



Addis Ababa University

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF SPECIAL NEEDS EDUCATION**

**Educational and Psychosocial Challenges of Orphan and
Vulnerable Children: The Case of Abyot Ermija Primary
School, Addis Ababa**

By

Bekure Nigusie

June, 2016

Addis Ababa, Ethiopia



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**A THESIS SUBMITTED TO THE COLLEGE OF EDUCATION AND
BEHAVIORAL STUDIES DEPARTMENT OF SPECIAL NEEDS EDUCATION
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Abbreviations and Acronyms

ACPF: Africa Child Policy Forum

AIDS: Acquired immunodeficiency syndromes

CRS: Catholic Relief Service

ECD: Early Childhood Development

EDHS: Ethiopian Demographic and Health Survey

EMOH: Ethiopia ministry of health

HIV: Acquired immunodeficiency virus

HSRC: Human Sciences Research Council

ILO: International Labor Organization

MDG: Millennium Development Goal

MOLSA: Ministry of Labor and Social Affairs

OVC: Orphans and vulnerable children

PEPFAR: US President's Emergency Plan for AIDS Relief

UN: United Nations

UNAIDS: United Nations Agency for International Development

UNICEF: United Nations Children Education Fund

USAID: United Nations Program for HIV and AIDS

WHO: World Health Organization

Abstract

The general objective of this study was to assess educational and psychosocial challenges of orphan and vulnerable children in Kirkos sub city wereda 01 Abyot Ermija primary school, Addis Ababa. The data were collected through interview of five orphan and vulnerable children, two teachers and two volunteer care givers, observation of orphan and vulnerable children and analysis of documents. Qualitative data analysis was employed to analyze the data. Results revealed that educational challenges of orphan and vulnerable children include work burdens outside school, absence of special classes like makeup and tutorials, inappropriate teaching method for case in point fast lecturing, physical punishments, mark reduction and absence of follow up whereas psychological challenges include discrimination, isolation, peer influences like insults and gossips, verbal abuses from teachers and unable to express ideas which are internal to the child as a result, orphan and vulnerable children develop feeling of helplessness, worthlessness, hopelessness, inferiority, stress, worry, tension, frustration, passiveness, emotionality, depression. Social challenges include social withdrawal due to fear of criticism, poor social skill, no need of socialization, and poor life skills such as communications and decision making. Teachers in the school and stake holders should fully participate to intervene educational and psychosocial challenges of orphan and vulnerable children.

CHAPTER ONE

Introduction

1.1 Background of the study

Orphanhood and vulnerability of children are now the greatest threats to child development in many parts of the world. These problems threatened children in many ways and different challenges caused by orphanhood and vulnerability are frequently mentioned. Africa Child Policy Forum(ACPF, 2014), Berry and Guthrie(2003) and Abashula, Nega and Tariku(2014)acknowledged that orphanhood and vulnerability are threats to children which are frequently accompanied with multidimensional problems including educational, psychological and social problems that can further expose children to less school enrolment/lack of access to education, physical and psychological abuse, lack of love and affection , negative community's attitude towards them, poor psychological well-being and poor social interaction.

United Nations Program for HIV and AIDS and Catholic Relief Service (USAID & CRS, 2008) which have dealt with education programming for Orphan and Vulnerable Children (OVC) noted that orphans and vulnerable children stand in particular need of an educational intervention as they are amongst the children most in danger of becoming infected with HIV due to economic hardship, reduced parental care and protection and increased susceptibility to abuse and exploitation. These factors contribute to the barriers orphans and vulnerable children face when pursuing an education. These barriers can be categorized as: within the child, through impaired health, including impaired development, and through emotional stress; within the family, including the child but

adding the dynamics of the family's function as a group; within the community; and within the school system and the school.

The United Nations Education, Scientific and Cultural Organization (UNESCO, 2007) noted that serious barriers to school enrollment include the direct cost to households, which is not just school fees but notebooks, educational access to school supplies, and compulsory uniforms and orphan and vulnerable children are even less likely to be in school and more likely to fall behind or drop out, limiting their abilities and prospects for a better life.

According to the US president's emergency plan for AIDS relief (PEPFAR, 2012) , OVC programs should support efforts to reduce educational disparities and barriers to access among school-age children through sustainable "systemic" intervention and by ensuring children have a safe school environment and complete their primary education, promoting access to early childhood development (ECD) programs, ensuring personnel create child-friendly and HIV/AIDS- and gender-sensitive classrooms, strengthening community- school relationships, including partnering with out-of-school programming and OVC programs should prioritize psychosocial interventions that build on existing resources and place and maintain children in stable and affectionate environments through: parents and family support programs, peer and social group interventions and community caregiver support.

Different scholars discussed that the impacts of vulnerability on children are complex and affect the children's psychological and social development. From these Fredriksan and Kandours (2004), stated that, orphan and vulnerable children might have inhibited development of emotional intelligence, and life skills such as communications,

decision making, negotiation skills etc. Sengendo and Nambi (1997) reported that in Uganda many orphans were showing signs of stress and trauma. Many, orphans may become withdrawn and passive or develop sadness, anger, fear, and antisocial behavior's and become violent or depressed (World Bank, 2004). Orphan and vulnerable children may experience additional trauma from lack of nurturance, guidance, and a sense of attachment, which may impede their socialization process (through damaged self-confidence, social competencies, motivation, and so forth). Children often find it difficult to express their fear, grievance, and anger effectively. In addition, when willing to express their feelings, they may find it difficult to find a sensitive time (UNAIDS, 2001).

Many orphaned children continue to experience emotional problems and little is being done in this area of emotional support. There are several reasons. First, there is a lack of adequate information on the nature and magnitude of the problem; secondly, there is a cultural belief that children do not have emotional problems and therefore there is a lack of attention from adults. Thirdly, since psychological problems are not always obvious, many adults in charge of orphans are not able to identify them. However, even where the problem may have been identified, there is a lack of knowledge of how to handle it appropriately. In many cases children are punished for showing their negative emotions, thereby adding to their pain. In schools, there is an obvious lack of appropriate training of teachers in identifying psychological and social problems and therefore offering individual or group attention (Sengendo & Nambi, 1997).

In Ethiopia orphans are at increased risk of losing opportunities for school, growth, development, nutrition, and shelter. Moreover, with the death of a parent, children

experience profound loss, grief, anxiety, fear, and hopelessness with long-term consequences such as psychosomatic disorders, chronic depression, low self-esteem, learning disabilities, and disturbed social behavior. This is frequently compounded by “self-stigma” children blaming themselves for their parents’ illness and death (Afewerk, 2013).

Another study which dealt with the psychological distress of non-AIDS and AIDS orphan adolescent in Addis Ababa concluded that large proportion of orphan and vulnerable children are having psychological problems that can affect their present and future life (Hiwot, Fentie, Lakew & Wondosen, 2011).

Ethiopia, like many signatories to the United Nations Millennium Goals, pledged to waive all school fees for primary school children by 2015, meeting the MDG, and Ethiopian government has formulated policies and guidelines that specify the standards of the services provided to OVC, the roles and responsibilities of stakeholders participate in giving services and supports for these children. The main policies, plan of actions and guidelines available in Ethiopia regarding OVC are: Child right Convention adopted by Ethiopian government, Developmental Social Welfare Policy, National Plan of Action for Children, National OVC Plan of Action and Guideline on Alternative Child Care program. These policies, plan of actions and guidelines are meant to create conducive and supportive environment for proper growth and development of the OVC. To this end, the policies, the strategies and the guidelines have paid attention to the need for psychosocial support, education and vocational training, health support shelter, economic strengthening, social protection of the children (Save the Children UK, 2007). However, these strategies, guidelines and policies alone have not yet brought the

expected change in minimizing challenges of orphan and vulnerable children and as a result, it is important to assess all possible challenges of OVC in order to implement those strategies, guidelines and policies accordingly.

In Addis Ababa, Kirkos sub-city women, children and youth affairs office reports that, there are more than 13,000 orphan and vulnerable children falling under different challenges. From these all, in wreda 01 there are more than 500 orphans and vulnerable children registered at women, children and youth affairs office and they are getting assistance from different non-governmental organizations. But still they are in complain and most of them are susceptible to school dropouts, poor social skill, psychological problems and some of them are low achievers even though they attend school. Thus it is important to assess possible challenges qualitatively to come up with alternative solutions for these problems.

1.2 Statement of the problem

So much has been said about challenges of AIDS orphans but drug addicts, sick, abusive abandoned or neglect, living in extreme poverty, living with a disability, affected by parental conflicts, malnourished due to poverty, HIV-positive, and finally, those marginalized, stigmatized, or even discriminated against) are not addressed well. As a result, these children may face educational and psycho social challenges

Scholars such as Feseha (2003) and Afework (2013) conducted research in connection with educational challenges of AIDS orphaned children and psychological wellbeing between orphan and non-orphan children in Addis Ababa. However, to the

best of my knowledge none of these studies address OVC'S educational and psychosocial challenges in Ethiopia specifically in Addis Ababa.

Generally this study tries to answer the following research questions

1. What are educational challenges of orphan and vulnerable children?
2. What are psychological challenges of orphan and vulnerable children?
3. What are social challenges of orphan and vulnerable children?

1.3 Objectives of the study

1.3.1 General objective

The general objective of this study is to assess educational and psychosocial challenges of orphan and vulnerable children in Kirkoss sub-city wereda 01, Addis Ababa.

1.3.2 Specific objectives

- To point out educational challenges of orphan and vulnerable children.
- To identify major psychological challenges of orphan and vulnerable children.
- To find out social challenges of orphan and vulnerable children.

1.4. Significance of the study

This study is significant in essence that it tries to address the current challenges of orphan and vulnerable children in the area of Kirkos sub-city wreda 01, Addis Ababa.

Specifically, it is believed that the study may have importance for the following groups.

It may:

- ❖ Help the communities of the wereda to be aware of challenges of orphan and vulnerable children and to come up with their solutions.
- ❖ Help the wereda women, children and youth affairs office to reduce challenges of children.
- ❖ Help other researchers for further researches which are related to this issue.
- ❖ Help to contribute new findings to the existing knowledge and experience of challenges of orphan and vulnerable children in the school particularly.

1.5. Limitation of the study

The researcher attempted to include current guardians of orphan and vulnerable children as a participant but some of them were unwilling and other orphan and vulnerable children did not have current guardian

1.6. Delimitation of the study

This study is delimited to Kirkos sub-city wereda 01 Abyot Ermija primary school, Addis Ababa to assess educational and psychosocial challenges of orphan and vulnerable children.

1.7. Operational definitions

Educational challenges: refers to barriers related to academic achievement of orphan and vulnerable children.

Orphans: children whose age is below 18 and who loss one or both parents.

Orphan and vulnerable children: refers to orphans and other groups of children who are more exposed to risks than their peers.

Psychosocial challenges: refers to psychological problems that inhibit social relationship of orphan and vulnerable children

Vulnerable children: children at risk including orphan, drug addicts, sick, abusive abandoned or neglect, living in extreme poverty, living with a disability, affected by parental conflicts, malnourished due to poverty, HIV-positive, marginalized, stigmatized, or even discriminated against.

CHAPTER TWO

Literature review

2.1. Concepts of Orphans and Vulnerable Children

The concept generally refers to orphans and other groups of children who are more exposed to risks than their peers (World Bank OVC Toolkit, 2005). In an operational context we can say that they are the children who are most likely to fall through the flaws of regular programs, or, using social protection terminology: OVC are groups of children that experience negative outcomes, such as the loss of their education, morbidity, and malnutrition, at higher rates than do their peers (World Bank OVC Toolkit, 2005). To be protected from negative outcomes and/or allowed participation, OVC need to be given special attention to remove the barriers that stand in the way of their equal participation in projects designed to benefit all children, or through special project components and targeting strategies tailored to their needs.

2.1.1. Orphan

The UNICE, UNAIDS and USAID joint report on orphan estimates and program strategies, define an orphan as a child 0-17 whose mother (maternal orphans) or father (paternal orphans) or both (double orphans) are dead. This remains the official definition. The concept of "social orphans" is sometimes used to describe children whose parents might be alive but are no longer fulfilling any of their parental duties (e.g., drug addicts who are separated from their children with little chance of

reunion, parents who are sick or abusive or who, for other reasons, have abandoned or largely neglect their children).

Globally, an orphan is defined by international organizations based on age and parental status. According to (UNAIDS, USAID AND UNICEF, 2002) an orphan is defined as a child less than 15 years of age who has lost its mother. Recently, however, it changed its definition to cover the loss of both parents and to include children below 18 years of age (UNAID, 2004). In Ethiopia, most Governmental and non-governmental organization are using this definition the concept.

Due to different factors, Ethiopia contains and struggles to care for millions of orphaned children. Though estimates vary, recent approximations claim that there are over 5.5 million orphans including 1.5 million AIDS orphans in Ethiopia (Abashula, Nega & Tariku, 2014). The definition used to classify orphans is children under 18 years of age who have lost one or both parents. (Abebe & Asase, 2007) after AIDS orphans, the remaining 70% of orphans are often classified as famine orphans, war orphans, malaria orphans, and social orphans, i.e. children who have been abandoned mainly due to poverty (Abebe & Asase, 2007).

2.1.2. Vulnerability

Vulnerability is viewed as a high probability of a negative outcome (World Bank OVC Toolkit, 2005), or an expected welfare loss above a socially accepted norm, which results from risky or uncertain events, and the lack of appropriate means to deal with them. Vulnerability leaves one at risk of exposure to stressful situations. The degree and type of vulnerability however, varies in each context and over time.

This is consistent with the definition used in the Bank's social protection framework for social risk management (Holzmann & Jorgensen, 2001). Vulnerability is shaped by risk and stress characteristics such as magnitude, frequency, duration, and scope, to which individuals, households and communities are exposed. Therefore, the degree and type of vulnerability vary overtime and between countries and are highly contextual. This implies that vulnerability is a relative state - a multidimensional continuum between resilience and absolute helplessness.

2.1.3. Vulnerable child

A vulnerable child is defined as being under the age of 18 years and currently at high risk of lacking adequate care and protection (World Bank OVC Toolkit, 2005). Accordingly, all children are vulnerable by nature compared to adults, but some are more critically vulnerable than others. “Child vulnerability is a downward spiral where each shock leads to a new level of vulnerability, and each new level opens up for a host of new risks. In other words, the probability of a child experiencing a negative outcome rises with each shock.” (World Bank OVC Toolkit, 2005)

.Characteristics of children defined as vulnerable includes those:

- orphaned by the death of one or both parents;
- abandoned by parents;
- living in extreme poverty;
- living with a disability;
- affected by armed conflicts;
- abused by parents or their caregivers;
- malnourished due to extreme poverty;
- HIV-positive; and finally, those marginalized, stigmatized, or even discriminated against.

All vulnerable children have one common denominator: they have no reliable social safety networks on hand to depend upon in order to adequately manage the risk to which they daily exposed.

2.1.4. Main Categories of OVC

World Bank OVC Toolkit (2005) noted that although critical child vulnerability and exclusion does not have to be assigned to any particular group affiliation, the most critically vulnerable children in Africa are often members of one or several of the following categories:

2.1.4.1. Street children

There are two main definitional categories of street children: "children of the street", commonly understood as children with no real home to go to, and "children on the street", who work or spend extensive time in public spaces, either alone or with relatives, guardians or other children, but have some sort of home. There are, however, significant gray zones between the two categories. First, in some urban slum settings a "home" can be relatively hard to define (what constitutes a home - roof, walls, a casserole?). Second, children who have chosen or been forced to leave home sometimes continue visiting one or both parents or other relatives or caretakers, sometimes sleeping indoors.

2.1.4.2. Children in the worst forms of child labor

According to the ILO Convention 182, the so-called Worst Forms Convention, the worst forms of child labor include:

- All forms of practices including the sale and trafficking of children, forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflict;
- The use, procuring or offering of a child for prostitution;
- The use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
- Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

2.1.4.3. Children affected by parental Conflict

Parental conflict can make children critically vulnerable in a multitude of ways. If they stay in their own communities, they may suffer indirectly as their parents' livelihood is affected by market breakdowns caused by the conflict. Such problems are compounded when the child's family becomes exposed to violence. As a result of acts of conflict, children can become traumatized. Social safety networks are typically destroyed or overburdened, so even those not directly affected may be left without adequate risk management instruments on hand.

2.1.4.4. Children affected by HIV/AIDS

There are four main categories of children affected by HIV/AIDS:

- Children who live with parents infected with HIV/AIDS. They may experience neglect as a result of parental illness, suffer social stigma, be responsible for caring for sick parents and younger siblings, have experienced abandonment by one parent who leaves to escape the other's illness, or simply live with great insecurity and anxiety as they wait for their parents to become

sick(er) and eventually die. Property grabbing sometimes happens even while the parents are alive, but too ill to defend themselves.

- Children who are orphaned by HIV/AIDS. This includes maternal, paternal or double orphans. It is important to note that children living with a step parent or a co-wife can be particularly vulnerable in their own household, even if one of the parents is still alive.
- Children who are infected with HIV/AIDS. Infected children generally live with one or both parents, but they can also be orphaned or rejected (most common for infants and youth) and end up in institutional care or in the streets. Infected children often experience social stigma that may result in their being refused access to school or other services. In addition, they have special health care needs that must be addressed.
- Children who live away from home because of HIV/AIDS. Some children have left their homes because of the way the disease has affected their primary caretakers.

2.1.4.5. Children living with disability

The United Nations Standard Rules on the Equalization of Opportunities for People with Disabilities define disability as: "a physical, intellectual or sensory impairment, medical conditions or mental illness, whether long or short-term, which leads to the loss or limitation of opportunities to take part in the life of the community on an equal level with others." Sometimes a mild impairment can lead to more of a disability than a significant impairment, depending on the circumstances.

These impairments lead to disability if they prevent the child from participating in things like school, play, and other community activities.

Smart (2003) and Skinner, Tshoko, Mtero-Mynyati, Segwabe, Chibatamoto, Mfecane, Chandiwana, Nkomo, Tlou, and Chitiyo (2004) suggest that vulnerable children include children living with sick and dying parents; children who primarily depend on a breadwinner who has died as a result of AIDS; children who experience risky care as a result of being dependent on extremely old, frail or disabled caregivers; and children in households that assume additional dependency by taking in orphaned children. Although many programmers admit to target orphaned children, they inevitably and rightly include vulnerable children in their intervention (Skinner et al 2004).

2.1.5. Child

The widely ratified UN Convention on the Rights of the Child states that a "child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier". The World Bank's draft document "investing in Children and Youth: A Strategy to Fight Poverty, Reduce Inequality and Promote Human Development" defines children as age 0-14 and youth as 15-24. With regards to OVC, appropriate age definitions tend to be category specific. Orphans, for instance, are mainly counted as 14 and younger. Child soldiers, on the other hand, normally include children up to the age of 18, since the great majority of child soldiers are between the ages of 15 and 18. In projects for

street children it is even common to include youth up to the age of 22. For assessing child vulnerability issues in general, I suggest using the UN definition (under 18), adjusting for important group specificities and being sensitive to definitions used by local government and implementing partners. To get appropriate data from orphan and vulnerable children the respondents of the research will be children aged from 14 to 17.

2.2. Educational challenges of OVC

Number of studies has shown that orphans are more vulnerable than non-orphans with respect to schooling. Case, Paxson, and Ableidinger (2004), using cross-sectional data from 10 sub-Saharan African countries, concluded that orphans are less likely to be attended in schools than non-orphans with whom they live. This study also found that orphans who lived with distant relatives and unrelated caregivers had lower school enrollment than those who lived with a close relative. A descriptive study of 40 nationally representative household surveys in sub-Saharan Africa observed that orphans were considerably less likely to attend school than non-orphans, and double orphans were most likely of all to be disadvantaged in schooling (Monasch & Boerma 2004). Another study of cross-sectional survey data from five sub-Saharan African countries found that orphaned children were less likely to be attending the appropriate grade level for their age (Bicego, Rutstein, & Johnson, 2003).

This study also noted that double orphans were particularly disadvantaged, and that the loss of a mother was more detrimental for schooling than loss of a father. The disadvantage was more pronounced for primary education than secondary education. Studies using longitudinal data have also shown the detrimental effects of

parental death on the education of their children. Case and Ardington (2006) found that, in a rural area of South Africa with high HIV prevalence, the mother's death was causally related to her children's educational outcomes.

Orphans were less likely to be enrolled in school, and among those enrolled in school less money was spent on an orphan's education relative to a non-orphan. Analyzing longitudinal data on more than 20,000 Kenyan children, Evans and Miguel (2007) similarly found substantial decreases in school attendance following a parental death. They also found that the effects of orphanhood on school attendance were significantly stronger among children who performed poorly in class before the death of a parent. While Evans and Miguel found that the decrease in school participation among Kenyan children occurred mostly after parental death, Ainsworth, Beegle and Koda, (2005) found evidence indicating that reductions in school hours started well before the death of a parent (possibly during care for a chronically ill parent), and that after the death of a parent orphans returned to school. They also found that the death of a parent disproportionately affected the education of girls (Ainsworth et al. 2005).

Most studies on orphan hood and education also found that the detrimental effects of parental loss on children's education are significantly more important in the event of maternal death. In the study by Case and Ardington (2006), for example, the loss of a father had little effect on school attendance of children, and this effect was mediated by the loss of household economic status following paternal death. Only

Timaeus and Boler (2007) found significant benefits for children's school progress associated with living with their fathers. Because the living arrangements of children vary considerably between populations of sub-Saharan Africa, especially with respect to co-residence with fathers (Hosegood, Floyd, Mrston, Hill, McGrath, Isingoetal, 2007), the relative effects of the death of a parent might differ across local contexts. Double orphans, however, appear significantly disadvantaged across all local contexts, except in a study conducted in rural Zimbabwe (Nyamukapa & Gregson, 2005).

Despite the large number of studies documenting the detrimental effects of parental loss on the education of orphaned children, not all studies have found adverse effects. For example, Ainsworth and Filmer (2002) identified a considerable variation in the effect of orphanhood on school attendance, including higher school attendance rates for orphans than non-orphans in some countries. Another study in rural Zimbabwe found no difference between orphans and non-orphans in primary school completion rates, although maternal orphans (but not paternal or double orphans) were less likely to complete primary school education than non-orphans (Nyamukapa & Gregson 2005). Parikh, Desilva, Cakwe, Quinlan, Simon, Skalicky, and Zhuwau (2007) found no significant differences in educational outcomes between orphans and non-orphans living in the same household. The results of this latter group of studies, however, should be interpreted with caution since they are generally based on small samples or on highly localized populations, where community support systems may be in place to mitigate the effects of orphan hood on children's educational outcomes. For this reason, Timaeus and Boler (2007)

“caution against drawing general conclusions about the impacts of the AIDS epidemic” from a few studies of small populations.

Studies on the impact of child fostering on schooling attendance are more limited, and their results are mixed. Akresh (2004) found that fostered children in Burkina Faso were significantly more likely than their biological siblings to be enrolled in school after fostering. Fostering decisions of living parents could thus be a significant investment in children’s schooling rather than an event leading to increased vulnerability. Yet in Kenya. Mishra, Arnold, Otieno, Cross, and Hong (2007) found that that fostered children were considerably less likely to be attending school than non-vulnerable children.

Limitation of studies on educational disadvantage and OVCs is that the concept of education is often restricted to one of enrolment. Though enrolment is one of the most important educational indicators, education is far more complex: children maybe enrolled at school but not learning because they are hungry; they may be unable to concentrate due to anxiety at home; or missing classes to look after their family. Research therefore needs to look at the spectrum of possible disadvantages these children face, including educational progression and outcome variables such as repetition, highest grade completion, learning outcomes, gender equity and the inclusivity of education(Save the children, 2007).

Deveruex (2002) suggests that poor people use incremental income to satisfy basic needs first and then invest in human capital such as education and health care. (Neddy Matshalage & Greg Powell 2002) assert that extended families see school fees as a major factor in deciding not to take on additional children who are

orphaned. This may be the reason for the low number of orphans and vulnerable children who are enrolled in school. Families must first meet the most basic of needs; food, shelter, and clothing, before investing in a child's education and healthcare. According to the United Nations Children's Fund (2006) orphans are even less likely to be in school and more likely to fall behind or drop out, limiting their abilities and prospects for a better life.

Ethiopia, like many signatories to the United Nations Millennium Goals, pledged to waive all school fees for primary school children by 2015, meeting the MDG, but has not yet made significant steps to do so. The United Children's Fund (2006) noted that only 25% of orphaned children attend school compared with 58% non-orphaned children in Ethiopia. The sad reality is that 75% of orphaned children do not attend school. Primary education in Ethiopia is not free. Children must pay a yearly fee to enroll in public school but they must also have a compulsory uniform, shoes and school supplies. This may seem like a nominal amount but for many children it is the barrier that prohibits their being able to attend school. The United Nations Education, Scientific and Cultural Organization (2007) contends that serious barriers to enrollment include the direct cost to households, which is not just school fees but textbooks, educational access to school supplies, and compulsory uniforms. Other barriers may include the distance to school, overage children, school dropouts, long gaps in attendance, gender inequality, working children, poor children, orphans, and children affected by HIV/AIDS.

Ethiopia's public school system has enormous challenges in providing even basic educational services. Some of these include: a lack of qualified teachers, high student to teacher ratios, lack of school materials, gender bias, and the burden of developing a standardized curriculum for the 80 different languages spoken in local schools.

2.3 Psychosocial challenges of OVC

The impacts of vulnerability on children are complex and affect the child's psychological and social development. Fredriksan and Kandours (2004) stated that, orphaned children might have inhibited development of emotional intelligence, and life skills such as communications, decision making, negotiation skills etc. Moreover, they often show lack of hope for futures and have low self-esteem (Kedija, 2006).

Most psychological impacts are often not visible, they occur in different forms, and they may not arise until months after the traumatic event. The death of a parent and vulnerability leaves children in a state of trauma. Sengendo and Nambi reported in 1997 that in Uganda many orphans were showing signs of stress and trauma. Many, orphans may become withdrawn and passive or develop sadness, anger, fear, and antisocial behavior's and become violent or depressed (World Bank, 2004).

Orphan and vulnerable children may experience additional trauma from lack of nurturance, guidance, and a sense of attachment, which may impede their socialization process (through damaged self-confidence, social competencies, motivation, and so forth). Children often find it difficult to express their fear, grievance, and anger effectively. In addition, when willing to express their feelings, they may find it difficult to find a sensitive time (UNAIDS, 2001).

Many orphaned children continue to experience emotional problems and little is being done in this area of emotional support. There are several reasons. First, there is a lack of adequate information on the nature and magnitude of the problem; secondly, there is a cultural belief that children do not have emotional problems and therefore there is a lack of attention from adults. Thirdly, since psychological problems are not always obvious, many adults in charge of orphans are not able to identify them. However, even where the problem may have been identified, there is a lack of knowledge of how to handle it appropriately. In many cases children are punished for showing their negative emotions, thereby adding to their pain. In schools, there is an obvious lack of appropriate training of teachers in identifying psychological and social problems and therefore offering individual or group attention (Sengendo & Nambi, 1997).

Like adults, children are suffered by the loss of their parents. However, unlike adults children often do not feel the full impact of the loss simply because they may not immediately understand the finality of death. Children therefore are at risk of growing up with unresolved negative emotions which are often expressed with anger and depression. Adults may also experience negative emotions in times of bereavement, but, unlike children, adults have the intellectual ability, life experience and emotional support that enable them to control their anger and depression (Sengendo & Nambi, 1997).

Most of studies revealed that orphan and vulnerable children suffer higher level of psychosocial problems than their non-orphan peers. In particular, maternal and double orphans are more likely to experience behavioral and emotional difficulties,

suffer abuse and low rate of trusting relationships. It has also been reported that orphan and vulnerable children are more likely to suffer from behavioral or conduct problems and report suicidal thoughts than non-orphans (Cluver, Gardner & Operario, 2007; Cluver & Gardner, 2006).

In general, Orphan and vulnerable children seem socially deprived and they tend to encounter higher emotional distress, hopelessness, and frustration than non-orphans (Cluver & Gardner, 2006).

A study conducted in Ethiopia by Ministry of Labor and Social Affairs (2003) revealed that the score for emotional adjustment level of orphan and vulnerable children was lower than that of the non- orphan and vulnerable children. According to MOLSA, this low level of emotional adjustment among orphans was reflected in the degree of unhappiness, worry, low level of patience, fatigue, depression and feeling of hopelessness and pessimism. Another study which dealt with the psychological distress of non-ADIS and ADIS orphan adolescent in Addis Ababa concluded that large proportion of orphan adolescents are having psychological problems that can affect their present and future life (Hiwot et al, 2011).

CHAPTER THREE

Research Methods

3.1 Research Design

The main objective of this study is to assess educational and psychosocial challenges of orphan and vulnerable children in Kirkos sub-city woreda 01AbyotErmija primary school, Addis Ababa. Therefore, the researcher was employed qualitative method specifically phenomenological analysis, on the assumption that it was helped to gather detail and in depth data related to the problem under study. By using this method, the researcher used interview and probing to give participants the opportunity to respond about educational and psychosocial challenges of orphan and vulnerable children in their own words rather than forcing them to choose from fixed responses. Qualitative research method helped the researcher to get responses that are unanticipated, meaningful and culturally relevant to participants and rich and explanatory in nature.

3.2 Participants

Participants of this study were orphan and vulnerable children aged between thirteen and eighteen, volunteer care givers of orphan and vulnerable children and teachers of orphan and vulnerable children in Kirkos sub-city wereda 01AbyotErmija primary school, Addis Ababa.

Abyot Ermija elementary school was the school in which many orphan and vulnerable children have been registered for learning. The record consists of 93

orphan and vulnerable children identified by the researcher in collaboration with representatives of the school, women, children and youth affairs office staffs. Therefore, the researcher used purposive sampling to choose samples for the study because this sampling technique helped the researcher to include participants with different status. As a result, five children who are living with HIV, living with extreme poverty, double orphan, affected by parental conflict and street child were selected in the school.

In addition, in order to assess educational and psychosocial challenges of orphan and vulnerable children, interviews were conducted with two volunteer care givers assigned by women, children and youth affairs office in selected school in order to support OVC in the school. Similarly, interviews were conducted with two teachers in the school who are special needs educator and a biology teacher who is the assistant of special needs educator. The participants were chosen on the assumption that they are better aware of the orphan and vulnerable children's challenges than other communities of wereda/employees of the schools and are able to make the children's views explicit because they are working with matters concerning OVC in the school.

3.3.Data collection methods

In this study researcher used semi-structured interview, document analysis and observation as primary instruments. The use of these multiple data collection instruments helped the researcher to combine strength and amend some inadequacies in the study.

3.3.1 Interview

Interviewing is one of the most known methods of obtaining information about participant's views, opinions, feelings and experiences. Singh (2007) viewed interview as a face-to-face discussion or communication with respondents on the given research issue.

The researcher used semi-structured interview which holds the advantage of both structured and unstructured interviews. Hence, researcher prepared fixed list of questions, each of which is followed by conversation and follow-ups as appropriate. So that the researcher got rich data, some unanticipated surprises possible and data were easy to analyze.

A qualitative semi-structured interview was designed to assess educational and psychosocial challenges of orphan and vulnerable children. A semi-structured interview guide was prepared for orphan and vulnerable children, teachers of orphan and vulnerable children and volunteer care givers of orphan and vulnerable children. As a result, interviews were conducted by the researcher based on research questions. While interviewing, there was probing to break resistance and follow-up questions were used to clarify vague responses. To close the interviews, respondents were asked if they wanted to add something or had any questions.

3.3.2 Observation

Orphan and vulnerable children and teachers were observed while learning and teaching in the class. Orphan and vulnerable children were also observed while

interacting with their classmates and playing in the playground. In this case, the researcher used structured observation in the essence that the researcher can use checklist to note down what he feels is correct and relevant to the point of the study.

3.3.3 Document analysis

This instrument helped the researcher to explore educational challenges of orphan and vulnerable children. Existing documents like attendance, quarterly and annual results, ranks, conduct and other relevant documents were collected and compared with non-orphan and vulnerable children in the school.

3.4. Data collection procedures

The participants were first contacted and asked to provide their consent in case they are willing to participate. After their consent had been secured, the participants were asked to indicate the most appropriate time for them to conduct the interview. Then, using the semi-structured interview guide, interviews were conducted in Amharic with each of the respondent. Each interview began with an explanation of the purpose of the interview. All interviews were held at the participants' school. No payment was offered nor requested. As is standard in qualitative interviews, follow-up questions were used to clarify vague responses. Interviews were audio taped for transcription. Each interview was terminated when data started to repeat itself. At the end of each interview, the researcher made sure that the recorded interviews are audible. After this, they were thanked for their participation.

Moreover, Orphan and vulnerable children and teachers were observed while learning and teaching in the class. Orphan and vulnerable children were also observed while interacting with their classmates and playing in the playground and some documents like attendance, quarterly and annual results, ranks and conduct were observed by the researcher.

3.5. Methods of Data Analysis

Since the study was primarily concerned with assessing educational and psychosocial challenges of orphan and vulnerable children by collecting qualitative data, the researcher used qualitative data analysis methods. As a result, data was analyzed by using phenomenological analysis because the researcher wants to describe the subjective reality of the study as perceived by populations under the study.

The data were documented precise and the recorded data were read carefully and groupings were created (selecting, focusing, condensing/simplifying, abstracting and transforming raw data that appear in written up-field notes). The process was guided by thinking about which data best answer the research questions. The discussions were done according to the grouped data. The data from observations and document analysis were used to support the data from interview.

3.6. Ethical Consideration

During this study, the researcher convinced that participants could not be compelled into for participating in interview. The researcher would rather believe that they should strongly encouraged, but the decision whether to become involved and when to withdraw from the research was entirely based on their willingness.

Before, during and after data collection, the participants were informed about research before they agree to take part) and this informed consent was prepared based on ethical principles of confidentiality, privacy and respect. All data collection instruments were used after the participants acquaint with the research purpose, how their confidentiality and privacy will be protected and grant their consents. The identity of individual subjects was not revealed in any part of the research report.

Chapter Four

Research findings

The findings are presented with qualitative data presentation specifically with phenomenological data analysis to describe the subjective reality of the study as perceived by participants under the study. The findings are presented based on the data gathered through interview, document analysis and observation and the researcher used at least one of these tools of data collection in analysis of data and put the interviewees' sayings directly without writing their names when appropriate. Therefore, the result of the study is presented in line with the research questions and presented in different parts. These are personal information of participants, assessment of educational challenges of orphan and vulnerable children, psychological challenges of orphan and vulnerable children and social challenges of orphan and vulnerable children.

1. Background information of participants

General information of participants is presented in the following table.

No.	List of participants	Sex	Age	Grade/education	Status
1.	Child A	M	17	7	Street child
2.	Child B	F	14	7	Double orphan
3.	Child C	M	15	7	Living with HIV
4.	Child D	M	15	8	Affected by parental conflict

5.	Child E	F	16	8	Living with extreme poverty
6.	Teacher 1	M	31	Diploma	Special needs educator
7.	Teacher 2	M	29	Degree	Biology teacher
8.	Volunteer care giver A	F	36	12 completed	OVC supporter
9.	Volunteer care giver B	F	38	12+1	OVC supporter

Results are presented from responses of participants listed in the above table. These participants were selected very carefully to fill gaps listed under statement of the problem and to answer basic research questions under the study.

2. Educational challenges of orphan and vulnerable children

In this section educational challenges of orphan and vulnerable children were presented. The results were presented from the responses of five orphan and vulnerable children, two teachers in the school and two volunteer care givers for the interview, observation and document analysis.

Aspects of educational challenges

Orphan and vulnerable children in Abyot Ermija primary school have been encountered with different educational problems. Major challenges are originating from guardians of orphan and vulnerable children and teachers of orphan and vulnerable children. Interviews from children revealed that guardians of orphan and

vulnerable children did not understand even what educational challenges these children have been faced with rather guardians focused on economic challenges. As a result, orphan and vulnerable children have been exposed to absenteeism mainly from makeup classes and sometimes from regular classes, lack of time for reading, writing notes, doing home works due to work burdens at home. In relation to this, one of the participant children said that:

I live with my aunt and my aunt has low income to help me and her daughter so that I must help her by washing clothes and other labors to generate additional incomes. As a result I cannot participate on tutorial classes and sometimes I miss classes. Since I miss classes, my participation while I am learning and asked questions by teachers is very low especially in mathematics and English periods and sleeping in the class while teachers teaching. I think this makes me low achiever.

Therefore, guardians of orphan and vulnerable children are not aware of how they help those orphan and vulnerable children to be effective in their academic performance but guardians focused on economic challenges so that they compelled children to participate in income generating activities without considering their ages.

Another child also said that:

I did not have a guardian. Even up to the beginning of this year, I had not any home and life was challenging to me. But this year one person who I do not know rented a house and buy closes to me. Though there is some improvement in my life, still I feel there is something that I lost and even while I am learning in the class I sometimes become unconscious. After

classes, I have not time to read, do home works and playing because I did not have any income if I do not participate in different works like selling chewing gums, polishing shoes and sometimes daily labor and this makes me tired. As a result, my test results are very low and have low participation in the class.

These show there are such educational challenges internal to the child himself.

Another child also explained that there are some teachers who teach fast and in the class without considering students understanding level in the class. In this case, orphan and vulnerable children have a problem of understanding mathematics, English, physics and chemistry so that these courses are difficult to orphan and vulnerable children because these courses need much time to study, additional tutors and parents assistance at home. She further elaborated teachers' wrong perception when orphan and vulnerable children did not do home works, participate in the class and scoring high. They prefer to punish orphan and vulnerable children instead of investigating why those children do not do their home works, participate in the class and score high and putting solutions. She also clarified teachers deduct note book marks when orphan and vulnerable do not do home works because they gave marks by counting signatures.

Moreover, one of the participant teachers explained that orphan and vulnerable children are characterized by absenteeism, low participation in the class, sleeping in the class while learning, abhorrence of courses like mathematics and English since they are difficult to them, low test results, repeating classes and school dropout. He also elaborated that there are no special programs which are solely designed to help

orphan and vulnerable children in the school. Even orphan and vulnerable children are not benefited from tutorial classes because they did not attend it rather non orphan and vulnerable children are benefited from tutors. He further clarified that there are multi-dimensional problems which clearly affects academic performance of orphan and vulnerable children. These include teacher's understandings of orphanhood and vulnerability (for example, a child who have both parents may not classified as orphan or vulnerable whatever his/her parents economic, educational and health status is), inappropriate identification and treatment of specific problem/s of a child and other punishments.

Volunteer care givers also revealed the direct impacts of orphanhood and vulnerability on academic performance. They describe educational challenges of orphan and vulnerable children like absence of specially designed classes to help orphan and vulnerable children, little or no support from community, lack of tuition specifically for hard sciences and English, absence of moral support from community and teachers, work burdens after school and physical punishments. One of the participants volunteer care givers further elaborated those psychological and social problems of orphan and vulnerable children indirectly affects their educational performance. As a result, psychosocial problems like loneliness, frustration, isolation, fear of criticism and poor social skill affect educational performance of orphan and vulnerable children.

Observation disclosed that there are some teachers who prefer to punish orphan and vulnerable children who did not work their homework. Therefore instead of helping and encouraging orphan and vulnerable children these teachers exacerbate

the problem because compelling to leave class is double punishment to these children. Another problem observed by the researcher is while teachers' teaching in the class, some students are sleeping and still some others are not attending very well. This in turn indicates teacher's classroom management is very poor so that it worsens educational challenges of orphan and vulnerable children.

The document analysis also showed that when the researcher checked an attendance on average orphan and vulnerable children missed twenty one classes per month than non-orphan and vulnerable children (on average non-OVC missed 7 classes per month). Missing classes clearly affects educational performance of orphan and vulnerable children. Average annual and quarter academic results of orphan and vulnerable children are lower and their rank is almost at the end of other students in their respective class. In addition, the academic certificate of orphan and vulnerable children indicates that there is conduct problem because all the children participants deserve "B". As explained by one of the participant teachers, most of the time orphan and vulnerable children are disturbing, emotional, aggressive and still others are depressed as a result they do not have smooth relationship with teachers and this in turn affects their educational performance.

3. Psychological challenges of orphan and vulnerable children

In this section psychological challenges of orphan and vulnerable children were presented. The results were presented from the responses of five orphan and vulnerable children, two teachers in the school and two volunteer care givers for the interview and observation.

Orphan and vulnerable children in Abyot Ermija primary school have been faced with different psychological problems. Interview for orphan and vulnerable children in Abyot Ermija primary school make known that being orphan or vulnerable by itself brought many psychological problems. Most psychological problems are not visible as educational challenges and this in turn worsen problems instead of solving them. Participant children in the school clarified that they prefer to cry instead of expressing their feelings, feeling of hopelessness, frustration, tension, worry, depression, guilt exposed to other addictions. In relation to this, one of the participant children said that:

While I am sitting in the class, at break time and in lunch time, I am always thinking about my fate, everything is dark to me, I feel worthless, no one is responsible about me, no one listens me, no body hears me, any one cares me. Since I came from street to this school every one points at me and still others discriminate me. Even some teachers ordered me to bring my guardian by forgetting as I am street children and this makes me hopeless and even sometimes I decide to commit suicide. Generally after the death of my mother and father, I feel I am good for nothing. Now I am in getting economic assistance particularly housing rent from a person who I do not know. But still I do have a T-shirt throughout the year and this makes me inferior than others.

In the same way, another participant child revealed that orphan and vulnerable children had breakfast and lunch program in every school days by “Ye‘enat weg helping organization”. But though this non-governmental organization minimizes

economic problems of orphan and vulnerable children, this support has psychological impact because there are non-orphan and vulnerable children who abuse orphan and vulnerable children by saying “you are very poor, your lunch is dirty food, the dough is prepared by foot, the ‘wot’ is without oil” and this brought psychological problems and social problems. In this respect, a participant child said that:

The lunch is good to us but our class mates ridiculed and discriminate us because they are rich and we are poor at the same time we are learning in the same class. Therefore our relationship with non-orphan and vulnerable children is limited unless there is group assignment.

Another participant child explained that orphan and vulnerable children are suspicious, even every talk in their surroundings seemed about them. They are also characterized by unstable behaviors, antisocial behaviors and readiness to revenge.

A participant teacher also elaborated that most of the time orphan and vulnerable children are depressed, tensed, unstable, loneliness, emotional and still some others are distractive and aggressive. He further explained that teachers do not understand problems of orphan and vulnerable children so that they punish those children and this is double pain for orphan and vulnerable children. Many orphan and vulnerable children have been suffered from psychological challenges but most of these psychological challenges are not visible. As a result, teachers and other communities are not aware of invisible psychological problems of orphan and vulnerable

children. Being orphanhood and vulnerability by itself is traumatic and most problems are internal to the child himself.

Another participant teacher further elaborated that orphan and vulnerable children feel inferiority, isolated, passive and even when they are asked why they show these characteristics, they are unable to express their ideas.

Volunteer care givers are delegated by woreda 01 women, children and youth affairs office to help orphan and vulnerable children. They need to give psychosocial support and follow-up economic support to orphan and vulnerable children but interview revealed that their contribution for psychosocial support is very low. Volunteer care givers mainly focused on economic problems than psychological problems. In relation to this, one of participant volunteer care givers explained that orphan and vulnerable children are not interested to discuss about their relationship with teachers and friends. They resist expressing psychological problems. However, for volunteer care givers, discussing and assessing psychological challenges of orphan and vulnerable children is difficult and aggravates the severity of the problems. In this respect a participant volunteer care giver said:

Most of the time we observe when orphan and vulnerable children are depressed, worried and crying but if we ask the why they show such characteristics, their worry, depression and crying will increase. As a result, there should be professionals to identify psychological problems and to find solutions for those problems.

Generally, there is confusion in identifying psychological problems of orphan and vulnerable children because most psychological problems are invisible and internal to the child.

The researcher observed orphan and vulnerable children while learning in the class and eating foods at breakfast and lunch time. Orphan and vulnerable children are sitting in the same column at the back of the classroom. They are unwilling to answer questions raised by teachers and even when teachers ask whether the topic is clear or not, orphan and vulnerable children do not say yes or no. Orphan and vulnerable children also miss classes after lunch by going out of school and sitting in the school compound. Some of orphan and vulnerable children are depressed and sad in the class, school compound and at dining room. Observation also revealed that orphan and vulnerable children specifically whose age is between thirteen and seventeen are less interested to eat lunch in dining room rather they prefer to get lunch after all students entered to class.

4. Social challenges of orphan and vulnerable children

In this section social challenges of orphan and vulnerable children were presented. The results were presented from the responses of five orphan and vulnerable children, two teachers in the school and two volunteer care givers for the interview and observation.

Orphan and vulnerable children in Abyot Ermija primary school have been encountered with different social problems. Interview disclosed that orphan and vulnerable children prefer social withdrawal, loneliness, have poor social skills like

poor communication skill, unstable relationship, discrimination and they are not sociable. In this regard, one of the participant children said that:

I prefer social isolation because I do not want socialization at all. Even in the class I want to sit alone but some students come to sit with me and I do not feel comfort. Though I don't know the reason, I feel happy when I sit in the toilet for a long time and sitting in the class at break time. I don't like to play with students rather I prefer to draw pictures on my not book by sitting in the class.

Another participant child also explained that he wants to have relationships with others but while he is talking with others, they laugh at him as a result, he prefers social withdrawal. Still another child clarified that he has inhibited social interaction due to fear of criticism from others.

Interview for participant teachers revealed that orphan and vulnerable children have limited relationships with their classmates due to fear of gossips, insults and other negative attitudes. Orphan and vulnerable children also hate making groups with non-orphan and vulnerable children unless teachers form groups without their willingness. Even during examination time, orphan and vulnerable children prefer to sit lonely at the back of class room and they do not want to copy / imitate answers from other students, they don't care for their results wither it is low or high.

Volunteer care givers also reported that orphan and vulnerable children suffered from inhibited social interaction because negative attitude of others minimize their

social involvement. For example if orphan and vulnerable children get economic assistance like uniforms, exercise books and food, other children trivializing all these materials as they are low quality and demoralizing orphan and vulnerable children as they are inferior than others. These expectations in turn enforce orphan and vulnerable children to have inhibited social interaction.

A researcher also observed that orphan and vulnerable children do not enter in the library after lunch time to read books. Most of them are sitting in the class still others are sitting or standing alone at the corners of the playground.

Chapter five

Discussion, Conclusion and Recommendations

1. Discussion

This section of the study aims at discussing the major findings of the current study in line with previous research findings reviewed in the literature. In the study, educational, psychological and social challenges of orphan and vulnerable children are addressed.

The results showed that there are many educational challenges of orphan and vulnerable children in Abyot Ermija primary school including work burdens after school, absence of special supports like tutors tuition and makeup, physical punishment, mark reduction, compelling to live the class, difficulty of courses problems related to teaching methods and so forth. These factors in turn have consequences like absenteeism, low achievement and finally school dropout. In agreement with this, The United Nations Education, Scientific and Cultural Organization (2007) noted that orphan and vulnerable children are even less likely to be in school and more likely to fall behind or drop out, limiting their abilities and prospects for a better life.

Educational challenges of orphan and vulnerable children are not only arising from the school system but also arising from care givers, guardians, children themselves and community as a whole supporting this, SAID and CRS (2008) indicated that educational challenges can be categorized as: within the child, through impaired health, including impaired development, and through emotional stress;

within the family, including the child but adding the dynamics of the family's function as a group; within the community; and within the school system and the school.

Results showed that there are makeup classes which are designed to help low achievers. However, it was not specifically designed to help orphan and vulnerable children and even the time was after half past nine so that it was not convenient for orphan and vulnerable children because at this time orphan and vulnerable children are either on helping their guardians or working other labors to support themselves. As a result even a single orphan and vulnerable child is not benefited. Regarding this, According to the US president's emergency plan for AIDS relief (PEPFAR, 2012) , OVC programs should support efforts to reduce educational disparities and barriers to access among school-age children through sustainable "systemic" intervention and by ensuring children have a safe school environment and complete their primary education.

Results also indicated that orphan and vulnerable children come across psychological challenges including discrimination, isolation, peer influences like insults and gossips, verbal abuses from teachers and their status itself (disability, orphanhood, parental conflict...). As a result, orphan and vulnerable children develop feeling of helplessness, worthlessness, hopelessness, inferiority, stress, worry, tension, frustration, passiveness, emotionality, depression and unable to express ideas which are internal to the child and verbal abusing from others. In relation to this, Afewerk (2013) noted that orphan and vulnerable children

experience profound loss, grief, anxiety, fear, and hopelessness with long-term consequences such as psychosomatic disorders, chronic depression, low self-esteem, learning disabilities, and disturbed social behavior.

The finding showed that since most psychological problems are not visible like other visible problems, teachers, peers and other communities cannot understand their impact on orphan and vulnerable children. Therefore teachers insult and punish orphan and vulnerable children, their peer discriminate, insult and teasing at orphan and vulnerable children, guardians exploit their labor, so that orphan and vulnerable children are psychologically affected. Sengendo and Nambi, (1997) stated that Many orphaned children continue to experience emotional problems and little is being done in this area of emotional support. There are several reasons. First, there is a lack of adequate information on the nature and magnitude of the problem; secondly, there is a cultural belief that children do not have emotional problems and therefore there is a lack of attention from adults. Thirdly, since psychological problems are not always obvious, many adults in charge of orphans are not able to identify them. However, even where the problem may have been identified, there is a lack of knowledge of how to handle it appropriately. In many cases children are punished for showing their negative emotions, thereby adding to their pain. In schools, there is an obvious lack of appropriate training of teachers in identifying psychological and social problems.

Results also showed that orphan and vulnerable children suffered from social challenges and these challenges strongly related with psychological challenges. Psychological challenges inhibit social interaction. Therefore all psychological challenges are causes of psychological challenges. Orphan and vulnerable children prefer social withdrawal since they fear criticisms; have poor communication skills, decision making problems and suspiciousness. Fredriksan and Kandours (2004), stated that, orphan and vulnerable children might have inhibited development of emotional intelligence, and life skills such as communications, decision making, negotiation skills etc.

2. Conclusion

Based on major findings of the study, the following conclusions are drawn.

- There are many educational challenges of orphan and vulnerable children in Abyot Ermija primary school including work burdens after school, absence of special supports like tutors and makeup, physical punishment, mark reduction, compelling to live the class, difficulty of courses problems related to teaching methods and so forth.
- Orphan and vulnerable children come across psychological challenges including discrimination, isolation, peer influences like insults and gossips, verbal abuses from teachers. As a result, orphan and vulnerable children develop feeling of helplessness, worthlessness, hopelessness, inferiority, stress, worry, tension, frustration, passiveness, emotionality, depression and unable to express ideas.

- Orphan and vulnerable children prefer social withdrawal since they fear criticisms; have poor communication skills, decision making problems and suspiciousness.

3. Recommendations

Based on major findings of the study, the following recommendations are made.

- There should be special program which is designed to help orphan and vulnerable children to increase their academic performance. For example, designing tutor programs from seven o'clock to quarter to eight. Because this time is appropriate to access orphan and vulnerable children.
- Guardians of orphan and vulnerable children should get advice to reduce work burdens of orphan and vulnerable children after school as much as they can.
- Teachers of school should get adequate training how to identify, assess and intervene educational, psychological and social challenges of orphan and vulnerable children.
- The school should have to consider the possibility of recruiting a qualified school counselors or child psychologist. The task here is to offer early warning of psychological conditions that may prevent a child from benefiting from school services; and to offer referral services for the cases the professionals in the schools are not able to handle. The psychologist so employed will have the skills to diagnose psychosocial problems and to offer psychotherapy too and those counselors will help other teachers how to help orphan and vulnerable children.

- The school should create awareness to non-orphan and vulnerable children in order to have smooth relationships with orphan and vulnerable children.
- Teachers should use appropriate teaching methods by identifying learning difficulties of orphan and vulnerable children.
- The school communities should try to fulfill social needs of orphan and vulnerable children based on the best interest of orphan and vulnerable children.
- There should also a need for future in-depth qualitative studies to gain detailed and rich understanding about educational, psychological and social challenges of orphan and vulnerable children.

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Appendices

Addis Ababa University

College of Education and Behavioral science

Department of Special Needs Education

An interview prepared for orphan and vulnerable children

Personal Information

1. How old are you?
2. Who is your current guardian?
3. Your grade-----

Educational challenges

4. How is learning?
5. Are you regularly attending school?
6. Is there any special support from your teachers to achieve high?
7. Are your teachers teach you in the way that is clear for you?
8. How is your result?
9. What are major problems you came across while you are learning in your class?
10. What are other problems that affect your education outside the school?

Social and psychological challenges

11. Do you have friends? How many friends do you have?
12. Do your friends love you?
13. Do you love your friends?
14. Are you happy while attending in the class?
15. Are you playing with your friends at break time?
16. Do you think your teachers love you?
17. Do you love your teachers?
18. Do you like to go to school?
19. Please tell me if there are any bad feelings when you are in the school.

An interview prepared for teachers of orphan and vulnerable children

Personal Information

20. Educational level-----
21. age-----

Educational challenges

22. Is there any special support designed for orphan and vulnerable children in your school?
23. What are your efforts to identify problems of orphan and vulnerable children which affect educational performance?

24. What measures do you take when orphan and vulnerable children achieve low?
25. How do you observe participation of orphan and vulnerable children in the class?
26. What are educational challenges of orphan and vulnerable children?

Social and psychological challenges

27. What are psychological problems of orphan and vulnerable children in your school?
28. How do you identify psychological problems?
29. What are social challenges of orphan and vulnerable children?

An interview prepared for volunteer care givers of orphan and vulnerable children

1: Current academic performance and educational challenges of the children

30. As a volunteer do you assess educational challenges of orphan and vulnerable children in general?
31. How many times do you observe test results of orphan and vulnerable children?
32. Who will be responsible for these problems?
33. Can you tell me about the common educational problems that the children suffer from?

2: psychosocial challenges.

34. How do you conceptualize socialization of orphan and vulnerable children?
35. What social needs do you think the children have?
36. What are obstacles to meet these social needs?
37. How do you conceptualize psychological state of orphan and vulnerable children?
38. What psychological challenges do you observe from those children?

አዲስ አበባ ዩኒቨርሲቲ

የሥነ-ትምህርት እና የሥነ-ባህሪ ኮሌጅ

የልዩ ፍላጎት ትምህርት ክፍል

ወላጆቻቸውን ላጡና ለችግር ለተጋለጡ ህጻናት የተዘጋጀ ቃለ መጠይቅ

የግል መረጃን በተመለከተ

1. እድሜዎ/ሽ ስንት ነው?
2. አሁን እየተንከባከበህ/ሽ ያለው ማን ነው?
3. ስንተኛ ክፍል ነህ/ሽ?

በትምህርት ዙሪያ ያሉ ችግሮችን በተመለከተ

4. ትምህርት እንዴት ነው?
5. ትምህርት ቤት ያለማቋረጥ ትክታተያለሽ/ላለህ?
6. ጥሩ ውጤት እንድታመጭ በመምህራኖችህ/ሽ የሚደረግልህ/ሽ ልዩ ድጋፍ አለ?
7. መምህራን ሲያስተምሩ ላንተ/ች በሚገባሽ መንገድ ነው?
8. ውጤት እንዴት ነው?
9. በክፍል ውስጥ በምትማር/ሪበት ጊዜ ሊገጥሙህ/ሽ የሚችሉ ዋና ዋና ችግሮች ምን ምን ናቸው?
10. ከትምህርት ቤት ውጭ ለትምህርትህ/ሽ እንቅፋት የሚሆኑ ነገሮች አሉ?

ስነ-ልቦናዊና ማህበራዊ ችግሮችን በመለከተ

- 11.ንደኞች አሉሽ? ስንት ናቸው?
- 12.ንደኞችህ/ሽ ይወዱሀል/ሻል ?
- 13.አንተስ/አንችስ ትወዳቸዋለህ/ትወጃቸዋለሽ?
- 14.በክፍል ውስጥ ደስተኛ ሆነሽ ትከታተያለሽ?
- 15.በእረፍት ሰአት ከንደኞችህ/ሽ ጋር ትጫወቻለሽ/ታለህ?
- 16.መምራን ይወዱኛ ልብለህ/ሽ ታስቢያለህ/ሽ?
- 17.አንተስ/አንችስ ትወዳቸዋለህ/ትወጃቸዋለሽ?
- 18.ትምህርት ቤት መሄድ ያስደስትሀል/ሻል?
- 19.ትምህርት ቤት ውስጥ እያለህ/ሽ የሚሰማህ/ሽ ጥሩ ያልሆኑ ስሜቶችን አስረዳኝ/ጂኝ

ወላጆቻቸውን ያጡና ለችግር የተጋለጡ ህጻናትን ለሚያስተምሩ የተዘጋጀ ቃለ መጠይቅ

የግል መረጃን በተመለከተ

- 20.የትምህርት ደረጃ-----
- 21.እድሜ-----

በትምህርት ዙሪያ ያሉ ችግሮችን በተመለከተ

- 22.በትምህርት ቤታችሁ ወላጆቻቸውን ላጡና ለችግር ለተጋለጡ ህጻናት የምታደርጉት ልዩ ድጋፍ አለ?

23. ወላጆቻቸውን ያጡና ለችግር የተጋለጡ ህጻናትን የትምህርት ብቃት

ሊያደናቅፉ የሚችሉ ችግሮችን ለመለየት ያደረጋችሁት ጥረት አለ?

24. ወላጆቻቸውን ያጡና ለችግር የተጋለጡ ህጻናት ዝቅተኛ ውጤት

ሲያስመዘገቡ ምን አይነት እርምጃ ትወስዳላችሁ?

25. ወላጆቻቸውን ያጡና ለችግር የተጋለጡ ህጻናት በክፍል ውስጥ ያላቸው

ተሳትፎ ምን ይመስላል?

26. ወላጆቻቸውን ያጡና ለችግር የተጋለጡ ህጻናት በትምህርት ዙሪያ

ሊገጥሟቸው የሚችሉ ችግሮች ምን ምን ናቸው?

ስነ-ልቦናዊና ማህበራዊ ችግሮችን በተመለከተ

27. በትምህርት ቤታችሁ ውስጥ ወላጆቻቸውን ያጡና ለችግር የተጋለጡ

ህጻናት ሊገጥሟቸው የሚችሉ ስነ-ልቦናዊ ችግሮች ምን ምን ናቸው?

28. ችግሮቹን እንዴት ልትለዩላቸው ቻላችሁ?

29. ወላጆቻቸውን ያጡና ለችግር የተጋለጡ ህጻናት ማህበራዊ ግሮችን ምን

ምን ናቸው?

ወላጆቻቸውን ያጡና ለችግር የተጋለጡ ህጻናትን ለሚንከባከቡ በጎ ፍቃደኛ

ተንከባካቢዎች የተዘጋጀ ቃለ መጠይቅ

1: የትምህርት ብቃትና በትምህርት ዙሪያ ያሉ ችግሮችን በተመለከተ

30. እንደተንከባካቢ የህጻናቱን በትምህርት ዙሪያ ያሉ ችግሮች ለመለየት ያደረግሽው ጥረት አለ?

31. ውጤታቸውን ስንት ጊዜ ታይላቸዋለህ?

32. ለእነዚህ ችግሮች ኃላፊነት መውሰድ ያለበት አካል ማን ነው?

33. ዋና ዋና በትምህርት ዙሪያ ያሉ ችግሮችን ልትነግሪኝ ትችያለህ?

2: ማህበራዊና ስነ-ልቦናዊ ችግሮችን በተመለከተ

34. ወላጆቻቸውን ያጡና ለችግር የተጋለጡ ህጻናትን ማህበራዊ ግንኙነት እንዴት ትረጂዋለህ?

35. እነዚህ ህጻናት ምን ማህበራዊ ፍላጎት ያሻቸዋል ብለሽ ታስቢያለህ?

36. እነዚህን ማህበራዊ ፍላጎቶች ለማሟላት ምን ማኔቆዎች አሉ?

37. የእነዚህን ህጻናት ስነ-ልቦናዊ ሁኔታ እንዴት ትረጂዋለህ?

38. ህጻናቱስ ምን ምን ስነ-ልቦናዊ ችግሮች ይገጥማቸዋል?