

Getting into the Groove of Inclusive Education: A Case Study of HIV and AIDS Orphans

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ABSTRACT This paper explores the challenges faced by the teachers in accommodating HIV and AIDS orphans in one mainstream school without resources. It draws from the White Paper 6 on inclusive education (WP6) and the role of the Institutional-level Support Team (ILST) in South African schools. A qualitative approach in an interpretive paradigm was used to find meaning to their experiences. A case study design was used to reach the depths of this particular research problem. Data was collected from one teacher through interviews, observations and field notes. Data analysis was done through the lenses of WP6 and ILST. The data presented in this paper was part of a bigger project that sought to find ecosystemic strategies for managing schools of inclusion. Findings were that teachers are not aware of orphans, they are over-worked, and the classrooms are overcrowded, thus they struggle to acquire knowledge regarding their learners. The paper concludes that a monetary incentive be given to the ILST members, or it must be made into a promotional post, or the Department of Education (DoE) must deliver special services to schools as stated in the WP6 (2001). The paper recommends collaboration between the DoE, schools, universities and governmental agencies to assist educators, learners and community members to understand the ideals of inclusion.

INTRODUCTION

The Institutional-Level Support Team (ILST) is a team of teachers who are expected to explore all challenges that learners face, which have negative impacts on their academic performance on a day-to-day basis in South African schools. The researcher reckons that the reason for instituting this team was because the policy of inclusive education has been in schools (on paper) since 2001, but the specialized services promised such as psychological services, occupational therapist, remedial education specialist and others in the policy to schools, have not been honored by the South African Department of Education (DoE). Knowing that the schools were going to implement the policy in schools, DoE had to institute the team to make sure that there were people on the ground to help where they

can despite having no knowledge of what to do in most cases and not knowing about the workload of the teachers. That is why in some schools, they have the ILST operating at the beginning of the year and giving up when they are overwhelmed with challenges, some only have it on paper, they do not know where to start, and some of the reasons given include the following. Teachers do not have time for that added workload and there are too many learners in the classrooms. This school (research field) had an average of about 75 learners per class. The teachers are also involved in too many task teams in the schools for teacher development purposes, that is the disciplinary team, sports team, teacher development team, and the catering team in-charge of school functions. Teachers are not trained to deal with learners who come with needs for diverse learning and some do not know why they were chosen for the ILST team, so they are very passive in the team. Fortunately, there is always a teacher who will always go an extra mile to help a learner, and ILST in such cases becomes the equilibrium for exploring the problem and finding the root cause of the problems and bringing up solutions so that the schools can start their journey of Inclusive Education. Despite all that they do to bring the balance in school, this work is not factored into the workload. Attending to vulnerable learners is

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done during school breaks and after school hours.

In the case of double orphaned children and families that are headed by the eldest child under the age of 18, the teachers need to be given such information and together as the ILST, design ways to manage these challenges in their specific context. Much as it is seen as an added workload, teachers cannot ignore the presence of this phenomenon in the schools.

Literature Review

Meintjes and Giese (2006) suggest that the estimates and projections for children who are orphaned as a result of the AIDS epidemic are indeed alarming. Demonstrated estimates suggested that in South Africa, 2.9 million children under the age of 18 would have lost either their mother or their father by July 2004, while 250,000 children under 18 (or 1.8% of all children) would have neither parent alive. Projections derived from the same model predict that by 2013, with the implementation of HIV prevention programs and with a fifty percent antiretroviral treatment rollout, the total number of 'orphans' will peak in South Africa, with 4.6 million children under the age of 18 having lost one or both parents. Of these, 2.3 million children under the age of 18 will be maternally orphaned and 3.4 million paternally orphaned, and 1 million children would be double orphans.

Booyesen and Arntz (2002) highlighted that according to the Metropolitan-Doyle model, the number of children orphaned by AIDS reached 800,000 by 2005 and rose to more than 1.95 million by 2010. Orphanhood is a major consequence of the AIDS epidemic in South Africa, with an estimated 2.2 million AIDS-orphaned children, that is 11,188 per 100,000 children by 2015.

Amid the more than 34 million orphaned children in Africa, 11 million of them are orphans as a result of AIDS. From 1990 to 2010, the number of orphans in sub-Saharan Africa who lost both parents tripled because of AIDS (UNAIDS 2006; 2008). It is estimated that by 2010, 5.8 percent of all children in the region will have been orphaned by AIDS. In the most affected 12 African countries, orphans in general will represent at least fifteen percent of all children under the age 15 years by 2015.

Estimates based on current trends predict that the number of AIDS orphans could reach 25 million by 2010 and 40 million by 2020. The HIV and AIDS orphans constitute a special vulnerable subset of the population (Sachs and Sachs 2004). In 2007, 1.4 million children were orphans due to HIV and AIDS in South Africa and fifteen million worldwide (Cluver and Orkin 2009; Cluver et al. 2009).

According to Atwine et al. (2005), more than 11 million children under 15 years in sub-Saharan Africa have lost at least one parent to AIDS. In Uganda, about 2 million children are orphans, with one or both parents dead. HIV and AIDS have left a terrible legacy of about 15 million children worldwide under the age of 18 who have lost one or both parents to the disease. Sub-Saharan Africa alone is currently home to about 12 million AIDS orphans. It was further estimated that the number in sub-Saharan Africa would climb to more than 16 million orphans and vulnerable children by 2010. Two particularly badly affected countries are Zimbabwe and Botswana, where children orphaned by AIDS account for seventy-seven and seventy-six percent of all orphans nationally. Across much of Africa, the picture is grim. In Malawi, 550,000 children below the age of 17 have been orphaned by AIDS. UNAIDS 2006 Report on the Global AIDS Epidemic estimated that Zambia had about 710,000 AIDS orphans, of whom over six percent were homeless and less than one percent were housed in orphanages. It was estimated that by 2010, Swaziland had over 120,000 orphans, about one-eighth of the tiny mountain kingdom's population of just over a million. Most orphans in sub-Saharan Africa, about ninety percent, according to some estimates, live with extended family, usually grandparents, meaning the very old are often forced to care of the very young (De Wagt and Connolly 2004).

Avert (2014) highlights that it is estimated that 17.8 million children worldwide who are under the age of 18 years are orphans due to AIDS, and these numbers will rise to 25 million by 2015, of 15.1 million, or eighty-five percent of these children who are HIV and AIDS orphans live in sub-Saharan Africa. Some of the countries in the sub-Saharan Africa that are badly affected by the epidemic include Zimbabwe with seventy-four percent, and South Africa with sixty-three percent of the children being orphaned due to AIDS.

Looking at the estimates above, it is wise for schools to have a workforce that is dedicated to caring for the HIV and AIDS orphans among other diverse learning needs. This makes the ILST very important and must be functional in every school to make sure that there is coordination between all needed teams in the schools to manage the education of 'all' learners.

Theoretical Framework

Inclusion Theories

Lewis (1999) and Sayed (2002) give the following brief summary of the principles of inclusion. It is the non-discrimination, non-racism and non-sexism against those with special needs or more specific disabilities. This would include basic curriculum aspects such as guidance and health education as well as special education, counseling and health services for those who have special needs. Inclusion has democratic processes and governance, which involves encouraging the participation of parents, teachers, students and other relevant parties in support services in education (Dyck and Pemberton 2002).

Inclusion encourages the holistic development of learners, emphasizing the need to apply the specialized insights, skills and practices represented in education support services for the broad health promotion and development benefit of all children, and to a contextualized, ecological and systemic view of community and school development. The next principle of service integration considers issues of health, social psychological, academic and career development as integrated, such that services addressing these areas cannot afford to operate in functional isolation (Prom 1999; Logan et al. 2001).

The principle of curriculum infusion articulates the need to health promotion and developmental aspects of support services to be integrated at every level of the curriculum, and to be able to accommodate and address special needs in the general curriculum within the mainstream. The final principle of a cost-effective approach acknowledges that any model, particularly within the South African context, needs to be maximally effective within the constraints of limited fiscal resources (Taylor et al. 2003).

In South African contexts, in the underprivileged schools, schools claim to practice these principles under very difficult circumstances. Environments are very stressful due to lack of resources, lack of infrastructures, and lack of expertise to adapt and accommodate the learners needing diverse learning. This brings the researcher to redefine what inclusive education means for them. It is keeping the 'school's head floating' under circumstances that hardly speak to inclusive education, and collectively or individually, trying to do whatever they can to help the learners they are aware of as being in crisis within the school.

INSTITUTIONAL LEVEL SUPPORT TEAM (ILST)

The Department of Education in South Africa is well aware of the fact that they have no means of supporting all learners that need support in terms of Inclusive Education. Thus, they have instituted internal support systems within schools. The definition of the Institutional Based Support Teams is as follows. It is an 'internal' support team within an institution. Institutions such as early childhood centers, schools, colleges, adult learning centers and higher education institutions must have institutional level support teams. This team is responsible for liaising with the District Based Support Team and other relevant support providers in identifying and meeting the needs of their institutions (Department of Education 2005). The White Paper 6 on Inclusive Education (DoE 2001) states that an Institutional-Level Support Team must be established in every institution. The main role of these Institutional-Level Support Teams will be to start properly coordinated learner and educator support services. These services will provide support to the learners and educators in the learning and teaching process by identifying and addressing learner, educator and institutional needs. When necessary, these teams should be strengthened by the experts from the local community, District Based Support Teams and higher education institutions, that is, universities. The District Based Support Teams will provide the full range of education support services, such as professional development in curriculum and assessment, to the Institutional-Level Support Teams in every school.

The main role of the Institutional Level Support Team is to support the teaching and learn-

ing process (DoE 2005). The main functions of this team include:

- ♦ Coordinating all learners, educators, curricula and the available institutional development support in every institution. This will include linking the support team to other school-based management structures and processes, and integrating them for better coordination of activities and to avoid duplication of work.
- ♦ Making a collective effort in identifying institutional needs, especially barriers to learning, educator developmental needs, curriculum adaptation and modification at institutional levels.
- ♦ Creating collective developmental strategies to address the abovementioned needs and barriers to learning. This should include a major focus on educator development, parent consultation and support of learners experiencing barriers to learning.
- ♦ Drawing resources from within and outside of the institution, to address barriers to learning.
- ♦ Monitoring and evaluating the work of the team within an 'action-reflection' framework (DoE 2005).

The above functions can best be met through the development of a problem-solving process that could bring together the various team members around specific needs and challenges regarding Inclusive Education.

This paper explores the challenges faced by the teachers in accommodating the learners who have lost both parents to HIV and AIDS in a school without resources. It also puts down suggestions on how they can be supported in order to enhance their performance. A lot has been written about the challenges that the pandemic has caused in nations worldwide but there are no applause for the few individual teachers that endeavor to make a difference in the school and in the lives of these orphans. In most cases, the situation looks hopeless, but successful stories should not go unnoticed because that brings hope and a sense of relief that the people are moving in the right direction. It is also an encouragement to those who do everything in their power to make a difference in the lives of the orphans of HIV and AIDS when their voices are heard.

Research Questions

- ♦ What is the nature of challenges facing the Institutional-Level Support Team in accom-

modating HIV and AIDS orphans in their schools?

- ♦ How should orphans be supported in order to enhance their performance?

Interpretive Paradigm

A paradigm is the fundamental model or frame of reference used to organize the observations and reasoning (Creswell 2012). An interpretive paradigm is characterized by a concern for the individual and its central aim is to understand the subjective world of human experiences (Cohen et al. 2011) and defend it as an important element in the research process (Ulin et al. 2002). The interpretive approaches rely heavily on naturalistic methods such as interviews, observations and an analysis of existing texts (Cohen et al. 2011). Creswell (2012) elaborated this further as he submits that an interpretive research method describes, interprets and explains to understand the people's feelings as they make sense of their experiences rather than assigning numbers to measure those experiences. This implies that qualitative researchers are interested in the quality in terms of richness of the data. The assumption here is that the people's experiences are subjective in nature and must be taken into consideration when interacting with them, through or during interviews. This paradigm was found necessary for this study due to the fact that the researcher needed to have adequate dialogue and interaction in order to collaboratively construct a meaningful reality of teachers who are working with HIV and AIDS orphans. Denzin and Lincoln (2008) also highlighted that it is a paradigm that sees the world as constructed, interpreted, and experienced by people in their interactions with each other and with wider social systems. This means that research based on this paradigm focuses mainly on the people's views and feelings that they attach to a particular issue on investigation.

METHODOLOGY

Case Study Research Design

A case study is an in-depth study of a particular research problem, which is different from a sweeping statistical survey. It is normally used to narrow down a very broad field of research into one or a few easily researchable examples

(Yin 2003). In this study, the broad field of research on HIV and AIDS orphans was narrowed down to one case only, due to the fact that the class teacher was a participant in the researcher's project that sought to find an ecosystemic program for strategically managing inclusion in schools. It was during the interview that she narrated the case study below and what she was doing in order to manage HIV and AIDS orphans in the school. The case study research design is also useful for testing whether a specific theory and model actually applies to phenomena in the real world. It is a useful design when not much is known about a phenomenon. This design can provide detailed descriptions of specific and rare cases. Since what the class teacher narrated seemed very rare, the case study research design was found to be most appropriate for this specific phenomenon (Yin 2003).

Population and Sample

A 'population' consists of subjects one wants to study, for example teachers, learners and so forth. A 'sample' is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected (Creswell 2012). This research used purposive sampling. In purposeful sampling, it is important for the researcher to first determine the selection criteria to be used in choosing the participants. These criteria must reflect the purpose of the study and guide the process to be followed (Denzin and Lincoln 2008). Data presented (below) was found through an interview from one teacher from the township school, during a research project that sought to find an ecosystemic program for strategically managing inclusion in schools. The teacher was on the list of the ten participants presented to the researcher by the school principal. She was a class teacher and a member of ILST. She narrated the case of one of the students that she was working with.

Ethical Issues

Groenewald (2004) developed a specific informed consent agreement, which shows how to gain informed consent from participants. Participants must be informed of the following:

- ♦ They are participating in a research.
- ♦ The purpose of the research.
- ♦ The procedures of the research.
- ♦ The risks and the benefits of the research.

- ♦ The voluntary nature of the research participation.
- ♦ The participants' right to stop participating in the research at any time.
- ♦ The procedures used to protect confidentiality.

In this study, the researcher adhered to the above suggested consent agreement.

Data Analysis

Denzil and Lincoln (2008) explain that the analysis phase of the data in a qualitative research involves a process of comparison of data and the identification of patterns between instances and individuals. The data analysis of this research was done according to this process. The data that was captured during interview sessions is presented *verbatim*. As such, the data collected was analyzed and interpreted simultaneously. Furthermore, the data was organized according to the sequence of the interview schedule. For every question included in the interview schedule, the problems and successes indicated by the participants were analyzed and interpreted. The data presented in this paper was collected from the class teacher who was a participant in the project, and due to the nature of the phenomenon, the researcher decided to write a paper about it.

The interview was tape recorded and transcribed. Creswell (2012) perceives observations as making it possible to record behavior as it is happening. The researcher learned about behaviors and the meanings attached to them through observations. Field notes are written accounts of the observation (Maxwell 2004). These written accounts were created immediately, as soon as the observations were done.

Denzil and Lincoln (2008) define an interview as a conversation with a purpose, where a researcher wants to discover what happens in the people's lives or worlds. They further argue that a face-to-face interview helps in understanding the closed world of individuals, families or organizations. In describing unstructured interviews, Denzil and Lincoln (2008: 8) use the term 'qualitative interviewing'. De Marrais and Lapan (2003) also refer to unstructured interviews as 'conversations with a purpose'. The participants are made to understand why the interview is being conducted. They are also given the assurance that the information provided would be treated in strict confidence.

Shanks (2002) asserts that during interviews, interviewees are seen as social actors who are interacting with an interviewer and who are at the same time involved in discursive practice. This means that the researcher who interviews participants is also a co-constructor of meaning (data). Should the participant not understand a question, the researcher needs to simplify it in order to facilitate effective and meaningful conversation. If the information given does not provide sufficient details, the researcher needs to probe further and deeper in order to develop comprehensive and meaningful content on the subject under investigation. De Vos (2003) indicates that if participants ask some questions, the very nature of the question and recurring comments and analysis might reveal discursively rich data. The interviews for this research were audiotaped and transcribed for accuracy during the data analysis stage. An observer was present during the interviews to make sure that all ethical procedures were followed. Necessary transcripts were made from the data collected using the audiotapes (De Marais 1998: 53; Shank 2002; Denzil and Lincoln 2008).

In this study, data was analyzed and themed as follows.

Challenges in Identifying Orphans During the Year

There are learners who are orphaned during the year after the normal school statistics have been taken, which causes challenges with their identification if no one reports the deaths of their parents to the school.

The teacher stated that,

'Their father died in March and their mother in June, it was not reported to the school because their uncle said that death in the family is a private matter, and it has nothing to do with the school'.

Challenges with Taking Care of the Orphans in the Extended Family

There are challenges with taking care of orphans in the extended families. An orphan being taken care of by an extended member of the family is normally seen as the best option. However, some families refuse to take care of them.

The teacher stated that:

'These orphans stay alone in a shack. Mpho is the 14-year-old I am teaching, his young brother is 7 and the sister is 4. The relatives went back after the funeral of their parents, they said that they have their own families, so they cannot take care of them.'

Lack of Knowledge with Taking Care of Orphans

HIV and AIDS have been affecting human beings since the 1980s and a lot of people have died due to the pandemic. However, there is still ignorance on how the disease is transmitted.

The teacher stated that:

'The extended family members said that if their parents have died of AIDS, it means that they are going to die of AIDS too, they did not want their children to be infected by coming in contact with HIV and AIDS orphans, that is why they could not take care of them'.

Child-headed Families Struggle to Survive

Child-headed families struggle to survive especially if the social welfare is not informed of the situation. Without a social welfare grant, it is very difficult for the orphans to have food.

The teacher stated:

'She is at 14 years old but works after school. The neighbor has a vegetable stand. In the afternoon, she goes around the informal settlement selling vegetables. If she sells, she gets half a loaf of bread. That is what they eat. If she sells nothing, they have no food'.

The Challenge of Being Orphaned is Affecting Academic Performance

Having no one to support the learners, their academic performance is negatively affected. The main focus for the orphans becomes finding food to eat and not schoolwork, and this leads to poor academic performance.

The teacher stated:

'That is why she hasn't done any homework since her parents died; she only stops selling when it gets dark, or when somebody buys something because she cannot go back to the shack without food. She gets very tired at the end of the day. There is no electricity in the area so she cannot work at night; it is very dark in the shack'.

Challenges in Teaching Large Numbers of Learners in the Class

Working with large numbers of learners in every classroom is a common phenomenon in South African Township schools. This makes it impossible for the teachers to work effectively.

The teacher stated that:

'I did not know that she never did home-work because I do not check or mark the learners' books due to the large numbers in the class'.

Systemic Challenges

In the South African education system, teachers are required to take statistical information from the learners at the beginning of the school academic year, and this includes information about their parents on whether they are alive or not. This leaves a loophole critically in updating information and consequently in rendering the required support to the learners when they lose their parents thereafter. The teachers might only be informed during the scheduled time for the same during the following year.

The teacher indicated that:

'We work under very difficult circumstances; chances of knowing what is going on in the lives of learners are very slim. I noticed this case because this learner produces very good results normally, otherwise I would not have known. It is very embarrassing for me to talk about this, it means that for those who perform poorly, I do not know.'

Lack of Systems in the Community to Take Care of Orphans

South African communities have been hit terribly by the pandemic. One may think that by now communities have strategies in place to take care of orphans. However, that is not the case.

The teacher stated:

'No one looks after the orphans in that community. They lock the 4-year-old girl in the shack when they come to school. They are scared of leaving her with anyone. People might abuse her, they like abusing small girls. Our neighborhood is not very friendly to orphans'.

ILST Strategies in Helping Orphans

The ultimate success of every ILST in every school in the researcher's opinion is effective

accommodation of every learner with diverse needs so that in the future the country could have responsible and employable citizens.

The teacher stated that:

'I went with Mpho to their shack and talked to the neighbors and the stand owner to confirm what Mpho was saying and to see what she could do to help. I got Mpho and her siblings registered with the social welfare for a grant. The ILST took charge of this case, and stood as parents, helped with homework and studying after school. If they could not help with homework, they involved other teachers, who were given homework that day to supervise. It seems to work very well. Mpho made very good progress, and passed the grade. The ILST through the help of the community and the police services found an aunty who came to live with the orphans. She agreed to take care of them because they now have a grant from the social welfare'.

One can only wish that all the schools functioned in this manner in the light of accommodating orphans.

Findings of the Study

The estimates and projections of children who are orphaned as a result of the AIDS epidemic are evident in South African schools. Teachers find themselves with orphans that they are not aware of during the year because the death of their parents is not reported. To ascertain that there is a successful ARV rollout, schools need to be vigilant on this matter. Taking care of the orphans in the extended family is a big challenge. Without responsible adults to take care of orphans, child-headed families will mushroom in every corner of the communities, leaving them in hopeless and desperate situations to survive. If the core business of the schools is to produce responsible citizens, they may fail if they do not have systems in place to look into this matter because it affects academic performance. The issue of large numbers of learners in the class, which has orphans, is critical, and it must be given attention at all levels of education, at all costs. Looking at the orphan predictions should make one think of using every possible human resource in the community, and train them with skills to help out with orphans, emotionally and academically. As much as the Department of Education has come up

with ILST, they may not be functional in all schools. Looking at the predictions of fifteen of all children under the age of 15 in the most affected 12 African countries including South Africa to be orphaned by 2015, strategies must be put in place to avoid the rise in child workers and consequently this leads to school dropouts. In line with creating collective developmental strategies, the teachers in this school succeeded by confirming the story and contacting the social services. In addition, they contacted the Police Department who were able to find the aunt that agreed to look after the family's orphans. Despite the overcrowded classrooms, this is a successful instance, which is a good example of what can happen when teachers choose to go an extra mile in ILST.

DISCUSSION OF FINDINGS

Schools face a lot of challenges in running overcrowded classrooms. Overcrowded schools and having learners that need special attention due to HIV and AIDS makes it harder to accommodate learners with diverse learning needs. Unfortunately, the cases of HIV and AIDS are a common scenario, and therefore the implications are that learners in the category of orphans and in all the other categories that require additional support are many. Accommodation must be made for all the learners, and not just for one learner that has a story that is attracting attention. Schools must find ways of supporting child-headed families to ensure academic success. The estimates of orphans are overwhelming, and finding resources and manpower to focus totally on that aspect is a challenge. In an overcrowded classroom, learners feel unfamiliar with the teachers, which makes it very difficult for them to report the death of their parents. What should they say to somebody who does not know them? In the classroom where their teachers do not know learners, the situation is complex at all levels. Firstly, at the level of teaching and learning, the trauma incurred during the different stages of the parents' sickness in addition to death requires teachers to find ways of helping the learners with their learning. They are often absent from school during the time when the parents are terminally ill. Secondly, at the level of assessment where concentration is required to retain as much information as possible, and yet the learners' biological system wants them to

forget trauma and move on with life, in that process they forget what they have learnt. The third level is that of losing their childhood to becoming adults who must take care of themselves and siblings, and they have to deal with the loss of friends at this stage too. Their peers cannot deal with the overwhelming responsibilities their friends suddenly have to bear.

The others learners might not be orphans and might have somebody to help with homework and some may well require diverse learning too. However, if one has to educate 'all', teachers must bear in mind that despite the pandemic and overcrowded classes, there are other issues affecting learners, but no matter the circumstances in the environment, the quality of education received in the school should not be compromised on. This makes the teaching job an absolute challenge, since knowing the learners in the class is important to classroom management and the learners must feel affection towards them.

Underperformance is normal in overcrowded classes, and it is not surprising to see poor results from students. This dimension brings to a situation whereby, teachers only follow-up on underperformance if the results are shockingly mediocre from a student known to be a top achiever. Learners who need diverse learning thus are not taught appropriately, and the result is that they are excluded from learning.

CONCLUSION

South Africa has policies that speak well to care for the learners in schools. However, in most schools, teachers have to go an extra mile in order to implement these policies.

RECOMMENDATIONS

The recommendations are as follows:

- ♦ There must be constant collaboration between the community leaders, social work services, police services, health services and the school. Specific individuals in the mentioned professions must be attached to schools so the school knows whom to call in the time of need.
- ♦ Formal training for the teachers who are interested in working with vulnerable learners must be provided. The universities must design an inclusive curriculum that will

equip the educators in dealing with the HIV and AIDS pandemic.

- ♦ The ILST must be made into a promotional post or else the educators dealing with HIV and AIDS orphans must be given a monthly monetary incentive either by the Department of Education or the School Governing Body.
- ♦ Community awareness on how to deal with orphans, above all, every community, formal or informal settlement must have an orphanage, so that abandoned orphans can be kept in a place of safety.
- ♦ There must be a door to door campaign initiative by the government on discovering child-headed families, and provide a place of safety for them if they are too young to take care of themselves, the same way the census is carried out, that is the only way they will know exactly how many children are child-headed, and safety homes and shelters must be provided in every community.
- ♦ The community should make a deliberate effort to get involved in the school. The School Governing Body must take a leading role in drawing the community into being a part of the school.
- ♦ Campaign for HIV and AIDS awareness must be carried out in all communities and in all official languages.
- ♦ School subjects must be job orientated so that orphans can earn a living out of the developed skills.
- ♦ Schools must have a policy for child-headed home academic support.
- ♦ There must be collaboration between the Department of Education, schools, universities and governmental agencies, which are oriented towards inclusive school development in order to assist parents, learners and community members in general to understand the ideals of inclusion and the role the community should play in taking care of orphans in their communities.

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