

**THE CONTRIBUTION OF SOCIAL ENTREPRENEURSHIP IN MEETING  
THE NEEDS OF  
ORPHANS IN THE MBERENGWA DISTRICT, ZIMBABWE**

**BY  
WISDOM KATUNGU**

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SUPERVISOR: PROF. DR. A. LOMBARD**

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## DECLARATION

Full Name: Wisdom Katungu

Student Number: 11231034

I hereby declare that this research report (dissertation) is my original work. All secondary material used has been appropriately referenced and acknowledged in accordance with the regulations of the University of Pretoria.

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Signature

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Date

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## **ABSTRACT**

### **THE CONTRIBUTION OF SOCIAL ENTREPRENEURSHIP IN MEETING THE NEEDS OF ORPHANS IN THE MBERENGWA DISTRICT, ZIMBABWE**

***BY***

**WISDOM KATUNGU**

**SUPERVISOR:                    PROF. DR. A. LOMBARD**  
**DEPARTMENT:                 SOCIAL WORK AND CRIMINOLOGY**  
**DEGREE:                        MSW SOCIAL DEVELOPMENT AND POLICY**

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Since the turn of the millennium, Zimbabwe has witnessed a raft of socio-economic and political problems characterised by hyper-inflation; shortage of basic commodities; dwindling fiscal reserves; ballooning domestic and foreign debt; falling standard of living and high levels of migration. The devastating effects of the Aids pandemic have not helped the situation. With estimates indicating that there are more than million orphaned children, social security programmes have been overstretched resulting in the State failing to adequately provide for the needs of these orphans in the country. It is against this background that the study sought to explore the community level initiatives that communities are taking to meet the needs of orphans through community based programmes. The goal of the study was to explore the contribution of social entrepreneurship in meeting the needs of orphans in the Mberengwa district, Zimbabwe.

The study was conducted using a qualitative research approach. The study was exploratory and the type of research was applied. The collective case study design was utilised. A total of twenty participants took part in the study; including six children who were benefiting from the income generating projects, four key informants who work closely with the projects as well as ten villagers who were involved in the day to day running of the projects. The participants were selected from two villages that have the

projects benefiting orphans. The participants were selected through purposive sampling. Data was collected from the children and key informants by way of interviews and from the villagers through focus group discussions.

The findings show that the government of Zimbabwe lacks capacity to meet the needs of orphans due to the socio-economic and political challenges and as a result, communities in Mberengwa district have taken the initiative to care for the orphans in their area through income generating projects. The income generating projects are social entrepreneurial ventures in that they aim at generating profits which are channelled towards meeting the needs of the orphans. Through the income generating projects, the orphans in Mberengwa district are able to access their needs which include food, education, clothing, shelter, birth registration and protection from abuse. Findings also indicated that in the Mberengwa district, orphan care is viewed as a community, rather than individual responsibility. Furthermore, the findings indicated that the communities in Mberengwa have inherent strengths which make it possible for them to work together in achieving common objectives. Consequently, their social ties and close social relations enable them to work together to deal with problems confronting them collectively.

It was concluded that income generating projects based on social entrepreneurial principles are a critical poverty alleviation and social protection mechanism for orphans in the Mberengwa communities as they lead to meeting their needs and furthermore, alleviate social problems in the community. In order to respond to the gap created by the government's lack of capacity to care for the orphans, social entrepreneurship through income generating projects can be utilised to achieve social protection and poverty alleviation goals more so in the country's quest to meet the Millennium Development Goals.

Recommendations include the need to review the legal and policy framework governing the care and protection of orphans in the country to include community-based programmes. Furthermore, it is recommended to strengthen traditional orphan care

structures in facilitating income generating projects based on social entrepreneurial principles as they have the propensity to help meet the needs of orphans at the community level.

## KEY WORDS

- Social entrepreneurship
- Entrepreneurial principles
- Orphan
- Needs
- Social entrepreneur
- Income generating projects
- Orphan care
- Community
- Mberengwa district
- National Orphan Care Policy
- Capital assets
- Social capital
- Locally available resources
- Child Protection Committees
- Villages

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## CHAPTER ONE

### General introduction and orientation of the study

#### 1.1 Introduction

The exponential increase in the number of orphans and vulnerable children, mainly due to the Aids pandemic has created an orphan care crisis in Zimbabwe. As highlighted by the National Aids Council of Zimbabwe (2011:3), the unfavourable socio-political and economic climate characterised by hyperinflation; lack of economic growth; high and rising levels of unemployment; food shortages and increasing levels of poverty diminished the government's ability to provide safety nets to vulnerable groups, including children orphaned mainly by HIV and Aids. The increasingly high number of orphaned children, coupled with the government's failure to provide for the needs of this particularly vulnerable group of people, communities have become the core focus of intervention initiatives and they have devised local level coping mechanisms to deal with the subsequent orphan care crisis (Republic of Zimbabwe, 2005:12). The orphan care crisis is characterised by the children's lack of access to food, shelter, healthcare, sanitation, education, social assistance as well as stigma and discrimination (Save the Children, 2005:8).

The non-existence of social security for children in need in Zimbabwe has relegated the children, particularly orphans, to increased vulnerability. The economic meltdown that the country has been facing over the past decade has incapacitated the government to provide for the needs of disadvantaged groups within the population. As a result, the communities, NGOs and the private sector have stepped in to fill the gap. The government introduced the National Action Plan for Orphans and Vulnerable Children (Republic of Zimbabwe, 2005:7) which is a coordinated programme that involves several stakeholders with the aim of meeting the needs of orphans and other vulnerable children. Children who are orphaned due to the Aids pandemic experience multi-faceted and acute challenges in society. As noted by Matshalaga (2004:2) these are likely to include severe financial hardships; malnutrition; neglect; ill-treatment; abuse; child

labour; dropping out of school; lack of food, clothing and blankets; inability to obtain birth certificates and stigma and discrimination.

The government is unable to provide comprehensive social safety nets to orphans and other vulnerable children. This situation is further compounded by a non-functioning foster care system resulting in the brunt of orphan care falling on the communities (National Aids Council of Zimbabwe, 2011:10). The National Aids Council of Zimbabwe (2011:10) further indicates that there are an estimated 1.6 million children orphaned and made vulnerable by the Aids pandemic, and only 5000 (0.3 per cent) of them are living in institutions, with the rest being cared for by their families and communities. Zimbabwe's orphan care policy framework (Republic of Zimbabwe, 1999:3) recognises the central function played by families and communities in supporting child growth and development. The National Aids Council of Zimbabwe (2011:11) stresses the urgent need of rebuilding families and communities economically and socially so that they can again be able to perform their central role in as far as orphan care is concerned. The National Aids Council of Zimbabwe (2011:11) outlines the need to strengthen the family-centred, community-based approach so that comprehensive care and support for orphans and vulnerable children can be provided.

In response to the plight of orphans, the villagers in Mberengwa have developed income generating projects with the purpose of meeting the needs of orphans within their communities. This is a classic example of social entrepreneurship as outlined by Thompson (2002:5), who argues that social entrepreneurship is the recognition of a social problem involving the use of entrepreneurial principles to organise, create and manage a social venture to achieve desired social change. Income generating projects are entrepreneurial in nature and if they are used to address a social problem then that is a typical example of social entrepreneurship (Thompson, 2002:9).

Thompson (2002:5) indicates that social entrepreneurs measure positive returns to society as opposed to business entrepreneurs who measure profit return. The researcher observed that after identifying orphan care as a social problem, the villagers

in Mberengwa have embarked on different income generating projects, of which the proceeds are channelled towards providing for the needs of the orphans. This motivated the researcher to explore how the communities in Mberengwa district in Zimbabwe have made use of entrepreneurial principles to meet the needs of orphans.

The concepts relevant to the study are as follows:

## **Orphan**

UNICEF (2006:2) defines an orphan as a person below the age of 18 years who has lost his or her mother (maternal orphan), or his or her father (paternal orphan) or both parents (double orphan). The communities under study consider all orphans who are still going to school as their responsibility. For the purpose of this study, an orphan is therefore defined as a person who is 18 years and younger who has both of his or her parents and who is also viewed by the communities as eligible to be a beneficiary of the projects.

## **Needs**

A need is defined as the physical, social, psychological and emotional requirements to sustain a life (UNICEF, 2006:6). Utilising the needs-based approach, the needs of the orphans include inter alia, access to food; nutrition; shelter; education; healthcare; protection from abuse and neglect; protection from stigma and discrimination, as well as respect for their rights (National Aids Council of Zimbabwe, 2011:12).

## **Social entrepreneurship**

Mair and Marti (2005:244) indicate that social entrepreneurship is still poorly defined and the boundaries with other fields are still vague. The study was guided by the view of Abu-Saifan (2012:4) who defines social entrepreneurship as the recognition of a social

problem involving utilisation of entrepreneurial principles to arrange, create and manage a social venture to achieve desired social change.

### **Social entrepreneur**

For purposes of this study a social entrepreneur refers to a person who notices a social need in the community and set up and run income generating projects as a means to remedy the need through the application of market principles (Abu-Saifan, 2012:5).

### **Income generating projects**

In the study, income generating projects are defined as community-based enterprises which are profit driven but are formed, run and controlled by individuals with shared objectives (World Food Programme, 2012:3).

### **Community-based orphan care programmes**

Community-based orphan care programmes refer to the initiatives that are developed by community members to address the problems facing them (UNICEF, 2011:3). These initiatives are developed in response to the failure by central government to address the problems affecting the communities.

### **Entrepreneurial principles**

Entrepreneurial principles include innovation, use of local resources, empowerment, community organisation, as well as recognition and exploitation of opportunities to achieve the desired change (Thompson, 2002:6).

### **Mberengwa district**

Mberengwa district is a predominantly rural area in the Midlands province of Zimbabwe. The district consists of villages which in turn, fall within wards as defined in the

geographical and political structures of the district. Each village has a village head and each ward has a ward councillor whereas traditional chiefs oversee a jurisdiction of a number of villages. The district lies in the southern part of the Midlands province and is one of the biggest districts in the country (Mberengwa District Council, 2012:10). Although the district is predominantly agro-based, it lies within the farming regions 4 and 5 which receives the least rainfall and is prone to drought spells (Save the Children, 2005:10). However, the area also lies in the Great Dyke belt and has mineral deposits which include gold, iron, chrome, tantalite and emeralds (Mberengwa District Council, 2012:11). As further indicated by the Mberengwa District Council (2012:5), the area has 16 traditional chiefs and 37 wards. The district bears a population of 186 164 people of which 20% of them live in resettlement areas (Mberengwa District Council, 2012:11). There are 38 852 households of which 224 are child-headed households (Mberengwa District Council, 2012:6). Save the Children (2011:8) highlights that there are 86 344 children which translates to 47% of the population and of these children, 14 820 are orphans. The district has several but two major dams, Mundi-Mataga and Chimwe, as sources of water for irrigation and fishing (Mberengwa District Council, 2012:14). The agricultural and mining activities have led to the development of 26 business centres in the district (Mberengwa District Council, 2012:15).

## **1.2 Theoretical framework**

The conceptual framework for the study is the developmental approach and in particular the strengths-based perspective. As noted by Payne (2005), the strength-based perspective is a relatively new line of thinking in the social work fraternity and it has significantly gained popularity due to its quintessence with social work values such as respect, emphasis on optimism, belief in human potential and self-determination.

The strengths-based perspective enables communities to recognise their inner resources, skills and capacity for growth (Healy, 2005:35; Midgley, 2010:26; Payne, 2005:13). The strength-based perspective encompasses fundamental characteristics

such as empowerment; human rights; participation; self-reliance; sustainability as well as harmonising social and economic development (Patel, 2005:24).

Problem analysis, information gathering and synthesis, research design and information dissemination form the critical components of the strengths-based perspective (Midgley, 2010:26). As noted by Saleebey (2006:12:197) “Problem analysis is a significant component of the strengths perspective and this relates to the communities’ decision to address the problems affecting them by utilising locally available resources.” Within the context of the strength perspective, the study explored how communities in Mberengwa realised their capacities and devised solutions to the social problem of orphanhood within a developmental approach that embraces social justice; social integration; social justice; human rights; self-determination and empowerment (Sen, 1999:199).

The study explored the realisation of the inherent strengths of communities to find their own solutions to the problems and challenges that they face (Saleebey, 2006:10). In Mberengwa, the villagers view orphanhood as a community rather than an individual problem. Rural communities have a lot in common and the people share social ties which make it easier for them to understand each other’s problems (Matshalaga, 2004:20). The study further sought to identify the qualities, traits, virtues and resources that the people have developed as they struggle and confront the challenges of orphanhood in their communities (Saleebey, 2006:10).

### **1.3. Rationale and problem statement**

Faced by the orphan care crisis, the Zimbabwean government promulgated the six-tier orphan care policy in 2004 (Republic of Zimbabwe, 2005:5). The orphan care policy places the responsibility to care for orphans on the State; the nuclear family; the extended family; the community; foster care and institutional care. Due to the economic downturn the State lacks resources to provide care and social security to the orphaned children. The high cost of living, high levels of unemployment and shortage of food and other basic commodities in Zimbabwe has diminished the economic means of families,

both nuclear and extended, to provide care to orphaned children. Due to lack of resources, foster care programmes are inadequately funded and child care institutions are nearly non-functional (National Aids Council of Zimbabwe, 2011:14).

Communities, especially in rural areas like Mberengwa, have taken the initiative and responsibility for meeting the needs of orphans in their areas. As indicated above, these communities view orphanhood as a community rather than an individual problem. This becomes a challenge, especially considering that individual and community structures have been weakened by factors such as the Aids pandemic, the economic downturn and migration. As contended by Matshalaga (2004:4), "Before the advent of AIDS, orphans were usually absorbed within the extended family network. The extended family as the traditional social security system in many African countries has been weakened because parents, aunts and uncles are dying of the disease." It is also pertinent to note that in Zimbabwe, beyond the consequences of HIV and Aids, the extended family is under severe strain as a result of migration, demographic changes and a trend towards the nuclear family (Matshalaga, 2004:5). The responsibility for orphan care has therefore been tacitly shifted towards the community.

As noted by Triegaardt and Kaseke (2010:61), inflation and under-funding are issues that directly impact on the provision of social security in Zimbabwe and other sub-Saharan African countries. In Zimbabwe, the political and economic crisis seriously eroded the country's social assistance system and the public assistance benefits have been further eroded by inflation to levels where they can be described as non-existent. Triegaardt and Kaseke (2010:61) pointed out that, "In 2008, transport costs incurred by beneficiaries in order to access their benefits were greater than the value of the benefits themselves. Consequently, beneficiaries stopped claiming their benefits, and this led to the unofficial suspension of the public assistance programme." This bears testimony to the government's inability to provide social assistance to vulnerable groups of society, including orphans.

Previous studies on orphan care in Zimbabwe such as Save the Children (2011:8), UNICEF (2006:6) and Matshalaga (2004:10), have mainly focused on the challenges

faced either by child headed households or caregivers looking after orphaned children. Regardless of the non-existence of social security to meet the basic needs of orphans and vulnerable children in Zimbabwe, the researcher has not come across any study that has focused on the community level initiatives to cushion the children from the hostile economic environment in the country. This is notwithstanding the fact that communities are taking the initiative to meet the needs of the orphans within their own localities.

Social entrepreneurship is a relatively new concept in Zimbabwe and despite the existence of the income generating projects that benefit orphans in the communities; no studies have been conducted to explore its possible impact on social and economic development at the community level. The study therefore explored the broader interplay of entrepreneurial activities embedded in community initiatives such as income generating projects to determine the link between social entrepreneurship and meeting the needs of orphans.

The research question which the study intended to answer is was:

*How does social entrepreneurship contribute to meeting the needs of orphans in the Mberengwa district?*

The research question was guided by the following sub research questions:

- How can social entrepreneurship and income generating projects serve as means to care for orphans?
- To what extent does community income generating projects utilise entrepreneurial principles to organise, manage and distribute locally available resources to orphans?
- What are the needs of orphans and how do the proceeds of income generating projects provide for these needs?
- What assets or resources are available to the communities for them to implement and sustain the income generating projects?

## **1.4. Goal and objectives of the study**

The goal and objectives of the study were as follows:

### **1.4.1. Research goal**

The goal of the study was to explore the contribution of social entrepreneurship in meeting the needs of orphans in the Mberengwa district, Zimbabwe.

### **1.4.2. Research objectives**

The objectives of the study were as follows:

- To conceptualise social entrepreneurship and income generating projects within a developmental approach as means to care for orphans.
- To determine the extent to which community income generating projects utilise entrepreneurial principles to organise, manage and distribute locally available resources to orphans.
- To explore the needs of orphans and how the proceeds of income generating projects provide for these needs.
- To ascertain the contribution of local assets and resources in the implementation and sustainability of the income generating projects.

## **1.5. Research methodology**

A detailed description of the research methodology, which includes the research approach, design, research type, ethical consideration, and sampling, will be presented in Chapter 3.

The research approach utilised in the study was the qualitative approach. Since the researcher was concerned with “what” and “how” questions on the contribution of social entrepreneurship in meeting the needs of orphans in Mberengwa district in Zimbabwe, the qualitative approach was most suitable (Fouché & De Vos, 2011:95).

This study sought to explore an immediate and existing phenomenon of orphan care; therefore the research type utilised was applied research (Neuman, 2000:23). The study utilised a qualitative research design, more specifically, the collective case study design as the researcher wanted to gain insight and an understanding into the contribution of social entrepreneurship in meeting the needs of orphans (Rubin & Babbie, 2011:442).

The research population for this study was the five villages in the Mataga area in Mberengwa district which had income generating projects that assist orphaned children. Purposive sampling was used and the study was conducted in two villages, namely Mataga Ward 17 and Ruzivo. Data was collected from the children and key informants through one-on-one interviews while focus group discussions were used to collect data from villagers. Semi-structured interview schedules were used in both the data gathering methods. As the study was exploratory in nature, both closed and open ended questions were used with all participant groups (Neuman, 2000:250).

### **1.6. Limitations of the study**

Bearing in mind the extent to which they rely on the income generating projects, it may have been difficult for the orphans to have been frank and honest about the income generating projects. As a result the orphans could have been biased in favour of the projects, potentially downplaying the role of other interventions that help them to meet their needs.

The research design could also have been a limitation to the study as a case study is criticised for its lack of scientific basis for generalisation because of its limited scope and focus towards a single case (Zainal, 2007:4). As such, the findings cannot be generalised to the wider Mberengwa community or the Zimbabwean society as whole.

The research assistant was familiar with the participants prior to the study. Although the eligibility criteria was defined prior to study, the research assistant could have selected participants whom he knew might respond well and this could have influenced the outcome of the study.

### **1.7. Division of the research report**

The research report comprises of four Chapters. Chapter one provides an introduction and general orientation of the study including a theoretical framework, rationale for the study and problem statement, the goal and objectives of the study, a brief overview of the research methodology and finally, the limitations of the study.

Chapter two provides an in depth review of literature. It focuses on the relatedness between social entrepreneurship and income generating projects to address social problems at the community level. It also highlights the strengths perspective and it also examines the Zimbabwean legal and policy framework and how this bears on the welfare of orphans and other vulnerable children in the country.

Chapter three outlines the research methodology which includes a detailed explanation of the research approach, research type, research design, study population and sampling, data collection methods, data analysis, the pilot study and ethical issues relevant to the study. Furthermore, the empirical findings of the study are presented and discussed.

The final chapter four highlights how the goal and objectives of the study were achieved. Furthermore, it captures the key findings of the study and the conclusions drawn from these findings. Finally, recommendations are made based on the study's findings and conclusions.

## CHAPTER 2

# LINKING SOCIAL ENTREPRENEURSHIP AND INCOME GENERATING PROJECTS TO ADDRESS SOCIAL PROBLEMS AT THE COMMUNITY LEVEL

## 2.1 INTRODUCTION

Social entrepreneurship is considerably a new phenomenon and it presents a unique approach to the manner in which communities can deal with the problems they face (Mair & Marti, 2005:36). Throughout the world, there are a number of community initiatives that utilise social entrepreneurship and social innovation to address local problems. The study links social entrepreneurship and income generation projects as communities' response to the problems affecting them.

This chapter contextualises social entrepreneurship within the developmental context of the study. Firstly social entrepreneurship is conceptualised by highlighting its distinctive features. It continues with a presentation of international case studies where social entrepreneurship has been utilised to deal with social problems. Thereafter, an insight into the strengths perspective and how it bears on the study is outlined followed by the role of capital in the development of the income generating projects. A summary of the legal and policy framework governing child protection and the current debates on orphan care and child protection is then highlighted. The following section presents an analysis of traditional systems of orphan care in Zimbabwe and an exploration of the needs of orphans in Zimbabwe. Following thereafter is an outline of the socio-economic and political environment in Zimbabwe. This section also interrogates the state of social protection and social security in the country. The chapter concludes by an analysis of the impact of public policy on the political, socio-economic and social welfare context in Zimbabwe.

## 2.2 CONCEPTUALISATION OF SOCIAL ENTREPRENEURSHIP

Mair and Marti (2005:36) point out that “The concept of social entrepreneurship is still poorly defined and that the boundaries with other fields of study is still fuzzy.” The same sentiments are echoed by Dees and Anderson (2003:11), who highlight that the definitions of social entrepreneurship range from broad to narrow with the former referring to innovative activities with social objectives while the latter encompasses business expertise and application of market based skills in the non-profit sector. Against this background, the researcher presents different definitions of social entrepreneurship and relates them to the development and implementation of the income generating projects in Mberengwa district in Zimbabwe.

Social entrepreneurship is defined by Karanda and Toledano (2012:5) as meeting social problems, using cooperative relationships among the members of community and generating social value. In the context of the income generating projects in Mberengwa district, social entrepreneurship entails merging social interests with business practices to effect social change by combining social and economic value for wider value-cooperation possibilities (Karanda & Toledano, 2012:5). Abu-Saifan (2012:2) defines social entrepreneurship as “...the recognition of a social problem involving utilisation of entrepreneurial principles to arrange, create and manage a social venture to achieve desired social change.” This view incorporates the recognition of a social problem which is in tandem with the phenomenon under study in that local communities identify a social problem and take action to address that particular social problem.

The definitions presented above, indicate that the common denominator in the definitions of social entrepreneurship is the creation of social value rather than shareholder wealth (Abu-Saifan, 2012:2). Karanda and Toledano (2012:5), argue that in social entrepreneurship return on investment is thus not measured in terms of personal accumulation of wealth, but in terms of benefit to the wider society.

In this study income generating projects are conceptualised as means to care for orphans, and for this purpose the researcher adopted a model of entrepreneurship by Sahlman (1996:139). Although this model is a commercial entrepreneurship model, it is highly applicable to social entrepreneurship initiatives (Austin et al., 2006:5). This model succinctly incorporates the key elements of social entrepreneurship by creating a linkage between the interrelated components of the people (P), the context (C), the deal (D) and the opportunity (O) and hence Sahlman (1996:139) termed it as the PCDO model. The model proffers that these components are interdependent and situationally determined; therefore the entrepreneur needs to manage the fit and adapt to new circumstances.

In Sahlman's (1996:140) model, the *people* refer to those who actively participate in the venture or who bring resources into the venture. Austin et al. (2006:6) concur and argue that the people bring with them skills, knowledge, attitudes, contacts, goals and values and this resource mix contributes centrally to success. In the income generating projects under study, the people refer to the villagers who are involved in the day to day running of the projects.

Sahlman (1996:145) defines the *context* as those elements outside the control of the entrepreneur that will influence success or failure of the social venture. These factors include the socio-economic and political environment, technology, social movements like migration and availability of labour, environmental regulations and natural disasters, among others (Sahlman, 1996:142). It is critical that the entrepreneur be conscious of these factors as the factors can be precursors for failure. In the income generating projects under study, the context includes the socio-economic and political environment in Zimbabwe, natural disasters and the availability of resources and capital needed for each project.

Sahlman (1996:151) points out that in the PCDO model of entrepreneurship, the *deal* refers to "...the substance of the bargain that defines who in a venture gives what, who gets what, and when those deliveries and receipts will take place." Aspects of the

deal include economic benefits, social recognition, autonomy and decision rights, satisfaction of deep personal needs, social interactions, fulfilment of generative and legacy desires and delivery of altruistic goals (Sahlman, 1996:151). In the study, the deal includes the extent to which the orphans' needs are met; the tangible benefits given to the orphans; the distribution of these benefits; social cohesion and development of stronger social ties.

The last component of the PCDO model is *opportunity* which refers to "...any activity which requires the investment of scarce resources in hopes of a future return" (Sahlman, 1996: 140). This is motivated by the envisaged change which includes economic interest, social relations, and personal networks, among others (Austin et al, 2006:6). In the study, the opportunity refers to the income generating projects themselves which include honey harvesting, nutrition gardens, peanut butter production and brick production.

The PCDO model provides a framework for conceptualising social entrepreneurship in relation to the income generating projects. In line with the definition by Abu-Saifan (2012:2), the people, context, deal, and the opportunity are all factors intertwined with the concept of social entrepreneurship. The creation of social value and investment in the broader community are key features of social entrepreneurship which relate closely to the PCDO model (Austin et al., 2006:5).

It can be noted from the definitions that there are some distinctive features of social entrepreneurship which distinguishes it from other forms of entrepreneurship. The link between the PCDO model and social entrepreneurship is embedded in the features of social entrepreneurship which will be discussed next. As outlined by Mair and Marti (2005:39), the key of social entrepreneurship include social value and social transformation; not for profit initiatives; alleviation of social problems and the change agent role.

### **2.2.1 Social value and social transformation**

Mair and Marti (2005:39) succinctly differentiate between business entrepreneurship and social entrepreneurship by highlighting that “In business entrepreneurship, social wealth is a by-product of the economic value created; in social entrepreneurship, the main focus is on social value creation.” Mair and Marti (2005:40) also argue that social entrepreneurship differs from other forms of entrepreneurship because it gives higher priority to social value creation by catalysing social change and catering for social needs. Austin et al. (2006:39) concur with this view in stating that “The fundamental purpose of social entrepreneurship is creating social value for the public good, whereas commercial entrepreneurship aims at creating profitable operations resulting in private gain.” In the context of the study, the income generating projects should add social value.

### **2.2.2 Not-for-profit initiatives**

One of the most distinct features of social entrepreneurship is its not-for-profit perspective (Mair & Marti, 2005:37). Social entrepreneurship can take place on a for-profit basis but it differs from commercial entrepreneurship where relative priority is given to social wealth creation as opposed to economic wealth creation (Mair & Marti, 2005:37). Social entrepreneurs would rather utilise profits generated by one initiative to engage in new social ventures such as the Grameen Bank which launched social ventures like Grameen Telecom and Grameen Energy (Seelos & Mair, 2005:38). It emerges therefore that in social entrepreneurship initiatives, the ventures utilise all the market related approaches to generate profit, but the main objective is creation of social wealth, hence the not-for-profit perspective should be evident in the income generating projects.

### **2.2.3 Alleviation of social problems**

Austin et al. (2006:6) aver that alleviation of social problems is a prominent feature of social entrepreneurship. Seelos and Mair (2005:241) echo the same sentiments and further affirm that human needs are the fundamental drivers of entrepreneurial activities. This study explored income generating projects as a means to alleviate social problems in the Mberengwa district.

### **2.2.4 Social entrepreneurs as change agents**

Change agents deal with particular social issues using different approaches, strategies and ideologies (Seelos & Mair, 2005). As indicated by Austin et al. (2006:6), change agents focus on addressing development issues, meeting community social needs or responding to market failures, and social enterprises address the symptoms rather than the causes of poverty and inequality.

Austin, Stevenson and Wei-Skillern (2006:4) indicate that change is motivated by the vision of a future that is better for the decision maker. Kartzeinstein and Chrispin (2010:101) contend thus: “Entrepreneurship that develops economic and social benefits within the grassroots of African society, may allow Africans to rebuild their society in bite-size pieces and avoid the problems that a sea of money dumped into a society frequently causes.”

An insight into the most prominent social entrepreneurship initiatives like the Grameen Bank, Sekem and The Institute for OneWorld Health reveal the common feature of alleviating social problems and improving the lives of disadvantaged groups of people (Seelos & Mair, 2005:241) as will next be discussed.

## **2.3 Social entrepreneurship in practice, a case of international best practices**

In this section, three case studies will be presented as best practice examples in as far as social entrepreneurship is concerned. These case studies possess the distinct features of social entrepreneurship and each will be discussed next.

### **2.3.1 Sekem in Egypt**

Sekem was founded by Ibrahim Abouleish in 1977 on a piece of desert land in Cairo with the aim of bringing about cultural renewal in Egypt on a sustainable basis (Seelos & Mair, 2005:243). Sekem operates on a business model but it also creates economic, social and cultural value and has a significant impact on the Egyptian society. Seelos and Mair (2005:243) indicate that the profits from Sekem's business are used to fund institutions such as schools, an adult education centre and a medical centre. Seelos and Mair (2005:243) further identify the goals of Sekem as to "...restore and maintain the vitality of the soil and food as well as the biodiversity of nature through sustainable, organic agriculture and to support social and cultural development in Egypt." The organisation has established a network of farmers and partners who share knowledge and expertise for the social good (Seelos & Mair, 2005:243). Sekem projects include biodiversity farms; trading companies for produce and processed foods; herbal teas and beauty products; medicinal herbs and medicines; organic cotton products; a medical centre; a school which is based on the principles of Waldorf pedagogy open to pupils of all religious and ethnic groups; a community school catering specifically for the needs of children from disadvantaged groups; a vocational training centre and a college and training centre (Seelos & Mair, 2005:243).

Distilling from the abovementioned projects, it can be noted that Sekem's activities are closely intertwined with the objectives of the study, particularly because it caters for basic human needs of orphaned children and it fills an institutional void by providing structures that people trust and that help them escape the poverty trap and gain control over their lives. This augers well with the study's objective of exploring the contribution of social entrepreneurship in meeting the needs of orphans.

### **2.3.2 Grameen Bank in Bangladesh**

Founded by Muhammad Yunus in Bangladesh in 1976, the Grameen Bank is based on the belief that poor people have skills that remain unutilised or under-utilised because institutions fail to offer the support that these people require (Seelos & Mair, 2005:243). The Grameen Bank was therefore established to offer group-based microcredit facilities to people, especially rural women in Bangladesh, who would normally not qualify for credit in established banks and financial institutions and the beneficiaries do not need collateral security to obtain credit (Seelos & Mair, 2005:243).

The basis for the establishment of the Grameen Bank was the realisation of the inert worth and aspirations of individuals and the belief that given an opportunity, individuals have potential to better their lives (Rozario, 2002:68). The idea behind the bank was also instilling a sense of responsibility, team work, a sense of community and realising individual capabilities. The Grameen Bank microfinance approach resulted in socio-economic empowerment, self-reliance, improved access to health and education and promotion of women's rights among several rural women in Bangladesh (Rozario, 2002:67). As noted by Rozario (2002:67), the Grameen Bank approach was viewed as a radical and new perspective with the potential to bring about drastic improvements in the living standards of the poorest sectors of the world's population. However, despite its impact and empowerment component, the Grameen Bank was criticised for failing to reach the poorest of the poor and its underlying assumption that poor people in rural areas have the skills but lack the capital (Rozario, 2002:70).

### **2.3.3 The Institute for OneWorld Health in USA**

The Institute for OneWorld Health was established in 2000 by Victoria Hale as the first non-profit pharmaceutical company in the USA (Seelos & Mair, 2005:242). It adopted an entrepreneurial business model to deliver medicines to those in need in developing countries. The company essentially seeks to transcend the traditional profit making approach and reshuffle the drug supply chain and promote accessibility of medicines in areas where they are most needed (Seelos & Mair, 2005:242). The Institute aims at

discovering, developing and delivering safe, effective and affordable new treatment and intervention to people with infectious diseases in developing countries, especially children (Seelos & Mair, 2005:242).

By linking income generating projects with social entrepreneurship, the study acknowledges the inert strengths within communities. As such, the theoretical framework guiding the study is the strengths perspective which will be discussed next.

## **2.4 THE STRENGTH PERSPECTIVE FOR COMMUNITY INCOME GENERATING PROJECTS**

The conceptual framework for the study is the developmental social welfare approach and in particular the strengths-based perspective. Payne (2005:13) indicates that the strength-based perspective is a relatively new line of thinking in the social work fraternity and it has significantly gained popularity due to its quintessence with social work values such as respect, emphasis on optimism, belief in human potential and self-determination.

The strengths-based perspective enables communities to recognise their inner resources, skills and capacity for growth (Midgley, 2010:14; Payne, 2005;13). The strength-based perspective encompasses fundamental characteristics such as empowerment; human rights; participation; self-reliance; sustainability as well as harmonising social and economic development (Patel, 2005:32). Problem analysis, information gathering and synthesis, research design and information dissemination form the critical components of the strengths-based perspective (Midgley, 2010:14). As noted by Saleebey (2006:12), “Problem analysis is a significant component of the strengths perspective and this relates to the communities’ decision to address the problems affecting them by utilising locally available resources.”

The study is based on the realisation of the inherent strengths of communities to find their own solutions to the problems and challenges that they face (Saleebey, 2006:10).

These are typical rural communities and have a lot in common and the people share social ties which make it easier for them to understand each other's problems (Matshalaga, 2004:20). The study further seeks to identify the qualities, traits, virtues and resources that the people have developed as they struggle and confront the challenges of orphanhood in their communities (Saleebey, 2006:10).

In line with the strengths based perspective as noted by Saleebey (2006:10), the study explored the following strengths as they motivate communities to transcend conventional challenges and overcome the problems existing in rural communities:

*Resilience* focuses on how communities such as in Mberengwa have overcome adversity in the midst of paucity, socio-economic and political challenges as well as global financial constraints.

*Environment factors* centre on the contribution of caring relationship among community members as well as their experiences and general expectations.

*Opportunities for participation and contribution* focus on the analysis of the existing or created opportunities for the participation of the members of the communities in the projects, taking a look at the roles, contribution and participation of each member of the projects.

*Community relations* include the ability of community members in Mberengwa to work together in relationships based on mutual respect, trust, tolerance, support and endowing the common good (Saleebey, 2006:10).

Having presented the theoretical framework guiding the study, the subsequent discussion focuses on analysing the contribution of these strengths to the development of income generating projects through combining various forms of capital.

## **2.5 THE ROLE OF CAPITAL IN INCOME GENERATING PROJECTS**

The Department for International Development (DFID) (2010:4) indicates that the communities in Zimbabwe have developed local coping mechanisms aimed at attaining, retaining and sustaining their livelihoods in the absence of state support through utilisation of different types of assets. DFID (2010:4) identifies five assets which are utilised by indigenous people to attain and sustain their livelihoods and these are relevant to the social, political and environmental context in the Mberengwa district in Zimbabwe. The assets include natural, social, human, physical and financial capital (DFID, 2010:5).

### **2.5.1 Natural capital**

Natural capital refers to resources such as land, air, water and biodiversity (DFID, 2010:6). In relation to this study, income generating projects at the community level such as honey harvesting, baking and nutrition gardens cannot be started without land and water. In analysing the development and implementation of the projects, the study sought to examine how natural capital is used. As suggested by DFID (2010:6), robust utilisation of natural capital begets positive community yields on community initiatives (DFID, 2010:6). The study further aimed at analysing how the communities in Mberengwa brought about positive social change in their communities through tapping the natural capital within their localities.

### **2.5.2 Social capital**

The DFID (2010:6) defines social capital as referring to social resources including networks, group membership, trust and access to wider social institutions in society. Midgley (1999:11) conceives social capital as the volume and intensity of cooperative social relationships within communities. Gittel and Vidal (1998:15) refer to Robert Putnam's theory on social capital indicating that the more people are connected with each other, the more they will trust each other and the better they will be individually and collectively because they are able to work together to achieve common objectives.

Social capital is arguably the most critical form of asset utilised by rural communities to organise themselves (DFID, 2010:7). This study focused on the role that social capital plays in income generating projects in communities.

### **2.5.3 Human capital**

The DFID (2010:7) connotes human capital as skills, knowledge, health and ability to work. In the development process, human capital is a critical ingredient which can make the difference between success and failure of the development process. Midgley (1999:10) indicates that “Education produces high rates of return not only to the individuals but to the wider society and that economic development requires human capital investments.” This study explored the community’s capacity in utilising entrepreneurial principles to address the social problem of orphanhood in the villages.

### **2.5.4 Physical capital**

Physical capital refers to the infrastructure and goods that support livelihoods such as transport, energy, tools and buildings (DFID, 2010:9). Physical capital is critical in communities because it provides access to services and resources that would enable income generating projects to sustain themselves hence meeting the needs of the orphans. The DFID (2010:9) points out that a community with well-developed physical capital is better positioned to develop economically and socially as compared to one with poor transport networks and poor energy supplies. This study explored the role of physical capital in the successful running of income generating projects in communities in Mberengwa.

### **2.5.5 Financial capital**

Financial capital refers to financial resources including savings, remittances, pensions and credit (DFID, 2010:10). Rainey, Robinson, Allen and Christy (2003:711) refer to financial capital as economic capital which includes financial resources and institutions

which communities need to have in order to achieve their economic goals. Rainey et al. (2003:709) further note that rural communities face challenges in developing sound infrastructural bases due to their sensitivity to high taxes which impacts on economic development in these areas. In line with Rainey's et al. (2003:710) assertion and the unfavourable economic climate in Zimbabwe, the communities in Mberengwa are vulnerable in relation to the most basic financial resources.

In conclusion, the ability of communities to utilise the abovementioned forms of capital and resources will demonstrate the inter strengths that lie within communities.

## **2.6 THE GOVERNMENT OF ZIMBABWE'S RESPONSE TO THE ORPHAN CARE CRISIS**

Zimbabwe has a comprehensive legal and policy framework governing the care and protection of children and this framework incorporates provisions of regional and international instruments on the rights and welfare of children (UNICEF, 2009). The Zimbabwean government has over the years responded to the changing times and as a result of the devastating impact of HIV and Aids, orphan specific policies have been developed making it one of the countries in Sub-Saharan African with comprehensive policies for the protection of orphans (National Aids Council of Zimbabwe, 2011:2). Recently, the country has passed a new Constitution (2013) which for the first time since independence specifically incorporates children's rights in the Bill of Rights. This legal framework, policies and programmes will be explored next.

### **2.6.1 The Constitution of Zimbabwe**

The Constitution of Zimbabwe (2013) is the supreme law in the country and it is the standard to which common law, statute law, customary law and the law of precedence is drawn up. In May 2013, the country adopted a new Constitution which caters for children's rights and this is a shift from the previous Constitution which did not specifically provide for children's rights and as such, the government could not be sued

for failure to provide for children's rights such as the right to education (Constitution of Zimbabwe, 2013).

The following is an excerpt from Section 19 of the Constitution of Zimbabwe (2013) which outlines children's rights:

- (1) The State must adopt policies and measures to ensure that in matters relating to children, the best interests of the children concerned are paramount.
- (2) The State must adopt reasonable policies and measures, within the limits of the resources available to it, to ensure that children—
  - (a) enjoy family or parental care, or appropriate care when removed from the family environment;
  - (b) have shelter and basic nutrition, health care and social services;
  - (c) are protected from maltreatment, neglect or any form of abuse; and
  - (d) have access to appropriate education and training.
- (3) The State must take appropriate legislative and other measures—
  - (a) to protect children from exploitative labour practices; and
  - (b) to ensure that children are not required or permitted to perform work or provide services that—
    - (i) are inappropriate for the children's age; or
    - (ii) place at risk the children's well-being, education, physical or mental health or spiritual, moral or social development.

This new Constitution caters for children's rights and this would be a significant step in the field of child protection in the country as compared to the previous Constitution.

### **2.6.2 The Children's Act 5:06 of 2001**

The Children's Act 5:06 of 2001, hereinafter referred to as the Children's Act is the country's major piece of legislation governing child protection and child care. The Act provides guidelines and regulations for the promotion, protection and supervision of the welfare of children so that they are able to realise their potential (Children's Act 5:06:18). The Children's Act defines a child as any person below the age of 18 years. The Act further propounds the concept of a 'child in need of care and protection' and

defines a child in need of care and protection as one meeting one or more of the following:

A child whose legal parents or guardians do not exercise proper care over him (her).

A child who has lost one or both of his (her) parents.

A child whose parents or guardians are unfit to exercise proper control over him (her).

A child who is in custody of a person who is convicted of committing an offence against the child for example rape or sodomy.

A child who frequently is in company of immoral or virtuous persons for example in prostitution.

A child who begs or engages in street trading; a child who is maintained in circumstances that are detrimental to his (her) circumstances.

A child who is found in possession of a dangerous drug.

A child who suffers from mental and physical disability and requires treatment, training or special facilities that parents cannot afford.

A child whose parents or guardian makes the child perform work that is hazardous, interferes with his (her) education, health, physical and mental development.

A child whose parent or guardian has given him (her) up to another person in settlement of dispute in accordance with the custom.

In line with the objectives of the study, an orphan is categorised as a child in need of care (Children's Act 5:06:20). The Children's Act outlines alternative care for children who have lost their parents and indicates that community based orphan care programmes should be encouraged as they keep a child within his or her cultural, social and natural environment.

### **2.6.3 Guardianship of Minors Act 508 of 1997**

The Guardianship of Minors Act 5:08 of 1997 deals with guardianship and custody of children whose parents have separated or divorced. However, it also provides for guardianship in situations where both parents are deceased and this will entail administration of property and assets for a minor, to look after his or her financial affairs, to conclude contracts on his or her behalf or assist him or her when he or she contracts as well as to assist him or her in performing other legal acts. The Guardianship of

Minors 508 of 1997 also spells out custody as the physical care and control of the child including living with him or her and guide and assisting him or her in their daily life.

#### **2.5.4 The National Orphan Care Policy of 1999**

At the turn of the millennium, the Zimbabwean social welfare sector was grappling with a two pronged crisis namely economic turmoil and the unprecedented increase in the number of orphans mainly due to the Aids pandemic (Republic of Zimbabwe, 1999:4). The government conducted a baseline survey to identify ways of reacting to the surge in orphanhood in the country and this resulted in the formulation of the National Orphan Care Policy (NOCP) in 1999. The NOCP is a broad based six-tier framework which aims at providing orphans with food, shelter, health care, education, and protection (National Aids Council of Zimbabwe, 2011:4).

Matshalaga (2004:2) highlights that Zimbabwe has been severely affected by the HIV and Aids pandemic and the subsequent result was an orphan care crisis. She argues that in 1990 there were 150 000 orphans in Zimbabwe with the figure shooting up to 570 000 in 1997 (Matshalaga, 2004:3). On the same note, UNICEF (2009:5) indicates that by 2000 there were approximately 1 million orphans in Zimbabwe. The figure has risen steadily and The World Food Programme (2012:2) points out that there are 1.6 million orphans in the country.

In response to this crisis, the Zimbabwean government adopted the NOCP which, among other things, sought to support traditional methods of orphan care and discourages forms of care which remove children from their communities and culture (Mushunje, 2006:20). As a result of the socio-economic and political environment in the country at that time, the government formulated a policy responding to mass orphanhood whilst being cost effective and sustainable; therefore emphasis was placed on the family and the community as primary options for orphan care. The NOCP recommends foster care and adoption as the desired alternatives for orphans and explicitly discourages the use of institutional care (Mushunje, 2006:20). As such, placing

a child in an orphanage should be regarded as a last resort, utilized only after all efforts to secure a better form of care have been exhausted (Republic of Zimbabwe, 1999:3).

The NOCP outlines a six tier continuum for orphan care in the country in order of preference as follows:

#### **2.6.4.1 Nuclear family**

The NOCP advocates for the nuclear family as the primary source of care for all children in Zimbabwe (Mushunje, 2006:21). As such, it encourages that by all means possible, children should be cared for in the immediate family. This is in line with the Zimbabwean traditional mechanisms of orphan care (Mushunje, 2006:21). However, as noted by Matshalaga (2004:1), the nuclear family has been significantly weakened by factors like HIV and Aids, migration and economic downfall in the country. It is on this basis that the policy acknowledges that the immediate family is under strain and if orphans cannot be absorbed with the nuclear family, the next tier in the policy, that is, the extended family, should be the immediate option for orphan care.

#### **2.6.4.2 Extended family**

The NOCP is greatly inclined towards the traditional approaches of orphan care in Zimbabwe thus it places the extended family as the next preferable option (Republic of Zimbabwe, 1999:8). This means that if the nuclear family is unable to absorb the orphans, then the members of the extended family need to take over (Mushunje, 2006:22).

#### **2.6.4.3 Community**

This provision of the NOCP forms the basis of the study because it concedes that the nuclear and extended families may fail to absorb the children. Zimbabwe's orphan care policy framework (Republic of Zimbabwe, 1999:9) recognises the central function played by families and communities in supporting child growth and development. The National Aids Council of Zimbabwe (2011:4) stresses the urgent need of rebuilding

families and communities economically and socially so that they can again be able to perform their central role in as far as orphan care is concerned. The National Aids Council of Zimbabwe (2011:5) outlines the need to strengthen the community-based approach so that comprehensive care and support for orphans and vulnerable children can be provided. When the nuclear and extended families have failed to take up the role of orphan care, the NOCP extends this role to the community such that the community will put in place an adult(s) to take up the role of guardian(s) for the children (Muronda, 2009:61). As Muronda (2009:61) argued, this role is problematic because the commitment of community members who are not blood relatives of the children may be questionable. The study in part explored how the communities in Mberengwa have managed to transcend this barrier and cater for all orphans regardless of kinship and consanguinity.

As argued by UNICEF (2009:11), child-focused community groups are at the forefront of addressing child protection issues in transitional, emergency and development contexts worldwide especially in cases where governments are unable or unwilling to fulfill children's rights to care and protection. Zimbabwe is an example of cases where the government is unable to meet the children's rights to care and protection due to economic challenges (National Aids Council of Zimbabwe, 2011:15).

#### **2.6.4.4 Foster care**

The Republic of Zimbabwe (1999:7) propagates that where the nuclear, extended and community care fails, then foster care placement would be the next preferred option for orphan care in the country. Section 7 of the Children's Act, covers the protection of children in need of care by providing for such services as temporary shelter and places of safety in the best interest of the child. Section 14 of the Children's Act outlines that "If the child has no parent or caregiver, the court may make an order that the child be placed in foster care with a group of persons or an organisation operating a cluster foster care scheme or in shared care where different caregivers or centers alternate in taking responsibility for the care of the child" (Children's Act 2:06, 2001:29). This is in line with the rationale of the study. Although the foster care system is currently facing

operational challenges due to lack of resources, the government, through the NOCP, has shown valuable intent in as far as orphan care is concerned (Muronda, 2009:61)

#### **2.6.4.5 Adoption**

In cases where the nuclear and extended families as well as the community and foster care cannot be considered as options for orphan care, the policy proposes adoption as the next desirable option (Republic of Zimbabwe, 1999:11). The policy state that where adoption is considered, all efforts should be exhausted to place the child within his or her own socio-cultural environment (National Aids Council of Zimbabwe, 2011:6). Powell (2006:11) pointed out that over a five year period in Zimbabwe, only 19% of 187 formal adoptions processed were to black families even though the vast majority of children available for adoption were black. This shows how low the utilization of this service is in Zimbabwe.

#### **2.6.4.6 Institutional care**

In the NCOP, this option is the least preferred and last resort in as far as orphan care in Zimbabwe is concerned (Republic of Zimbabwe, 1999:12). The NOCP proffers that institutionalization of children should only be an option when all the other options in the tier have been exhausted or if it is deemed to be in the best interest of the child. The NOCP is also developmental in nature as it suggests how existing institutions can be modified to improve the quality of care and better meet the psychological and developmental needs of children already in institutional care (Republic of Zimbabwe, 1999:15).

The NOCP is hinged on the following objectives:

- To reorient the activities of government and all other development partners to address the needs of orphans.

- To support existing family and community based coping mechanisms of orphan care.

- To mobilise, motivate and sensitise all communities in Zimbabwe to develop orphan support strategies and interventions.

- To enable orphans to access both public and private resources.

To ensure continuous research into issues pertaining children and to ensure that appropriate training on orphan friendly strategies are provided to service providers.

To promote the inclusion of all programmes and activities for and by children mainly in the areas of health and education.

To provide legal assistance to orphans whenever necessary and appropriate.

To provide awareness on children's rights to all sectors of the Zimbabwean society placing particular emphasis on the rights of orphans.

To promote the protection of orphans from abuse, neglect and all forms of exploitation including sexual and economic.

Mushunje (2006:19) pointed out that there have been significant strides in as far as the NOCP has aims to meet the needs of orphans. Mushunje (2006:19) further identifies the community-based strategies that have been adopted to ensure the attainment of the policy as community mobilisation; identification of volunteers; enumeration/registration; priority registration; mapping; ongoing training and support of care-giving/volunteers as well as monitoring and evaluation. Sustainable programming involves support for children, skills and capacity development are provided and integration of programmes between agencies and government ministries.

Mushunje (2006:20) contended that the success of the NOCP has been significantly hindered by lack of resources as evidenced by challenges in meeting the psychological needs of orphans; large number of children living on their own; difficulties in coping mechanisms for orphans; challenges the communities' coping mechanisms and high prevalence child abuse in Zimbabwe.

### **2.6.5 The National Action Plan for Orphans and other Vulnerable Children (2005)**

In 2003, the government acknowledged that the country had comprehensive legislative and policy frameworks for the protection of children and promotion of their rights but the success was hindered by a critical lack of resources (UNICEF, 2009:11). As such, the government decided to strengthen existing work undertaken by government departments; Non-Governmental Organisations; Faith Based Organisations; Local Authorities; United Nations Agencies; communities and the children themselves. This approach was supported by cabinet and a national consultative process with the

participation of children was launched in 2005 and this led to the formulation of the National Action Plan for Orphans, hereinafter referred to as the NAP for OVC (Republic of Zimbabwe, 2005:11). The NAP for OVC seeks to coordinate, strengthen, mobilise resources and reach out to all Orphans and Vulnerable Children (OVC) and ensure that they are able to access education, health services, food, birth registration as well as protection from abuse and exploitation by way of coordinated efforts from government and civil society with the participation of children.

The NAP for OVC has taken up a decentralised approach to the care and support for OVC (Republic of Zimbabwe, 2005:8). The policy places the responsibility of child care and protection on all levels of government and it utilises Child Protection Committees at the national, provincial, district, and village levels (Republic of Zimbabwe, 2005:9). The NAP for OVC seeks to achieve the abovementioned objectives through the following strategies (Republic of Zimbabwe, 2005:11):

- Education and advocacy on the implementation of existing legislation and policies in the best interest of the child;
- Strengthening community-based initiatives and social safety nets;
- Strengthening the rights-based approach to programming, where the family, community, local authorities, civil society, and the State are viewed as duty bearers, and must commit to upholding children's rights;
- Mobilising domestic and international laws; and
- Communicating with local stakeholders and other counterparts, regional and international.

### **2.6.6 The National Strategy for Children in Difficult Circumstances**

This is a policy under which the government is supposed to provide resources to authorities and these in turn should work with various stakeholders to ensure that children's needs are met. Under this policy, Local Authorities are supposed to make use of community structures at the provincial, district and village levels. These structures should coordinate activities and local programmes aimed at protecting the rights of children and promoting their welfare at the local level. However, due to lack of funding, this policy has faced challenges in achieving the desired results (Mberengwa District Council, 2012:12).

Zimbabwe has a comprehensive legislative and policy framework governing child protection as indicated by the abovementioned policies, programmes and laws. However, there appears to be some challenges in terms of implementing these laws and policies in as far as orphan care in the country is concerned.

### **2.6.7 The United Nations Convention on Convention of the Rights of the Child (1989)**

Zimbabwe signed and ratified the United Nations Convention on the Rights of the Child and is therefore obliged to ensure that the country's children are protected and their rights are upheld (Save the Children, 2005:11). The study is in tandem with the provisions of Article 20 of the United Nations Convention on the Rights of the Child which deals with protection of children without a family and it outlines that "Special protection for a child deprived of the family environment and to ensure that appropriate alternative care or institutional placement is available in such cases." The child's cultural background should be taken into consideration in all actions taken regarding him/her and the government is therefore under obligation to ensure that these provisions are met (United Nations Convention on the Rights of the Child, 1989:4).

### **2.6.8 The African Charter on the Rights and Welfare of the Child (1999)**

Zimbabwe is also ratified the African Charter on the Rights and Welfare of the Child and therefore the country is bound to protect children and promote their rights in the letter and spirit of this international instrument for the rights and welfare of children (Save the Children, 2005:12). Article 25 of the African Charter on the Rights and Welfare of the Child is particularly relevant to the study as it caters for children who have been temporarily or permanently separated from their parents such as orphans (African Charter on the Rights and Welfare of the Child, 1999:21). The African Charter on the Rights and Welfare of the Child (1999:24) furthermore emphasises that children should be raised within their ethnic, religious or linguistic background as far as practicable.

## 2.7 ORPHAN CARE IN ZIMBABWE

The Zimbabwean society has traditional community-based orphan care mechanisms which are ingrained in the society's cultural make up (Muronda, 2009:55). In this section, these mechanisms will be explored to determine how they play a role in the development of community initiatives.

Raising a child in the Zimbabwean society is traditionally a community endeavour with safety nets existing at the community, village and extended lineage level (Mushunje, 2006:20). Muronda (2009:48) concurs and notes that traditionally, the first port of call for support in dealing with vulnerability was the extended family and if they could not meet the incurred needs they would call upon the village, and when the entire village was hit by disaster other villages would come to assist. However, Matshalaga (2004:1) postulates that the extended family system in Zimbabwe has itself been weakened by HIV/Aids, economic decline, migration and the tendency to focus on the nuclear family.

The National Aids Council of Zimbabwe (2011:2) emphasises the fact that one significant traditional structure in mitigating the impact of natural disasters in Zimbabwe is the *zunde ra Mambo* (Chief's granary) which was used to care for vulnerable members of society including, orphans, the elderly, the sick and the lame. The National Aids Council of Zimbabwe (2011:2) contended that the *zunde ra Mambo* connotes the collective aspect of the Zimbabwean society when faced with adversity in that every village head would collect grain after every harvest and hold it in trust on behalf of the chief and would distribute it to village members in times of need.

*Zunde ra Mambo* bears testimony to the fact that orphan care is traditionally considered to be a community rather than an individual problem in Zimbabwe. UNICEF (2009:3) outlines that community protection mechanisms and responses serve as the frontline for protection of children as they are essential components for addressing the gap between broader principles, programmes and policies and the specific realities on the ground. This is also echoed by the National Aids Council of Zimbabwe (2011:2) who indicate

that Zimbabwe has a strong policy and legal framework but a lack of resources hampers the true realisation of the protection of children.

In order to be more effective, community protection mechanisms need to build on existing community and kin networks as well as customary and traditional networks (Mushunje, 2006:21). This study explored how through social entrepreneurship initiatives, the communities in Mberengwa have sought to reaffirm their traditional role of orphan care in order to meet the children's needs, which will next be discussed.

### **2.7.1 Exploring the needs of orphans in Zimbabwe**

The Organisation for Economic Cooperation and Development (OECD, 2012:5) defines children's needs in line with the Multidimensional Poverty Index which categorises needs according to three dimensions, namely education, health and living standards. The OECD (2012:5) further incorporates access to education; to food and nutrition, to shelter; to healthcare; protection against the impact of HIV and Aids and protection from abuse, as children's needs. This chapter looks at each of these aspects and relates them to the needs of the children in the study.

Based on the definition of needs by the OECD, below is a synopsis of the needs of vulnerable groups namely education; food and nutrition; shelter; health and sanitation; birth registration; protection from the impact of HIV/Aids and protection from abuse.

#### **2.7.1.1 Education**

The OECD (2012:5) categorises school attendance as a component of its Multidimensional Poverty Index (MPI). The OECD (2012:6) emphasises that it is important to look into school attendance as opposed to merely access to education. In assessing education as a need, the MPI considers aspects like availability of schools as well as school attendance to determine whether the children in the communities under focus are able to meet their educational needs (OECD, 2012). As Matshalaga (2004:66)

indicates, sending a child to school in a rural area, though seemingly cheap, is relatively expensive for the rural poor families. The assessment of the children's educational needs takes into account access to education, school attendance and completion of primary education (OECD, 2012:6). Education has a number of facets which each contributes to the holistic fulfilment of the right to education, namely school attendance, performance and access to schooling facilities (UNICEF, 2009:3).

### **2.7.1.2 Food and nutrition**

Access to food and nutrition is a critical dimension in defining the needs of orphans in the communities. Matshalaga (2004:69) highlights that orphans are at risk of malnutrition and that shortage of food is their greatest challenge and the easiest to observe. Since their primary caregivers are no longer there to care for them, orphans become more and more vulnerable to shortage of food, malnutrition and therefore face an acute risk of starvation (OECD, 2012:6).

### **2.7.1.3 Shelter**

One of the most pressing needs for orphans living in rural areas is the availability of shelter and accommodation (Matshalaga, 2004:65). World Food Programme (2012:2) noted that provision of shelter is one of the components that any programme designed to benefit children in difficult circumstances should be evaluated on. The provision of shelter is also one of the objectives of the NAP for OVC which targets to curb children living on the streets. The Republic of Zimbabwe (1999:10) also stipulates that children should be provided with safe shelter, care and a safe environment and this underlines the critical nature of shelter as an essential need for children, particularly those who are orphaned and vulnerable.

#### **2.7.1.4 Healthcare and sanitation**

Dyk (2005:25) argues that orphans suffer from illness, malnutrition, abuse, sexual exploitation and often live without basic human rights and dignity and fail to have access to doctors, nurses, healthcare workers and health facilities. The African Charter on the Rights and Welfare of Children (1999:19), which Zimbabwe signed and ratified, indicates the critical importance of the provision of healthcare and sanitation as reflected in the following aspects:

- Reducing infant and child mortality rate.
- Provision of medical assistance and healthcare to all children with emphasis on the development of primary healthcare.
- Provision of adequate nutrition and safe drinking water.
- Ensuring that community leaders, community workers, parents and children are informed and supported in the use of basic knowledge of child health and nutrition, hygiene and environmental sanitation.

The National Aids Council of Zimbabwe (2011:10) affirms that healthcare and sanitation remain as some of the most critical needs of children living in rural communities, particular those who are orphaned or have been neglected and left without parental care.

#### **2.7.1.5 Birth registration**

Save the Children (2005:15) pointed out that a birth certificate gives a child access to their rights and that birth registration is thus a need for each and every child. Bearing in mind the challenges with birth registration in Zimbabwe, the government targets to increase the number of children with birth certificates. If parents die before registering their child, that child may find it very difficult to have access to education; social security, the right to benefit from their parents' estate as well as fulfilling their right to a

name and identity (Republic of Zimbabwe, 2005:11). The African Charter on the Rights and Welfare of the Child (1999:9) emphasises that every child has a right to a name and nationality. Orphans often find it difficult to register themselves which pose huge challenges in their lives.

#### **2.7.1.6 Protection from the impact of HIV and Aids**

As noted by Muronda (2009:54) one of the greatest challenges faced by orphans is emotional stress as a result of watching their parents die. When assessing the needs of orphans, much focus is usually placed on physical needs whilst their emotional needs are ignored (Muronda, 2009:54). Orphans experience a great deal of psycho-social difficulties which may include grief; loss of identity and family life; loss of cultural identity; stigmatisation and dealing with abandonment (Ebersöhn & Eloff, 2002:30). National Aids Council of Zimbabwe (2011:11) noted that one of the major problems faced by orphans is physical, verbal, emotional abuse, neglect and economic exploitation.

There are a number of current and previous studies which have aimed at defining the needs of orphans and vulnerable children in Zimbabwe. These studies also bring different dimensions in understanding these needs as discussed next.

#### **2.7.2 Current debates and studies on orphan care in Zimbabwe**

This section analyses past and current studies on orphan care with the aim of identifying gaps that need to be filled by the study. Orphan care is a widely discussed concept in Zimbabwe due to its widespread prevalence and the subsequent effects it has on the society and the nation as a whole. However, little research has been conducted on the contribution of social entrepreneurship as a strategy for meeting the needs of orphans in the country despite the existence of social entrepreneurial initiatives in the country. As will be highlighted in this section, most focus has been placed on the challenges faced by child-headed households; by grandmothers caring

for their orphaned grandchildren; by single mothers in caring for their children. These studies have a bearing on and also provide the background to the need of exploring how income generating projects contribute to meeting the needs of orphans in Zimbabwe.

Matshalaga (2004) conducted a study on the challenges faced by grandmothers caring for their orphaned grandchildren. Matshalaga's (2004:10) study focuses on the challenges faced by grandmothers caring for their orphaned grandchildren. A synergy between the study by Matshalaga (2004:10) and this study is the acknowledgement that traditional orphan care structures, such as the extended family, are no longer functional due to a number of factors and this scenario has created an orphan care crisis in Zimbabwe.

A recent study by Nugundu and Lombard (2012:3) focuses on the contribution of the informal economy to the social and economic development of women-headed households in an urban area in Zimbabwe. Although this study does not focus on orphans, it bears credence to the initiatives that individuals and communities in Zimbabwe are devising to deal with the problems they face as a result of the unfavourable socio-economic environment.

Several studies have been conducted on the challenges faced by child-headed households in Zimbabwe. Of note are the studies by UNICEF (2009:14) which focus on the challenges faced by children in child-headed households. Although orphans are also found in child-headed households, none of these studies focused exclusively on the initiatives that communities have embarked on to meet the needs of these children as this study did. These studies highlighted that orphans in rural households are faced with a number of challenges. UNICEF (2009:5) points out that when analysing the needs of orphans, communities mainly pay attention to their physical and material needs whilst neglecting their emotional needs.

The income generating projects in the communities developed as a result of failure by the government to adequately meet the above-mentioned needs (Mberengwa District Council, 2012:7). It is critical to look at the socio-economic and political environment in Zimbabwe and how this impacts on meeting the needs of orphans in the country.

## **2.8 THE SOCIO-ECONOMIC AND POLITICAL ENVIRONMENT IN ZIMBABWE**

The political and socio-economic context prevailing in Zimbabwe has a profound bearing on the citizens' access to social services, goods, and economic opportunities (Triegaardt & Kaseke, 2010:54). In 2000, the government introduced the fast track land reform programme aimed at correcting the discriminative colonial era land imbalances (Moyo, 2011:2). Britain and the United States led other countries in the Global North to impose sanctions on the country (Moyo, 2011:2). International financial institutions like the IMF and the World Bank also withheld financial support and froze lines of credit to the country (Moyo, 2011:2). This resulted in a crippling economic crisis comprised of balance of payments deficit, shortage of fuel and basic commodities, the rise of the black market, low agricultural and industrial production, galloping inflation, high levels of unemployment, increased emigration and a non-functional social welfare system (Moyo, 2011:2).

Orphans are a disadvantaged and vulnerable group of children because their parents, who have the primary obligation to take care of them are not there to play this critical role. The extended family is weakened by the Aids pandemic and the government lacks resources to provide for their needs (Matshalaga, 2004:3).

The socio-economic and political environment entails a look into the state of social protection and social security in the country which includes programmes such as public assistance and cash transfers; the basic education assistance model; drought relief and public works programme and the United Nations humanitarian relief programme.

## **2.8.1 The state of social protection and social security in Zimbabwe**

With the resurgence and recovery of the Zimbabwean economy since 2009, the government in association with NGOs, has embarked on social protection programmes aimed at providing relief from deprivation and averting social exclusion, improving livelihoods and promoting social equity amongst the poorest and vulnerable members of the society (Moyo, 2011:4). As noted by Triegaardt and Kaseke (2010:55), social protection includes private and public initiatives that provide income or consumption to the poor, protect them from vulnerability, enhance the social status and rights of the marginalised with the overall objective of reducing social and economic vulnerability among the poor. Social protection therefore entails provisions of social services to special groups, including orphans, who need special care or would otherwise be denied access to basic services and livelihoods shocks (Government of Zimbabwe, 2006:8).

There are a number of social protection programmes that are in place to cushion vulnerable groups, including children, from the harsh socio-economic climate in Zimbabwe. These will be next discussed and their successes and shortcomings will also be outlined.

### **2.8.1.1 Public Assistance and cash transfers**

The economic crisis which prevailed in the country over the last decade has had a damaging impact on the provision of social services, social protection and social welfare benefits in Zimbabwe. Triegaardt and Kaseke (2010:61) observed that inflation and under-funding directly impacted on the provision of social security in Zimbabwe. As a result, the country's social assistance system and the public assistance benefits have been eroded by inflation to levels where they can be described as non-existent (Triegaardt & Kaseke, 2010:61).

The Government of Zimbabwe (2006:9) reported that cash transfers accounted for a significant component of social protection mechanisms aimed at cushioning the

vulnerable members of society including orphaned children. UNICEF (2009:10) outlined a synopsis of cash transfers in Southern African countries and realised that in Zimbabwe, the value of cash transferred to vulnerable households was severely eroded by inflation although there are now positive results due to the stabilisation of the economy following the introduction of the US dollar as legal tender. The value of cash transfer per child in 2009 in Zimbabwe of US\$6 was relatively low as compared to an equivalent of US\$ 30 per child per month in South Africa and US\$ 25 per child per month in Namibia (UNICEF, 2009:5). However, UNICEF (2009:5) further outlines that the cash transfers have had a profound impact on provision of the most basic needs like food for orphans and other vulnerable children in Zimbabwe although it falls short of addressing all their needs and requirements.

### **2.8.1.2 The Basic Education Assistance Module (BEAM)**

BEAM is a critical child-oriented policy which is means tested and it aims at providing tuition, levy and examination fee assistance to children who have never been to school, have dropped out or are likely to drop out due to lack of funds (Government of Zimbabwe, 2006:10). The Government of Zimbabwe (2006:10) indicated that the scheme assisted 905 724 pupils in 2006 through education assistance. At its inception in 2001, BEAM formed the core of the government's social protection schemes and was one of the programmes with the highest number of beneficiaries (Government of Zimbabwe, 2006:10).

However, due to lack of resources, the scheme has faced a number of challenges including non-cooperation from school authorities due to the government's failure to remit the funds to cater for those children (National Aids Council of Zimbabwe, 2011:9).

### **2.8.1.3 Drought relief and public works programme**

This is a programme in which vulnerable groups in need of food assistance would receive both cash transfers and grain to ensure food security and this was coordinated

through national, provincial and district structures and local authorities (Government of Zimbabwe, 2006:10). However, for able bodied vulnerable families, this programme is available subject to participation in public works identified by the local government. Known as the “food-for-work” scheme, it is aimed at ensuring that able bodied members of the community are cushioned from hardships whilst playing a role in the development of their communities, for instance through construction of bridges, dams, boreholes and roads (Government of Zimbabwe, 2006:10). UNICEF (2009:8) commended such drought relief and public works programme as being developmental in nature but decried the lack of resources as the major hindrance to the success of the project.

#### **2.8.1.4 United Nations Humanitarian Relief Programme**

The United Nations, through the World Food Programme has strengthened its social protection programmes during the peak of economic hardships in the country (World Food Programme, 2012:2). These programmes have played a role in assisting vulnerable groups of children including orphans (Government of Zimbabwe, 2006:11).

#### **2.8.1.5 Vulnerable Group Feeding**

The World Food Programme (2012:2) indicates that vulnerable group feeding is run in schools and it benefits children from disadvantaged backgrounds including orphans and it includes:

- Urban supplementary feeding programme
- Home based care for those infected by HIV and Aids
- Family child health nutrition programme

It is critical to note that noble as these policies may appear, lack of resources has adversely hampered the successful implantation and full realisation of these policies’ potential in meeting the needs of the targeted beneficiaries who include orphans; hence communities have devised mechanisms to cater for the orphans in their communities in Mberengwa.

The socio-economic and political environment is closely related to the ability of the State to provide for the needs of vulnerable groups in society. The next section highlights policy formulation in relation to how it influences citizens to access their rights.

## **2.9 THE IMPACT OF POLICY MAKING ON THE POLITICAL, SOCIO-ECONOMIC AND SOCIAL WELFARE CONTEXT IN ZIMBABWE**

The interplay of macro socio-economic and political dynamics inevitably shapes policy and policy in turn shapes the allocation of resources, access to opportunities, distribution of income and the general social structure in a country (Anderson, 2005:15). The policy outlook in Zimbabwe before and after independence has a significant impact of the present day governmental programmes including child protection in general and orphan care in particular (Zhou & Zvoushe, 2012:213). It is imperative to note that the Zimbabwean society has a two-pronged system in relation to policy-making, that is, rural and urban societies (Mukasa, 2013:40). The study explored the impact of policy on the rural society as this has a direct impact on the ability of the communities to meet their needs and address their problems, in this case orphan care.

As noted by Anderson (2005:17), various conceptions of public policy can be located in literature but its common themes include that they are located within government, are public ends-driven and they apply to both the State and non-State sector. As noted by Zhou and Zvoushe (2012:212), “Public policies denote courses of action or inaction taken by a government in response to a known problem or a set of problems.” As is the case with a number of policies in Zimbabwe, well intentioned policies do not always deliver benefits to target groups (Zhou & Zvoushe, 2012:212). There are various policy documents that have been developed since Zimbabwe gained independence in 1980 but the study only focused on those with a bearing on the provision of welfare services to disadvantaged groups in the country. These policies are conceptualised in the three different stages of formulation, which is the first decade, the second decade and the third decade after independence (Zhou & Zvoushe, 2012:212).

The current policy framework in Zimbabwe is a direct result of the three decades of policy making since independence in 1980, with each decade reflecting the political and economic stance of the government (Zhou & Zvoushe, 2012:213). These can be categorised as the first, second and third decades of policy making and the ideological and political connotations are clearly reflected in the policies (Zhou & Zvoushe, 2012:213). These policies, which will be discussed next, have a bearing on the allocation of resources and as well on the ability of orphans to meet their needs.

### **2.9.1 Reconciliation Policy**

This policy falls within the first decade of policy-making in Zimbabwe (1980 – 1990) (Zhou & Zvoushe 2012:212). Zimbabwe's independence was attained after a projected armed struggle and immediately after gaining independence in 1980, the reconciliation policy was introduced with the objective of building sustainable peace; peaceful co-existence between different racial and ethnic groups; equality; non-discrimination and democracy (Mukasa, 2013:42). The main objective of the reconciliation policy was to shape relations between majority blacks and the former rulers, the minority whites. Mukasa (2013:41) also indicated that the reconciliation policy undoubtedly observed the need for equality among the country's citizens. Zhou and Zvoushe (2012:215) indicated that the social gains of the reconciliation policy overshadowed any political survival motives behind it. All in all, the policy paved way for peace, democracy, nation building, development and the genesis of a new political dispensation in Zimbabwe (Zhou, 2000:201).

### **2.9.2 Growth with Equity Policy (GEP)**

The GEP was also introduced in the first decade of the country's independence and it aimed at addressing the sharp disparities between the rural and urban sectors of the Zimbabwean society (Zhou & Zvoushe, 2012:212). The Government of Zimbabwe (2009) notes that at independence in 1980, Zimbabwe inherited a dual economy characterised by a relatively well-developed urban sector and a largely poor rural sector

that provided livelihood to about 80 per cent of the population. In light of this background, the government therefore decided to expressly direct its spending towards social sectors with emphasis on the expansion of rural infrastructure and redressing social and economic inequalities (Zhou, 2000:199). The Growth with Equity Policy essentially deracialised the distribution of resources and social benefits and it formed the basis for national policy-making and social planning (Zhou & Zvoushe, 2012:214). Through the Growth with Equity Policy, Zimbabwe transformed into a distributive and welfarist state based on its socialist ideology (Zhou & Masunungure, 2006:13). However, Zhou and Zvoushe (2012:214) pointed out that noble as this policy was, sustaining it was a major challenge as the economy stagnated towards the end of the first decade.

### **2.9.3 Education and health policy**

Against a backdrop of the separatist and dual colonial policy-making approach which pursued consistent racist education and health policies advancing whites' interests at the expense of the majority blacks, the Zimbabwean government introduced the populist education and health for all policy which aimed at improving access to these all important services to the majority (Zhou & Zvoushe, 2012:18). This policy was basically adopted from the Zimbabwe African National Union Patriotic Front (ZANU-PF) Election Manifesto (1980:5) and had the following objectives:

- To abolish racial education and healthcare and to utilise the education system to develop the younger generation based on non-racialism.
- To establish a system of free and compulsory primary and secondary education.
- To abolish discrimination based on sex in education and health system.
- To re-orient the education and health system into national goals.
- To achieve equity in health.
- To give every adult who had no or little education, a right to literacy and adult education.
- To make education play a transforming role in society.
- To place education and health in the category of basic human rights and strive to ensure that every child had an educational opportunity to develop his (her) mental, physical and emotional faculties.

This policy was based on the ZANU-PF government's Marxist-Leninist socialism approach and it sought to achieve equality in access to education and health to improve the lives of the black population (Zhou, 2000:196). However, the provision of free primary and secondary education as well as free healthcare presented serious financial, material and human resources.

#### **2.9.4 The Economic Structural Adjustment Programme (ESAP)**

The second decade (1990 – 2000) in the policy-making transition in Zimbabwe is mainly embedded in ESAP, which was a neo-liberal and market-driven policy approach which the government adopted through the prescription from the International Monetary Fund (IMF) and the World Bank (Government of Zimbabwe, 1991:7). It is critical to note that the Zimbabwean government's policy approach in the first decade of independence encouraged government expenditure and this was in total contrast with ESAP which emphasised reduced government expenditure, reducing the size of government, withdrawal of subsidies, privatisation of some state owned companies, introduction of user fees in the education and health sectors (Zhou & Zvoushe, 2012:216). This had a significant impact on the provision of basic services given the changed role of the state. One of the major impacts of ESAP on the populace, especially the rural poor, was de-emphasising government expenditure on social services and emphasising investment in the material production sectors such as mining, agriculture and manufacturing (Government of Zimbabwe, 1991:7). Other reforms included trade and exchange liberalisation, market deregulation, financial sector reform, export growth, raising savings, reduction of budget deficit, reduction of inflation and achieving annual GDP growth (Government of Zimbabwe, 1991:7).

With the country's institutional framework, infrastructural development among other factors, ESAP did not succeed in achieving its intended targets. The annual economic growth rate was only 1% and this fell far short of the projected 5% (Zhou, 2000:202). Budget deficit remained high and inflation continued to rise. This created disgruntlement and mistrust between the government and the Bretton Woods institutions such that the

country's economic problems are attributed to ESAP as noted by Nugundu and Lombard (2012:3).

The government responded to the failure of ESAP by launching the Zimbabwe Programme for Economic and Social Transformation (ZIMPREST) in 1996, a policy which sought to address these failures. The Government of Zimbabwe (2009:8) indicated that the implementation of cost recovery measures in the education and health sectors had a very heavy toll on the welfare of the population, especially the rural poor as it compromised the people's access to health and education because they failed to pay user fees. Zhou and Zvoushe (2012:216) noted that through ZIMPREST, the government introduced the Social Dimensions of Adjustment Programme and the Social Dimensions Fund which "...were meant to cushion the suffering and vulnerable social segments overwhelmed by structural poverty in both urban and rural areas." However, the SDF was overwhelmed by rampant structural poverty in both rural and urban areas and had little positive impact of social welfare in the country (Mupedziswa, 1996:50).

### **2.9.5 The land policy**

The land policy falls into the third decade of policy making (2000 – 2010) and this policy sought to correct the colonial injustices and imbalance in terms of access to land which was biased and skewed in favour of the minority whites at the expense of the black majority (Zhou & Zvoushe, 2012:217). The manner in which the land redistribution exercise was conducted could be described as chaotic and is blamed by many as the root cause of the country's decade long socio-economic and political problems such as an unparalleled hyperinflation (Government of Zimbabwe, 2009:10). It is apparent that in one way or the other, the land policy has had a significant impact on allocation of resources and the ability of the populace to access their basic needs and this impacted significantly on orphans in Zimbabwe.

### **2.9.6 The indigenisation and economic empowerment policy**

The indigenisation policy falls into the third decade (2010 – 2020) of policy making in Zimbabwe. Zhou and Zvoushe (2012:218) highlight that “The rationale behind the promulgation of the policy is to empower black populations which were disadvantaged in the colonial era, to give them a chance to partake in the economy through owning businesses and generally increasing their stake in the corporate sector.” The policy has raised a lot of arguments and counter-arguments in terms of its benefits or lack thereof, and also impacts on the entire populace including orphans.

### **2.10 Summary**

Key concepts, including social entrepreneurship in communities, needs of orphans, as well as the rationale for the development of the income generating projects have been discussed. In defining the concept of social entrepreneurship, a clear linkage with income generating projects has been established. The needs of the orphans in Mberengwa district were also placed into perspective. Furthermore, the national laws, policies and programmes governing child protection was also examined with the intention of scrutinising the extent to which orphans are protected in Zimbabwe. Consequently, the socio-economic and political context was scrutinised with emphasis on the state of social protection for orphans in the country. The literature review also highlighted the various forms of local assets, capital and resources. Last but not least, the chapter also established a link between the policy making environment in Zimbabwe and how this influences allocation of resources, and the protection of different groups of people in the Zimbabwean society.

## CHAPTER 3: RESEARCH METHODOLOGY, EMPIRICAL STUDY AND FINDINGS

### 3.1 INTRODUCTION

The focus of this chapter is on the empirical study that was done to determine the extent to which community income generating projects utilise entrepreneurial principles to organise, manage and distribute locally available resources to orphans, and to explore the needs of orphans and how the proceeds of income generating projects provide for these needs. The researcher intended to answer the following research question:

*How does social entrepreneurship contribute to meeting the needs of orphans in the Mberengwa district?*

The sub-research questions which guided the researcher to answer the research question were as follows:

- *How can social entrepreneurship and income generating projects serve as means to care for orphans?*
- *To what extent does community income generating projects utilise entrepreneurial principles to organise, manage and distribute locally available resources to orphans.*
- *What are the needs of orphans and how do the proceeds of income generating projects provide for these needs?*
- *What assets or resources are available to the communities for them to implement and sustain the income generating projects?*

This chapter outlines the research approach, type of research, the research design, the research methods, the ethical aspects pertaining to the study as well as the empirical findings. The chapter concludes with a summary.

### 3.2 RESEARCH APPROACH

In view of the dearth of information regarding the contribution of social entrepreneurship in meeting the needs of orphans and vulnerable children in Zimbabwe, the study was explorative in nature and used a qualitative research approach (Burns & Grove,

2009:51). Qualitative research was appropriate because the study sought to obtain an in-depth understanding of a phenomenon, namely social entrepreneurship and caring for orphans, so as to identify how these underlying processes impact on the social issue of orphanhood in the community (Fouché & Schurink, 2011:306). Through qualitative research, the researcher aimed at answering the “what” and “how” questions, namely what are the processes and benefits of social entrepreneurship in relation to income generating projects in the community, and how are the needs of orphans in the Mberengwa district in Zimbabwe being met through these income generating projects (Neuman, 2000:123).

### **3.3 TYPE OF RESEARCH**

The type of research used in the study was applied research because the researcher sought to understand how social entrepreneurship contributes to meet the needs of orphans. The study sought to improve the researcher’s understanding of an existing problem, that is, widespread orphanhood in the Mberengwa district in Zimbabwe with the intent of exploring the contribution that social entrepreneurship plays in meeting the needs of these children. Bickman and Rog (2009:10) indicate that applied research seeks to address immediate problems facing social workers and other development practitioners. Neuman (2000:124) also argues that applied research adds value to the profession’s knowledge base while the results can be applied in practice. In light of the abovementioned arguments.

### **3.4 RESEARCH DESIGN AND METHODOLOGY**

The qualitative research design, in particular the case study design was utilised as the study was explorative in nature (Schurink, Fouché & De Vos, 2011:199). Although a case study is criticised for its lack of rigour (Schurink et al., 2011:199) and lack of scientific basis for generalisation because of its limited scope and focus towards a single case (Zainal, 2007:4), it has other attributes which provides rich and valuable research data.

The case study enabled the researcher to gather detailed and rich in-context information from the research participants (Schurink et al., 2011:200). According to

Thomas (2011:25), a case study analyses events, persons, groups, decisions, institutions or other systems holistically by one or more methods. Neuman (2000:148) adds that a case study can be applied to analyse processes, activities, events, programmes or individuals and groups. The case study is an empirical inquiry investigating of a phenomenon within its real life context (Thomas, 2011:25).

In the study, the collective case study design enabled the researcher to gain insight into the phenomenon at hand, that is social entrepreneurship, and to construct a detailed description of the social reality, that is the needs of orphans (Struwig & Stead, 2001:35). The communities were investigated within their mundane context with the objective of obtaining an in-depth understanding of their background, the motivating factors behind the formation of the projects, the day-to-day running of the projects and the extent to which the needs of the orphans are met.

Furthermore, the collective case study design allowed the researcher to apply inductive logic with the purpose of understanding phenomena, namely orphanhood, community initiatives and the needs of the orphans (Gravetter & Forzano, 2009:45). As argued by Mark (1996:80), the collective case study furthered the researcher's understanding of a social issue within the population group. The collective case study design was chosen because the unit of analysis was holistic, concentrating on the relationships between contexts, that is social entrepreneurship and the needs of the orphans (Neuman, 2000:148) and exploration of how human beings innovate when faced by adversity, in this case the utilisation of income generating projects to meet the needs of orphans.

### **3.4.1 Study population**

As indicated by Strydom (2011a:193) the population sets the boundaries of the study units and it refers to the individuals who possess specific features. In the study, the population refers to the villages in Mberengwa district which have income generating projects benefiting orphans. There are a total of five villages with such projects in the area under study and these constituted the study population. However, due to constraints in terms of time, the scope of the study and other resources, it was not feasible to conduct the study in all the villages and the researcher made use of a

sample (Strydom, 2011a:193). The researcher selected two villages in which the study was conducted based on accessibility and availability of participants. These villages were Ruzivo and Mataga in the rural area of Mberengwa district, Midlands province in Zimbabwe

### **3.4.2 Sampling and sampling techniques**

The researcher used purposive sampling, a non-probability sampling technique (Rubin & Babbie, 2011:369). This was because the researcher wanted to choose a sample that was composed of elements that contain the most characteristics and typical attributes of the population (Strydom & Delport, 2011:390). As also noted by Neuman (2000:198), purposive sampling is suitable when one wants “...to identify particular cases for in-depth investigation.”

As highlighted by Singleton et al. (1988) in Strydom (2005a:193), purposive sampling entails that the “...type of sample were based on the judgment of the researcher, in that a sample is composed of elements that contain the most characteristic, representative or typical attributes of the population.” Although the judgment of the researcher appears prominent in purposive sampling, the researcher tried to avoid bias by ensuring that the selection of participants is based on set criteria (Strydom, 2011a:193).

As indicated above, the researcher selected two villages for the study based on their accessibility and capability to provide the required information (Neuman, 2000:198). The respondents had to reside in the villages under study and be involved for a minimum of six months so that they would be familiar with the dynamics involved in the projects. The villages that were selected met the most prominent characteristic; that is having income generating projects benefiting orphans. A sample of twenty participants in the respective villages was drawn from three target groups, namely the orphans, the villagers and key informants (Strydom, 2011a:194). The key informants included the District Social Welfare Officer, the Chief Executive Officer of the District Council, the District Child Welfare Coordinator and a teacher from a school where the majority of beneficiaries learn.

The criteria for the selection of the samples for the three participant groups respectively were as follows:

Villagers/ community members had to:

- Reside in Mberengwa district in the villages under study.
- Be involved in the day to day running of the income-generating projects which contribute to meeting the needs of the orphans.
- Have been involved with the projects for at least six months.
- Be able to understand and speak English.

Children engaged in the study had to:

- Have lost both parents.
- Reside in Mberengwa district in the villages under study.
- Be aged eighteen years and below and still attending school.
- Be beneficiaries of the income generating projects.
- Be able to understand and speak English.

Key informants to be selected had to:

- Be working and/or living in Mberengwa district in the villages under study.
- Be directly or indirectly interacting with the children and villagers for at least six months.
- Not be involved in the day to day running of the income generating projects.
- Be able to understand and speak English.

### 3.4.3 Data collection

Data was collected, managed and stored by the researcher. However, a research assistant was also engaged whose role was to provide assistance with administrative and logistical issues such as coordination of field events, organisation of focus groups and participants as well as organisation of meetings and coordination of travel arrangements.

In accordance with qualitative research, the data gathering method utilised was interviewing (Rubin & Babbie, 2011:155). This was done by way of one-on-one interviews, focus group discussions and key informant interviews.

One on one interviews guided by a semi-structured interview schedule (see Appendix 1) were conducted to gather information from the children who have benefited from the projects. The interviews were conducted with six children who are direct beneficiaries of the projects. Three children from each village were interviewed.

Two focus group discussions of five villagers each were conducted in the two selected villages to gather divergent viewpoints on how communities organise themselves in the projects (Neuman, 2000:34). The interviews were conducted by way of semi-structured interview schedules (see Appendix 2).

Key informant interviews, also guided by a semi-structured interview schedule (see Appendix 3), were held with four participants, that is, the Mberengwa District Social Welfare Officer, the Chief Executive Officer of the District Council, the District Child Welfare Coordinator and a teacher from the school where the orphans learn.

The researcher was introduced to the communities by Save the Children, a local NGO working with the communities, and the purpose of the study was duly explained in the process. However, Save the Children did not play a role in the selection of the participants. The research assistant was familiar with the communities under study and helped with the selection of participants. Since the purposive sampling technique was utilised, the research assistant helped by identifying the individuals who met the set

criteria. The children and villagers were approached in their homesteads whilst the key informants were approached in their offices.

### **3.4.4 DATA ANALYSIS**

As argued by De Vos (2005:333), “Data analysis is the process of bringing order, structure and meaning to the mass of collected data.” In the study, analysis of data was conducted on an on-going basis, and as such data collection, processing, analysis and reporting were intertwined concepts, and not successive steps (Gravetter & Forzano, 2009:122). Both the researcher and the research assistant were involved in the process of data analysis throughout the study. The role of the research assistant was to provide insight, providing objective inferences and critical thinking so as to minimise bias by the researcher (Greeff, 2011:374).

Since data collection and analysis go hand in hand in qualitative data analysis, due consideration was placed on verbatim recording of responses from the participants (Gravetter & Forzano, 2009:105). Field notes and tape recordings provide the information in its raw form as narrated by the participants and since the information will be stored, it can be revisited later if the researcher wants to clarify issues or link the respondents to particular themes and codes (Creswell, 2009:127).

Data analysis was conducted according to Creswell’s (2009:126) qualitative data analysis model as follows:

#### **3.4.4.1 Planning for recording of data**

Careful planning was conducted on each day of data collection. Information obtained through one-on-one interviews, focus group discussions and key informant interviews was tape recorded with the permission of the participants. All the tapes were securely stored. The researcher listened to the tapes and transcribed the recorded information on the same day of data collection. The researcher conducted the focus group sessions and interviews in English. All participants expressed themselves in English. This information is presented in the form of transcripts.

#### **3.4.4.2 Data collection and preliminary analyses**

As argued by Greeff (2011:371), in qualitative research, there is an inseparable relationship between data collection and data analysis. As such, data collection and analysis were executed simultaneously and on an on-going basis. The twofold approach was utilised as data was analysed both in the field during the data collection process and after the data collection process (De Vos, 2005:334). The research assistant assisted the researcher in the focus group sessions and immediately after each session notes were compared and consolidated before the next session. However, the research assistant did not take part in one-on-one interviews. After every interview, the researcher spent some time consolidating the information before the next interview.

#### **3.4.4.3 Managing or organisation of data**

The data was carefully organised and coded for easier interpretation and categorisation. For purposes of the focus group interviews, data was analysed in conjunction with the research assistant. Field notes and the computer were the primary tools in which data were stored, organised and managed. A back up compact disc and flash drive were also used to ensure that data would not be lost in case of unforeseen circumstances (Creswell, 2009:127).

#### **3.4.4.4 Reading and writing memos**

In order to obtain a more profound understanding of the issues raised by participants, the researcher engaged in introspective activities involving reading the data collected from the field. This provided an opportunity for understanding the issues raised and identifying gaps and emerging issues that might otherwise would not have been realised through ongoing data analysis (Creswell, 2009:127).

#### **3.4.4.5 Generating categories, themes and patterns**

The aim of data analysis was to summarise what the researcher saw and heard in terms of common words, phrases, themes or patterns that would aid his understanding and interpretation of the emerging issues. Particular emphasis was placed on words, context, frequency of comments, extensiveness of comments, specificity of comments and non-verbal cues (Greeff, 2011:373). In this study, this was the basis for the generation of categories, themes and patterns.

#### **3.4.4.6 Coding the data**

Coding was used as an interpretive procedure both to organise the data and to arrange for a means to introduce the analyses of data into certain numerical or analytical methods (Greeff, 2011:374). Through coding, the researcher was able to identify new trends, patterns and emerging issues (Creswell, 2009:128). The researcher marked recurrent themes through colour schemes which allowed for easy identification of trends on emerging issues.

#### **3.4.4.7 Testing the emergent understandings**

At this stage, the researcher looked at the objectives of the study and explored such factors as whether or not the projects indeed contribute to meeting the needs of the orphaned children (Creswell, 2009:128). The researcher identified the emerging issues and began to realise the factors that led to the development of the projects and the general benefits that the children receive.

#### **3.4.4.8 Searching for alternative explanations**

It is the primary focus of data analysis to search for alternative explanations to the observed outcomes (Greeff, 2011:374). As noted by Creswell (2009:128), the researcher paid due attention to this component of the data analysis process. Searching

for alternative explanations involves critical thinking and interrogation of the findings (Creswell, 2009:128). Through searching for alternative explanations, the researcher was able to pay more attention to the particular details on the research instruments.

#### **3.4.4.9 Writing the report**

The compilation of the report was the ultimate product of the data analysis process. The report lays out all the interpretations, findings and inferences and draws the conclusions and subsequent recommendations.

### **3.5 TRUSTWORTHINESS OF DATA**

As indicated by Shenton (2004:63), naturalistic enquiries seek validity and reliability of findings whilst qualitative enquiries seek to pursue trustworthiness of research findings. To ensure the trustworthiness of the study, the researcher focused on four aspects as outlined by Shenton (2004:63) and these include credibility, transferability, dependability and confirmability.

#### **3.5.1 Credibility**

As averred by Shenton (2004:63), credibility relates to how congruent the findings are with reality. The researcher ensured credibility by accurately identifying and describing the population (Schurink et al., 2011:386). The researcher also clearly outlined the eligibility criteria for the study. In the data analysis process, the bias of the findings was minimised through the objective input of the research assistant. The research assistant provided a second opinion throughout the data analysis process and this improved the credibility of the findings. In line with Shenton (2004:63), the researcher also familiarised himself with the culture of participants, adopted appropriate research methods, adhered to the ethical principles and ensured honesty of participants through debriefing. The competency of the researcher also came in handy as far as credibility of the findings is concerned (Silverman, 2000:55). Schurink, et al. (2011:386) also allude to the fact that credibility of data is synonymous with authenticity. The credibility of the research was

further enhanced by the fact that the researcher triangulated data collection amongst three different participant groups which included the children, the villagers and key informants (Shenton, 2004:63).

### **3.5.2 Transferability**

Shenton (2004:63) argues that it is important for the researcher to provide sufficient description of the phenomenon under investigation so as to allow the readers to determine how confident they can be to transfer the results and conclusions to other situations. As such, the researcher defined the concept of social entrepreneurship, the notion of income generating projects and the subsequent benefit of orphans from these projects in Mberengwa. To this end the researcher had outlined the number of people taking part in the study, explained the eligibility criteria, highlighted the data collection techniques and indicated the background information to the study (Shenton, 2004:63). The researcher also described the area where the study was conducted (Shenton, 2004:63).

### **3.5.3 Dependability**

As outlined by Shenton (2004:64), credibility is closely related to dependability in such a way that demonstration of the former essentially ensures the latter. The researcher therefore ensured dependability firstly by ensuring credibility, and secondly by making sure that the processes within the study was reported in detail, thus enabling a future researcher under the same circumstances to repeat the work, or to gain the same results (Shenton, 2004:64). More so, the researcher outlined the research design and its implementation, the data collection techniques and the research context as well as justification of the study (Shenton, 2004:65).

### **3.5.4 Confirmability**

The concept of confirmability in qualitative research is related to objectivity. In this vein, Shenton (2004:65) points out that a key criterion for confirmability is the extent to which the researcher admits his or her own predispositions. To ascertain confirmability of the findings, in the research report, the researcher has stated the reasons for choosing

purposive sampling as opposed to other sampling techniques. The weaknesses of purposive sampling and their potential effects were acknowledged. This put the findings into their proper context thereby ensuring confirmability of the research findings (Shenton, 2004:65).

### **3.6 PILOT STUDY**

As noted by Strydom (2005b:205), “Researchers should never start the main inquiry unless they are confident the chosen procedures are suitable, valid, reliable, effective and free from problems and errors, or at least that they have taken all possible precautions to avoid any problems and errors that might arise during the study.” The pilot study was conducted in order to get a synopsis of the actual, practical setting where the main investigation was undertaken.

The pilot study gave the researcher an opportunity to test the interview schedules for each set of participants and the researcher observed that the interview schedules were capable of collecting the required information (Rubin & Babbie, 2011:198). Participants with similar characteristics to the ones in the main study were engaged and the same questions and techniques were used as they were done in the actual study (Strydom, 2011b:205). This was in accordance with Strydom’s (2011b:207) assertion that space should be given in the data collection instrument for comments by the participants. Participants in the pilot study got an opportunity to give feedback on the questions and process, and this feedback was taken into consideration for the main study. A pilot study was conducted in the same villages as the main study. One child and one key informant were interviewed in the Mataga village and one focus group of five villagers was interviewed in the Ruzivo village.

The same ethical considerations applying in the main study were adhered to in the pilot study. Participants gave informed consent and the research findings were not included in the main study. The participants were able to clearly understand the questions on the interview schedules and there was no need to amend the questions.

### **3.7 ETHICAL CONSIDERATIONS**

Social science research involves dealing with human beings and more often than not it encompasses activities that touch on the participants' feelings, emotions and in some cases touching the deep end of their private lives thereby impacting on their dignity (Rubin & Babbie, 2011:201). Since human beings are the objects of this study, the researcher prioritised unique ethical considerations which are otherwise not relevant in pure, clinical laboratory settings of the natural sciences (Strydom, 2011c:58) There are several ethical considerations in social science research but for the purpose of this study, the following set of ethical aspects as outlined by Strydom (2011c:58) guided the research study:

#### **3.7.1 Informed consent**

The participants were provided with accurate and complete information about the study so that they were able to fully comprehend the study and consequently make a voluntary and reasoned decision about their participation (Strydom, 2011c:59). Consideration was also put in place for child participants with regard to their legal and psychological competency to participate therefore consent was further sought from their legal guardians (Strydom, 2011c:59). The children themselves gave their consent by signing the assent form (see Appendix 4). Two children asked to have the assent form in Shona, their vernacular language and this request was honoured. The consent form was translated in Shona (see Appendix 5).

For every child that was interviewed, the legal guardian signed the consent form giving permission for the children to participate (see Appendix 6). All key informants and village participants signed the informed consent form (see Appendices 7 and 8 respectively). The assent form explained all the information and study procedures prior to the children's participation. It was clearly explained that all the participants had a choice of whether or not to participate and to withdraw at any stage of the interview. However, no participant withdrew from the interview. No one was coerced or intentionally misinformed to take part in the study and utmost precautions were taken to give the participants adequate information about the study before they made their

decision to take part. This information was outlined in the informed consent and assent letters.

### **3.7.2 Avoidance of harm and debriefing**

Cognisant of the possibility of emotional, physical and social discomfort that participants could suffer as a result of the study, the researcher took precautionary measures to avoid this harm by planning the questions, pilot testing them and treating all participants with dignity and respect (Strydom, 2011c:58). Emotional harm was the most likely harm that participants could face from this study, especially the orphans, as it involves exploring their personal experiences, family lives and reminding them of their lost parents. Strydom (2005c:58) noted that, “Emotional harm to subjects is often more difficult to predict and to determine than physical discomfort, but often has more far-reaching consequences for respondents.” In order to fully understand the participants’ experience of feelings after the interviews, debriefing sessions were held with participants so as to obtain insight into the effect of the study and respond appropriately to minimise possible emotional distress. In the debriefing sessions, it was established that no participant suffered emotional or any other form of distress as a result of participating in the study.

### **3.7.3 Confidentiality, anonymity and privacy**

The researcher was obliged to carefully guard the information that was provided by the participants (Strydom, 2011c:59). The identity of the participants was not disclosed whatsoever, and their responses were used solely for the purpose of the study. In the consent and assent letters, it was specified that the researcher will have permission to write the data up without identifying the participants. The key informants were interviewed in their offices, the children were interviewed at their homesteads whilst focus group discussions were conducted in a classroom. The interviews and group discussions were therefore conducted in a private environment. Confidentiality in focus groups was addressed during informed consent and participants were requested to not relay any information discussed in the focus groups outside of the groups.

As already indicated, with the permission of the participants, tape recorders were used to collect the data and when transcribed, it was stored in flash discs, compact discs and other data storage devices. As indicated earlier, during the data collection period, the tape recorder was kept in secured and locked containers, and no other person other than the research assistant was allowed to have access to them.

### **3.7.4 Compensation**

No compensation or incentives, either monetary or otherwise, was provided to the participants for taking part in the study.

### **3.7.5 Collaboration with contributors**

The researcher acknowledged all contributors who have made the study a success ranging from the participants, the University Supervisor, Save the Children, the research assistant and other people who provided any kind of support during the study (Rubin & Babbie, 2011:114). This is meant to give credence where it is due and to take note of the factors that contributed to the successful implementation of the study plan (Neuman, 2003:469). The researcher took all the necessary measures to be truthful and honest.

### **3.7.6 Competence of the researcher**

Strydom (2005c:64) emphasises that researchers are ethically obliged to ensure that they are competent and adequately skilled to undertake the proposed study. The researcher was confident about his competency and ability to conduct the planned study as he has the necessary knowledge and skills required to have successfully undertaken the study. After completing the Bachelor of Social Work degree, the researcher worked for two years as researcher. In addition he has also successfully completed a module on research methodology in partial fulfilment of the MSW in Social Development and Policy. The researcher demonstrated his ability to carry out the study hence the study received approval from Save the Children (see Appendix 9) and received ethical clearance from the University prior to the collection of data (see Appendix 10).

### 3.8 EMPIRICAL FINDINGS

As indicated in the sample, the study was conducted in two villages namely Ruzivo and Mataga in the rural area of Mberengwa district, Midlands province in Zimbabwe. In Ruzivo village there is a honey harvesting project whilst in Mataga there is a nutrition garden project.

Firstly, the biographical details of the respondents will be presented. This is followed by themes and sub themes that emerged from the data.

#### 3.8.1 BIOLOGICAL DETAILS OF PARTICIPANTS

The biographical details denoting the distribution of participants, were age and gender. These are each presented and captured through visual and graphical methods.

##### 3.8.1.1 Distribution of participants by gender

In the focus groups, six participants were female while four were male. Of the four key informants interviewed, two were male and two female. From the six children participants, three were male and three were females.

Chart 1 below depicts the distribution of all the participants by gender.

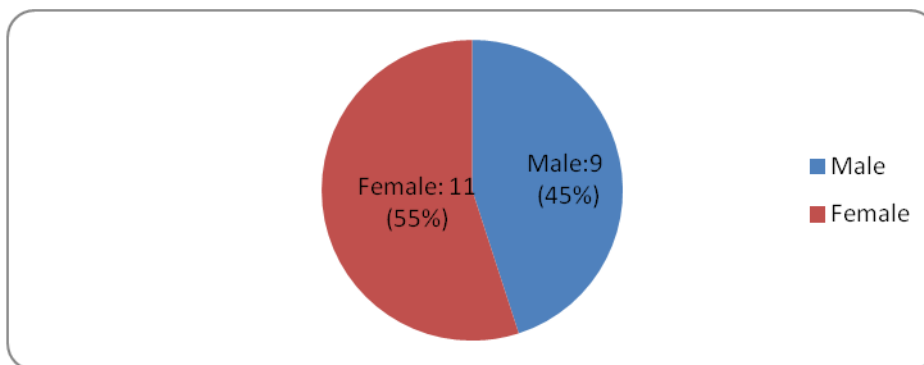


Chart 1: Distribution of participants by gender

##### 3.8.1.2 Distribution of participants by age

The age range of the participants was from 15 years to 60 years. The distribution of the participants is presented according to each age category as follows:

Children: The six children participants' age ranged from 15 to 18. One was 15 years old, one was aged 16 years, two were aged 17 years and two were 18 years old.

Community members: From the ten community members, two were 21 years old, one was 24 years old, two were 30 years old, one was 31 years old, one was 32 years old, one was 35 years old, one was 40 years old and one was 45 years old.

Key informants: The four key informants' age ranged from 30 to 60 years. One was aged 30 years, one was aged 44 years, one was aged 55 and one was 60 years old.

It is evident that the age group represented a broad spectrum with more emphasis on the young to the middle age group.

### 3.8.1.3 Key themes and sub themes

Table 1 below outlines the themes and sub-themes that emerged from the research data.

Table 1: Themes and sub-themes

<b>THEME</b>	<b>SUB-THEMES</b>
1. Social entrepreneurship as a means to care for orphans	1.1 Income generating projects as not-for-profit initiatives 1.2 Alleviation of poverty 1.3 Social value and social transformation 1.4 The change agent role
2. Social entrepreneurship and social protection	2.1 Predictability of benefits 2.2 Consistency of benefits 2.3 Transparency in provision of benefits 2.4 Sustainability of benefits 2.5 Quality of benefits
3. Development of the income generating projects	3.1 Community burial society 3.2 Women's rotational credit and savings club

	3.3 Child protection committees
4. Exploration of orphans' needs	4.1 Food and nutrition 4.2 Education 4.3 Shelter 4.4 Clothing 4.5 Healthcare and sanitation 4.6 Protection from abuse 4.7 Birth registration
5. Utilisation of capital and assets in the development and running of the projects	5.1 Natural capital 5.2 Social capital 5.3 Human capital 5.4 Physical capital 5.5 Financial capital
6. The role of community strengths in the establishment and running of the projects	6.1 Resilience 6.2 Community relations 6.3 Opportunities for participation and contribution
7. Orphan care within traditional structures	7.1 Community definition of orphan in Mberengwa 7.2 Community ownership of the income generating projects

The data is presented according to the identified themes and elaborated through sub-themes. The themes are applicable to each of the three participant categories in different ways although some of the themes are overlapping. In each of the themes, the relevant participant category is highlighted and this is supported by the direct quotes as stated by the respondents. Where applicable, findings are also supported by literature.

## **THEME 1: SOCIAL ENTREPRENEURSHIP AS A MEANS TO CARE FOR ORPHANS**

The findings indicated that the two income generating projects under study, the honey harvesting and nutrition garden projects, possess certain features which make it possible for them to provide for the needs of the orphans in their communities. These key features are presented as sub-themes below:

### **Sub-theme 1.1: Income generating projects as not for profit initiatives**

It was established that the honey harvesting and nutrition garden projects operate on a business model which involves record keeping and daily reporting and capturing of transactions. Findings further indicated that the projects themselves are profit oriented but the profit is utilised to cater for the orphans' needs. This was indicated by the members of the income generating projects as well as key informants.

A community participant of the nutrition garden project explained as follows:

- *“After selling our produce, we calculate all the money that we used from the seed, manure and other inputs. After that we calculate the total amount that we make after selling; be it tomatoes, onions, beans, peas or vegetables. After that we see how much profit did we make then we put it on the side and then we buy for seeds for the next planting season. The profit that remains is not for us but for the orphans here in Mataga.”*

A key informant concurred in the following statement:

- *“In these projects, the profit generated is not for consumption by those who run them, but for the benefit of the orphans.”*

It was established from the focus group discussions that the produce from the nutrition garden and the honey project is sold to members of the community, the local school and traders at the local business centre. The Mataga nutrition garden project has also recently developed an agreement with a big supermarket which operates throughout Zimbabwe to supply it with fresh vegetables every week. The projects do not incur any transport costs as the customers come and buy the products on site. The local

supermarket has also agreed to send a truck on a weekly basis to fetch the fresh produce to Mataga village to fetch the vegetables. The produce from both projects is sold at market value.

A close look at the operation of the Ruzivo honey harvesting and the Mataga nutrition garden projects shows similarities with the Sekem project in Egypt in that the profits from Sekem's business are used to fund institutions such as schools, an adult education centre and a medical centre (Seelos & Mair, 2005:243), whilst the profits from this project are used to provide orphans with food, education, healthcare, clothes and shelter. Dees and Anderson (2003:11) highlight that the broader definition of social entrepreneurship encompasses business expertise and application of market based skills in the non-profit sector.

### **Sub-theme 1.2: Alleviation of poverty**

Findings indicated that the purpose of selling the products is to provide orphans with their needs with regard to food, education, clothing, healthcare and shelter. When asked to list their needs, all the children who were interviewed outlined these as their needs (see also theme 4). Provision of the above-mentioned needs clearly goes a long way in poverty alleviation among the orphans.

A key informant summarised it as follows:

- *“There are five key elements that the projects focus on. When they sell their products, their target is to provide the orphans with food, education, healthcare, shelter and clothes. That is all they want to do.”*

A member of the honey project also made the following statement:

- *“We provide the children with help on things such as school fees, school uniforms, and building decent houses for them.”*

One child concurred with these remarks in the following expression:

- *“The most important benefits that we get from the projects is food, school fees, uniforms, houses and safety. We know that the people of the community are taking*

*care of us. If we were not getting this help, we would not be going to school and we should be sleeping without eating anything.”*

In terms of poverty alleviation, the activities of the income generating projects in Mberengwa can be likened to the Institute of One World Health in America which seeks to alleviate healthcare challenges like shortage of medicines in developing countries (Seelos & Mair, 2005;242).

The World Bank and International Monetary Fund (2001:2) indicate that projects that alleviate of social problems in developing countries are targeted at the provision of food, clothes, shelter, healthcare, education and other physical means of living and improving one’s life. As indicated above, the issues identified by World Bank and International Monetary Fund (2001:2) as constituting poverty alleviation were observed to be the key pillars of the benefits that the income generating projects are providing to the orphans in Mberengwa.

### **Sub-theme 1.3: Social value and social transformation**

The findings demonstrated that the income generating projects generate social value and social transformation. This is evidenced by the weight that the members of the community attach to the welfare of the orphans in relation to their own and the sustenance of the belief that orphan care is a responsibility of all the members of the community. This is in tandem with Austin et al. (2006:39) view that “The fundamental purpose of social entrepreneurship is creating social value for the public good, whereas commercial entrepreneurship aims at creating profitable operations resulting in private gain.”

A community participant of the nutrition garden project affirmed this finding in the following statement:

- *“For us the most important thing is that we want to make sure that the orphans in this community are protected before we worry about our own welfare.”*

A child buttressed the same notion by pointing as follows:

- *“I think the projects have made me to be where I am today. I can go to school, eat three times a day and sleep in a nice house. When my father and mother died, we didn’t have a life like that because things were difficult for them.”*

Forsyth (2006:380) states that social value is noted through the social benefits that accrue to the children as a result of the profits generated from the income generating projects and the fact that the community members place a great deal of consideration for the children’s welfare before their own.

#### **Sub-theme 1.4: The change agent role**

Findings demonstrated that the members of the income generating projects have become change agents within their communities because they were able to identify opportunities, identified suitable strategies and made positive change changes in the lives of the beneficiaries of the projects namely the orphans.

A key informant made the following statement:

- *“Members of these projects are the major role players and they have made a positive impact not only the children, but in the district and the nation at large. A very important part of their intervention is that they realised that the government was lacking capacity to help the orphans and they chipped in...”*

A community participant of the honey project also outlined the following statement:

- *“Personally I am satisfied by the role that we play in the community. The District Child Welfare Coordinator calls us the change agents of the community because what we do is a big job. We make it possible for the children to go to school and have food to eat in their houses.”*

As indicated by Austin et al., (2006:6), change agents focus on addressing development issues, meeting community social needs or responding to market failures, and social enterprises. The role of the income generating projects in playing the change agent role in the communities cannot be overemphasised. The beneficiaries have seen a real

change in their lives in as far as food, education, healthcare and protection is concerned.

## **THEME 2: SOCIAL ENTREPRENEURSHIP AND SOCIAL PROTECTION**

The findings indicated that there is a relationship between social entrepreneurship and social protection. As indicated earlier (see sub-theme 1.3), social entrepreneurship creates social value and change in the lives of the beneficiaries. Sub-theme 1.2 demonstrates that the income generating projects play a role in poverty alleviation among the orphans. Findings show that through the income generating projects, social entrepreneurship contributed to social protection with the communities in Mberengwa.

In linking social entrepreneurship and social protection, a number of sub-themes were identified in line with Gandure (2009:13) who identifies five attributes of which make up social protection programmes. Table 2 below outlines and briefly describes each of these attributes.

Table 2: Attributes of social protection

<b>ATTRIBUTE</b>	<b>EXPLANATION</b>
Predictability	Beneficiaries should know when to expect the service or access benefit
Consistency	Beneficiaries have a certainty that the service will be provided
Transparency	Beneficiaries selected in a clear and understood fashion or criteria
Sustainability	Long lasting effects or benefits
Quality	Whether services are of high standard to meet identified needs

These attributes of social protection were related to the income generating projects under study and as the sub-themes below will indicate, they were consistent with the theme of social protection.

### **Sub-theme 2.1: Predictability of benefits**

As beneficiaries, the children can predict when they receive their benefits. The children receive their food parcels on the last Saturday day of the month. Their school fees are paid on the opening day of each term and they receive their uniforms on the first day of the first school term and again on the first day of the third school term of the year.

A child confirmed as follows:

- *“We receive our food packs on the last day of the month and our school fees is paid at the beginning of each school term.”*

### **Sub-theme 2.2: Consistency of benefits**

The findings show that the children have a sense of certainty that they will receive their benefits at the end of each month as they access their benefits at predetermined intervals. As indicated in sub-theme 2.1, school fees are paid at the beginning of each term.

A key informant concurred as follows:

- *“Over the years since I came to this school I have seen that the orphans are never turned away at school due to non-payment of school fees.”*

### **Sub-theme 2.3: Transparency in the provision of benefits**

It was established that the programme is available to all orphaned children in the respective villages and the selection criteria is that the beneficiary should have lost both parents. All members of the community understand the selection criteria.

The following was highlighted by a community participant of the Mataga nutrition garden project:

- *“When we select the beneficiaries, we look at the most vulnerable, especially those who do not have anyone at all. We also look at the resources that they have at their home like livestock and farming implements to determine the most vulnerable. The selection is done by a panel with help from the child protection committee. Everyone*

*in this village knows how we select the beneficiaries. Most of the times, there is consensus on who benefits and who doesn't."*

#### **Sub-theme 2.4 Quality of benefits**

The community strives to provide the best form of benefit they can afford. The children consider the benefits to be of high quality as they believe that their needs are being met.

One child who is a beneficiary of the nutrition garden project said:

- *"I am benefitting through being able to go to school, getting foodstuffs and clothes and many other things that I need."*

### **THEME 3: THE DEVELOPMENT OF INCOME GENERATING PROJECTS**

In as far as the development and running of the projects is concerned, three themes emerged from the three participant groups. The sub-themes below will indicate that community associations and structures made it easier for the community members to come together and share their experiences and thoughts on issues affecting their communities and this ultimately led to the formation of the income generating projects. The emerging sub-themes were identified; burial societies, women's rotational credit and savings clubs and child protection committees.

The benefit of being organised was succinctly captured by a key informant in the following words:

- *"It was easy for the District Council and Save the Children to support the projects because community members were already organised when they were doing their things like the burial society and rotation saving clubs."*

#### **Sub-theme 3.1: Community Burial Society**

The findings established that due to the high and escalating death rate in the village mainly due to HIV and Aids, the community members in Ruzivo village formed a burial society in 2000 to help each other with funeral expenses and burial arrangements. As the burial society grew and obtained more members, the members had a meeting and

realised that their efforts were ending with the funeral and no programmes were in place to help the orphans that were often left without parental care, no source of income, no support from the extended family and no visible means of support.

A community participant of the honey project explained the community's modus operandi as follows:

- *"We initially came up with an idea of informally adopting the orphans within the communities but we realised that there would be challenges so we decided to help them whilst they remain in their homesteads, and this led to the idea of starting the honey project."*

In 2002, through support from the Mberengwa District Council and Save the Children, the members of the burial society formed Ruzivo Honey Harvesting Project, which oversaw the construction of the first apiary and the honey project was launched. The formation of the project has its roots in the community burial society and the ideas that the community members developed in order to help the orphans.

Describing social capital, Gittel and Vidal (1998:15) aver that the more people are connected with each other, the more they will trust each other and, as a result of the strong social capital embedded in collectively, will be more successful as a collective but also as individuals.

### **Sub-theme 3.2 Women's Rotational Credit and Saving Club**

Findings show that the women's rotational credit and saving club contributed to the formation of the nutrition garden project in Mataga village. The women were running their rotational saving club in which they would take turns to give each member a certain amount of money each per month on a rotational basis.

A member of the project indicated that:

- *"Our club had 12 women and the rotation would run throughout the year and each member received contributions rotationally every month. During each member's turn, the whole group would sit down and plan how the lump sum would be utilised. It was*

*mainly used to buy household goods and part of it would be saved for family emergencies. In 2004, the club partnered with the Mberengwa Rural District Council and this resulted in the formation of the Mataga Nutrition Garden Project. We also shared a common nutrition garden but everyone had their own portion which they tendered for household consumption. In 2004 we asked for land from the chief and started the nutrition garden project for the orphans in our village.”*

### **Sub-theme 3.3 Child Protection Committee (CPC)**

All the key informants identified a strong link between the income generating projects and Child Protection Committees (CPCs) in the villages. The CPCs are coordinated by Save the Children and the Mberengwa District Council and have a very close relationship with the income generating projects as they all aim at protection of children and ensuring that their needs are met and rights fulfilled. It was discovered that the Mberengwa District Council realised that the communities were already organised and had ideas to help the orphans in their communities hence they came in to provide technical support and coordination through the CPCs.

A key informant outlined that:

- *”A Child Protection Committee is a group of individuals who are selected in each village based on their passion, vision and commitment towards Orphans and Vulnerable Children. This group works with various stakeholders conducting different activities which aim at providing social, psychosocial and economic support to the OVC. These CPCs are elected from within the communities and members including teachers, traditional leaders, religious leaders, villagers, and other elected representatives. Their duty is to coordinate various activities which benefit not only orphans, but all children in the communities.”*

## **THEME 4: EXPLORATION OF ORPHANS’ NEEDS**

The findings indicated that the income generating projects are playing a role in enabling the children to meet their needs. From the data gathered from all the three participant

categories, these needs can be summarised as food and nutrition; education; shelter; healthcare and sanitation; protection from abuse and birth registration.

#### **Sub-theme 4.1: Food and nutrition**

It emerged from the findings that when describing food and nutrition as one of the children's needs, the participant groups focused on availability of food and meal patterns.

- **Availability of food**

All the children interviewed indicated that they are able to have food on the table mainly from the proceeds of the income generating projects. All the key informants indicated that the orphans are well nourished and are capable of meeting their daily food requirements as a result of the assistance they get from the projects.

A key informant teacher stated the following:

- *"It is quite surprising that the orphans in my class who benefit from the projects appear to be well nourished than some of the children who are living with their parents. The beneficiaries of these projects are able to bring lunchboxes to school whilst those living with their parents cannot. This goes to show the impact that these projects are having on these children. It is just amazing."*

A child participant concurred with this teacher when she mentioned that she actually shares her lunch with her friend whose parents are alive but are not able to meet the family's day to day food requirements. She voiced her appreciation in the following words:

- *"I thank the members of this community for help orphans like me. I am very fortunate to be a beneficiary of the honey project. You will be surprised to know that many children who have both parents living cannot bring lunch to school. Almost every day I share my lunch with my friend because his parents are struggling to provide them with food because this area is dry and crops did not do well last season."*

A community participant of the nutrition garden project indicated that:

- *“I think the most important thing that we provide the orphans with is food. Without food you won’t be able to go to school or work or do anything so by giving them food we are giving them life.”*

- **Meal patterns**

All the children interviewed reported that they have at least three meals a day consisting of breakfast, lunch and supper. The majority of the participants noted that in fact the orphans who benefit from the projects can afford three meals a day in contrast to those children who live with their parents due to the challenges with food security in the area and the wider economic challenges in the country.

A key informant’s voiced the orphans’ food security as follows:

- *“What I want you to know is that due to economic challenges in the country, persistent droughts and high cost of living most households in this area are accustomed to the 1-0-1 and 0-1-1 whilst some even go for the 0-0-1 meal pattern. However, the orphans can afford the 1-1-1 pattern because of these projects and also food hand-outs from NGOs.”*

When this key informant was asked to clarify the meal patterns, he indicated that this is a tacit coding that developed in the community to describe meal patterns with 1-1-1 meaning one meal in the morning, one in the afternoon and one in the evening. As such, 0-0-1 means one meal in the evening only. This realisation is congruent to the assertion by National Aids Council of Zimbabwe (2011:10) who indicated that rural communities adapt to innovative meal patterns as a coping mechanism to food shortage.

A child participant reiterated that meal patterns when she stated that:

- *“I eat before I go to school, I also carry my lunch box to eat at school then we also cook in the evening when we come back from school.”*

A community participant of the honey project also denoted the meal patterns in the widely used coding when stated the following statement:

- *“The orphans go for 1-1-1 while children with parents go for 1-0-1 or 0-1-1.”*

The findings showed that the children are able to meet their food and nutritional needs through support from the projects.

#### **Sub-theme 4.2: Education**

The findings show that the children are able to access education through support from the income generating projects. The two projects that were studied are paying school fees for a total of 40 children in both primary and secondary schools. Without the support from the projects, these children would otherwise not be able to attend school as they have no visible means of support and were unable to be included in the government’s Basic Education Assistance Module (BEAM).

A key informant buttressed the impact of the projects on the need for education when he attested the facts and figures through in the following statement:

- *“In 2012 the projects in whole district of Mberengwa reached a total 19 783 through services like paying for their school fees, education them on HIV and Aids as well as other services. The CPCs have continued to provide orphans and vulnerable children with a continuum of quality and comprehensive support.”*

Two community participants, one from each project, concurred as follows on education:

- *“In terms of education, right now in 2013 we are paying school fees for 20 children, 9 boys and 11 girls. We don’t only pay school fees but we also buy uniforms for them. All of that money comes from the honey project. The Mberengwa District Council also pays for other OVC who are not in the BEAM scheme.”*
- *“We are paying school fees for 20 children. Ten are at primary and ten are at secondary.”*

A child participated narrated her experience in the following words:

- *“Me and my brother we are going to school because our school fees is paid by the money from the honey project. My uncle is not able to help us with school fees*

*because he is also struggling to send his own children to school. We applied for BEAM but we were not on the list because only fifty people throughout the district were chosen. They also buy school uniforms for us.”*

A teacher who has taught about 15 beneficiaries of the projects since 2005 pointed out that the school attendance is generally good among the beneficiaries. She stated that during her annual review, she has noted the attendance levels at around 90% amongst the beneficiaries. She attributed this to the support that the children receive and also the enthusiasm among the children themselves to improve their lives. She affirmed that:

- *“I joined this school in 2005 and since that time, it has now been 8 or so years I have had a child in my class who is supported by the Ruzivo CPC. I can tell you that the level of attendance is plus or minus 90%. I saw this when I was doing my yearly review. The children receive a lot of support and monitoring from the community and also them as orphans they are eager to make better lives for themselves so that’s why they see education as very important. The children know that there is no other avenue to get out of poverty except by being educated, if you ask them they want to have A Level and go to university.”*

### **Sub-theme 4.3: Shelter**

The findings demonstrated that the income generating projects are assisting the orphans by building them decent houses. However, participants indicated that due to the high cost of living and high cost of building material in the recent past, the provision of shelter has slowed down as the communities focus more on food and education.

A child participant pronounced the following on housing:

- *“The house we live in was built for us by the community. We used to live in a house made of poles and mud but now we are living in a house made of bricks.”*

A community participant of the honey project indicated the hardship to continue with building houses for orphans:

- *“We also want to build houses for the orphans but at the moment things are hard because of the high cost of building materials. The last house that we built for orphans was built in 2010. At the moment we are looking at food and school.”*

A key informant highlighted the value of the houses for the orphans in the following statement:

- *“The communities have been building houses for the children over the years but now the building material is expensive so they have slowed down. However, I can safely say that the projects have played a huge role in providing the orphans in these villages with decent houses.”*

The community’s shared responsibility for the orphan children is in line with the assertion by the Government of Zimbabwe (1999:10) which stipulates that children should be provided with safe shelter, care and a safe environment.

#### **Sub-theme 4.4: Clothing**

All of the children indicated that the income generating projects enable them to obtain clothing. Findings indicated that the children are provided with school uniforms and everyday clothing by the community.

Two child participants confirmed the support they receive in the following statements:

- *“We do not only receive school uniforms, they also buy us clothes to wear at home.”*
- *“They buy us clothes to wear at home and on special occasions.”*

A community participant of the nutrition garden projects concurred through the following statement:

- *“We buy school uniforms and also clothes to wear at home. At the end of the year we also buy them clothes for Christmas.”*

The above-mentioned statements affirm that clothing remains as one of the most critical needs of children living in rural communities, particular those who are orphaned (The National Aids Council of Zimbabwe, 2011:15).

#### **Sub-theme 4.5: Healthcare and sanitation**

Findings show that the income generating projects, through the child protection committees, coordinate the activities and collect information on healthcare, awareness raising and figures related to the fight against HIV and Aids.

A key informant pointed out the role of the community in health care as follows:

- *“The community members coordinate the training of 12 – 18 year olds on protection from HIV infection; collecting figures on the number of teenage pregnancies in the villages; number of teenage STIs for the 12 – 18 years old as well as administration of ART treatment among HIV positive mothers. The community members’ role on healthcare and sanitation is done in conjunction with the local clinic.”*

A community participant of the honey project confirmed the role of the community in the following statement:

- *“We realised that these children are vulnerable because of Aids so we want to make sure that they live healthy lives and do not become victims again by contracting HIV. We educate them on teenage pregnancies, provide sex education and we collect information health related issues.”*

A child participant indicated how children benefit from the community initiatives:

- *“We participate in the education programmes on Aids, safe sex and teenage pregnancy so that they know. These education programmes are done through child led groups and we participate in the form of peer education. I think these programmes are useful because at our school, we have not seen any girl dropping out of school because she is pregnant for the past three years. Since the child led groups started the education programmes in 2004, in our village we only saw two children who got pregnant while at school. I think it’s a sign that the child led groups are doing well in spreading the message about Aids, teenage pregnancy and sex education. The child-led groups participate through exchange programmes when we do activities like drama, poems and choir.”*

#### **Sub-theme 4.6: Protection from abuse**

Findings indicated that the communities have taken a leading role in the protection of children from abuse. The CPCs are mandated with the task of monitoring, recording and reporting all forms of child abuse in the communities. This critical role is conducted with the cooperation of the Mberengwa District Council, Save the Children, police and the traditional leadership. Besides recording, reporting and monitoring child abuse in the communities, the CPCs also conduct awareness programmes in the villages and also work with Child-Led Groups in awareness on children's rights.

A community participant of the honey project stressed the protection of children as follows:

- *"We want to make sure that the orphans are fully aware of their rights and responsibilities. They were left behind by their parents so we do not want them to be exposed to secondary abuse."*

Muronda (2009:54) argues that one of the greatest challenges faced by orphans is emotional stress as a result of abuse and watching their parents die. It is the duty of those caring for orphans to ensure that they are protected from all forms of abuse.

#### **Sub-theme 4.7: Birth registration**

Findings indicated that most of the orphans are left by their parents without birth certificates to prove their identity. This poses a challenge in terms of access to basic services through State programmes or NGOs. The communities have developed a working relationship with the Registrar General's Office, whereby the CPCs are a recognised entity which can testify on the identity of a child. They use other such proof like birth records from the Health Centre to assist children obtain birth certificates and other identity documents. This role by the community members has assisted many children to obtain birth certificates.

A key informant highlighted the importance of a birth certificate in this statement:

- *“Without a birth certificate, a child cannot be admitted at school, cannot be registered for public assistance and social protection schemes. He or she cannot benefit from programmes run by NGOs so they will be disadvantaged in many spheres of their life. The CPCs have done a great job in helping the children to get birth certificates. In 2012 alone, they helped 25 children to apply for birth certificates.”*

A child participant confirmed the need for birth certificates as follows:

- *“My father and mother died before taking a birth certificate for me. At the school they said I could not get a place because I did not have a birth certificate. The CPC helped me and I got a birth certificate.”*

In line with the indication by the Republic of Zimbabwe (2005:20), a birth certificate gives a child access to their rights and is thus a need for each and every child.

## **THEME 5: UTILISATION OF CAPITAL AND LOCAL ASSETS IN THE DEVELOPMENT AND RUNNING OF THE PROJECTS**

The findings showed that when the projects developed, they made use of various forms of capital. The contribution of each form of capital is presented in form of the sub-themes below:

### **Sub-theme 5.1: Natural capital**

The DFID (2010:6) defines natural capital as constituting resources such as land, air, water and biodiversity. It was established that when the projects were developing the community members used resources such as land, air, water and biodiversity. It was noted that these played a fundamental role in the development of both projects under study. In terms of land, it was noted that the structure of community ownership of land in Mberengwa made it easier for the community members to obtain land on which they operated their projects from. In both communities, it was noted that the members of the projects approached the village head and asked for land which they were allocated after

convincing the head that the projects would benefit the community. The day to day running of the projects requires water, air and biodiversity and this was readily available for both projects.

The following are excerpts from the focus group discussions during discussion of how the projects developed:

A community participant of the honey project said:

- *“We had the ideas and we had already developed the plan but our main challenge was the space to operate from. As you know, you can’t just build an apiary without getting authority from the responsible authorities. Fortunately for us, we just approached the village head and he was more than happy to provide us with the space.”*

A community participant of the nutrition garden project stated:

- *“For us to start this project we approached the Headman and offered us this piece of land so that we could start our project. He didn’t hesitate to give us the land because he knows that our aim is to help the vulnerable children in his village.”*

A key informant concurred:

- *“I think you can realise that for these projects to operate, they need land and water. The advantage that they had is that here in the communal areas, land is not privately owned unlike in urban areas so they simply approached the respective Village Heads and asked for a piece of land to operate their projects. The Heads did not give them a hassle because of a number of reasons which include the political mileage, stamping their authority as well as the genuine need to see the orphans being assisted.”*

### **Sub-theme 5.2: Social capital**

Findings indicated that social capital played a critical role in the development of the projects. The DFID (2010:6) defines social capital as referring to social resources including networks, group membership, trust and access to wider social institutions in

society. Midgley (1999:11) conceives social capital as the volume and intensity of cooperative social relationships within communities. As indicated in sub-themes 3.1 to 3.3, the burial society, rotational savings club and child protection committees demonstrate the level of social capital in the villages.

The role that social capital plays in income generating projects in the communities was explored. It emerged that social capital played a pivotal role in the development of the projects as the voices of the participants below indicate.

A community participant of the honey project stated as follows:

- *"In our village one person's problem is the community's problem. If one person goes to bed hungry, we believe it is our responsibility to help them. It was easy for us to start the project because we understand each other, we know each other personally, we share the same culture, beliefs, traditions and our lives are very much connected."*

A key informant noted:

- *"This is atypical rural community and the people who live here consider each other to be related in one way or the other. They share so many things and I will give an example of the borehole, the dam and the dip tank for their cattle. They meet on various situations and it is easier for them to connect with each other. I can bet with my last dollar that this kind of unity you will never find it in towns like Masvingo and Harare. If you want to really know the level of connection, someone can brew the traditional beer for the whole community and people will drink for free. This allows them to be united so it helps when they run their projects."*

### **Sub-theme 5.3 Human capital**

Findings indicated that the projects utilised human capital as they developed and continue to utilise it for their day to day operations. The contribution of human capital in the development of each project was explored and it was established that the communities utilise locally available skills in all aspects of the projects.

Community participants of the honey and the nutrition garden projects respectively, reflected on the community initiatives as follows:

- *“We designed home-made bricks and logs to build an apiary and the builders offered their services free of charge as a way of contributing. Youths in the villages provided their labour in carrying all the required materials for the construction of the apiary and laying down the beehives.”*
- *“The youths contributed by fencing the garden and digging all the beds that we use to plant the vegetables. We run our own financial affairs and keep records of our profit and expenditure. We have a committee with a treasurer who has accounting skills and he handles the cash flow.”*

The DFID (2010:7) connotes human capital as skills, knowledge, health and ability to work and states that human capital is a critical ingredient which can make the difference between success and failure of the development process.

#### **Sub-theme 5.4: Physical capital**

The findings indicate that the projects use physical capital in the form of road networks, buildings and energy to transport their produce to the markets. The DFID (2010:9) indicate that physical capital refers to the infrastructure and goods that support livelihoods such as transport, energy, tools and buildings. The communities also have physical capital in the form of a local dam which provides them with the water they use for daily running of the projects.

A key informant pointed out that:

- *“The projects do not incur extra transport costs because their customers come to buy on site. There is a good road network here in Mberengwa and the customers come to buy on the site. There is also a dam that provides them with water which they need for their projects.”*

### **Sub-theme 5.5: Financial capital**

Findings showed that the projects utilised financial capital to a lesser extent as compared to the other forms of capital because they were already organised and had plans in place to conduct their initiatives. As noted by Rainey et al. (2003:711) financial capital refers to economic capital which includes financial resources and institutions which communities need to have in order to achieve their economic goals. In order to start their honey project, the Ruzivo village received monetary assistance from the Save the Children and Mberengwa District Council to purchase building materials for the apiary as well as to market their honey. The Mataga nutrition garden project received money to buy the first seed and pesticides. Since then they have been self-sufficient.

A key informant confirmed the funding sources as follows:

- *“The projects only received financial support from Save the Children and the District Council when they were starting and since then, they are doing it on their own.”*

## **THEME 6: THE ROLE OF COMMUNITY STRENGTHS IN THE ESTABLISHMENT AND RUNNING OF THE PROJECTS**

The findings indicated that the communities have strengths which enabled them to transcend the difficult micro and macroeconomic environment and start the initiatives to help the orphans in their communities. These strengths emerged as sub-themes and include resilience, community relations, and opportunities for participation and contribution.

### **Sub-theme 6.1 Resilience**

Findings indicated that the respective projects were initiated at the peak of severe challenges both at the micro and macro levels. At the micro level, the atmosphere was marked by a harsh economic environment, galloping inflation, droughts, shortage of basic commodities, high levels of migration and difficulties in securing markets for their products. At the macro level, the challenges included poverty; socio-economic and political challenges, sanctions imposed on the country as well as global financial

constraints. The communities demonstrated resilience by winning against odds, that is, succeeding despite a combination of abovementioned challenges.

A community participant of the nutrition garden project summarised their resilience in the following words:

- *“One of the things which made us to continue fighting is because we have perseverance. It was very difficult when we started because we did not have reliable buyers for our vegetables. The people who live here in Mberengwa are very poor and they couldn’t afford to buy our produce even when the prices were low. But we kept on fighting because we knew what we wanted to achieve and by God’s grace, our project is doing well.”*

A key informant captured the communities’ resilience as follows:

- *“The nutrition garden project succeeded because of the never-say-die attitude that the members, especially the leaders, had at the beginning of the project. Organisations such as Save the Children and the Mberengwa Rural District Council only came in to support and provide technical support but the community members were determined to achieve their objectives from the word go.”*

Saleebey (2006:12) noted that resilience relates to the communities’ decision to address the problems affecting them by utilising locally available resources and overcoming adversity in the face of severe economic and political challenges.

### **Sub-theme 6.2: Community relations**

It was established that community members are able to work together in relationships based on mutual respect, trust, tolerance, support and endowing the common good. This strength is closely related to the concept of social capital discussed earlier (see 5.2) and community initiatives such as burial societies (see 3.1 to 3.3). Findings showed

that the community members demonstrated strong social ties at various levels and this enabled them to develop common understanding and a shared vision as is reflected in the words of one participant of the honey project:

- *“If you look at the members of our projects you will realise that we are related in different ways which include by blood, by marriage, some are neighbours, some share the same totem and some go to the same church. This made it easy for us to understand that we need to take care of these orphans. All of us have a relative or a family member who has died of the disease and we know that one day we will also die so we want our children to be care for when we die.”*

The mobilisation of the community based on a shared concern was summarised by a key informant:

- *“When people are faced by a big problem, they forget about their differences and they unite to address that problem first then later they can argue about their problems. During the liberation struggle, we all forgot about our divisions and we went to the bush to fight the common enemy so that we could get back our land. The same thing happened here in Mataga. The people were fighting a common enemy because they realised that without uniting, nobody was going to help these orphans.”*

The concept of community relations is closely related to social capital (see sub-theme 5.2) in terms of its outlook on the volume of social cooperation (Midgley, 1999:11).

### **Sub-theme 6.3: Opportunities for participation and contribution**

The findings demonstrated that the members of the communities in the projects took a look at the roles, contribution and participation of each member. Each of the members of the income generating projects have defined roles which they exercise based on their ability, experience, age, physical strength and passion. The younger members concentrate on the physical aspect of the process while the older ones took on less strenuous roles.

Community participants of the honey and nutrition garden projects respectively highlighted roles for different age groups as follows;

- *“In our project, the youngsters are involved in daily maintenance of the apiary, collection and processing of the honey and movement of beehives. The middle aged members concentrate on marketing, record keeping and the older members concentrate on identification of beneficiaries and distribution of benefits.”*

When asked to clarify the age groups, the participant indicated that those considered to be youngsters are aged between 25 to 30 years, the middle aged members from 31 to 40 years and the older members being 41 to 50 years.

A participant in the nutrition garden project also clarified as follows:

- *“In the project different age groups have different roles so the younger members do the irrigation of the garden, security and harvesting while the middle aged members do record keeping and the older members concentrated on distribution on benefits. Each member participates in a different way depending on their age and physical strength.”*

In defining opportunities for participation, Saleebey (2010:10) indicates that these are the existing or created opportunities for the participation of the members of the communities in projects, taking a look at the roles and contribution of each member of the group.

## **THEME 7: ORPHAN CARE WITHIN TRADITIONAL STRUCTURES**

The findings indicated that in the communities under study, orphan care is viewed as a responsibility for the whole community. It was also established that the communities feel a sense of ownership for the projects. These findings are presented in the following sub-themes:

### **Sub-theme 7.1: Definition of an orphan in Mberengwa**

The findings indicated that in the Mberengwa community, an orphan is viewed as a child who belongs to the whole community, rather than to an individual family as noted by the projects that community members participate in for the benefit of the orphans (UNICEF, 2011:15). This is in line with Mushunje (2006:45) who argues that traditionally, children have been viewed as central to society, hence, their protection has been rendered an issue of particular concern to the whole community.

This finding was reinforced by a member of the nutrition garden project who expressed his thoughts through the following statement:

- *“In this area an orphan belongs to the community. It is the duty of every member of the community to protect them and make sure that they have food, clothes; shelter and that they go to school. It is not good as a parent when your children are going to school but orphans in the village do not go to school.”*

On the same note, UNICEF (2011:15) outlines that:

“A 2006 study discusses an African belief that once a child is born, he or she is assumed to belong to the whole community, with members of the community sharing the responsibility for providing nurturance to the child, especially during times of crisis. Accordingly, some societies have a traditional structure of assigning responsibility to care for orphaned children who do not have available extended family care, such as village chiefs taking children into their own homes on a temporary or permanent basis.”

The assertion by UNICEF (2011:15) is in tandem with the tacit belief in Mberengwa that orphans are the responsibility of the community. The National Orphan Care Policy also reflects the central role that communities can play in the care of orphans.

### **Sub-theme 7.2: Community ownership of the projects**

As already indicated (see theme 3), the study established that the income generating projects originated in the community and are run by the members of the respective villages. Participants indicated that this instils a great deal of responsibility and ownership by the community and this is a critical aspect leading to the success of the projects. The technical support received from the District Council and Save the Children

only supports the programmes but the projects are wholly owned and run by the communities.

A community participant of the honey project emphasised the community ownership of the projects in the following statement:

*“This project belongs to Ruzivo community. Everyone who lives in this village knows that they have a duty to make sure that the project continues forever. I am very happy as a member of this project and I know that even if I die today, I have made a positive contribution to my community and I have also helped orphans in this community with food, education and support.”*

As noted by UNICEF (2011:2), community-based alternative care should be based on such a sense of ownership by the community, but with the support of an agency with strong knowledge of child rights and child development along with detailed knowledge of cultural norms.

## **SUMMARY**

The chapter captured the study methodology, ethical considerations which guided the study as well as the empirical findings of the study. The findings were presented in the form of themes and sub-themes that emerged from the data. The key findings will be presented in Chapter 4, followed by conclusions and recommendations.

## **CHAPTER 4: CONCLUSIONS AND RECOMMENDATIONS**

### **4.1 INTRODUCTION**

The chapter begins with a review of the extent to which the goal and objectives of the study were achieved. Thereafter, a presentation of the key findings and conclusions of the study is outlined. Finally, recommendations are made which stemmed from the findings and conclusions of the study.

### **4.2 GOAL AND OBJECTIVES**

The goal of the study was to explore the contribution of social entrepreneurship in meeting the needs of orphans in the Mberengwa district, Zimbabwe.

The goal of the study was achieved through the attainment of the following objectives:

Objective 1: To conceptualise social entrepreneurship and income generating projects within a developmental approach as means to care for orphans.

This objective was addressed in Chapter 2, section 2.2 as well as in sub-sections 2.2.1 to 2.2.4. In this section, social entrepreneurship was defined in line with Abu-Saifan (2012:2) as “...the recognition of a social problem involving utilisation of entrepreneurial principles to arrange, create and manage a social venture to achieve desired social change.” This was linked with the notion of community income generating projects leading to the adoption of the People, Context, Deal and Opportunity (PCDO) model. A link was thereby established between social entrepreneurship and income generating projects highlighting the developmental nature of social entrepreneurship. The PCDO model of social entrepreneurship placed social entrepreneurship in the perspective of the community income generating projects and it was concluded that it augers with the developmental approach in as far as caring for orphans is concerned.

Objective 2: To determine the extent to which community income generating projects utilise entrepreneurial principles to organise, manage and distribute locally available resources to orphans.

This objective was addressed in chapter 3, sub-theme 1.1 to sub-theme 1.4, where the empirical findings of the study demonstrated that the income generating projects have the distinctive features of social entrepreneurship and are based on entrepreneurial principles. The entrepreneurial principles include social value and social transformation, the not-for-profit perspective, alleviation of social problems and the change agent role. This link was also discussed in Chapter 2, sub-sections 2.2.1 to 2.2.4 where literature outlined the nature of these features and how they can be applied in relation to the income generating projects in Mberengwa.

Objective 3: To explore the needs of orphans and how the proceeds of income generating projects provide for these needs.

This objective was achieved through a literature review in Chapter 2 in which the needs of the orphans were presented in section 2.7.1 and sub-sections 2.7.1.1 to 2.7.1.6. The objective was also addressed in Chapter 3 where the empirical findings indicated that the orphans are indeed able to meet their needs through the income generating projects. This is highlighted in sub-theme 4.1 to 4.7. The needs were identified as food and nutrition; education; shelter; clothing; healthcare and sanitation; protection from abuse and birth registration.

Objective 4: To ascertain the contribution of local assets and resources in the implementation and sustainability of the income generating projects.

This objective was addressed through a literature review in Chapter 2, section 2.5 and sub-sections 2.5.1 to 2.5.5. The objective was also addressed in Chapter 3 when it was confirmed that local assets and resources played a role in the development and implementation of the projects. This is outlined in sub-theme 5.1 to sub-theme 5.5. The empirical findings indicated the role that local assets and resources play in the implementation and sustainability of the projects. The assets and resources were summarised as natural, social, human, physical and financial capital.

### 4.3 KEY FINDINGS AND CONCLUSIONS

The key findings and conclusions of the study are as follows:

- The findings indicated that the government of Zimbabwe lacks the capacity to meet the needs of all orphans and vulnerable children in the country. Social security schemes are not able to reach all the children who need them, particularly orphans. The socio-economic and political problems in Zimbabwe since the turn of the millennium have negatively impacted on the ability of the government to meet the needs of orphans and other vulnerable children.
- The researcher concludes that the state's responsibility to care for orphans and vulnerable children has shifted to communities who have to find their own resources. However, within the context of social development, government has a role to play (Midgley, 2010:45) alongside other partners. This augers with the social development principle of partnership which proffers that it is the collective responsibility of government, civil society and the business sector to deliver services and it is government's responsibility to partake partnerships with communities. Furthermore, Patel (2005:30) indicates that social development is essentially people-centred and it promotes citizen participation as much as it strengthens the input of communities in decision making which is integral to human development. As communities in Mberengwa are increasingly taking more responsibility towards the care of orphans, they should keep government accountable for its role in social development to be their active partners in caring for the orphans in the communities
- The findings demonstrated that the income generating projects are social entrepreneurial ventures in that they aim at generating profits and these profits are utilised for the good of the community. The income generating projects aim at the creation of social value as opposed to private gain. In the context of the study, the income generating projects add social value to the communities by meeting the needs of the orphans. The findings indicated that the members of the Mberengwa community attach a great deal of weight to the welfare of the orphans ahead of their own well-being.

- It can be concluded that the income generating projects link social and economic goals in line with the social development perspective. As argued by Patel (2005:29) “Social investment in programmes that enhance people’s welfare through their participation in the productive economy are the most effective ways of enhancing people’s welfare and achieving economic development.” As such, the income generating projects in Mberengwa link social and economic goals (Seelos & Mair, 2005:243).
- The findings indicated that through the income generating projects, the orphans in Mberengwa district are able to meet their needs which include food, education, clothing, shelter, birth registration and protection from abuse. All the children and most key infants and village participants indicated that without the support from the income generating projects, some of the orphans would not be able to go to school or afford to have three meals a day.
- From the above-mentioned finding, it can be concluded that income generating projects in Mberengwa are a critical poverty alleviation and social protection mechanism in the communities as they lead to the alleviation of social problems in the community. By giving these orphans an opportunity to access their needs, it is evident that the income generating projects are useful in tackling poverty at the community level. This conclusion is in tandem with the social development perspective, particularly the principle of self-reliance. Self-reliance is based on the notion that “...people should be connected to each other and with their environment in ways that make them more effective in their individual and collective efforts towards a better life, developing leadership, decision-making and planning skills, among other things” (Department of Social Development, 2011:16). Patel (2005:30) also highlights that the social development perspective sets goals that lead to tangible improvements in people’s lives and these goals include primary healthcare, primary education, nutrition, basic housing, life skills training as well as tangible social and economic returns.
- The findings indicated that members of the Mberengwa community view orphan care as a community, rather than individual responsibility. This was demonstrated by the

roles that each community member played in the development as well as the running of the projects. Local leaders also played their traditional roles by providing the land for the products.

- From this finding, it can be concluded that traditional community practices are extended to orphan care structures and that they have a role to play in the care and protection of orphans in Mberengwa district. The two communities in Mberengwa have embraced the objectives of the National Orphan Care Policy as highlighted by the Government of Zimbabwe (1999:4) by devising community based mechanisms to care and protect orphans. This is related to the social development principle of universal access which stipulates that social services and benefits should be available to all vulnerable groups and no individual or group should be deprived of such access due to lack of resources or knowledge of how to access the services (Gray, 2006:56). This is also closely connected to the principle of bridging the micro and macro divide in that the communities in Mberengwa respond to a national problem of orphans in need of care by devising local level strategies to deal with those problems (Department of Social Development, 2011:17). Patel (2005:30) reinforces the macro impact of the social development approach by emphasising comprehensive and universalistic interventions and progressive change.
- The findings indicated that the communities in Mberengwa have inherent strengths which make it possible for them to work together in achieving common objectives. These strengths include resilience, close relations, cooperation and shared objectives. In addition, the communities utilise local resources and assets which are classified as physical, natural, social, human and financial capital.
- It can therefore be concluded that poor communities build on their strengths to overcome adversity. This is line with the argument by Midgley (2010:32) who emphasises that the strengths-based perspective enables communities to recognise their inner resources, skills and capacity for growth. Furthermore, being committed to a common cause such as caring for orphans is key to the community to initiate projects without external intervention or support as they identify the assets and resources within their environment and utilise them to achieve their desired goals.

As indicated by Patel (2005:31), a fundamental perspective of the social development approach is that it promotes social integration and sustainability which in turn enable communities to develop programmes and plans with greater strides of success. The communal ownership of resources in rural areas such as land, roads, dams, and biodiversity makes it easier for the development of initiatives that benefit the community. This is evidenced by the fact that the projects do not have to pay for the land, water and marketing of their produce. The principle of partnership enables each member of the community to play their role in the development process and this is mostly achieved through negotiation. In line with Saleebey (2006:203), the strengths that the communities build on include sharing similar common traits which make it easier for them to understand each other's problems as well as virtues and assets which bring them together.

- The findings showed that social capital is crucial in Mberengwa as it brings people together and makes it easier for them to understand each other to achieve common objectives. The projects developed mainly as a result of strong social ties among community members. The community burial society and women's rotational saving schemes demonstrated the impact of social relations in bringing people together. The findings also confirm that social capital allows groups of people to resolve problems more easily as it serves as a conduit for the flow of information (Putnam, 2000:289).
- Based on this finding, it can be concluded that the more people are connected through social ties, the more they can work together to achieve common objectives. People bound by similar social, cultural, kinship and environmental ties are more likely to understand each other and work together (Gittel & Vidal, 1998:15). The link between social capital and social development is supported by the principle of empowerment which advances that power relations should shift towards people achieving greater control and influence over decisions and resources that impact on the quality of their lives through increasingly interdependent relationships (Department of Social Development, 2011:16). Midgley (1999:11) confirms that through social capital, the volume of intensity of cooperative social relationships

within communities allow them to have control over their decisions and ability to influence their choices. The contribution of social capital in the development of the projects is also evident from the contention by the World Bank (1999:10) who define social capital as institutions, relationships, and norms that shape the quality and quantity of a society's social interactions which holds the society together.

- The findings revealed that community based orphan care programmes are effective when the initiative, day to day management, leadership and marketing activities are undertaken by the community itself. Members of the communities in Mberengwa are responsible for the day to day running of the projects, marketing of their products and selection of beneficiaries. The projects do not incur any costs in transporting their goods as their customers buy the commodities on site.
- The researcher concludes that in order to take ownership of projects, community members have to be involved from the onset and engage in all the phases of the project. Where there is a sense of community ownership, it is easier to maintain sustainability of the projects as the projects cannot rely on external support. The social development principle of participation indicates that people should be fully engaged in their own process of learning, growth and change, starting from where they are and moving at their own pace (Department of Social Development, 2011:16). This is also substantiated by Lombard (2003:250) who argues that the 'African entrepreneurial route' towards micro and small enterprises can be achieved through projects especially the shift from a project to small enterprise which occurs when a project moves from a 'survivalist' to an income generating and profit making enterprise, hence sustainable social development.

## 4.5 RECOMMENDATIONS

With respect to the above-mentioned findings and conclusions, the researcher makes the following recommendations to enhance the contribution of social entrepreneurship in meeting the needs of orphans in the country.

### **Revisiting the legal and policy framework**

The National Orphan Care Policy (Republic of Zimbabwe, 1999:4), outlines a six tier continuum of care for orphans in the country placing the responsibility of orphan care on the nuclear family, the extended family, the community, foster care, adoption and institutional care. The National Action Plan for Orphans and other Vulnerable Children (Republic of Zimbabwe, 2005:11) is also a significant policy instrument that governs the care of vulnerable children. As highlighted in the rationale of the study, the nuclear and extended families have been severely weakened by the Aids pandemic coupled by other factors like economic hardships and migration. As noted by the National Aids Council of Zimbabwe (2011:12), due to lack of resources, foster care programmes are inadequately funded and child care institutions are nearly non-functional. The findings of the study indicated that community based orphan care programmes go a long way in meeting the needs of orphans.

Communities in Mberengwa have demonstrated the effectiveness of community-based orphan care programmes in meeting the needs of orphans. This demonstrates that there is value in community-based orphan care initiatives. The literature study indicated that currently the number of children benefiting from community-based orphan care programmes like foster care in Zimbabwe is very few.

It is recommended that the government of Zimbabwe revises the National Orphan Care Policy and the National Action Plan for Orphans and other Vulnerable Children so that more responsibility of orphan care can be placed on community-based initiatives with the government playing a supportive role and providing an enabling environment. It is further recommended that the Zimbabwean child care system be revamped, on the pattern of South Africa, and promote community based child care programmes like foster care, where the State plays a more active role in the care of orphans and other

vulnerable children. The government also needs to promote other social protection programmes such as adoption, including inter-country adoption, so that the number of orphans who need support from the government can be reduced.

### **Strengthening the traditional orphan care structures**

There is need for the government to strengthen traditional orphan care structures throughout the country to play a leading role in the orphan care programmes within their own communities.

It is recommended that the government and NGOs develop a strategy to support the *zunde ra Mambo* concept so that traditional leaders are enabled to play their traditional role of holding communal resources in trust for the benefit of vulnerable members of community, particularly orphans. In times of good harvest, all the chiefs should hold grain in trust on behalf of the community so that this grain can be used to feed orphans and vulnerable children.

### **Replication of income generating projects in other parts of the country**

The income generating projects based on social entrepreneurship principles in Mberengwa play a critical role in poverty alleviation and social protection. It is recommended that the government in collaboration with communities, facilitate the replication of the income generating projects in other parts of the country. The government can facilitate this process by identifying community initiative in other parts of the country and provide technical support and resources to communities seeking to help orphans in other parts of the country. The government should assist communities to identify activities that suit the communities' social, political, geographical, and typological environments and in collaboration with communities develop programmes and projects that help orphans in their own areas.

### **Income generating projects through social entrepreneurship**

The unfavourable socio-economic environment has diminished the government's capacity to adequately provide for the needs of orphans through social security schemes. The literature study indicated that the socio-economic and political problems

in the country have stifled the country's ability to achieve its Millennium Development Goals (Mugabe, 2013:5).

In communities where income generating projects cannot be implemented, the government should use the public works programmes as a means of encouraging communities to care for the orphans in their areas. The government can also redesign public works programmes to include the component of orphan care. The government should increase the funding of the public works programmes and encourage community members to use the proceeds from that work to develop schemes that help orphans in their communities. The community members would thereby play a role in the development of their communities, for instance through construction of bridges, dams, boreholes and roads and as a reward for that work, the government meets the community members' needs as well as the needs of the orphans in that area in the form of cash transfers and grain.

### **Streamlining safety nets specifically for orphans**

The community initiatives in Mberengwa district have specifically targeted orphans to meet their needs which include food and nutrition, education and healthcare, among others.

It is therefore recommended that different government departments mainstream their programmes to help meet the needs of the orphans. The Ministries of Education, Health, Public Works as well as Social Services need to work directly with communities to promote community based orphan care programmes taking into consideration the physical and geographical conditions in the different communities.

### **Promotion of private-public partnerships to finance the care of orphans**

The shift of the responsibility of orphan care from the government to communities has been to a large extent a result of lack of financial and other resources on the part of the government. The findings showed the support that the projects receive from the business community. One example is buying the products on site in the communities to reduce transport costs for the projects. It is recommended that the government

promotes private-public partnerships to encourage the private sector to fund orphan care programmes in communities. The government can introduce tax rebates for private companies that engage communities to help orphans to meet their needs at the community level.

### **Opportunities for further research**

One of the objectives of the National Orphan Care Policy is to promote continuous research into issues pertaining to children and to ensure that appropriate training on orphan friendly strategies are provided to service providers (Republic of Zimbabwe, 1999:5). The study found that there are opportunities for further research in as far as coordination of orphan care programmes in the country is concerned.

Further research can focus on the following issues:

- Identifying the role that social entrepreneurship initiatives can play in helping Zimbabwe to meet its Millennium Development Goals. This research focus would include identification of strengths that exist in communities and how these can be turned into opportunities for growth. These opportunities include using locally available resources, utilisation of community strengths, community relations and expansion of existing programmes, including income generating projects.
- Exploring the extent to which socio-economic development goals and community-based orphan care programmes can be merged to achieve social change at the community level.

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The National Commissariat and Publicity.



22/09/2013

Our reference: Mr. Wisdom Katungu

Tel: 083 518 7380 or +27 11 298 8593

E-mail: wkatungu@yahoo.co.uk

## ASSENT LETTER: CHILDREN

### INTRODUCTION

Your guardian has given permission that you participate in a research study. The aim of this letter is to obtain your assent to participate. This letter provides you with all the information you need to fully understand what is involved before you agree to participate in the study. If you have any questions that are not fully explained in this letter, please ask me. You should not agree to participate unless you fully understand all the procedures involved and the possible risks as explained in this letter.

### 1. TITLE OF THE STUDY

The contribution of social entrepreneurship in meeting the needs of orphans in the Mberengwa district, Zimbabwe.

### 2. GOAL OF THE STUDY

The goal of the study is to explore the contribution of social entrepreneurship in meeting the needs of orphans in the Mberengwa district, Zimbabwe.

### 3. STUDY PROCEDURES

You will be requested to participate in an interview with the researcher. I will focus on what your needs are and how the income generating projects in the village assist you to meet these needs. I will ask you a few questions which I have written down prior to the interview. You can indicate to me when any question makes you feel uncomfortable and you can choose not to answer it.

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Criminology  
University of Pretoria  
Pretoria 002  
Republic of South Africa

Tel: Number 0027 12420  
2325/2030  
Fax: Number 00271240 2093

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#### 4. BENEFITS

You will not receive any rewards, either monetary or otherwise, directly or indirectly, if you participate in the study.

#### 5. RIGHTS OF THE PARTICIPANTS

You are under no obligation to participate in the study and if you participate, it will be voluntary. You will not be subjected to any penalties, prejudices or negative consequences in any way if you decide not to continue with the interview. You therefore reserve the right to withdraw from the study at any given point if you so wish.

#### 6. CONFIDENTIALITY

In order to capture accurately what is said in the interview, I will use a tape recorder but only with your permission. The recording will only be listened to by the researcher and supervisor. The University of Pretoria requires that researchers store all the research tapes and other data for fifteen years. I will do so at the Department of Social Work and Criminology at the University of Pretoria. All the information obtained from you will be treated with utmost confidentiality. Your name or any personal information will only be known to the researcher and it will not appear in the research report or any other publication. The research data may not be used for any other research purpose without your guardian's informed consent and your assent. For any questions and concerns you can call me at 083 518 7380 or e-mail him at [wkatungu@yahoo.co.uk](mailto:wkatungu@yahoo.co.uk).

I understand what the study is about and why and how it will be conducted. I give voluntary assent to participate in the study.

.....

**Signature of the child**

.....

**Date**

.....

**Signature of Researcher**

.....

**Date**



22/09/2013

Our reference: Mr. Wisdom Katungu

Tel: 083 518 7380 or +27 11 298 8593

E-mail: wkatungu@yahoo.co.uk

### **TSAMBA YEKUKUMBIRA MVUMO KU VANA (ASSENT LETTER IN VERNACULAR)**

#### **NHANGANYAYA**

Unokumbirwa kuti uve mumwe wevanhu vanopinda mutsvakiridzo yatirikuita. Chinangwa chetsamba ino ndechekukumbira mvumo yako yekuti ndikubvunze mibvunzo mutsvakiridzo. Naizvozvo tsamba ino irikutsanangura zvizere maererano nemafambisirwo etsvakiridzo ino kutira kuti iwe uve neruzivo rwakakwana maererano nechinangwa change usati wabvuma kuve umwe wevanhu vandichabvunza. Kana paine mibvunzo yauinayo, wakasununguka chose kundibvunza tisati taenderera mberi. Haufaniri kubvuma kupindura mibvunzo usina kunzwisisa zviru mutsamba ino.

#### **MUSORO WE CHIDZIDZO**

Zvinoitwa nevanhu mumamana kuburikidza nemabasa ekuzvishandira kuti vabatsire nherera mudunhu re Mberengwa mu Zimbabwe.

#### **1. DONZO RE CHIDZIDZO**

Donzo re chidzidzo ndere kuongorora zvinoitwa nevanhu mumamana kuburikidza nemabasa ekuzvishandira kuti vabatsire nherera mudunhu re Mberengwa mu Zimbabwe.

#### **2. MAITIRWO ECHIDZIDZO**

Dunhu rino rine zvirongwa zvekutsvaga mari uye mari yacho kana yawanikwa inoshandiswa kubatsira nherera dzemuno naizvozvo ndirikuita chidzidzo chekuongorora kuti vana vanobatsirwa kusanganisira newe vari kumbobatsirwa zvakadini. Naizvozvo, ndinokumbira mvumo yako kuti uve mumwe wevanhu vandinobvunza. Mibvunzo yangu ichange yakanangana nekuti zvirongwa izvi zvinobatsira sei vana vakaita sewe kuti vakwanise kuwana zवानoda mukurarama.

Department of Social Work &  
Criminology  
University of Pretoria  
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Republic of South Africa

Tel: Number 0027 12420  
2325/2030  
Fax: Number 00271240 2093

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Ndichakubvunza kwemaminitisi aripakati pemakumi maviri kusvika makumi matatu. Ndinotarisira kuti uchapindura mibvunzo iyi nemaziviro ako ose uye nechokwadi chako chizere.

### **3. KURWADZIWA, KUKUVARA KANA KUKANGANISIKA KWAUNGAITA**

Handitarisiri kuti pangave nekukuvara, kurwadziwa kana kukanganisika kwaungaita nepamusaka pekuva mumwe wevanhu vanopindura mibvunzo mutsvakiridzo ino.

### **4. MUBAIRO**

Hapana mubairo waunopiwa pakupindura kwaunoita mibvunzo ye tsvakiridzo ino.

### **5. KODZERO DZAKO**

Haumanikidzwi kuva mumwe wevanhu vanopindura mibvunzo, zviri kwauri kubvuma kana kusabvuma. Kana wabvuma, unogona zvako kuti handichadi zvisinei kuti tapedza here kana kuti hatina. Ukanzwa kuti hauchadi kuenderera mberi unondimisa. Kana wafunga kuti hauchadi kuenderera mberi, hapana kana mhosva yaunopiwa uye hapana kushorwa, kushoropodzwa kutukwa uye hapana chaunoiwa kana kunyimwa chero zvodini. Zvakadaro unofanira kuziva kuti ikodzero yako yekuramba kana wanzwa kuti hauchadi keuenderera mberi nemibvunzo.

### **6. VIMBISO YE TSINDIDZO**

Kuti ndikwanise kunyatso tapa mazwi aunenge wataura zvizere, ndichange ndichishandisa tape recorder, izvi zvinoita kuti ndisazokanganisa mhinduro dzaunenge wandipa. Zvaunenge wataura zvinoteererwa nevanhu vaviri chete, inini na Supervisor wangu achange achimaka zvidzidzo zvangu. Ma tepi andichashandisa achanochengetwa kwemakore makumi nemashanu ku Department re Social Work ne Criminology ku Univhesiti ye Pretoria pamwe chete nemamwe mapepa ese andinoshandisa mutsvakiridzo ino. Zvese zvauchanditaurira tinozvikoshesha zvekuti hapana kana mumwe munhu zve watinoudza. Ndinokuvimbisa tsindidzo izere pane zvese zvauchanditaurira. Zita rako richangozikanwa neni chete uye muzvinyorwa zvandichanyora zita rako handiriisi saka hapana anozombofa akaziva kuti ndiwe wandakabvunza. Zvauchandiudza zvese hapana kumwe futi kwazvichashandiswa kunze kwetsvakiridzo ino. Kana paine mibvunzo kana zvimwe zvipi hazvo zvaungada kuzobvunza unondifonera panhamba dzangu dzinoti 083 518 7380 kana kunditumira email pa kero inoti [wkatungu@yahoo.co.uk](mailto:wkatungu@yahoo.co.uk)

Ndanzwisisa chinangwa chetsvakiridzo ino, uye kuti ichaitwasei. Naizvozvo ndinopa mvumo yangu ndakasununguka kuti ndive mumwe wevanhu vachabvunzwa.

.....  
**Zita re Mwana**

.....  
**Dheti**

.....  
**Zita re Mutsvakiridzi**

.....  
**Dheti**

22/09/2013

Our reference: Mr. Wisdom Katungu

Tel: 083 518 7380 or +27 11 298 8593

E-mail: wkatungu@yahoo.co.uk

## **INFORMED CONSENT LETTER: GUARDIAN**

### **INTRODUCTION**

The child under your care is invited to take part in a research study. The aim of this letter is to obtain your permission to allow the child to participate. The content of this letter will provide you with all the information you need to fully understand what is involved before you provide permission for the child to participate in the study. If you have any questions that are not fully explained in this letter, do not hesitate to ask the researcher. You should not agree for the child to participate unless you fully understand all the procedures involved and possible risks as explained in this letter.

### **1. TITLE OF THE STUDY**

The contribution of social entrepreneurship in meeting the needs of orphans in the Mberengwa district, Zimbabwe

### **2. GOAL OF THE STUDY**

The goal of the study is to explore the contribution of social entrepreneurship in meeting the needs of orphans in the Mberengwa district, Zimbabwe.

### **3. PROCEDURES**

The child in your guardianship will be requested to participate in an interview with the researcher. The researcher will focus on what the needs of the child are and how they are assisted through the income generating projects in the village to have their needs met. The child is expected to answer a set of questions which the researcher will ask according to a semi-structured interview schedule. The interview will last between twenty to thirty minutes. The researcher will be asking the child some questions which he/she will be required to answer as open and honest as possible.

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Fax: Number 00271240 2093

### 3. RISKS AND DISCOMFORT

The researcher anticipates no foreseen risks to children who take part in the study. However, the researcher understands that talking about their needs may evoke feelings around their losses and that it might cause some discomfort. As a qualified social worker, the researcher will do his best to minimise any discomfort and will refer the child to another social worker or counsellor after the interview, if needed.

### 4. BENEFITS

The child will not be entitled to any compensation or incentives, either monetary or otherwise, directly or indirectly, for his/her participation in the study.

### 5. RIGHTS OF THE PARTICIPANTS

The child is under no obligation to participate in the study and if he/she participates, it will be voluntarily. Even if you agree that the child participates, he/ she still has the right to decide not to participate in the interview. The child will be asked to sign an assent form indicating his/her willingness to participate in the study. If he/she decides not to proceed with the interview, they will not be subjected to any penalties, prejudices or negative consequences in any way. The child therefore reserves the right to withdraw from the study at any given point if he/she so wishes.

### 6. CONFIDENTIALITY

In order to capture accurately what is said in the interview, a cassette recorder will be utilised. The recording will only be listened to by the researcher and supervisor. On completion of the study, the tapes and the other research data will be stored for fifteen years at the Department of Social Work and Criminology. All the information obtained from the child will be treated with utmost confidentiality. The child's name or any personal information will only be known to the researcher and his/her name will not appear in the research report or any other publication. The research data may not be used for any other research purpose without your informed consent.

For any questions and concerns you can call the researcher at 083 518 7380 or e-mail him at [wkatungu@yahoo.co.uk](mailto:wkatungu@yahoo.co.uk).

I understand what the study is about and why and how it will be conducted. I give voluntary consent to the child in my guardianship to participate in the study.

.....  
**Signature of Guardian**

.....  
**Date**

.....  
**Signature of Researcher**

.....  
**Date**



20/02/2013

Our reference: Mr. Wisdom Katungu

Tel: 083 518 7380 or +27 11 298 8593

E-mail: [wkatungu@yahoo.co.uk](mailto:wkatungu@yahoo.co.uk)

## INFORMED CONSENT LETTER: KEY INFORMANTS

### INTRODUCTION

You are invited to take part in a research study. The aim of this letter is to obtain your permission to participate. The content of this letter will provide you with all the information you need to fully understand what is involved before you provide your permission to participate in the study. If you have any questions that are not fully explained in this letter, do not hesitate to ask the researcher. You should not agree to participate unless you fully understand all the procedures and risks explained in this letter.

### 1. TITLE OF THE PROJECT

The contribution of social entrepreneurship in meeting the needs of orphans in the Mberengwa district, Zimbabwe.

### 2. PURPOSE OF THE STUDY

The purpose of the study is to determine the contribution of social entrepreneurship in meeting the needs of orphans in the Mberengwa district in Zimbabwe.

### 3. STUDY PROCEDURES

You will be expected to participate in an interview with the researcher. The interview will focus on your understanding of the income generating projects and how they are contributing to meet the needs of the orphans in the community. The interview will last for twenty to thirty minutes. I will be asking you a set of questions which you are required to answer as open and honest as possible. The interview will be guided by a semi-structured interview schedule.

### 4. RISKS AND DISCOMFORT

The researcher anticipates no risks to you by participating in the study.





20/02/2013

Our reference: Mr. Wisdom Katungu

Tel: 083 518 7380 or +27 11 298 8593

E-mail: wkatungu@yahoo.co.uk

## **INFORMED CONSENT LETTER: FOCUS GROUP PARTICIPANTS (VILLAGERS)**

### **INTRODUCTION**

You are invited to take part in a research study. The aim of this letter is to obtain your permission to participate. The content of this letter will provide you with all the information you need to fully understand what is involved before you provide permission to participate in the study. If you have any questions that are not fully explained in this letter, do not hesitate to ask the researcher. You should not agree to participate unless you fully understand all the procedures involved and possible risks as explained in this letter.

### **1. TITLE OF THE STUDY**

The contribution of social entrepreneurship in meeting the needs of orphans in the Mberengwa district, Zimbabwe.

### **2. GOAL OF THE STUDY**

The goal of the study is to explore the contribution of social entrepreneurship in meeting the needs of orphans in the Mberengwa district, Zimbabwe.

### **3. PROCEDURES**

You will be requested to participate in an interview with the researcher. The researcher will focus on your understanding or involvement in the income generating projects and how they are assisting orphans in the community to meet their needs. You are expected to engage in a focus group discussion. The discussion will be guided by a semi-structured interview schedule. The group discussion will last for about thirty minutes. You will be asked some questions to answer as open and honest as possible.

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University of Pretoria  
Pretoria 002  
Republic of South Africa

Tel: Number 0027 12420 2325/2030  
Fax: Number 00271240 2093

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#### 4. RISKS AND DISCOMFORT

The researcher anticipates no foreseen risks to you by taking part in the study.

#### 5. BENEFITS

You will not be entitled to any compensation or incentives, either monetary or otherwise, directly or indirectly for your participation in the study.

#### 6. RIGHTS OF THE PARTICIPANTS

You are under no obligation to participate in the study and if you decide to participate, it will be voluntarily. If you agree to participate, you may decide not to proceed with the group discussion at any stage. If you decide not to proceed with the group discussion, you will not be subjected to any penalties, prejudices or negative consequences in any way. You therefore reserve the right to withdraw from the study at any given point if you so wish.

#### 7. CONFIDENTIALITY

In order to capture accurately what is said in the focus group discussion, a cassette recorder will be utilised. The recording will only be listened to by the researcher and supervisor. After the completion of the research study the tapes and the other research data will be stored for fifteen years at the Department of Social Work and Criminology. All the information obtained from you will be treated with utmost confidentiality. Your name or any personal information will only be known to the researcher and it will not appear in the research report or any other publication. The research data will not be used for any other research purpose without your informed consent.

For any questions and concerns you can call the researcher at 083 518 7380 or e-mail him at [wkatungu@yahoo.co.uk](mailto:wkatungu@yahoo.co.uk).

I understand what the study is about and why and how it will be conducted. I give voluntary consent to participate in the study.

.....  
**Signature of Participant**

.....  
**Date**

.....  
**Signature of Researcher**

.....  
**Date**

## **SEMI-STRUCTURED INTERVIEW SCHEDULE: CHILDREN**

**Goal of the study:** To explore the contribution of social entrepreneurship in meeting the needs of orphans in the Mberengwa district, Zimbabwe.

### **Biographical information**

1. How old are you?
2. Who is your current caregiver?
3. How are you related to them?
4. How long ago did your parent(s) die?
5. How many siblings do you have?
6. In what way are you benefiting from the income generating projects in the community?

### **Orphans' needs**

1. How many meals do you have per day?
  - 1.1. Where do you get the food from?
2. Do you go to school?
  - 2.1 If no, why not?
  - 2.2 If yes, who pays your school fees?
3. Do you attend classes regularly?
  - 3.1 If no, why not?
4. List the needs that you think are necessary for your growth and development.
5. Describe how you are able to meet each of the mentioned needs through the assistance you receive from the income generating projects.
6. Are there some of your needs that are not being met by the assistance you receive from the community?
  - 6.1 If yes, what are these needs?

6.2 If no, why do you think so?

7. What do you think could be done to improve the way the assistance is provided to orphans?

8. I appreciate the time you took for this interview. Is there anything else you think would be helpful for me to know?

8.1 If yes, please tell me.

## **SEMI-STRUCTURED INTERVIEW SCHEDULE: KEY INFORMANTS**

**Goal of the study:** To explore the contribution of social entrepreneurship in meeting the needs of orphans in the Mberengwa district, Zimbabwe.

### **Biographical information**

1. How old are you?
2. What role do you play in this community?
3. How long have you been living in this community?

### **Income generating projects**

1. From your own understanding, describe how the income generating projects originated and developed.
2. Describe the role(s) of each member in running the income generating projects.
3. Describe the leadership structure in the income generating projects.
4. Who is involved in the management of the projects?
5. Describe how the community markets their products.
6. How are the beneficiaries of the income generating projects selected?
7. Does the community receive any monetary or other external assistance in the running of the income generating projects?
  - 7.1 If yes, describe
  - 7.2 If no, why not
8. To what extent do you think the projects are contributing to meeting the needs of the orphans in the community?
9. If the needs are not being met, why do you think it is the case?
10. What strengths exist in the community to enable members to run the income generating projects?
11. Which locally available resources does the community utilise in running the income generating projects?

11.1 Where are these resources obtained from?

11.2 How are the resources utilised?

12. What measures does the community implement to ensure the sustainability of the income generating projects?

13. I appreciate the time you took for this interview. Is there anything else you think would be helpful for me to know about the income generating projects?

13.2 If yes, describe

## **SEMI-STRUCTURED INTERVIEW SCHEDULE: FOCUS GROUP DISCUSSIONS**

**Goal of the study:** To explore the contribution of social entrepreneurship in meeting the needs of orphans in the Mberengwa district, Zimbabwe

### **Biographical information**

1. What is your age group?
2. How long have you been involved in the income generating projects?

### **Income generating projects**

1. What do the income generating projects entail?
2. How did the income generating projects originate and develop?
3. Describe the leadership structure in the income generating projects
4. Describe the role(s) that you play in the management of the income generating projects?
5. Describe how you organise the day to day running of the projects?
6. How are the proceeds from the projects distributed to the orphans?
7. Do you receive any external assistance in the development and running of the projects?
  - 7.1 If you receive any form of external assistance, describe what kind of assistance it is?
  - 7.2 If you receive any form of external assistance, from whom do you receive it?
8. What motivated you to use the income generating projects to help orphans meet their needs?
9. What community assets support the running of the income generating projects?
10. What do you think are the strengths in your community that enable you to run the projects successfully?
11. What challenges do you face in the day to day running of the projects?
12. How do you select the orphans who benefit from the projects?

13. What needs are the orphans able to meet as a result of the assistance provided from the income generating projects?
14. What is your long term vision for the income generating projects in relation to meeting the needs of the orphans in your community?
15. What measures do you put in place so that you can fulfil this vision?
16. What else do you think I might need to know to improve my understanding of the way you run the projects to benefit orphans?



**Save the Children**

Date: 19/11/2012

Attention: Mr W. Katungu

**RE: Permission to conduct a research study in Mberengwa District**

Reference is made to your letter dated 05.09.2012. It is with pleasure to inform you that after assessment of your request, Save the Children has granted permission for you to conduct above named study. We hereby notify you that you can meet the members of our communities and arrange your interviews and group discussions as per your research tools.

Save the Children places considerable emphasis on child protection, therefore we would like to notify you that for child respondents, written consent should be provided by their legal guardians. You will also be expected to comply with the Save the Children Child Safeguarding Policy, rules and regulations regarding interaction with children and members of the community. As such, you will receive orientation before going into the field for data collection.

We would like to thank you for deciding to work with our organisation as you endeavour to make a contribution not only to the Save the Children HIV and AIDS programme, but also to the Zimbabwean child protection system. We hope the study will go a long way in addressing the challenges faced by communities in caring for orphans.

Kindly provide us with the exact dates for the study so that we can plan accordingly.

I wish you all the best in your impending study.

Yours faithfully,

Save the Children Zimbabwe

A handwritten signature in blue ink, appearing to read 'Sharon Hauser'.

Sharon Hauser

Programme Director

Tel: +263 (0) 4 732501, 795472, 732517

sharonh@savethechildrenzw.org

Save the Children  
Zimbabwe Office  
221 Fife Avenue  
P O Box 4581  
Harare, Zimbabwe

Telephone: 263-4-793198-9/ 251724/ 251739  
Fax: 263-4-708200  
e-mail: sczim@savethechildrenzw.org



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

Faculty of Humanities  
Office of the Deputy Dean

29 April 2013

Dear Prof Lombard

**Project:** The contribution of social entrepreneurship in meeting the needs of orphans in the Mberengwa district, Zimbabwe  
**Researcher:** W katungu  
**Supervisor:** Prof A Lombard  
**Department:** Social Work and Criminology  
**Reference number:** 11231034

I am pleased to be able to tell you that the above application was **approved** by the **Postgraduate Committee** on 16 April 2013 and by the **Research Ethics Committee** on 25 April 2013. Data collection may therefore commence.

Please note that this approval is based on the assumption that the research will be carried out along the lines laid out in the proposal. Should the actual research depart significantly from the proposed research, it will be necessary to apply for a new research approval and ethical clearance.

The Committee requests you to convey this approval to the researcher.

We wish you success with the project.

Sincerely

Prof Elisabeth Taljard  
Acting Chair: Research Ethics Committee  
Faculty of Humanities  
UNIVERSITY OF PRETORIA  
e-mail: [elsabe.taljard@up.ac.za](mailto:elsabe.taljard@up.ac.za)