realized that you was pregnant? 5. What was the reaction of your family? 6. What was the reaction of your schoolmates? 7. Did you go to school every day when you was pregnant? a. If no: why not? 8. What would you need to maintain your study and to pass for the examinations?

Post pregnancy	1. Are you able to combine going to school with caring for the child?
	2. Did you have to move to another place after giving birth to your child?
	3. Have you been able to go to school after the birth of your child?
	    a. If yes: how (or who) did you feed your child?
	    b. If no: Could that have had a negative influence on your study?
	4. Are you able to finish school now you have a child?

Schooling	6. How do you study? 7. When do you study? 8. If you would fail for the examinations, what would be the reason for that? 9. Are you going to school every day? a. If no: why not? 10. What do you want to become?

Attachment 4: questionnaire drop-outs

General interview questions: Circumstances, living hood etc.	
General questions	13. What is your full name? 14. What is your age? 15. When have you been born 16. Where did you live, when you went to school? 17. To which school did you go? 18. In which grade did you drop-out?

Family composition and size	**General questions about family composition and size**
	
	6. Were your parents still alive, when you was sponsored by GCMF?
	    a. If not: when did they die?
	7. Who was/were your guardian(s) at that time?
	8. Since when has he/she been your guardian?
	9. Do you have any brothers or sisters?
	    a. Did they live with you, when you was sponsored by GCMF?
	10. Are there other people who were also living with you and your guardians?

	Support from parents/guardians 7. Are your parents/guardians able to write and read? 8. Did your parent(s)/guardian(s) go to school? 9. What is your parents/guardians opinion towards schooling? 10. Did your parents/guardians provide food and clothes for you? 11. Did your parents/guardians cook for you? a. If not: who did? 12. Did they provide a room for you to sleep?
Housing	**General questions about housing** 4. Were you living in a village or city/town? 5. Did you have light to study when it was dark? **6.** Was there room to study?

	Help with household work
	
	3. Did you have to help with household work?
	    a. If yes: what kind of household work did you have to do?
	    b. How did you feel after working?
	    c. Did that affect your study?
	4. Can you describe how a school day looked like? (when did you get up, what did you do after that, etc.?)

	Place to sleep 5. Did you have a bed to sleep? 6. Could you sleep well? 7. How many hours did you sleep? 8. Did that affect your attention at school?
	Distance to school 4. How long did you have to travel from home to school? 5. How did you travel? (By foot, bus, bicycle, other) 6. Did that affect your attention at school?

Boarding	8. How do you care for yourself?
	9. GCMF provides for school fees, school clothes etc., are there things you miss, that affect your study?
	10. Do you work while you are in boarding?
	    a. If yes: for what do you have to work?
	    b. How long do you have to work?
	11. Can you describe how a day looks like? (when do you get up, what do you do after that, etc.?)
	12. Is there peer pressure in the boarding?
	13. Where do you sleep?
	14. Are there other things regarding to boarding, that affects your study?

Livelihood	**General questions livelihood** 6. Who was the main income earner (who provided for relish)? 7. How did he/she earn money? 8. Are there other people who had to work for income for the family? 9. Were there sometimes hard times so that there was no money to buy food or other supplies? a. How was the atmosphere at home during those hard times? 10. Were you able to go to the hospital when you was sick?

	Economically active children and piecework
	
	2. Did you have to work for money sometimes? (like doing piece works?)
	    a. If yes: what kind of work did you have to do?
	    b. For what did you work for?
	    c. How long did you work per day?
	    d. How did you feel after working?
	    e. Did you sometimes have to stay at home to work?
	    Per example during the harvest season?
	    f. Did the work affect your school results?

Food	6. How many meals did you eat per day?
	7. Did you eat breakfast?
	    a. If yes: what did you eat as breakfast?
	    b. If not: why did you not eat breakfast
	8. What did you eat?
	9. Are there times that there was not enough food?
	    a. If yes: did this make you feel hungry?
	10. Did this affect your school results?

Schooling	**Teachers and class** 5. How many pupils were in your class? 6. Was it quiet in class? 7. Were you able to concentrate in class? 8. Could you understand everything the teacher said? a. If not: How have you been able to study?

	School materials
	
	3. Were there textbooks available for pupils in class?
	4. Did you have textbooks at home?
	    a. If yes: from which subjects?
	    b. Did those textbooks help you to get better results, compared to other subjects?

	Attitude 11. How did you study? 12. When did you study?

	13. Can you tell me the main reasons for dropping out? 14. In which case would you have been able to finish school? 15. Did you go to school every day? a. If no: why not?

Attachment 5: Labeling example

Interview Analysis OVC 5

Labeling interview OVC 5
High School: Grade 12;
18 years old.

Number	Label	Tekst
~~1.1~~	• ~~(I)Literacy of the household head;~~	~~My brother (27 years) is my guardian. He lives in Mikata. I'm renting, so I don't live with him. I visit him and his wife during the holidays. he is able to read and write. Even in English.~~ ~~He went to school until grade 9.~~
1.2	• Low support of parents/guardians • No interest in school • No love for the orphans who are not the own children	According to him, school is important. My brother gives me two times per year money, to buy everything I need. However, this is not enough for the whole year.
~~1.3~~	• ~~Economically active children;~~	~~I work during holidays in the rainy season. I do piece works like planting maize, digging.~~ ~~I work to buy what I need, like clothing, cooking oil and money for the renting of the house.~~ ~~I feel tired after work.~~ ~~I don't have to stay at home to do piece works.~~
~~1.4~~	• ~~Help with HH work;~~	~~We (Edith and the friends who are sharing the house). share the work. Sometimes I have to do some household chores and sometimes one of my friends is in charge to do some household chores.~~ ~~The work takes me around 1 hour. I feel tired afterwards.~~ ~~Though, it doesn't affect my study. I know that I get tired of the work, so I study before working.~~
~~1.5~~	• ~~School too far;~~	~~I just walk for five~~

		minutes, it's very nearby.
1.6	• Differences between town/city and village	-
1.7	• No light to study	We use candlelight, if we have candles
1.8	• Marriage and pregnancies of young girls;	-
1.9	• Poor food circumstances; • No breakfast	Sometimes we don't have enough money to buy cooking oil, salt or Nshima. Then we eat cassava or sweet potatoes. I eat 2 meals per day, lunch and supper. There is no money for breakfast. I eat nshima with rape or cabbage and sometimes dried fish (like kapenta). Sometimes we can only eat 1 meal per day. When I feel hungry I'm not able to understand everything I read. A few days per week, I feel hungry. When I feel hungry I am not able to concentrate very well. I might study, but I'm not able to fully understand what I'm reading.
1.10	• Sleep problems	I make a bed on the floor. I don't sleep well, because of pain in my ribs. The ground is hard and causes pain in my ribs. I get tired, but I am able to concentrate in class. I sleep 6 hours.
1.11	• overcrowded classes • Noise	There are around 60 pupils in my class. There is too much noise. If it is too noisy, I go to another room, where it is quiet. There is no noise when the teacher is in class.
1.12	• Too few or no textbooks at school	There are no textbooks available for pupils.
1.13	• No textbooks at	I don't have any

	~~home~~	~~textbooks at home, but I borrow textbooks from my teachers.~~
~~1.14~~	• ~~Few personal attention~~ • ~~Understanding of the teacher~~	~~I'm able to understand the teacher. If I don't understand him, I ask questions~~
~~1.15~~	• ~~Peer pressure;~~	~~–~~
1.16	• Self-mentioned reasons for drop-out	1: Lack of money to buy candles. Without candles it is not possible to study at night. I have often only time to study at night; 2: Lack of food. When I feel hungry, it's very hard to understand what I'm reading. I will read without understanding.
~~1.17~~	• ~~No place to study~~	~~Sometimes I study inside the house, sometimes I just go somewhere, where is no noise.~~

Conclusions

Affecting factors

Number	Label	Text
1.2	• Low support of parents/guardians • No interest in school • No love for the orphans who are not the own children	According to him, school is important. My brother gives me two times per year money, to buy everything I need. However, this is not enough for the whole year. *(There is no supervision of a guardian. Edith lives far from her guardian and sees him only sometimes).*
1.7	• No light to study	We use candlelight, if we have candles. *(So if there are no candles it is hard to study).*
1.9	• Poor food circumstances; • No breakfast	Sometimes we don't have enough money to buy cooking oil, salt or Nshima. Then we eat cassava or sweet potatoes. I eat 2 meals per day, lunch and supper. There is no money for breakfast. I eat nshima with rape or cabbage and sometimes dried fish (like kapenta). Sometimes we can only eat 1 meal per day. When I feel hungry I'm not able to understand everything I read. A few days per week, I feel hungry. When I feel hungry I am not able to concentrate very well. I might study, but I'm not able to fully understand what I'm reading.
1.12	• Too few or no textbooks at school	There are no textbooks available for pupils.
1.16	• Self-mentioned reasons for drop-out	1: Lack of money to buy candles. Without candles it is not possible to study at night. I have often only time to study at night; 2: Lack of food. When I feel hungry, it's very hard to understand what I'm reading. I will read without

		understanding.

Non Affecting factors

Number	Label	Text
1.5	• School too far;	I just walk for five minutes, it's very nearby. *(School is nearby)*
1.10	• Sleep problems	I make a bed on the floor. I don't sleep well, because of pain in my ribs. The ground is hard and causes pain in my ribs. I get tired, but I am able to concentrate in class. I sleep 6 hours.

Strategies to cope with (environmental) problems

Number	Label	Text	Coping label
1.3	• Economically active children;	I work during holidays in the rainy season. I do piece works like planting maize, digging. I work to buy what I need, like clothing, cooking oil and money for the renting of the house. I feel tired after work. I don't have to stay at home to do piece works. *(Edith does piece works during the holiday in the rainy season, in order to cope with difficult times. She doesn't work during school weeks, because this could affect her study).*	• Working during Holidays/ weekends
1.4	• Help with HH work	It *(the HH work)* doesn't affect my study. I know that I get tired of the work, so I study before working. *(Anticipating on the situation: Edith knows that the work makes her tired, so she studies before working).*	• Studying before working
1.11	• overcrowded classes	There are around 60 pupils in my class.	• Self-study in empty

		Noise	There is too much noise. If it is too noisy, I go to another room, where it is quiet. There is no noise when the teacher is in class.	classrooms
1.13	•	No textbooks at home	I don't have any textbooks at home, but I borrow textbooks from my teachers. *(Borrowing textbooks from teachers).*	• Borrowing textbooks (from teachers)
1.14	• •	Few personal attention Understanding of the teacher	I'm able to understand the teacher. If I don't understand him, I ask questions	• Asking questions
1.17	•	No place to study	Sometimes I study inside the house, sometimes I just go somewhere, where is no noise. *(Creating silent spaces to study)*	• Creating study space

No answers

Number	Label	Text
1.6	• Differences between town/city and village	-
1.8	• Marriage and pregnancies of young girls;	-
1.15	• Peer pressure;	-

Attachment 6: Example of counting labels
Pupils: Higschool boarding

Number	Label	Affecting	Non-affecting	Coping	
1.1	• (I)Literacy of the household head;		3		
1.2	• Low support of parents/guardians • No interest in school • No love for the orphans who are not the own children		3		
1.3	• Economically active children;		3		
1.4	• Help with HH work;		3		
1.5	• School too far;				
1.6	• Differences between town/city and village				
1.7	• No light to study				
1.8	• Marriage and pregnancies of young girls;				
1.9	• Poor food circumstances; • No breakfast		3		
1.10	• Sleep problems		1		
1.11	• overcrowded classes • Noise		3		
1.12	• Too few or no textbooks at school	3			
1.13	• No textbooks at home	2		1	Borrowing textbooks from teachers
1.14	• Few personal attention • Understanding of the teacher	2			
1.15	• Peer pressure;		2		
1.16	• Self-mentioned reasons for drop-out	3			
1.17	• No place to study	1	1	1	Studying

					at night
1.18	• Poor health				

Higschool day scholars

Number	Label	Affecting	Non-affecting	Coping	
1.1	• (I)Literacy of the household head;				
1.2	• Low support of parents/guardians • No interest in school • No love for the orphans who are not the own children	3	3		
1.3	• Economically active children;	2	3	3	• Studying at night • Working during Holidays/ Weekends
1.4	• Help with HH work;	3	2	2	• Studying at night • Studying before working
1.5	• School too far;	2	3		
1.6	• Differences between town/city and village				
1.7	• No light to study	4	1	1	• Study in the morning (daylight)
1.8	• Marriage and pregnancies of young girls;				
1.9	• Poor food circumstances; • No breakfast	5	2		
1.10	• Sleep problems	4	3		
1.11	• overcrowded classes • Noise	2	3	2	• Self-study in empty class rooms
1.12	• Too few or no textbooks at school	5	1		
1.13	• No textbooks at home	4		2	• Borrowing textbooks (from friends/teachers)
1.14	• Few personal attention	1	1	3	• Bilingual lessons

	• Understanding of the teacher				• Asking questions
1.15	• Peer pressure;				
1.16	• Self-mentioned reasons for drop-out	5			
1.17	• No place to study	1	1	1	• Creating study space
1.18	• Poor health				

Basic School Rural

Number	Label	Affecting	Non-affecting	Coping	
1.1	• (I)Literacy of the household head;				
1.2	• Low support of parents/guardians • No interest in school • No love for the orphans who are not the own children	3	1		
1.3	• Economically active children;	2	1		
1.4	• Help with HH work;	3			
1.5	• School too far;	3	1		
1.6	• Differences between town/city and village				
1.7	• No light to study	2		1	• Studying at friend's place
1.8	• Marriage and pregnancies of young girls;				
1.9	• Poor food circumstances; • No breakfast	4		1	• Sharing food
1.10	• Sleep problems	3	1	1	• Making own room
1.11	• overcrowded classes • Noise	2			
1.12	• Too few or no textbooks at school	3		1	• Sharing textbooks
1.13	• No textbooks at home	2	1		
1.14	• Few personal attention • Understanding of the teacher	2	1		
1.15	• Peer pressure;				
1.16	• Self-mentioned reasons for drop-out	3			
1.17	• No place to study				
1.18	• Poor health	1			

Basic central

Number	Label	Affecting	Non-affecting	Coping	
1.1	• (I)Literacy of the household head;				
1.2	• Low support of parents/guardians • No interest in school • No love for the orphans who are not the own children	1	1		
1.3	• Economically active children;		4	2	• Work during holidays/ weekends
1.4	• Help with HH work;	1	3		
1.5	• School too far;	2	2		
1.6	• Differences between town/city and village				
1.7	• No light to study	1	3		
1.8	• Marriage and pregnancies of young girls;				
1.9	• Poor food circumstances; • No breakfast	2	1	1	• Food storage
1.10	• Sleep problems	2	2		
1.11	• overcrowded classes • Noise	2	2		
1.12	• Too few or no textbooks at school	2	1		
1.13	• No textbooks at home	2	1	1	• Passed exam papers • Notes from older relatives/ friends
1.14	• Few personal attention • Understanding of the teacher		4	1	• Bilingual lessons
1.15	• Peer pressure;				
1.16	• Self-mentioned reasons for drop-out	4			

1.17	• No place to study		2	1	• Creating study place
1.18	• Poor health				

Total pupils (without boarding):

Number	Label	Affecting	Non-affecting	Coping	
1.1	• (I)Literacy of the household head;	0			
1.2	• Low support of parents/guardians • No interest in school • No love for the orphans who are not the own children	7	5		
1.3	• Economically active children;	4	8	5	• Studying at night • Work during holidays/ weekends
1.4	• Help with HH work;	7	5	2	• Studying at night • Studying before working
1.5	• School too far;	7	6		
1.6	• Differences between town/city and village	0			
1.7	• No light to study	7	4	2	
1.8	• Marriage and pregnancies of young girls;	2			
1.9	• Poor food circumstances; • No breakfast	11	3	2	• Food storage • Sharing food
1.10	• Sleep problems	9	5	1	
1.11	• overcrowded classes • Noise	6	5	2	
1.12	• Too few or no textbooks at school	10	2	1	
1.13	• No textbooks at home	8	2	3	• Passed exam papers • Notes from older relatives/ friends • Borrowing textbooks (from friends/teachers)

1.14	- Few personal attention - Understanding of the teacher	5	6	4	- Bilingual lessons - Asking questions
1.15	Peer pressure;	0			
1.16	Self-mentioned reasons for drop-out	11			
1.17	No place to study	1	3	2	Creating study place
1.18	Poor health	1			