# THE UNIVERSITY OF BOTSWANA
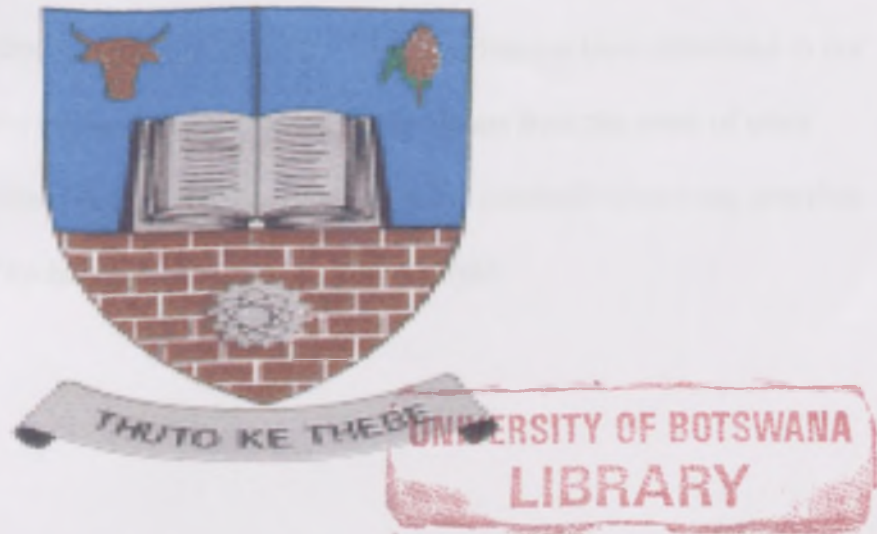# FACULTY OF EDUCATION

## DEPARTMENT OF EDUCATIONAL FOUNDATION

### (Counseling and Human Services)

### Topic

## In-school Psychosocial Counseling Support for Orphans
## in Gaborone West Junior Secondary Schools

### EFH 751

**A Research Essay Submitted to the Faculty of Education in Partial Fulfillment of Requirements for the Degree of Master of Education**

**August, 2007**

**By Rosinah Kerileng Molefe**
**ID No. 9100363**

# STATEMENT OF ORIGINALITY

I, the undersigned researcher certify herein that this research was carried out while a student at the University of Botswana between November 2006 and August 2007. I prove and affirm that it is the product of my work that has not been submitted to nor published anywhere else and that any ideas or quotations from the work of other people are fully acknowledged in accordance with the standard referencing practices of the American Psychological Association (APA) style.

_____

*(Signature of the author)*

# APPROVAL

This research essay has been examined and approved as meeting the requirements for the partial fulfillment of Masters Degree in Education.

Prof Mpofu

-------------------------------                    -----------------

Supervisor                                          Date


Mr Kisenga

-------------------------------                    -----------------

Supervisor                                          Date


Dr Montsi

-------------------------------                    -----------------

Committee Member                                    Date


-------------------------------                    -----------------

Internal Examiner                                   Date


-------------------------------                    -----------------

External Examiner                                   Date

# DEDICATION

I dedicated this work to my husband, Wilford, son, Masego, and daughter, Nametso who had to endure the long periods of my absence during the time I was pursuing my studies. I will forever be grateful for your love, support and encouragement.

# ACKNOWLEDGEMENT

I would like to acknowledge and thank several people who, through their contributions, made my research essay a success. To my husband, daughter and son, my sincere appreciation for all that you had to endure during the period of my studies. I am grateful for your encouragement and support. I would also like to appreciate my grandmother, Lucia, and my parents for their prayers and encouragement.

I am deeply thankful to Professor Mpofu, my mentor and advisor and Dr. Montsi my supervisor. Your experience, professional guidance, encouragement and patience have made it possible for me to complete this research. I appreciate your wisdom and willingness to be my supervisor and the hard work you put into the completion of this research.

My gratitude and appreciation goes to Mr Kisenga for his relentless willingness to read, guide and correct my work. Without your support and tremendous assistance my study would have been a failure.

To my friend Doreen and my colleagues, thank you for your encouragement and support.

# ACCRONYMS AND ABBREVIATIONS

| | |
|---|---|
| AIDS | Acquired Immunodeficiency Syndrome |
| BIDPA | Botswana Institute of Development Policy and Analysis |
| GoB | Government of Botswana |
| HIV | Human Immunodeficiency Virus |
| HoD | Head of Department Pastoral Care |
| UNDP | United Nations Development Programme |
| UNICEF | United Nations International Children's Fund |
| PACT | Peer Approach Counseling by Teens |
| WHO | World Health Organisation |

# ABSTRACT

The purpose of this study was to examine the in-school psychosocial counseling support services for orphans in secondary schools. The objectives of the study was to determine the extent to which orphans are offered psychosocial support in Gaborone West Secondary Schools; school personnel involved in the provision of psychosocial needs of orphans in Gaborone West junior secondary school, and the competency level school counselors have in providing psychosocial counseling support to orphans in schools.

The sample consisted of school personnel (N=21) and orphan respondents (N=54; ages of 13 to17) from three junior secondary schools namely: Gaborone West, Maikano and Kgale Hill junior secondary schools. A purposive sampling technique was employed in selecting the orphan learners and school personnel involved with the guidance and counseling programme in those schools. Both orphan learners and school personnel completed a questionnaire on psychosocial counseling support available to orphans in schools; and the counseling assistance orphans receive in coping with their situation.

Descriptive statistics showed that school personnel in Gaborone West junior secondary schools lacked the capacity to support orphans. They lacked psychosocial counseling skills to respond to psychological needs of orphans. Junior secondary schools also had insufficient capacity to offer support services to orphans due to unavailability of resources. Orphan learners need to be provided psychosocial counseling support by trained counselors. Schools needed trained counselors.

# TABLE OF CONTENTS

## Chapter 1    Introduction

# CHAPTER 1

## 1.0 Introduction and background

The first case of AIDS in Botswana was identified in 1985, and the prevalence has increased at an alarming rate over the years impacting every section of the economy (Government of Botswana, 1985). It is estimated that more than 15 million children under 18 years in the world have lost a parent or both parents to the pandemic (UNAIDS, 2006). The pandemic has tremendously strained the human structures. One of the major effects of the HIV/AIDS pandemic in Botswana, as in sub-Sahara Africa in general, is the rising number of orphans. An orphan is a child below 18 years who has lost one (single parent) or two (married couple) biological or adoptive parent due to natural death, accident or AIDS (UNAIDS/WHO, 2006). For the purpose of this study the focus will be on orphaned children of age range of 12 to 17 years still at junior secondary schools. Currently, in Botswana, it is estimated that 120, 000 children had lost their parent(s) by the end of 2005 (UNAIDS, 2006). The report further states that by December 2005, 50, 557 orphans were registered to receive support from the government (UNICEF, 2006).

Orphans are vulnerable from the breakdown in family structures and social support systems. For example, social safety nets such as extended family are collapsing and increasing numbers of Botswana orphaned children are becoming destitute (Guest, 2003). The family as a universal safety net is the primary institution responsible for the provision and care for individuals; thus, the collapse of such a structure has left children vulnerable. The loss of parents deprives children of their primary source of love, care, food, shelter and protection, and a major influence and guide in the development of

values needed for adult effective life (UNICEF, 1999). Therefore, the demand for psychosocial counseling services in schools has become more pressing.

Orphan adolescents are faced with responsibility of establishing who they are and the role they are to play in their respective societies, failure to find answers to these questions leads to conflict, indecisiveness, anxiety and loneliness (Mwamwenda, 1996). Their psychosocial needs such as emotional support, the need for love and care, acquisition of survival skills, the need to belong, and learn rules of relating should be addressed during the early stages of their cognitive and intellectual development to assist their transition into adulthood.

Recognizing the need for counseling in schools, the Ministry of Education has adopted the guidance and counseling programme for schools to address the counseling needs of students (Government of Botswana, 2001). Although not all school teachers in Botswana are trained counselors, it has always been expected by the Ministry of Education that each teacher provides guidance and counseling to students. However, professional counseling in Botswana schools is becoming an essential service in this era of HIV/AIDS. Orphanhood is a major risk factor for poverty in adulthood. Unsupported orphans are shortfalls in human capital investments in children. If the problems of orphanhood are not attended to, orphans could grow up to become vulnerable and volatile adults (Guest, 2003). For example some orphans will adopt anti-social ways such as theft or prostitution and substance abuse.

The increase in the number of orphans in Botswana has put a strain on services for children, and also on formal social care networks and institutions. In addition, the state has to provide for orphans and families with regular support for food, shelter,

nurture, schooling and health care (Government of Botswana, 1999-2001). These social demands put an extra strain on government and community resources.

Comprehensive orphan care program must go beyond responding just to material needs of orphans to include the more abstract and intangible psychosocial needs that are equally important (Government of Botswana, 2003). It is becoming apparent that the satisfaction of material needs is only a necessary but not sufficient condition in childcare support. This study aims to investigate the in-school psychosocial needs of orphans for which counseling would be helpful.

## 1.2 Statement of the problem

Children who lose parents often suffer severe psychological and emotional problems (UNICEF, 2006). In this case, orphans need psychosocial counseling support for them to deal with grief and help function well in the society they live in. Schools counselors could help orphans through grief from loss of parent or parents. They can also play a crucial role in improving the prospects of orphans and securing their future. For example, they can provide life skills and grief counseling for orphan children in schools. Schools can also offer benefits to orphans outside of education, such as emotional support and care (Guest, 2003).

The study aims to examine factors that influence and hinder the provision of in-school counseling services that address psychosocial needs of orphans in Botswana. It will investigate the provision of in-school psychosocial support to orphans in junior secondary schools. The focus of the study is on the extent at which the junior schools in

Gaborone West provide psychosocial counseling services for learners, especially for orphaned children. Another aim of the study is to identify factors that might influence or hinder the provision of in-school psychosocial support for orphans in junior secondary schools.

## 1.3 Study objectives

The objectives of the study are:

1. To determine the extent to which orphans are offered psychosocial support in Gaborone West Secondary Schools.

2. To investigate the school personnel involved in the provision of psychosocial needs of orphans in Gaborone West junior secondary school.

3. To assess the competency level school counselors have in providing psychosocial counseling support to orphans in Gaborone West junior secondary schools.

## 1.4 Research questions

The study will seek answers to the following questions:

1. What in-school psychosocial counseling interventions are in place to support and care for orphans attending in Gaborone West Junior Secondary Schools?

2. What personnel in Gaborone West Junior Secondary Schools provide psychosocial support for orphan learners?

3. To what extent do the School Counselors in Gaborone West Junior Secondary Schools feel competent to provide psychosocial counseling support?

## 1.5 Significance of study

It is intended that this study will provide relevant information to: school counselors, social workers and policy makers to enhance government and community strategies towards inclusive services for orphaned learners. Service providers could use the findings of this study to strengthen programmes to ensure that orphan in-school psychosocial counseling needs are met. Further, the study would help inform national development of National Policy that would guide the development of interventions on the care of in-school orphans.

The Botswana National Programme of Action for Children of Botswana (1993 – 2003), covering 10 year period (UNICEF, 1999) and also the Short Term Plan of Action: 1999 – 2001 share the overall objective to improve the socio-economic conditions of the Orphans by way of investing in human capital, within the broader context of sustainable human development (MLGLH, 1999). The Plan of Action has identified six priority area of intervention as follows:

1. Policy development:- creating an enabling environment;

2. Institutional capacity building and strengthening;

3. Delivery of Social Welfare and other Essential Orphan Support
   Services;

4. Support to Community Based Initiatives;

5. Co-ordination and Management, and

6. Monitoring and Evaluation

The achievement of the objectives will provide insight into issues of psychosocial aspects and needs of orphans in schools; providing important baseline data for monitoring and evaluation of in-school psychosocial counseling support as well as future intervention on the needs of orphans in schools.

## 1.6 Definitions of operational terms

**Orphans.** Children below 18 years who have lost one (single parent) or two (married couple) biological or adoptive parent due to natural death, accident or AIDS (UNAIDS, 2006). For the purpose of this study the focus will be on orphaned children of age range of 12 to 17 years still at junior secondary schools.

**Guidance.** The provision of assistance in resolving personal, social or psychological problems and difficulties, especially by a trained person on a professional basis (Gibson & Mitchell, 1995)

**Counseling.** The application of mental health, psychological or human development principles, through cognitive, affective, behaviors or systemic interventions, strategies that address wellness, personal growth, or career development, as well as pathology. (American Counseling Association, 2001).

**Psychosocial.** Relating to social relationships which involve psychological factors (Mwamwenda, 1996).

**Psychosocial counselling support.** Assistance to persons or individuals so that they adjust to social situations.

**Support.** Help, and encouragement to someone to succeed in times of difficulty.

**In-school setting.** Service provided within the school set-up for students

**Junior secondary school.** A middle school covering the three years between primary and senior secondary schools in Botswana

## 1.7 Limitations

This study will be confined to in-school support services orphans in three Gaborone West Junior Secondary Schools only. Therefore, results of the findings of this study can not be generalized to all schools.

The study undertakes the use of a survey and not to establish cause-effect relations. Causal relationships can rarely be answered by survey method (Bell, 2000). In addition, the method for the selection of schools and participants is purposive and as such the findings will not be representative of other schools.

## 1.8 Delimitation of study

The study will only focus on three schools in Gaborone West and that being Gaborone West Junior Secondary School, Kgale Hill Junior Secondary School and Maikano Junior Secondary School.

The study focuses on the School Counselors as they have the duty to coordinate, facilitate, monitor, supervise and evaluate the implementation of counseling programmes in their respective schools. They are mandated with the duty of providing counseling needs to all students in a school. They are also the custodians of the welfare programmes for learners. School Counselors are experienced in providing child care, grief counseling and life skills for students. Orphan students will also be respondents since they are the recipients of these services and assumed to know their needs better.

## 1.9 Summary

As children lose a parent or parents, they need counseling support to grief, help improve their prospects and securing their future. It is crucial that programming that targets child be balanced, holistic in that it takes into account the non-material aspects of childcare. The study seeks to establish the in-school psychosocial support for orphaned learners. The aim is to carry out a situational analysis in terms of psychosocial support for in-school orphans in junior secondary schools in Gaborone West.

CHAPTER 2

LITERATURE REVIEW

## 2.0 Introduction

The literature review covers the following sub-headings: challenges faced by orphans in Botswana, the psychosocial counseling interventions and care for orphans, community and home-based interventions for orphans and personnel providing psychosocial counseling support to orphaned children. The Family Systems theoretical framework is applied to the study. It is preferred because the school as an institution of learning is a family where children are taught life skills, values and ways of life in general.

## 2.1 Background

Botswana, a sparsely populated country with only an estimated 1.7 million people, has a huge orphan population of 120,000 (UNIAIDS/WHO, 2006). The large number of orphans has severely stressed the coping mechanisms of existing safety nets, especially the extended families. For example, orphans have always been part of the society and there were mechanisms by which the communities took care of them. However, the restructuring of the family structure from extended families to nucleated families has left orphans vulnerable (Solani, 2002). The strain on the social services from the HIV/AIDS pandemic has compromised the delivery of basic social welfare services and material support for "needy" children including the orphans by government (Government of Botswana, 1999 - 2001).

Traditionally, it used to be said, there is no such thing as an orphan in Africa. Children who lost one or both parents were incorporated into relatives' family. Orphans were easily adopted and incorporated by the relatives; and they were provided for (Levin & Foser, 2000). There was also a belief that all children belonged to the whole community not to an individual parent or family (Osei-Hwedie, 2000). This appears to have changed with the orphanhood from HIV/AIDS so that the extended family can no longer be expected to cope with the large number of orphans. School counselors and other school personnel are placed to provide psychosocial counseling support for orphans. Since the extended family is disintegrating, the schools are becoming the family for these orphaned children.

Although there may be significant efforts at family, community and government levels to provide for material needs of orphaned children, provision of services that address psychosocial needs of orphans leave a lot to be desired. Orphans as adolescents, are undergoing physiological, physical and sexual change. It is at this stage that they need support from significant others as these changes have great impact on them (Mwamwenda, 1996). This renders the response to orphan needs incomprehensive. Lack of or minimal responsiveness to psychosocial needs of children could be a result of inadequate interventions to assist those needs (Government of Botswana, 2001). Schools have to provide for orphans' total development, especially psychosocial development.

Intervention programmes that have sought to ameliorate the effects of HIV/AIDS particularly among children have tended to be overly preoccupied with addressing the material needs of children. For example, the Botswana government currently runs 'food basket' scheme, where a basket of food is provided to orphaned household once a month

(UNICEF, 2006). Although food, shelter and clothing are among the most basic necessities of life, programming efforts that focus on the physical needs are deficient to the extent that they preclude psychological and social needs (Botswana of Government, 2003). Haasl and Marnocha (2000) state that, available support for the grieving child is often lacking. Many Batswana adults are uncertain about how children will grieve and about how to be supportive. Adults may also be uncomfortable with children's grief because they do not have adequate information about how children grieve (Guest, 2003). Thus, there is need for a paradigm shift from the focus in the provision of material needs to an approach that includes psychosocial support for children.

## 2.2 Challenges faced by orphans in Botswana

Orphan children are ill prepared to care for themselves, their siblings and a dying parent, in an environment of discrimination that denies them protection of their basic human rights (ICAD, 2001). Botswana orphan children are being affected economically, socially and psychologically. Economic and social impacts include malnutrition, reduced access to education and health care, child care, child labour, migration and homelessness (UNICEF, 2006).

HIV/AIDS has a direct and indirect impact on Botswana orphans. The impact includes the fact that:

1. Most orphans have very little access to basic necessities such as food, clothing, shelter, love and emotional support;

2.  The traditional support system is not capable of absorbing these children due to factors such as poverty, unemployment and lack of adequate shelter;

3.  There is a lot of stigma attached to HIV/AIDS, hence most orphans feel stigmatized and discriminated against;

4.  Orphans are often sexually exploited and physically abused by care-givers, strangers and even family members, and

5.  There is a high school drop out rate among this group due to factors such as consistency, absenteeism, lack of school fees and the need to take care of younger siblings (Fidzani, Ntseane, Seloilwe and Nthomang, 1999, p28).

Many orphan Botswana children are struggling to survive on their own in child-headed households. Often they have to fend for themselves on the streets. Consequently, there is an increasing number of unprotected, poorly socialized and under-educated young people who are mostly HIV/AIDS orphans (UNAID, 2001). Orphans may lack emotional support, education access or opportunity, and socio-economic resources. They are also stigmatized.

Orphan children experience physical and emotional neglect. In one study carried out in rural Uganda, high levels of psychological distress were found in children who had been orphaned. For example, the children had elevated levels of anxiety, depression and anger (Atwine, Cantor-Graae & Banjunirwe, 2005).

Orphans are more likely to drop-out of school or have their schooling interrupted. They may perform poorly in school (Stein, 2003). Expenses such as school fees and

school uniforms present major barriers to schooling since many orphans' caregivers cannot afford these costs (UNICEF, 2006).

Apart from the issue of school fees, orphaned children have many other problems that may take them out of school. For example, Mishra and Arnold (2005) discovered that orphans may also leave school to attend to ill family members, work or to look after young siblings. Girl orphans in particular may miss out on education, parental guidance and suffer social stigma, and fall into prostitution or crime (UNICEF, 2004).

Orphans and their families are faced with severe threats to their well-being including isolation, loss of income, educational access, shelter and nutrition (UNICEF, 2006). Orphans are ostracized, discriminated against and often denied social, emotional, economic, and educational support due to the shame associated with the AIDS (UNDP, 2000).

Often, children who are grieving for dying or dead parents are stigmatized by the society through association with AIDS. The distress and social isolation they experience, both before and after the death of their parents is strongly exacerbated by the shame, fear, and rejection that often surrounds people affected by HIV/AIDS. Due to stigma, children may be denied access to schooling and health care.

When out of school, orphans may also miss out on valuable life-skills and practical knowledge that would have been passed on to them by their parents (Salaam, 2005). For example, they may not know their rights as children and how to take care of themselves as children. Without this knowledge and basic school education, children may be more likely to face social economic and health problem as they grow up. A good

school education can give children higher self-esteem, better job prospects and economic independence.

Regarding socio-economic challenges, once a parent dies children may also be denied their inheritance and property. Often children who have lost their parents are assumed to be HIV positive, adding to the likelihood that they will face educational discrimination and damaging their employment prospects in the future (United Nations Children Fund, 2003)

## 2.3 Psychosocial counseling interventions and care for orphans.

A number of programmes targeting orphans were being implemented in the past few years. For example, some of the projects for orphans and other vulnerable children include the identification, monitoring, assistance and protection of orphans; advocating with guardians and schools for orphans to attend school, income-generating gardening; community-based child care (Hasewinkel, 1999). However, there are very few programmes for orphans which have been independently evaluated in order to establish sustainable best practice model which can confidently be recommended for replication and scaling up to meet the rapidly growing need with regard to orphans and vulnerable children (OVC).

There are also examples of large-scale, multi - sectoral collaborative projects, which have been evaluate and found to demonstrate sustainable and replicable models of good practice in community-based care for orphans (Strebel, 2004). This discussion would provide an overview of interventions which have been implemented for orphans in Botswana and other African settings.

## 2.4 Community and home-based interventions for orphans

In Botswana, an Orphan's Trust has been contracted to deliver essential Government services to OVC. Community Volunteers and local extension staff identify and register orphans, screen for assistance, identify providers of material resources, refer cases to local social welfare and development services, liaise with local councils concerning Child Protection laws (UNICEF, 1999). The government response has been through the establishment of The Short Term Plan of Action (STPA) for the care of orphans in Botswana. A National Orphan Programme was established in April 1999 to respond to immediate needs of orphaned children (UNAIDS, 2006).

There are other initiatives that are none government such as the Babirwa Orphan Trust which deliver essential services to orphans in the area. The trust comprises community volunteers and government paid employees such as social workers and family welfare educators. Their duties are to register orphans in the district, identify their needs and provide them support (UNAIDS, 2006). The Kgaitsadi Society in Gaborone is another example of a community organization which provides support for orphans. The society assists orphans with their basic and primary school level education through a flexible school programme and also provides them support (UNDP, 2004).

Other initiatives include Tirisanyo Catholic Commission, the Rotary Club of Gaborone and the University of Botswana (Department of Social Work) (Hasewinkil, 1999); Maun Counseling Centre and the House of Hope in Palapye both providing day care support for orphans (UNDP, 2003). These Botswana programmes tend to operate disjointed from schools. Thus, the in-school needs of Botswana children remains to be investigated.

In South Africa, the Hospice Association of South Africa has various activities included in home-based care programmes such as providing psychosocial support and welfare support which includes assistance with grants, and foster/adoptive care. Such initiatives were found to be effective in providing quality of life and providing respite for caregivers (Strebel, 2004).

Sayson and Meya (2001) described a project in Uganda, which aims to provide educational services by strengthening existing structures and using a community – focused approach. In Malawi, Kalemba (1998) quoted by Strebel (2004), describes government / NGO collaborations which demonstrate the willingness of communities to address the problems of orphans if they are supported. The collaboration formed a National Orphan Care Task Force. It is responsible for planning, monitoring and revising all programmes on orphan care.

There appears to be no published information on in-school programmes that serve orphans. The Guidance and Counseling Division in Botswana Ministry of Education mandates every school to have a teacher counselor designated responsible for the overall co-ordination of the guidance programme within the school. The teacher counselor shall act as a referral agent for cases that other teachers might find difficult to handle (Botswana Government, 1996).

## 2.5 Theoretical framework

Family Systems theory is applicable to understanding the psychosocial needs of in-school orphan individual's dysfunctional behaviour. Family Systems theory (Peek, 1993) focuses on the communication process, power balances and imbalances, influence process, structures for conflict resolution, and the current functioning of the family system as a system (Gibson & Mitchell, 1995). From a family systems perspective individuals are best understood through assessing the interactions within the entire family (Corey, 2001). The school is a family in that it nurtures children as traditional family does. It provides security, guidance, support, care and love.

The school plays a crucial role in improving prospects of children and securing their future. In the school there are various people who play a significant role and function just like a family does. These roles and functions supplement and compliment each other. In the Botswana schools, apart from other school personnel, there are class teachers who are more of parents to students. For example, class teachers do not only attend to the educational needs of students, but they have an inalienable responsibility to know and understand their students and show concern for them as individuals with different and unique needs and problems (Botswana Government, 1996). They attend to students' every need each day of their school days.

Maerhoff, (1990) quoted by Dallarhide and Saginak (2003) state that systems theory has made its way into public education. Those responsible for policy, educational practice, and educational reform are recognizing the importance of relationship and interaction between students, families and schools. They state that school counselors today are being trained in systems theory as well as family systems, changing the face of

educational programming. Emerging is the understanding that the schools, families, and communities must work together collaboratively to support the educational process for students to be successful (Peeks, 1993, Botswana Government, 1996).

## 2.6 Summary

Literature shows that orphans are facing a lot of challenges which might affect them psychologically due to the loss of their parent or parents. However, orphans may get very little in terms of psychosocial support from significant others to help them develop fully. All young people are shaped developmentally by the environmental system or context. It is in these contexts that young people learn the rules of living. These contexts are where values are acquired and explored and where attitudes are shaped. It is also in these contexts that young people learn the rules of relating: to themselves, each other, their families, and the society as a whole (Dallarhide and Saginak, 2003). Schools have an important role to play to help these orphans to learn and develop into responsible persons.

CHAPTER 3

METHODOLOGY

### 3.0 Introduction

The chapter is presented under the following sub-headings: research design, participants and setting, sample method and size, instrument, procedure, and data analysis. Reliability and validity of instruments are also considered.

### 3.1 Research design

The research designed utilized in the study was a survey. The design was appropriate to describe how in-school psychosocial counseling support was offered for orphans. The survey design was also appropriate for this study as it sought to assess opinions, practices and procedures in schools in providing counseling

### 3.2 Participants and setting

The investigation included orphans, school personnel and school counselors from three junior secondary schools located in Gaborone, namely; Kgale Hill, Gaborone West and Maikano junior secondary schools.

These locations have a high prevalence of orphans. For example, each of the identified schools has 10% orphan children per class. School personnel and school counselors were chosen also because they are mandated to give support or services to all students in the school by the Ministry of Education.

### 3.2.1 Demographic Characteristics of the sample

A total of 21 teachers and 54 orphan learners were interviewed. The demographic characteristics of school teachers are presented in Table 2. The majority of school teachers in the sample were female (83%). Half of the respondents were aged 35 years and below, with only 10 percent aged 46 years and above. The demographic characteristics of orphans are shown in Tables 3 below. Of the 54 orphans interviewed, 61 percent were female and 39 percent were male. In terms of age, close to half (48%) were aged 16 to 17 years, 46 percent were aged 14 to 15 years and only 7 percent were aged 12 to 13 years. One-third of the orphan learners were in Form 3, 41 percent were in Form 2 with only 23 percent in Form 1.

**Table 2: Study sample characteristics of teachers**

| Demographics | Frequencies (%) |
|---|---|
| **Sex of Respondent** | |
| Male | 3(14) |
| Female | 15(72) |
| Total | 18(86) |
| Missing | 2(14) |
| **Age group of respondents** | |
| 20-25 | 1(5) |
| 26-35 | 9(43) |
| 36-45 | 8(38) |
| 46-55 | 2(10) |
| Total | 20(95) |
| Missing | 1(5) |
| **Professional Qualification** | |
| BA + PGDCE | 4(19) |
| BA + PDGE | 5(24) |
| DSEGCE | 4(19) |
| Other | 6(29) |
| Total | 19(90) |
| Missing | 1(5) |
| **Position in school** | |
| School Head | 3(14) |
| Class Teacher | 5(24) |
| Guidance Teacher | 1(5) |
| HoD Pastoral | 5(24) |
| Other | 5(24) |
| Total | 19(90) |
| Missing | 2(10) |
| **Professional counselor** | |
| Yes | 3(14) |
| No | 16(76) |
| Total | 19(90) |
| Missing | 2(10) |
| **Number of years in teaching** | |
| 0-5 | 6(29) |
| 6-10 | 4(19) |
| 11-15 | 4(19) |
| 16-20 | 4(19) |
| 21+ | 1(5) |
| Total | 19(90) |
| Missing | 2(10) |

**Table 3: Study sample characteristics of orphans**

| Demographics | Frequencies |
|---|---|
| **Sex of respondents** | **Orphans (%)** |
| Male | 23(43) |
| Female | 31(57) |
| Total | 54(100) |
| **Age of respondents** | |
| 12-13 | 6(11) |
| 14-15 | 25(46) |
| 16-17 | 23(43) |
| Total | 54(100) |
| **Form of respondents** | |
| Form 1 | 13(24) |
| Form 2 | 22(41) |
| Form 3 | 18(33) |
| Total | 53(98) |
| Missing | 1(2) |

## 3.3 Sampling method and size

For the purpose of the study the researcher purposefully selected respondents. In purposeful sampling, the researcher selects participants according to the needs of the study: the goal is to select cases that are likely to be information rich with respect to the study (Bell, 2000). The school personnel, counselors and orphans were purposefully selected for the study. All school counselors in the school were surveyed and school personnel were selected (using convenience sampling) according to their participation in the welfare of learners.

A simple random sample was drawn from the total listing of orphans in each particular school. The list of names of orphaned learners of ages ranging between 12 to 17 in form one (1) to form three (3) registered with the social welfare services and in school was obtained with the permission of the school head. Their names were listed out and the researcher randomly selected odd number cases from the list. The odd number

cases were selected to participate in the study. These were asked to complete a questionnaire.

## 3.4 Instrument

Data were collected using a questionnaire. Data from the questionnaire were categorized and once the prominent issues were identified, interpretations were done. The questionnaire included the following sections: A, B, C and D (see Appendix).

**Section A** covered instructions and biographic data. Here the respondent ticked the appropriate box with the required information.

**Section B** focused on the psychosocial interventions for orphans in schools.

For example, respondents answered questions such as;

1. Is there psychosocial counseling support for orphans in your school?

2. What psychosocial counseling support is provided?

**Section C** investigated on the personnel providing psychosocial support for orphaned learners.

For example; respondents were asked questions on who provided psychosocial counseling support in their schools.

**Section D** focused on the perceived competencies of the service providers.

For example; who did they perceive competent to provide psychosocial counseling support in their schools?

## 3.5 Validity and reliability

The instruments were pilot-tested and reviewed. That was done by administering the data collection instrument to one other school not selected for the research. That was done to check whether all the questions and instructions were clear. It was also done to enable the researcher to remove items that could yield some unwanted data. Thus, the instruments were pilot-tested to check items for relevancy to the purpose of the study.

## 3.6 Procedure

Data were collected by the use of a questionnaire (see Appendix A and B). The questionnaire was administered by the researcher to the following schools: Maikano, Gaborone West and Kgale Hill Junior Secondary School. Data were collected during normal school hours.

A letter of introduction and request (see Appendix C) to carry out a survey in the school was hand posted to the identified schools: Maikano, Gaborone West, and Kgale Hill Junior Secondary School. The researcher requested the help of the Senior Teacher Career Guidance and Counseling in each of the identified school to administer the questionnaire. The questionnaire was self administered. The researcher collected the completed questionnaires from the schools.

Permission was sought from the School Head to interview the orphans in the identified schools. Informed assent was sought from orphans before the research, at the

beginning of the survey (see Appendix D). Their guardians were given consent form requesting them to allow them to participate in the study (see Appendix E). Orphans were also told orally and in writing by the researcher that they may withdraw their co-operation at any time and were free to decline to respond to a particular question or any element of the research.

School counselors and other school personnel gave individual consent. All participants in the survey were assured confidentiality. They were made aware that the information they share was going to be used for the research project goals only.
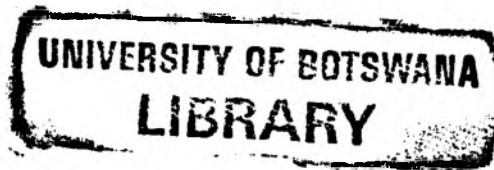
## 3.7 Data analysis

The data were analyzed using the descriptive statistics. Quantitative data were analyzed in terms of basic percentage frequencies and cross-tabulations and presented in tables. The Chi-square test of association was used to determine the association between variables as appropriate.

A brief ethnography was utilised to explain the "what' "why" and "how" of some of the issues observed in quantitative results, gathering of sensitive information as well to explore new themes as they emerged. Qualitative methods were useful in providing insights into how people made sense of their experiences that could not easily be explained by other methods (De Vos et al, 2002).

The research framework below shows the research questions, sources of data, means of data collection and methods of data analysis.

Table 1 Research Frame work

| Research Questions | Means of Data Collection | Sources of Data | Data Analysis |
|---|---|---|---|
| 1. What in-school psychosocial counseling interventions are in place to support and care for orphans in Gaborone West Junior Secondary Schools? | -Questionnaire | -School/teacher counselors -Guidance and counseling teachers -orphans | Statistical tables and description |
| 2. What personnel available in Gaborone West Junior Secondary Schools provide psychosocial support for orphan learner? | -Questionnaire | -School/teacher counselors Guidance and counseling teachers and school management team -orphans -school Head | Statistical tables and description |
| 3. To what extent do the counselors feel competent to provide psychosocial support? | -Questionnaire | -School/teacher counselors -Guidance and counseling teachers | Statistical tables and description |

# CHAPTER 4

# RESULTS

## 4.0 Introduction

Results are presented by research question. Those for psychosocial counseling support for orphan learners in schools are reported first, followed by the results of the analysis for school personnel involved in the provision of psychosocial counseling needs. The question of interest was whether school personnel provide psychosocial counseling support services for orphan learners. In addition, respondents addressed questions on their school personnel supportive of psychosocial counseling services, perceived psychosocial counseling services offered by counselors and their impact, and perceived competence in the provision of psychosocial counseling support by school counselors and other school personnel.

## 4.1 Psychosocial support for orphans offered in Gaborone West Secondary Schools.

Table 4 below shows that just over half (52%) of teachers answered in the affirmative that there was psychosocial counseling support in their school, compared to 44% of orphan learners. Surprisingly, 42% of teachers said there was no psychosocial counseling support for orphans, and 26% of orphans did not know about the provision of this service.

A roughly equal proportion of teachers and orphan learners agree that there was psychosocial counseling support for orphans in the school (55% for teachers compared to 54% for orphans). By types of counseling provided in the schools the endorsement by teachers was 38% for group counseling compared to 27% for orphan learners. Sixty-two

Percent of teachers considered individual counseling to be offered at their schools whereas 28% of orphans also considered individual counseling. Referral to community agencies has also been rated 52% by teachers to 22% by orphans. Grief counseling was rated a roughly equal proportion of 5% by teachers and 7% by orphans.

**Table 4:** Perceived Psychosocial counseling support in schools by orphans and teachers.

| Availability of psychosocial counseling support. | Orphans (%) | Rank | Teachers (%) | Rank |
|---|---|---|---|---|
| Yes | 24(44) | _ | 11(52) | _ |
| No | 14(26) | _ | 9(42) | _ |
| Total | 51(94) | _ | 20(95) | _ |
| Missing | 3(6) | _ | 1(5) | _ |
| Type of psychosocial counseling | | | | |
| Group counseling | 14(26) | 2 | 8(38) | 3 |
| Individual counseling | 15(28) | 1 | 13(62) | 1 |
| Referral to community agencies | 12(22) | 3 | 11(52) | 2 |
| Grief counseling | 4(7) | 4 | 1(5) | 4 |

**4.2 The perceived involvement of school personnel in the provision of psychosocial needs of orphans in Gaborone West junior secondary schools.**

As to whom provided psychosocial counseling support in the school, guidance teachers were mentioned by 56% of the orphan learners compared to 67% of teachers (see Table 5). Class teachers were nominated by 62% of teachers and 43% of orphans. School counselor was nominated 57% by teachers and rated 43% by orphans. School Head was ranked the least by both teachers (19%) and orphans (11%) in the provision of psychosocial counseling support for orphans.

**Table 5    Perceived providers of psychosocial counseling support**

| Providers of psychosocial counseling support | Frequencies (%) Orphans | Rank | Frequencies (%) Teachers | Rank |
|---|---|---|---|---|
| School Head | 6(11) | 7 | 4(19) | 7 |
| HoD Pastoral | 17(31) | 4 | 11(52) | 5 |
| School Counselor | 23(43) | 3 | 12(57) | 4 |
| School Guidance Committee | 16(30) | 5 | 12(57) | 4 |
| Guidance Teacher | 30 (56) | 1 | 14(67) | 1 |
| PACT Coordinator | 6 (11) | 7 | 5(24) | 6 |
| Class Teachers | 24(44) | 2 | 13(62) | 2 |
| **Personnel supportive in psychosocial counseling** | | | | |
| School Head | 21(39) | 5 | 9(43) | 5 |
| Senior School Management | 6(11) | 8 | 8(38) | 6 |
| HoD Pastoral | 21(39) | 5 | 11(52) | 4 |
| School Counselor | 25(46) | 2 | 13(62) | 1 |
| School Guidance Committee | 17(31) | 6 | 11(52) | 4 |
| Guidance Teacher | 26(48) | 1 | 12(57) | 2 |
| PACT Coordinator | 23(43) | 3 | 7(33) | 7 |
| Class Teachers | 13(24) | 7 | 6(29) | 8 |
| **Recommended personnel for psychosocial counseling** | | | | |
| Trained school counselor | 37(69) | 1 | 18(86) | 1 |
| Member of School Guidance Committee | 22(41) | 2 | 9(43) | 3 |
| HoD, Pastoral Care | 13(24) | 3 | 12(57) | 2 |
| Teachers | 9(17) | 4 | 1 (5) | 5 |
| School Head | 6 (11) | 5 | 1 (5) | 5 |
| Deputy Head | 5 (9) | 6 | 0(0) | 6 |

| Table 5. Continues | | | | |
|---|---|---|---|---|
| **Resources available in schools** | | | | |
| Time | 19(35) | 1 | 10(48) | 2 |
| Space | 22(41) | 2 | 12(57) | 1 |
| Curriculum | 8(15) | 4 | 3(14) | 4 |
| Human Resource | 21(39) | 3 | 8(38) | 3 |

**Note: The members in brackets are percentages within group for teachers and orphans. An open nomination procedure on whether there is psychosocial counseling support provided in schools, type of psychosocial counseling provided, Providers of psychosocial counseling support, Personnel supportive in psychosocial counseling, recommended personnel for psychosocial counseling and availability of resources was used. Percentages within groups might not add up to hundred.**

Orphan learners rated guidance teachers the most providers of psychosocial counseling support (56%), followed by class teachers (44%) and school counselor (43%). The lowest rated personnel in the provision of psychosocial support are PACT coordinator (11%) and school head (11%). Teachers also rated guidance teacher the highest (67%) in the provision of psychosocial counseling support followed by class teacher (62%) and then school counselor (57%) and school guidance committee (57%). The least rated was the school head (19%).

Respondents were also asked 'Who is supportive in the provision of psychosocial counseling in the school?' The respondents nominated from a list of school staff, and could select more than one choice. Perhaps not surprising, guidance teacher and school counselor are rated high by both orphan learners (48%) and teacher (62%) since they are the providers of guidance and counseling services in schools.

Orphans rated guidance teacher the highest personnel supportive in the provision of psychosocial support (48%), followed by school counselors (46%) and PACT coordinator (43%). The senior school management is rated the lowest. Teachers rated school counselors the highest of the personnel supportive of the psychosocial support counseling (62%) followed by guidance teachers (57%).

Teachers (86%) and orphan learners (69%) highly recommended trained school counselor in the provision of psychosocial counseling in schools. The deputy head was rated the least by both teachers and orphans among the personnel to provide psychosocial counseling support for orphan learners.

In terms of the availability of resources in the provision of psychosocial counseling support for orphans, 38% of teachers compared to 39% of orphan learners mention human resource availability as one of the resources available for providing counseling support. Both teachers and orphan learners rated curriculum and human resource the least of the resources available in the provision of psychosocial counseling support for orphans in schools.

**4.3 Perceived competence of school counselors and other personnel in the provision of psychosocial counseling support for orphan learners.**

Teachers and orphan learners were asked to score the psychosocial counseling services on a scale from very low to very high. For the analysis, very low and low are collapsed together as well as high and very high. The psychosocial counseling service that was scored high is guidance 63% for orphans compared to 67% for teachers. The service

scored lowest for orphans is behavioral modification at 35%, whereas for teachers, monitoring and evaluation is scored at 48%.

**Table 6: Psychosocial counseling services offered by counselors.**

| | Orphans (%) | | | Teachers (%) | | |
|---|---|---|---|---|---|---|
| | Low | Average | High | Low | Average | High |
| Life skills/survival skills | 15(28) | 10(19) | 7(13) | 7(33) | 8(38) | 3(14) |
| Health and safety program | 18(33) | 7(13) | 11(20) | 3(14) | 9(43) | 4(19) |
| Behavioral modification | 19(35) | 9(17) | 12(22) | 5(24) | 4(19) | 8(38) |
| Monitoring and evaluation | 15(28) | 4(7) | 10(19) | 10(48) | 4(19) | - |
| Referral | 13(24) | 16(30) | 10(19) | 5(24) | 5(24) | 8(38) |
| Care love and support | 9(17) | 14(26) | 24(45) | 5(24) | 4(19) | 10(48) |
| Individual counseling | 5(9) | 10(19) | 34(63) | 5(24) | 4(19) | 10(48) |
| Guidance | 5(9) | 9(17) | 34(63) | 1(5) | 3(14) | 14(67) |

School counselors and other school personnel were investigated on their perceived needs in the provision of psychosocial counseling support for orphan learners in schools. The highest number of the respondents (86%) stated that they need formal training, 76% need more training compared to 24% of those who said did not receive any training at all.

# CHAPTER 5

# DISCUSSION, CONCLUSION AND RECOMMENDATIONS

## 5.0 Introduction

This study was conducted to establish the in-school psychosocial counseling support offered orphans in Gaborone West junior secondary and establish the involvement of school personnel in the provision of psychosocial counseling support for orphans. Further, the study examined the perceived competence of school counselors and other personnel in the provision of psychosocial counseling support for orphan learners. This chapter presents conclusions and recommendations as derived from the results analysis.

## 5.1 Psychosocial counseling support for orphans offered in Gaborone West junior secondary schools.

The survey revealed that orphan learners are offered psychosocial counseling support in schools. This was an unexpected finding as the counseling services provided in schools are general to all students and do not focus on psychosocial needs of orphans. The Ministry of Education requires that Guidance and Counseling services be offered in schools. The services are offered all the students and not specific to any group.

There was variation in the perceived provision of the psychosocial support offered. For example, a minority of students (44%) agreed that orphans receive a lot of help from school. A key perceived reason for the lack of help is that many teachers do not believe that orphans as a whole have special needs. In a study conducted by Bennel, Chilisa, Hyde, Mokgothi, Molobe, Mpotokwane (2001), individual teachers identified and supported orphans as they see fit. The teaching staff regards social workers as being mainly responsible for orphan. However, teachers fail to understand that social workers' support is limited to orphan registration, which focuses mainly on assessing the material needs and not psychosocial needs.

Teachers were also asked to indicate what counseling services were offered at their school. Their responses indicated that several types of counseling support services were provided. They indicated that individual counseling was the major service offered orphans, followed by referral to community agencies. It is therefore not surprising that in regard to types of psychosocial counseling, the survey data revealed individual counseling as the main service available to orphan learners. This can be explained by the fact that individual counseling requires a few resources as compared to group and grief counseling which require time and space. Individual counseling can just be brief therapy. For example, brief therapy is used to solve problems in schools as it emphasizes a focus on a specific problem and direct intervention. It is faster. It also emphasizes precise observation and utilization of natural resources.

Guidance was the most prevalent service provided in schools as was expected. One would expect such results because students are offered a guidance lesson once a week as a requirement in schools by the Ministry of Education. Guidance and counseling is a strategy adopted by the Ministry of Education to address students' needs in schools. However, the guidance offered in junior secondary schools is general to all students in school not specific to orphan learners. Formalized guidance and counseling services and properly trained teachers are virtually non-existent in most schools (Government of Botswana, 2001). This is shown by the fact that guidance is time- tabled just like any other subjects with trained and qualified teachers offering them; whereas Guidance is assigned teachers who showed interested in teaching it; and not a qualified trained teacher of guidance.

Although there was indication that orphans were also referred to other organizations, schools hardly make follow-ups on these referrals to see what had been done. This in the end does not help orphans in school to change their behaviors and perceptions about life. This is not helpful to orphans as they need behavior adjustment to get over their grief and fit in the new environment that they find themselves after the death of parent(s). When not supported, as shown in the study carried by Botswana Institution for Development Policy Agency (BIDPA) (2003), students can hardly deal effectively with parent's death. This could affect the child's morale at school with some

ending up deserting or dropping from school. However, the findings indicated that grief counseling was the least of the services provided. This can be interpreted to mean that orphans' emotional and psychological problems are not addressed which can therefore affect their school performance.

Future research need to investigate ways in which psychosocial counseling support could be introduced, monitored and evaluated in junior secondary schools. There is also need to find initiatives to encourage school personnel to come up with counseling intervention for orphans. This will go a long way in ensuring that orphan learners are provided psychosocial counseling services in junior secondary schools.

## 5.2 The perceived involvement of school personnel in the provision of psychosocial needs of orphans in Gaborone West junior secondary schools.

The findings showed that guidance teachers and school counselors are the main providers of counseling support for orphans. Guidance teachers are mandated by their schools and the Ministry of Education to coordinate, monitor and evaluate the Guidance programme in the school. The majority of teachers believe that the guidance and counseling teacher(s) have the main responsibility for assisting orphans. This can be explained by the fact that regular class teachers have limited skills in the provision of psychosocial counseling due to lack of training as indicated by the findings. However, in a study carried by Bennel et al (2001), most school managers and teachers believed that social workers in their areas have the primary responsibility for assisting orphans. Consequently, they see the school's main role as referring orphans who were having difficulties to the appropriate social workers. They did not feel that schools should play a more interventionist supportive role.

The school personnel involvement in the provision of psychosocial for orphans was perceived to be limited. It will be important to investigate perceived thoughts of school personnel in the provision of psychosocial counseling support services in junior secondary schools.

## 5.3 Perceived competence of school counselors and other personnel in the provision of psychosocial counseling support for orphan learners.

Mostly the school personnel did not have the specialized knowledge and skills that would allow them to be effective counselors. Though there is great potential for counseling as a prevention tool for orphans in schools, it seems not to be living up to its promise. As it was indicated by the findings of the study, teachers lack confidence in counseling student both as individuals and in groups. Counseling services are reported to be lacking monitoring and evaluation. As indicated in the findings, school counselors are appointed for their experience in the teaching field and not for their qualifications. This can explain the lack of monitoring and evaluation as they may be lacking in the counseling skills. There may also be lack of supervision from the Education Officers – Guidance and Counseling under the Ministry of Education.

One of the constraints in the provision of psychosocial counseling support was lack of better training for school counselor and other school personnel involved in the provision of counseling for orphans. This would lead to a situation in which the counseling services go unmonitored and unevaluated. Most teachers could feel uncomfortable in providing psychosocial counseling support for orphans. There is a tendency for teachers to 'pass the buck' and externalize the problem of orphans. For example, teachers felt inadequate to handle orphan problems, to identify and offer them support. They felt that it was not their place to do so, hence referred them to school counselor or guidance teacher to handle.

Research could be carried out to investigate the needs of the school personnel in regard to the provision of psychosocial counseling support for orphans. This could help orphan policy makers understand the attitude and perceptions of teachers towards counseling of orphans.

## 5.4 Limitations

The study used a survey method. Therefore, it was not possible to establish the cause and effect relations. For example, it is not possible to get answers to why some teachers were not aware of the counseling services offered in their school; or why orphans were not offered grief counseling. Much of the discussion is based on perceptions.

Moreover, the questionnaire was self-administered and as such some important information was unavailable for various reasons known to respondents. One of the reasons was that many respondents did not know the term 'psychosocial counseling support'. In addition some orphans did not want to be known due to stigma and discrimination associated with HIV/AIDS and orphanhood. Since the data was collected during normal school hours, it was possible to get all orphans and school personnel together at one time. Hence, part of the data which was expected was not collected, especially from orphans.

More, the method for selection of participants and schools was purposive. Only orphans in three schools in Gaborone West in Phase 1: Gaborone West, Maikano and Kgale Hill Junior Secondary School, were questioned. Therefore the results can not be generalized to all other schools. The study did not collect information only from designated school counselors but also from other school personnel involved in the welfare of students in school. However, the conclusions derived in the study would have been strengthened by directly collecting information from orphans and school counselors only. Since the Ministry of Education expects all teachers to also provide guidance and counseling services to students, the researcher found appropriate to include them in the study.

## 5.5 Conclusion

The thrust of the survey was to establish whether there is psychosocial counseling support for orphans in schools. To answer the question of psychosocial support for orphans in schools, the respondents indicated that there is support offered orphans. However, the respondents reported the availability of in-school psychosocial counseling

support for orphans in the form of individual counseling and guidance. School personnel lacked the appropriate training and resources to offer grief and group counseling. Trained school counselors were needed. The survey showed that there is need to strengthen the capacity of school counselor to effectively provide more comprehensive counseling care to orphaned learners, especially psychosocial counseling support and life skills.

## 5.6 Recommendations

Counseling can elicit sustained behavior change, prevent psychological problems and act as a powerful prevention, support and care mechanism. In order to gain results in the counseling process for orphans, the following are recommended: teachers need to be trained on psychosocial counseling support and life skills education. In order for teachers to respond effectively to the psychosocial needs of orphans they need to be given training on counseling skills before given the post of school counselor. There is need for in-service training in psychosocial counseling skills for school personnel this would build capacity of teachers and school counselors to identify and deal with psychosocially traumatized children.

There is need to mobilize school management and school committees to respond to the psychosocial needs of orphans. In a study carried out by Bennel et al (2001) it was indicated that school management did not usually bother to inform the social and Community Development Department about children in need or request assistance on their behalf. Therefore there is need for a strong network between schools and the larger community. The Ministry of Education needs to come up with an explicit policy on orphans in school to enable school personnel to participate full in the school counseling programme.

The findings did not show a strong supportive environment for orphans in schools. Amongst the school personnel interviewed, guidance teachers and class teachers appeared to be more supportive in the provision of psychosocial counseling support services. Orphans are mostly referred to community agencies than being helped in the school. There is need to promote behavior change and attitude change towards orphans of

school personnel. The Education Officers-Guidance Counseling under the Ministry of Education need to regularly visit schools to assess and evaluate the guidance programme and see what is happening in schools.

Schools can also have suggestion boxes for orphans in schools and create a forum for discussions. This would help orphans to get help quickly without the fear of being stigmatized. There also need to have friendly information resources centers accessible to orphans.

# REFERENCES

American Counseling Association (2001). School counseling service – Research Summary. Office of Public Policy and legislation. Alexandra, VA.

Atwine B., Cantor-Graae, E. and Banjunirwe, F. (2005). Psychological distress among AIDS orphans in rural Uganda, Social science and medicine 61 555-564.

Bell, J., (2003). Doing Your Research Project: *A guide for first-time researchers in education and social science.* (3$^{rd}$ ed.). Philadelphia: open University Press

Bennel, P., Chilisa, B., Hyde. K., Makgothi, A., Malope, E., and Mpotokwane, A. (2001). The impact of HIV/AIDS on primary and secondary education in Botswana: Developing a comprehensive strategic response. Serial no.45, Gaborone. Government of Botswana and DFID

BIDPA. (2003). Knowledge, Attitudes and Practices of Teachers and Students on HIVand AIDS: Baseline Study Report. Gaborone: Ministry of Education.

Corey, G. (2001). Theory and practice of Counseling Psychotherapy. (6$^{th}$ ed.) Calfornia: Brooks/Cole Publishing Company.

De Vos, Strudom, Fouche and Delpot ( 2002). Research at grass roots: *For the Social Sciences and Human Service Professions.* Pretoria: J.L.Van Schalk Publishers.

Dollarhide, C.T. & K.A. Saginak. (2003). School counselling in the secondary school: comprehensive process and programm. USA: Pearson Education, Inc.

Fidzani, H.N., Ntseane, D.M., Seloilwe, E., Nthomang, K., (1999). HIV/AIDS in South East District: *Situation and Response analysis.*

Gibson, R. and Mitchell, M. H. (1995). Introduction to Counseling and Guidance (4th ed.) Columbus: Merill

Government of Botswana. (2003). Training of Trainers course Workshop on Interactive Teaching Methods. Teacher Capacity building Project. Gaborone: Department of Teacher Training and Development.

Government of Botswana. (2001). Teacher capacity building project for HIV/AIDS prevention. Project briefing notes. Gaborone: MoE/UNDP and ACHAP

Government of Botswana (1996). Policy Guidelines on The implementation of Guidance and Counseling in Botswana' Education System. Gaborone: Ministry of Education.

Government of Botswana. (1985). The Botswana National Policy on HIV/AIDS. Ministry of Health: Gaborone.

Guest, E. (2003). Children of AIDS: Africa's orphan crisis. (2nd.). South Africa: university of Natal Press

Haasl, B. and Marnocha, J. (2000). Bereavement Support Group Program for children: Leader Manual. (2.ed). Philadelphia: Accelerated Development

Hasewinkel, S., (1999). Proposed model for services to children made vulnerable by HIV/AIDS. Cape Town: Cape Town Welfare Society.

Interagency Coalition on AIDS and Development (ICAD). (2001). AIDS and Young People. Retrieved April 5, 2004, from *http://www.hri ca/children/aids/ICAD28novo1shtml.*

Kalemba, E., (1998). The development of an orphan policy and programming in Malawi: A case study. Paper presented at the conference on Raising the Orphan Generation, Pietermaritzburg, 9-12 June 1998

Ministry of Local Government Lands and Housing ( MLGLH ),( 1999 ). Short Plan of Action on Care of Orphans in Botswana: 1999-2001

Mishra, V. and Arnold, F. (2005). Education and nutritional status of orphans and children of HIV-infected parents in Kenya, No.24, ORC Macro, Demographic and Health Research Division, Calverton: Maryland

Mwamwenda T. S. (1996). Educational Psychology: An African Perspective (2nd ed.). Durban: Heinemann.

Osei-Hwedie, K. Orphan Care in Botswana: Issues, challenges, and prospects. A key note address at the orphan care programme workshop, 9-10 Oct 2000

Peeks, B. (1993). Revolutions in counselling and education: A systems perspective in the schools. *Elementary School Guidance and Counselling,* 27(4), 245-252.

Salaam, T., Congressional Research Service (2005). AIDS orphans and vulnerable (OVC): problems, responses and issues for congress.

Sayson, R, & Meya, A., (2001). Strengthening the roles of existing structures by breaking down barriers and building up bridges: Intensifying HIV/AIDS awareness, outreach and interventions in Uganda, *Child Welfare League of America.*

Stein, J. (2003). Sorrow makes children us well: A literature review of the psychosocial impact of HIV/AIDS on children' CSSR working paper No 47.

Strebel, A.,(2004). The Development, Implementation and Evaluations for the Care of Orphans Vulnerable Children in Botswana, South Africa and Zimbabwe. Cape Town:HSRC Publishers.

UNAIDS/WHO (2006). Report on the Global AIDS Epidemic, chapter 4', the impact of AIDS on people and societies.

UNAIDS. (2001). Report on Global epidemic. Retrieved on 30th January 2004 at http://www.unaids.org/publications/documents/human/law HR unaids. pdf.

UNDP (2000). Micro-economic impacts of HIV/AIDS Epidemic in Botswana. BIDPA: Gaborone.

UNICEF (1999). children orphaned by AIDS: Frontline responses from eastern southern Send instant messages to your online friends http://uk.messenger.yahoo.com

UNICEF (2006). Africa's Orphaned and vulnerable Generatios: Children affected by AIDS.

United Nations Children's Fund (2003). Statement by UNICEF representative Bjorn Ljungqvist, HIV/AIDS orphans survey findings conference.

United Nations Development Program. (2003). *Human Development Report 2003*. New York: United Nations Development Program.

# LIST OF TABLES

# Appendices

## Appendix A. Questionnaire for teacher counsellors and other school personnel

---

### UNIVERSITY OF BOTSWANA

**Department of Education Foundations**
**Masters in Counselling and Human Services**

**QUESTIONNAIRE FOR TEACHER COUNSELLORS AND OTHER SCHOOL PERSONNEL PROVIDING COUNSELING SERVICES**

The objective of this questionnaire is to help the researcher obtain information on in-school psychosocial counseling support for orphans and establish whether there is counseling support offered orphaned students in Gaborone West Community Junior Secondary Schools.

The reasons you are chosen for this research is that you are directly and; or indirectly providing counseling; therefore, you are viewed as the right source of information. I would like you to speak your mind freely and without reservations. Your response will be anonymous and seriously considered in carrying out and reporting the findings of the research. A summary of the findings of the research work will be provided to you so that you can be aware of the responses of the other respondents. The Department of Educational Foundations in the University of Botswana has approved this study.

I hope you will spare fifteen minutes of your time to complete the questionnaire and that the research will provide useful information for future intervention processes on orphan issues.

Thank you in advance in anticipation for your participation and support.

---

## SECTION A – SOCIO-DEMOGRAPHICAL PROFILE

*(Please complete this section about yourself by placing a tick or filling in the appropriate box or space provided)*

    *i*    **Gender:**

        Male  ☐

        Female  ☐

    ii.    **Age**

        20 – 25  ☐

        26 – 35  ☐

        36 – 45  ☐

        46 – 55  ☐

        56 +

### iii. Professional qualification:

        BA+PGDCE        ☐

        BA+PGDE        ☐

        DSE with guidance and counseling elective  ☐

        Other  ☐

### iv. Your Position:

        School Counselor  ☐

        Class Teacher  ☐

        Guidance Teacher  ☐

        HOD Pastoral  ☐

        Other  ☐

*Specify*_____

    v    **Professional counselor**

        YES ☐

        NO ☐

    vi.    **Number of years in teaching**

        0-5  ☐

        6-10  ☐

        11-15  ☐

16-20 ☐
21+ ☐

**SECTION B**

**The list of questions below is meant to find out information on in-school psychosocial counseling support and care for orphaned students.** *(Tick the appropriate box)*

1.  Is there psychosocial counseling support for orphans in your school?

    YES            ☐

    NO             ☐

    No answer      ☐

    Do not know    ☐

2. If YES, what psychosocial counseling support is provided?

    a. Group counseling                                                          ☐
    b. Individual counseling
    c. Referral to community agencies (e.g. social workers, Child Line, etc)     ☐
    d. Grief counseling
    e. Other                                                                     ☐

*Specify*_____

3.  If you answered YES above, how frequent is psychosocial counseling support provided?

    Once a term     ☐

    Monthly         ☐
    Fortnightly

    Several times   ☐
    Once a week

    Other           ☐

*Specify*_____

4. What resources are available to the personnel providing psychosocial support? *(Tick all that apply and give your comments under each)*

    a. Time             ☐
    b. Space            ☐
    c. Curriculum       ☐
    d. Human resource   ☐

**a. Time:**
1. Do your teaching schedule and teaching load allow you to offer psychosocial counseling support for orphaned students?

YES ☐
NO ☐

a. If YES, elaborate.

_____

b. If NO, how do you think the situation could be improved?

_____

**b. Space:**
1. Do you have regular and conducive space where you provide psychosocial counseling support to orphans?

YES ☐
NO ☐

a. If YES, please elaborate.

_____

b. If NO, what could be done to improve the situation?

_____

**C. Curriculum:**
1. The school curriculum allocates hours for the provision of psychosocial counseling support.

YES ☐
NO ☐

a. If YES, elaborate your answer.

_____

b. If NO, what is the present situation in your school?

_____

2. Does the school have adequate material on counseling orphaned learners?
YES ☐
NO ☐

Please elaborate your answer.

_____

**d. Human resource:**

1. Of the following, who is being supportive in the provision of psychosocial counseling to orphaned students? (*Tick all that apply)*

    **i. The School Head** ☐

    **ii.** The school senior management team ☐

    **iii.** The Head of Department pastoral (HoD) ☐

    **iv.** The school guidance committee ☐

    **v.** The guidance teachers

    **Vi.** PACT Coordinator ☐

    **vii.** The class teachers ☐

    **viii.** All teachers ☐

    **ix.** No one ☐

a. Please elaborate on how they are being supportive.

_____

b. If there is no support, how do you think the situation could be improved

_____

_____

## SECTION C.

**Personnel for psychosocial counseling support.**

5. Who provides psychosocial counseling support in your school?
    *(Tick all those who provide psychosocial support).*

    a. School Head ☐

    b. HoD Pastoral

    c. School Counselor ☐

    d. Class Teachers

    e. Guidance Committee ☐

    f. Guidance Teacher ☐

    g. PACT Coordinator ☐

    h. Do not know ☐

    i. Other ☐

*Specify*_____

6. Qualifications or preparation of personnel providing psychosocial counseling support. *(Choose all that apply)*

   a. Seminars and workshop (in-service) ☐
   b. Certificate in counseling ☐
   c. Diploma in counseling ☐
   d. Degree in counseling ☐
   e. Other ☐

*Specify*_____

7. Thinking about person(s) who provide most psychosocial support, what is their length of experience? *(Tick the appropriate one)*
   a. 1 - 2 years ☐
   b. 3 - 4years
   c. 5 - 6 years ☐
   d. 7- 8 years ☐
   e. 9 years and above

8. Thinking about your needs as a service provider which of these statements would be true of your needs.
   a. I did not receive training at all     YES ☐
                                                     NO ☐

   b. I need more training                 YES ☐
                                                     NO ☐

9. Do you require formal training to provide psychosocial counseling?
   YES ☐
   NO ☐

Please elaborate your answer.

_____

10. In your opinion who would you recommend to offer psychosocial Counseling services to orphaned learners? *(Tick all that apply)*
       10.1 Trained teacher counselors     ☐
       10.2 Members of the Guidance and Counseling committee ☐
       10.3 Head of Department pastoral care (HoD)     ☐
       10.4 Teacher     ☐
       10.5 School Head
       10.6 Deputy Head     ☐
       10.7 Do not know     ☐
       10.8 Other: ☐

b. Elaborate on your answer

_____

## SECTION D:   SELF-PERCEIVED COMPETENCIES BY SCHOOL COUNSELORS OR / AND OTHER SCHOOL PERSONNEL IN THE PROVISION OF PSYCHOSCIAL SUPPORT.

11. Do you consider psychosocial counseling support services at you school adequate?

Yes ☐
No ☐

a. If YES, say how.

_____

b. If NO, say how.

_____

12. What psychosocial counseling services do the counselors offer and how do you score their impact. *(Tick most appropriate box)*

| Service | No Service | Very low | Low | Average | High | Very High |
|---|---|---|---|---|---|---|
| Life skills/survival *skills* programme | | | | | | |
| Health and Safety programme | | | | | | |
| Behavioral Change modification | | | | | | |
| Monitoring and evaluation of psychosocial support counseling support services | | | | | | |
| Referral e.g. NGO's | | | | | | |
| Care, love and Support | | | | | | |
| Counseling | | | | | | |
| Guidance | | | | | | |

13. Thinking about self, how competent do you perceive self to be able to provide psychosocial support to orphans? *(Tick in the appropriate box showing level of competency)*

| Service | Very competent | Competent | A little competent | Not competent | Don't know |
|---|---|---|---|---|---|
| Individual counseling | | | | | |
| Group counseling | | | | | |
| Grief Counseling | | | | | |
| Referral to NGO's | | | | | |
| Other | | | | | |

14. Thinking about persons who provide the most psychosocial counseling support, who do you perceive competent. *(Tick all those appropriate)*

    i.   School Counselor ☐
    ii.  Class Teacher ☐
    iii. HoD Pastoral ☐
    iv. School Head ☐
    v.  Other ☐

*Specify* _____

**THANK YOU FOR YOUR COOPERATION!**

**Appendix B (i)** Questionnaire for orphan learners (English Version)

<div style="border:1px solid black">

# UNIVERSITY OF BOTSWANA
## Department of Education Foundations
## Masters in Counselling and Human Services

## QUESTIONNAIRE FOR ORPHANED LEARNERS

The objective of this questionnaire is to help the researcher obtain information on in-school psychosocial counseling support for orphans and establish whether there is psychosocial counseling support offered orphaned students in Gaborone West Community Junior Secondary Schools.

The reasons you are chosen for this research is that you are directly and; or indirectly providing counseling; therefore, you are viewed as the right source of information. I would like you to speak your mind freely and without reservations. Your response will be anonymous and seriously considered in carrying out and reporting the findings of the research. A summary of the findings of the research work will be provided to you so that you can be aware of the responses of the other respondents. The Department of Educational Foundations in the University of Botswana has approved this study.

I hope you will spare fifteen minutes of your time to complete the questionnaire and that the research will provide useful information for future intervention processes on orphan issues.

Thank you in advance in anticipation for your participation and support.

</div>

## SECTION A – SOCIO-DEMOGRAPHICAL PROFILE

*(Please complete this section about yourself by placing a tick or filling in the appropriate box or space provided)*

i    **Gender:**

      Male   ☐

      Female   ☐

ii.  **Age:**

      20 – 25  ☐

      26 – 35  ☐

      36 – 45  ☐

      46 – 55  ☐

      56 +   ☐

iii. **Professional qualification:**

      BA+PGDCE      ☐

      BA+PGDE      ☐

      DSE with guidance and counseling elective ☐

      Other      ☐

iv. **Your Position:**

      School Counselor   ☐

      Class Teacher   ☐

      Guidance Teacher   ☐

      HOD Pastoral   ☐

      Other   ☐

*Specify*_____

v  **Professional counselor**

      YES ☐

      NO ☐

vi.  **Number of years in teaching**

      0-5   ☐

      6-1   ☐

      11-15  ☐

      16-20  ☐

      21+   ☐

## SECTION B

**The list of questions below is meant to find out information on in-school psychosocial counseling support and care for orphaned students.** *(Tick the appropriate box)*

1. Is there psychosocial counseling support for orphans in your school?

    YES

    NO    ☐

    No answer

    Do not know ☐

    ☐

2. If YES, what psychosocial counseling support is provided?

    f.  Group counseling

    g.  Individual counseling     ☐

    h.  Referral to community agencies (e.g. social workers, Child Line, etc)☐

    i.  Grief counseling     ☐

    j.  Other     ☐

*Specify*_____

3. If you answered YES above, how frequent is psychosocial counseling support provided?

    Once a term   ☐

    Monthly   ☐

    Fortnightly   ☐

    Several times   ☐

    Once a week   ☐

    Other   ☐

*Specify*_____

4. What resources are available to the personnel providing psychosocial support? *(Tick all that apply and give your comments under each)*

    e.  Time

    f.  Space     ☐

    g.  Curriculum   ☐

    h.  Human resource  ☐

**a. Time:**

1. Do your teaching schedule and teaching load allow you to offer psychosocial counseling support for orphaned students?

YES
NO ☐
☐

a. If YES, elaborate.

---

b. If NO, how do you think the situation could be improved?

---

**b. Space:**

1. Do you have regular and conducive space where you provide psychosocial counseling support to orphans?

YES ☐
NO ☐

a. If YES, please elaborate.

---

b. If NO, what could be done to improve the situation?

---

**C. Curriculum:**

1. The school curriculum allocates hours for the provision of psychosocial counseling support.

YES ☐
NO ☐

a. If YES, elaborate your answer.

---

b. If NO, what is the present situation in your school?

---

2. Does the school have adequate material on counseling orphaned learners?
YES ☐
NO ☐

Please elaborate your answer.

**d. Human resource:**

1. Of the following, who is being supportive in the provision of psychosocial counseling to orphaned students? (*Tick all that apply*)

      i. The School Head                             ☐

      ii. The school senior management team    ☐

      iii. The Head of Department pastoral (HoD) ☐

      iv. The school guidance committee      ☐

      v. The guidance teachers            ☐

      Vi. PACT Coordinator

      vii. The class teachers             ☐

      viii. All teachers                ☐

      ix. No one                     ☐

a. Please elaborate on how they are being supportive.

_____

_____

b. If there is no support, how do you think the situation could be improved

_____

_____

## SECTION C.

**Personnel for psychosocial counseling support.**

5. Who provides psychosocial counseling support in your school?
    (*Tick all those who provide psychosocial support*).

      a. School Head          ☐

      b. HoD Pastoral

      c. School Counselor     ☐

      d. Class Teachers

      e. Guidance Committee  ☐

      f. Guidance Teacher    ☐

      g. PACT Coordinator   ☐

      h. Do not know        ☐

      i. Other  ☐

*Specify*_____

6. Qualifications or preparation of personnel providing psychosocial counseling support. *(Choose all that apply)*

    f.   Seminars and workshop (in-service) ☐

    g.   Certificate in counseling

    h.   Diploma in counseling ☐

    i.   Degree in counseling

    j.   Other ☐

*Specify*_____

7. Thinking about person(s) who provide most psychosocial support, what is their length of experience? *(Tick the appropriate one)*

    f.   1 - 2 years ☐

    g.   3 - 4years

    h.   5 - 6 years ☐

    i.   7- 8 years

    j.   9 years and above ☐

8. Thinking about your needs as a service provider which of these statements would be true of your needs.

    a.     I did not receive training at all     YES ☐
                                                           NO ☐

    b.     I need more training                  YES ☐
                                                           NO ☐

9. Do you require formal training to provide psychosocial counseling?

    YES ☐

    NO ☐

    Please elaborate your answer.

_____

10. In your opinion who would you recommend to offer psychosocial counseling services to orphaned learners? *(Tick all that apply)*

    10.1 Trained teacher counselors     ☐

    10.2 Members of the Guidance and Counseling committee ☐

    10.3 Head of Department pastoral care (HoD)   ☐

    10.9 Teacher     ☐

    10.10     School Head

    10.11     Deputy Head   ☐

    10.12     Do not know   ☐

    10.13     Other: ☐

b. Elaborate on your answer

## SECTION D: SELF-PERCEIVED COMPETENCIES BY SCHOOL COUNSELORS OR / AND OTHER SCHOOL PERSONNEL IN THE PROVISION OF PSYCHOSCIAL SUPPORT.

11. Do you consider psychosocial counseling support services at you school adequate?

Yes ☐

No ☐

a. If YES, say how.

_____

b. If NO, say how.

_____

12. What psychosocial counseling services do the counselors offer and how do you score their impact. *(Tick most appropriate box)*

| Service | No Service | Very low | Low | Average | High | Very High |
|---|---|---|---|---|---|---|
| Life skills/survival skills programme | | | | | | |
| Health and Safety programme | | | | | | |
| Behavioral Change modification | | | | | | |
| Monitoring and evaluation of psychosocial support counseling support services | | | | | | |
| Referral e.g. NGO's | | | | | | |
| Care, love and Support | | | | | | |
| Counseling | | | | | | |
| Guidance | | | | | | |

13. Thinking about self, how competent do you perceive self to be able to provide psychosocial support to orphans? *(Tick in the appropriate box showing level of*  *compe tency)*

| Service | Very competent | competent | A little competent | Not competent | Don't know |
|---|---|---|---|---|---|
| Individual counseling | | | | | |
| Group counseling | | | | | |
| Grief Counseling | | | | | |
| Referral to NGO's | | | | | |
| Other | | | | | |

14. Thinking about persons who provide the most psychosocial counseling support, who do you perceive competent. *(Tick all those appropriate)*

    vi.   School Counselor  ☐

    vii.  Class Teacher  ☐

    viii. HoD Pastoral  ☐

    ix.  School Head  ☐

    x.   Other  ☐

*Specify* _____

**THANK YOU FOR YOUR COOPERATION!**

**Appendix B (ii)**     **Questionnaire for orphan learner  (Setswana version)**

UNIVERSITY OF BOTSWANA

**Department of Education Foundations**
**Masters in Counseling and Human Services**

**TSEO MAIKUTLO A MASIELA**

Maikaelelo a dipatlisiso a ke gobatla dikarabo ka dithuso bokaedi le bogakolodi tse difiwang masiela le go seka seka dithuso tsa itshedilo maikutlo a masiela mo dikolong tse di golwane tsa Gaborone Bophirima.

O tlhopile go nna motsaya karolo ka mabaka a kitso le maitemogelo mo diterelong tse. O kopiwa go bua ka phuthologo ma itemogelo a gago ka bodiredi jo. Maitemogelo a gago a tla diresiwa mo go tsa ithuthontsho fela, eseng sepe gape. O letlelesega go sa tseye karolo mo patlo maikutlo e fa o sabatle ka mabaka. Lephata Department la Educational Foundations la University ya Botswana le letleletse patlisiso e.

Ke solofela fa o tla seegela metsonyana fa thoko go araba dipotso tse.

Ke a leboga.

## KAROLO YA NTLHA

## SOCIO-DEMOGRAPHICAL PROFILE

*(Tswee-tswee tlatsa karol ee latelang ka gago. Supa karabo ka go tshwaa fa go tshwanetseng)*

i    **Bong:**

Rre    ☐

Mme    ☐

ii.    **Dingwaga:**

12-13    ☐

14- 15    ☐

16 -17    ☐

iii. **Mophato**

Wa ntlha    ☐

Wa bobedi    ☐

Wa boraro    ☐

## KAROLO YA BOBEDI

**Dipotso tse di latelang ke tsa go itse ka ditlamelo bogakolodi le tlhokomelo tse di fiwang masiela.** *(tshwaa lebokoso le lenang le karabo ya gago)*

1. A gona le ditlamelo tsa bogakolodi tsa itshidilo maikutlo tse difiwang masiela mosekolong sag ago?

Ee    ☐

Nyaa    ☐

Ga kena karabo ☐

Ga ke itse    ☐

2. Fa karabo e le ee, ke efe ditlamelo tse ba difiwang?

k.    Group counseling
l.    Individual counseling
m.    Referral to community agencies (e.g. social workers, Child Line, etc)
n.    Grief counseling
o.    tse dingwe

*Tlhalosa ka botlalo*

_____

3. Fa karabo e le ee, ba fiwa ditlamelo tse ga kae/ go le kana kang?

Gangwefela mo themeng

Gangwe mo kgweding

Morago ga beke tse pedi dingwe le dingwe

Gantsinyana

Gangwefela mo bekeng

Tse dingwe

*(Tlhalosa)*_____

**4. *(Go na le dife ditlamelo go thusa bagakolodi***

a. *Nako*

b. *Phatlha/tshono/sebaka*

c. *Lenaneo la dithuto*

d. *Babereki/Batho ba ba ka dirang tiro*

**a. *Nako ya go fa bogakolodi***

1. *A lenaneo la gago la ga ruta le go fa tshono ya go fa masiela bogakolodi?*

*Ee*

*Nnyaa*

a. *Tlhalosa fa o arabile ka "ee" fa godimo*

_____

b. *Fa o arabile ka "nnyaa" fa godimo, o akanya gore seemo se ka tokafadiwa jang?*

_____

**b. Phatlha/tshono ya go fa bogakolodi**

1. *A o na le fa o felang masiela bogakolodi teng nako tsotlhe? A go bulegile e bile go a kgothatsa?*

*Ee*

*Nnyaa*

a. *Tlhalosa fa o arabile ka "ee" fa godimo*

_____

b. *Fa o arabile ka "nnyaa" fa godimo, o akanya gore seemo se ka tokafadiwa jang?*

## C. Lenaneo la dithuto

1. *A go fa bogakolodi go filwe nako/sebaka/tshono mo Lenaneong la dithuto tsa sekole?*

Ee     ☐

*Nnyaa*     ☐

a. *Tlhalosa fa o arabile ka "ee" fa godimo*

b. *Fa o arabile ka 'nnyaa', bolela gore seemo mo sekolong sa gago se ntse jang?*

2. *A sekolo sa gago se na le ditlamelo/didirisiwa tse di lekanyeng go ka dirisiwa go fa masiela bogakolodi?*

*Ee*     ☐

*Nnyaa*     ☐

*Ka tswee-tswee tlhalosa karabo ya gago*

## d. Babereki/Batho ba ba ka dirang tiro

1. *Ke ofe mo go ba ba latelang yo o fang lenaneo la bogakolodi kemonokeng*

    **i.** Mogokgo     ☐
    **ii.** Setlhopa sa baeteledi ba sekolo     ☐
    **iii.** Baeteledi pele ba mephata (HoD)     ☐
    **iv.** komiti ya bogakolodi     ☐
    **v.** Barutabana ba bokaedi     ☐
    **Vi.** Mookamedi wa PACT     ☐
    **vii.** Barutabana ba setlhopa     ☐
    **viii.** Barutabana botlhe     ☐
    **ix.** Ga gona ope     ☐

a. *Tswee-tswee tlhalosa gore ba le eme nokeng jang*

b. *O akanya gore seemo se ka tokafadiwa jang fa e le gore ga gona kemonokeng?*

## KAROLO YA BORARO

**Bodiredi jo bo fang bogakolodi mo sekolong**

5. Ke mang yo o fang bogakolodi mo sekolong sa gago mo go ba ba latelang?
   *(Tshwaa botlhe ba ba fang bogakolodi)*

   i.Mogokgo ☐
   ii. Baeteledi pele ba mephata (HoD) ☐
   iii. Mogakolodi wa sekolo ☐
   iv. komiti ya bogakolodi ☐
   vi. Barutabana ba bokaedi ☐
   Vii. Mookamedi wa PACT ☐
   viii. Barutabana ba setlhopa ☐
   ix. Barutabana botlhe ☐
   x. Ga gona ope ☐

*Tlhalosa*_____

10. In your opinion who would you recommend to offer psychosocial
   Counseling services to orphaned learners? *(Tswhaa fa go tlhokafalang)*
   10.1 Morutabana yo o rutetsweng bo gakolodi ☐
   10.2 Komiti ya bokaedi le bogakolodi
   10.3 Baeteledi pele ba mephato(HoD) ☐
   10.14          Barutabana ☐
   10.10 Mogokgo
   10.11 Mothusa mogokgo
   10.12 Ga ke itse

   ☐

b. *Tlhalosa karabo ya gago*

**KAROLO YA BONE:**

**BOKGONI JWA BAGAKOLODI LE BADIREDI BA SEKOLO MO TIRONG YA BOGAKOLODI LE GO SEDILA MAIKUTLO.**

11.A go ya ka wena, a ditlamelo tsa bogakolodi tshedilo maikutlo di lekane?

Ee

Nnyaa

a. *Tlhalosa gore jang fa o arabile ka 'ee'*

_____

b. *Tlhalosa gore jang fa o arabile ka 'nnyaa'*

_____

12. Ke dife ditirelo tsa tshidilo maikutlo tse di fiwang. Dife sekale go ya ka boleng jwa tsone. *(tshwa fa go tshwaneng)*

| Tirelo | Ga gona tirelo | Tirelo e ko tlase tlase | Tirelo e ko tlase | Tirelo fa gare | Tirelo e kwa godimo | Tirelo e kwa go dimo dimo |
|---|---|---|---|---|---|---|
| Life skills/survival skills programme | | | | | | |
| Health and Safety programme | | | | | | |
| Behavioral Change modification | | | | | | |
| Monitoring and evaluation of psychosocial support counseling support services | | | | | | |
| Referral e.g. NGO's | | | | | | |
| Care, love and Support | | | | | | |
| Counseling | | | | | | |
| Guidance | | | | | | |

| Tirelo | Ke na le bokgoni fela thata/Ke na le bokgoni jo bontsi | Ke na le bokgoni | Ke na le bokgoni bo se kae/ke na le bokgonne bo le bon bonnye | Ga ke na bokgoni | Ga ke itse |
|---|---|---|---|---|---|
| Individual counseling | | | | | |
| Group counseling | | | | | |
| Grief Counseling | | | | | |
| Referral to NGO's | | | | | |
| other | | | | | |

14. Fa o kanya ka badiredi ba ba fang ditlamelo tsa bogakolodi, ke ba fe ba o kanyang bana le bokgoni? *(tshwaa fa go tshwananetseng)*

i.Mogakolodi wa sekolo ☐

ii Morutabana wa setlhopa ☐

iii Baeteledi ba mephato(HoD) ☐

iv Mogokgo ☐

vi Ba bangwe ☐

*Tlhalosa*_____

*KE A LEBOGA/KE ITUMETSE*

**Appendix C  Letter of request  - Regional Education Officer**

PO Box 70023
Gaborone

10 July 2007

Regional Education Officer
South Central Office
Private Bag 00343
Gaborone

Dear Sir/Madam

**Re:  Request to Administer Questionnaires in Gaborone Junior Secondary Schools**

I Rosinah Kerileng Molefe TSM No 65702 request the permission to administer questionnaires in Gaborone Junior Secondary Schools.

This is in connection with my completion of the Masters degree programme in Counseling and Human Services Course EFH 751 with the University of Botswana. This letter serves as a request to carryout a survey on "IN-SCHOOL PSYCHOSOCIAL COUNSELLING SUPPORT FOR ORPHANS" in Gaborone West Junior secondary school: Maikano and Kgale Hill Junior Secondary School.

The information solicited from respondents will be used purely for academic purposes.

Thanking your in advance in anticipated of your support in this endeavor.

Yours faithfully

Rosinah k. Molefe
UB ID No:  9100363

**Appendix D (i) Assent form for orphan learners (English version)**

## ASSENT FORM FOR ORPHAN LEARNERS

Title of study:

## IN-SCHOOL PSYCHOSOCIAL COUNSELLING SUPPORT FOR ORPHANS.

You are been asked to participate in a survey to find information on the psychosocial counseling support provided for orphans in junior secondary schools.

Your participation in this study is voluntary, and you have the right to change your decision to participate at any time. Information obtained from you will be kept confidential. Any publication arising from this study will not bear the name of any participant.

_____

I have read this letter about the study. I understand that taking part in this study is voluntary. I choose to take part in this study. I know that I can stop my participation in the study any time I no longer want to.

Participant'sName_____Signature_____Date____

Studyexplained
by_____Signature_____Date____

**Appendix D (ii)    Assent form for orphan learners (Setswana version)**

**Tumalano ya moithuti wa losiela**

Setlhogo:

**TSHIDILO MAIKUTLO A BOGAKOLODI JO BOFIWANG MASIELA MO DIKOLONG TSE DIGOLWANE.**

O kopiwa go tsaya karolo mo dipatlisisong ka bogakolodi jo bofiwang bana ba masiela mo sekolong tse dikgolwane.

Go tsaya karolo gag ago ga go botlhokwa mme ga go patelediwe. Maikutlo le dikakgelo tsa gago di tla a sirelediwa.

---

Ke badile lekwalo le, e bile keletlhalogantse. Ke tlhaloganya go re ga ke patelediwe go tsaya karolo.

Motsaya karolo_____Monwana_____Letsatsi____

Mogakolodi _____Monwana_____Letsatsi_____

**Appendix E (i)    Consent form for guardians (English version)**

## CONSENT FORM FOR THE GUARDIAN CONSENTING ON BEHALF OF THE ORPHAN LEARNER

Title of study:

## IN-SCHOOL PSYCHOSOCIAL COUNSELLING SUPPORT FOR ORPHANS.

You are being asked to allow _____ (name of the orphan learner) under your guardianship to participate in a survey study to find information on the psychosocial counseling support provided for orphans in Gaborone West junior secondary schools.

Taking part in this study is voluntary. You have the right to change your decision and cancel the permission allowing the child's participation in the study any time. Information obtained from the child will be kept confidential. Any publication arising from the study will not bear the name of any participating person.

Thank you for your cooperation.

-----------------------------------------------------------------------------------------------------

I have read this letter about the study. I understand that taking part in this study is voluntary. I choose to allow _____ (name of orphan child) to take part in this study. I know that I can stop him/her from participating in the study any time I no longer want him/her participating in it.

Guardian's_____Signature_____Date_____

Study explained by_____Signature_____Date_____

**Appendix E (ii)    Consent form for guardians   (Setswana version)**

**Tumalano ya motlhokomedi wa losiela**

Setlhogo:

**TSHIDILO MAIKUTLO A BOGAKOLODI JO BOFIWANG MASIELA MO DIKOLONG TSE DIGOLWANE.**

O kopiwa go letlelela _____ (leina la ngwana wa losiela) yo o mo tlhokomelong ya gago go tsaya karolo mo patlisisong ka bogakolodi le tshidilo maikutlo ya masiela mo dikolong tse di golwane tse di mo Gaborone Bophirima.

Go tsaya karolo mo dipatlisisong tse ga go patelediwe. Maduo a dipatlisiso tse a tla bewa e le sephiri.

_____

Ke badile ebile ke tlhologanya gore _____ga  a patelediwe go tsaya karolo. Ke moletlelela go ka tsaya karolo mo dipatlisisong tse.

Motlhokomedi_____Monwana_____Letsatsi____

Mogakolodi_____Monwana_____Letsatsi____