

**EVALUATION OF REUNIFICATION PROGRAMMES RENDERED BY
SERVICE PROVIDERS IN RESPECT OF STREET CHILDREN WITH
THEIR FAMILIES/HOUSEHOLDS**

By

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Submitted in fulfilment of the requirements for the degree of **Doctor of Philosophy** in the Department of Social Work in the Faculty of Arts at the **University of Zululand.**

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DECLARATION

The Registrar

University of Zululand

Dear Sir

I, SIBONGILE JOYCE MAGAGULA REGISTRATION NO. 953188, hereby declare that:

"EVALUATION OF REUNIFICATION PROGRAMMES RENDERED BY SERVICE PROVIDERS IN RESPECT OF STREET CHILDREN WITH THEIR FAMILIES/ HOUSEHOLDS" is the result of my own investigation and it has not been submitted for any other degree to any university.


S.J. MAGAGULA

KWA-DLANGEZWA

DEDICATION

This work is dedicated to my family, especially my late husband Mr Robert N. Magagula, Nolwandle, Simphiweyinkosi, Nomcebo and Sicelosethu (children). My dedication also goes to my grandson Lindokuhle Zangwa.

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- Mrs D Viljoen for professional typing of the thesis.

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ABSTRACT

This study is about the research that the writer conducted based on how service providers could be helped to render effective services with special reference to street children. It is believed that this study will be considered as a field based social development practice concerned with child protection and improvement of antisocial behaviour.

This research was conducted in order to firstly, establish the existence of reunification programmes in the shelters that secure street children after having been picked up from the streets. Secondly, it intended to investigate in the event the programmes were available, who were actually involved during their evaluation, for example, service providers, government officials, families of street children and street children themselves. The study also intended to examine the effectiveness of those programmes. If they were available what remedy can be employed in order to improve the relationship between the reunified vulnerable street children and their families.

During data collection in June 2006 concerning this study it emanated that six (6) 89% service providers did not have reunification programmes. Only one (1) 11% Government Place of Safety uses the monitoring forms to assess the progress of the street children during institutionalisation period.

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Even the said forms do not reach the objective of rehabilitating the children because children abscond before the end of the monitoring exercise. And without the direction file of the child's home, it is hard to track down the child and get response from the family about the progress of the child. In terms of Sec 69(i) of Social Welfare White Paper 1997 the State had planned to develop programmes concerning provision of safe environment and taking care of homeless young adults and those surviving on the streets. But these goals have not yet been achieved. The service providers even confessed that they lacked skills on how to deal with problematic children other than providing safety and security until the child decides to reunify with his or her family. The study was conducted in Durban, Empangeni, Richards Bay, Eshowe, Nqutu, Nkandla and Newcastle in the KwaZulu-Natal Province, South Africa. (Due to research confidentiality ethical reasons, the real names of institutions visited will not be revealed).

Lastly, the researcher prepared standardised Reunification Program Manuals (*hereinafter called Behaviour Modification Treatment Model Manual*) and Participation Action Research Manuals and issued them to the service providers for future use.

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CHAPTER 1

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

Living in a street is definitely not a normal life for any person, be it young or old. Every human being deserves to be in a home. The worldwide phenomenon of children who leave their homes to eke out a life by begging on the streets and live a precarious gang life and hibernate at any conceivable hideout is blamed on the socio-economic changes that have impacted negatively on social institutions, especially the family. In terms of Section 69 (i) of the Social Welfare White Paper 1997, the state promised to develop programmes concerning the provision of safe environment and taking care of homeless young adults and those surviving in the streets. Certainly shelters and drop-in-centres have evolved hoping to deal with and eradicate the problem of street children but even then, the problem seems to be fuelled even more.

The topic **“EVALUATION OF REUNIFICATION PROGRAMMES RENDERED BY SERVICE PROVIDERS WITH RESPECT TO STREET CHILDREN AND THEIR FAMILIES/HOUSEHOLDS”** was developed with the aim to investigate whether the service providers (stakeholders) do have reunification programs whereby they educate the institutionalised street children about their expected human behaviour. If at all the reunification programs are available are they ever evaluated? The researcher is of the view that if there were any standardised reunification programs, this phenomenon would definitely not be as vast as it is experienced in the *status quo*.

In modern times, at least since the advent of the Industrial Revolution and consequent urban human migrations human societies have been subjected to changes that forced alterations to many of the ways they had lived life before. This negative development poses a challenge for social welfare services, treatment and rehabilitation programmes focussed on young people. In each country this problem manifests itself differently in relation to other prevailing social ills in the state of the family and how it functions. Unresolved poverty situations and disintegration of certain aspects of social institutions feed into this problem.

There are many reasons that account for this negative development. The eminent British novelist Charles Dickens wrote of the lure of town life for country boys that left their homes and became homeless in some of the towns in England. Ashoka (2004:1) states that rapid urbanisation combined with economic and other social ills contributed to the increase of homeless people and hence street children. In addition, problems at family level, such as family feuds, domestic violence, parental abuse of children as well as phenomena such as societal conflicts and social disruptions have a big potential in undermining family socialization efforts thus increasing chances of disorientation among young people.

The subject of this research focuses on the evaluation strategies that service providers utilise in the reunification programmes they operate in the shelters they run. There are clear indications that when children abscond from a shelter they invariably return to the street and not to their own families or households.

The research will also look at the legislative framework and policies that cater for and promote the welfare of children. Among these will be the Child Care Act No. 74 of 1983 that prohibits that any person who applies corporal punishment to the child, that person will be liable for prosecution; Child Care Act 38/2005; Social Assistance Act No. 22 of 1992; South African (SA) Constitution, Sec 28(1)(C) No. 108 of 1996 which argues that every child has a right to basic nutrition, shelter, basic health care services and social services; African Charter of the Rights and Welfare of the Child November 1999 recognises the paramount importance on Human and Peoples Rights which agrees that everyone is entitled to all the rights and freedoms recognised and guaranteed without discrimination based on race, gender, ethnic group, language, religion or even political; Primary School and Nutrition Program (PSNP); White Paper of Social Welfare February 1997; and A World Fit for Children Documents established in May 2000 which also prohibit maltreatment of children. All these policies have important contributions to the children's lives.

Children know their rights; be they right or wrong. It is, however, confusing to the adults as to what one can do when a child decides to leave her secured shelter and prefers living on the street. It is, therefore, a matter of concern to parents to be faced with the situation whereby a child leaves a secured shelter and conducive environment and opt for living in the street. Likewise, most shelters are subsidised and therefore provide nutritious diet, health care services and social services, but even there children abscond and prefer to live on the street than in these 'special' homes. Nevertheless, it is believed that there are many reasons that lead to street life, such as parental abuse to children, poverty, homelessness, orphan hood, wars, elusive freedom, family feud, domestic violence, to

name but a few. Notably, many other young people experience these problems but do not live in or on the street.

(In this study Places of Safety, shelters and Drop-in Centres will be used interchangeably.)

While most of the 'shelters that rescue these children from the street recognise their rights and provide accordingly, they should not be a substitute for a home under any circumstances. It is quite devastating to see a child far below the age of 18 years being on the street. This phenomenon is experienced globally. The basic thrust contained herein aims at promoting the culture of rights as far as they refer to children. The research will look at how these measures inform the services of programmes under investigation. Many other young people experience these problems but do not opt to live in or on the street.

Having said all this, the researcher also aims to evaluate the reunification programs rendered by service providers. It has been realised that many a times when children abscond from the institution they return to street life. Again the study aims at looking at the policies that involve the welfare of the children.

Although there are already existing studies that dealt with rehabilitation strategies for drugs, alcoholics and correctional services, there is, however, no known study so far discovered by the researcher on the evaluation of reunification programmes of the South African street children with their families. - It is, therefore, the belief of the researcher that if alcoholism and drug addiction can be treated, then there are grounds to believe that street children's psychopathology can also be treated.

1.2 MOTIVATION FOR THE STUDY

The researcher used to work as a field social worker for the Department of Social Welfare and Population Development under Ongoye and Inkanyezi Social Welfare Offices. In the course of her work she became concerned when she realized the prevalence of children who absconded from their homes and preferred to live on the streets. Whilst the researcher was a student at Jackson State University, Mississippi, United States of America for two (2) years she also observed the prevalence of this problem. In South Africa many of these children were apprehended by authorities such as the police, 'Amakhosi' (traditional leaders) or any community member and taken to Places of Safety and temporary refuge while their circumstances were being investigated by social workers. These children would also escape from these shelters and go back to the streets. When they were asked about the reasons that caused them to desert the shelters they cited boredom at the institutions as one of the causes. Others accused the care workers of bullying them. It would appear that rehabilitation techniques under which they are treated do not encourage them to effect changes in their behaviour about street life. This also raised a concern that problems still prevail within shelters in coping with the changes. This then prompted the question as to what needed to be done differently or more appropriately and professionally?

The comments from these escapees influenced the researcher to look at the programmes offered at these institutions with the view to evaluate their efficacy in dealing with this problem. If this was not the case, what needs to be done to enhance their operation to achieve the desired results? There is no gainsaying the fact that any responsible parent would be

content with his or her child simply disappearing and finding life in the streets. A belief held worldwide is that children should be cherished, nurtured and protected until they can fend for themselves.

Again in this section there is so far no study concerning the evaluation of reunification programmes designed for street children in South Africa. However, this phenomenon is experienced globally, for example, the Netherlands Institute of Human Rights Watch in Sudan, Angola and Zimbabwe (Retrieved from email: sim@law.uu.nl dated 13/05/2005). Furthermore Angola also devised reunification programmes for Street children (Retrieved from computer <http://www.goal.ie/atwork/angola.html> dated 17/11/2003). Lastly, Zimbabwe after having experienced the same problem due to the HIV/AIDS pandemic, declining economic performance, political polarization and policy constraints, also developed programmes to improve the children's lives (Retrieved from computer www.childrencampaign.org dated July 2003). These comments made the researcher feel that shelters need help to develop reunification programmes and evaluate their progress. If possible certain changes or additions have to be applied in order to have rehabilitative programs.

Families have been particularly affected by the social, economic and political policies of the past and the inequitable distribution of resources, social changes, migration patterns, the growing subculture of violence, and changes in the traditional roles of women and men. Families are faced with many new demands and challenges as they attempt to meet the needs of their members, especially the vulnerable members. As a result there is a lot of poverty. In spite of all these problems, there is no parent who wishes his or her child to desert home without any trace.

Family preservation has to be implemented in order to prevent it from disintegrating. The other motivation was that only the black African children are residing on the streets. The question then is: why is it that there are only black African children in the streets and what implication does this have for equitable service provision in this country?

1.3 PROBLEM STATEMENT

The family is regarded as the primary place to orientate children with norms and morals of the community. When children abscond from their homes to the streets it is always assumed that there is a serious problem back home. Shelters, therefore, are expected to play a secondary role in maintaining the parental role of training and human behaviour to be instilled in their children. The prevalence of street children who have absconded from shelters back to the streets, gave a wake-up-call to the researcher to evaluate the effectiveness of the reunification programmes rendered by the service providers. If these programmes are not available it is of primary importance that they be put in place as soon as possible.

1.4 OBJECTIVES OF THE STUDY

1.4 The objectives of the study are conceptualised as follows:

- 1.4.1 To evaluate the effectiveness of service providers' reunification programmes that are operative in respect of street children in their shelters.
- 1.4.2 To examine case studies of successfully reunified street children with their families/households.

1.4.3 Furthermore, on the basis of the research to develop reunification strategies for specific intervention programmes for street children through an inclusive process involving street children, their families/households and service providers.

1.4.4 Also on the basis of empirical evidence to develop manuals for intervention programmes that will enhance reunification strategies for the shelters to utilise in rehabilitating street children.

1.4.5 To develop a Participation Action Research Manual.

1.5 HYPOTHESES

1.5.1 Service providers do not have reunification programmes.

1.5.2 Where reunification programmes are available, they are not evaluated for their effectiveness.

1.5.3 Certain policies have negative effects on children's behaviour.

1.6 KEY QUESTIONS TO BE ANSWERED

The study presupposes several key questions as listed below:

1.6.1 Do service providers have any reunification programs?

1.6.2 How are the reunification programmes' effectiveness being currently evaluated?

- 1.6.3 How is the success of the reunification programmes measured?
- 1.6.4 Are there any cases of complete reunification?
- 1.6.5 What percentage of children have been reunified with their families?
- 1.6.6 Which shelters succeeded in reunifying street children with their families?
- 1.6.7 Are there any measures to trace the progress of the child at home, school or in the community?
- 1.6.8 What achievement has the child made since he or she has been reunited with the family?
- 1.6.9 How useful will be Reunification Program Manuals and PAR when they have been developed?

1.7 LITERATURE REVIEW

The main function of reviewing literature is to establish whether the chosen topic is researchable or not. Literature shows the researcher the relevance of the study-in-question. It also helps to justify the researcher's hypotheses of the chosen theme. Many authors discuss the study topic, that is, the phenomenon of street children, at length. However, there is no treatment model in place once these are institutionalized. In this study many books, articles and even Internet information were used in order to

develop a rational point of view which is scientific enough to underpin the importance of the study.

1.8 THEORETICAL APPROACH

Many authors define theory in various ways. Kadushin and Kadushin (1997:233) define theory as a scientifically acceptable general principle offered to explain observed facts. When dealing with street children many theories become very essential, for example, systems theory, social-exclusion theory, ecosystems theory as well as evaluation theory. Systems Theory focuses on the interactions between individuals and various systems in the same environment. A generalist, such as a social worker can evaluate any problem confronted from multiple perspectives. He or she determines whether change is best pursued by an individual, family, group, organisation or community avenues. Ethno methodologically, societal members examine the ways in which people create a sense of social structure through interactions. In other words, societies believe that children live on the streets because of the Bill of Rights that has empowered them (children) with disrespect towards their parents/guardians. However, the different theories give different views that clarify what it is that contribute to this bad life style.

The theoretical approaches used in this research were Social-exclusion, Ecosystems and Evaluation Theories. Further explication of these theories and their applications will be found in the next chapters.

The Ecosystems' perspective calls for attention to more aspects of the actual world before social workers take action. Again, here, the researcher observes people interacting in the environment whereby they feel their

assets have been alienated from them. The social worker should be concerned with interventions that best deal with a particular problem. In the light of the above the question could be asked as to what is happening nation-wide and worldwide to affect the functioning of persons.

1.9 CONTRIBUTIONS OF THE STUDY

In undertaking this study, the researcher hopes to make the following contributions:

- 1.9.1 The study will provide valuable information about the special needs of the black African children as little might be known about their social conditions and impact on their social achievements;
- 1.9.2 The study will assist service providers with effective evaluation programs in order to rehabilitate street children;
- 1.9.3 The researcher will be able to detect if the policies designed for children do not create any negative impact on them that promote misbehaviour;
- 1.9.4 When the research is completed, the researcher will be able to create manuals with evaluation programs and distribute them to individual shelters in order to improve their services; and
- 1.9.5 To have case studies on successful people who were once street children.

1.10 RESEARCH METHODOLOGY

1.10.1 Introduction

The method that was used to implement the research process involves the following research stages: Research Design; Sampling and Sampling Method; Target Population; The Research Instrument (description of interview guide); Data collection Method; Pilot Case Study; Ethical Considerations; Data Analysis, Presentations and Interpretations and Conclusion.

1.10.2 Research Design

A research design answers the question “How am I going to achieve my aims?” The researcher has utilized an eclectic approach comprising exploratory, descriptive designs and Participatory Action Research (PAR). Rubin and Babbie (2000:300) contend that a major purpose of scientific studies is to describe situations and events. Although the research design in this study is evaluative, it does use exploratory research methods to identify crucial variables in the problem area under study. The term exploratory can be defined as research into an area that has not been studied and in which a researcher wants to develop initial ideas and a more focussed research question. In other words, the researcher investigates a problem about which little is known. The major purpose of this method is the development and clarification of ideas and the formulation of questions and hypotheses for more precise investigation later (Struwig and Stead, 2001:7).

In this design the researcher intended to fulfil one of the primary purposes of social work which is to enable individuals, families, groups and communities to deal with their life problems by utilizing society's resources in the context of their social environment. The exploratory method involved the study of secondary sources of information, namely, families/households and street children. The method also had analysis of selected cases used as pilot studies on those who have already 'repented' from living in the streets and improved their lives (*hereinafter called case studies*). In the same vein, the exploratory method also employed a survey of individuals who were likely to have opinions on the subject under investigation such as service providers. The service providers were invited for workshops whereby their views were shared as to how they deal with the eradication of street child phenomenon. More discussions on service providers will be explored in the study.

Participation Action Research (*from now on to be referred to as PAR*) on the other hand is associated with hands-on-small-scale research that involves practical and real world problems and issues. The emphasis is on the empowerment of the most marginalised and oppressed groups in society, with the aim of uncovering truths with people, rather than about people (Terreblanche and Durrheim, 2002:228).

PAR is about democratising the knowledge-making process because it draws on the tension between science and practice. In other words it empowers those being researched by allowing them to participate during the study. According to the historical background of PAR in the 1980s a number of health professionals including nurses, social workers, psychologists, doctors and dentists initiated an alternative health care organisation called the Organisation for Appropriate Social Services in

South Africa (OASSSA) that was mainly concerned with blacks' social lives.

This organisation was against the then White government that subjected South Africa's black population to unhealthy and unhygienic lifestyles. OASSSA then challenged the state against its differential treatment and created its own programmes for providing health care to those whom the state perceived as the oppressed groups.

PAR researchers have authentic knowledge of the human and social world that can only be gained in the process of attempting to change the participation of those being researched. Therefore, PAR attempts to contribute both to the practical concerns of people in an immediate problematic situation. In other words PAR researchers try to know *with* others, rather than *about* them. It encourages egalitarian research relationships and the full involvement of those being researched in every aspect of a research project from the initial conceptualisation to final implementation (Whyte, Greenwood and Lazes, 1989 as cited by Terreblanche and Durrheim, 2002:230). The other very important aspect about PAR is that it is characterised by the bottom-up approach rather than a top-down approach. The role played by the socio-exclusion theory, is manifested in the evolvment of street children. Their marginalised families are extremely poor even to provide their physiological needs. When these marginalised families apply hands-on to the phenomenon of street children definitely a big social change takes place to the existing situation. Through this action the premise that "research that produces nothing but books will not suffice" will be proven wrong.

In this case service providers, street children and their families were part and parcel of developing the evaluation of reunification programme strategies.

The researcher has utilized evaluative, exploratory and descriptive research design as will be evaluated later. The study used both quantitative and qualitative research approaches.

1.10.3 Research Sample

The sample was sixty (60) street children comprised of boys and girls. They ranged between 5 to 18 years. Thirty-three (33) subjects were found on street corners and twenty-seven (27) were in the shelters. Twenty-four (24) subjects were comprised of service providers and their employees. Four (4) respondents were case studies. Only two (2) subjects were interviewed as parents of the institutionalised street children. Seven (7) day care centres were part of the sample whereby six (6) of them were private institutions and one (1) was a public or government institution. Service providers and their personnel were randomly selected. Triangulation was utilised in the study because it uses multiple data gathering techniques to investigate the same phenomenon (Berg, 1995:211). Triangulation in this study involved snowball sampling, random sampling and case studies. Snowball sampling helped in the sense that other street children were able to refer the researcher to the significant others in other street corners.

1.10.4 Target population

The target population were street children between age 5 to 18 years and were both males and females. Children in the streets and those institutionalised were targeted. Service providers and their personnel from public and private institutions were interviewed. Parents of street children who were in the institutions were also targets in the study.

All the respondents were of different educational levels. Data was collected from seven (7) districts of KwaZulu-Natal Province namely; Nkandla, Nqutu, Newcastle, Eshowe, Durban, Richards Bay and Empangeni (*see Map attached as Annexure 'C'*).

1.10.5 Research Procedures

Before the data was collected the researcher phoned and made appointments with the shelter managers (service providers) to conduct interviews. The purpose of the research was explained and letters to have interviews with subjects were written and faxed to service providers (*for the purposes of this study only one sample of the letter and a response are attached*). Most of them approved over the phone. The researcher also secured appointment with one of the people who work with street children who are employed by Ethekwini Municipality. The researcher with three (3) of her research assistants and the municipality employee approached the street corners and helped the researcher to experience no difficulties in getting informed consent from the subjects to go ahead with interviews. However, they made a special request that they be not photographed. That request was highly honoured by the researchers.

1.10.6 Data collection instrument

Different tools such as Questionnaires, unstructured interviews and tape recorders were used. Each Questionnaire was divided into 4 phases. 1st phase was directed to Service Providers; 2nd phase to Street Children; 3rd phase to family /households members and 4th phase was Interview with Reunified Children (Case Studies). Tape recorders were also openly used because the subjects gave consent to be taped. Reasons for using tape recorders were made explicit to the respondents.

1.10.7 Data collection method

The researcher with the help of her research assistants asked questions as written to the respondents. Research assistants had already read the questions and received clarity from the researcher on whatever seemed unclear to them. Rubin and Babbie (2000:255) argue that preferably the researcher should first read and understand the questions before approaching the respondents.

Triangulation was utilized in this study. It is the use of multiple data gathering techniques to investigate the same phenomenon. This is interpreted as a means of mutual confirmation of measures and validation of findings (Berg, 1995:160). The important feature of triangulation is not the simple combination of different kinds of data, but the attempt to relate them so as to counteract the threats of validity identified in each. The social worker tries to network with individuals, families, groups and organisations in order to connect and combine people's efforts to achieve ends not possible by any of the organisations or people working alone. The researcher organised workshops with service providers from the

drop-in centres in order to consider alternative methods for dealing with this phenomenon. The workshops were very helpful because the service providers were very cooperative and explored on the activities rendered in the shelters. The problems that hinder them from serving efficiently were also spelt out. *(These problems will be fully discussed in Chapter 5).*

Before visiting the shelters for interviews letters to request permission were sent to drop-in centres as per Annexure 'A'. Others responded in writing (annexure 'B') and others telephonically. Those who refused responded telephonically. Service providers were promised to be furnished with Reunification Programme Manual once they were compiled. The said manual will be edited and distributed to all the shelters once approved.

1.10.8 Data analysis

Data analysis was compiled through computer processing and analyzed through a separate selected computer software package (*hereinafter known as SPSS 14*). SPSS 14 was used to analyse data, Pie Charts and Graphs were used to interpret data.

1.11 ETHICAL CONSIDERATIONS

Conducting research is an ethical enterprise. There are many definitions of ethics and in this research the researcher preferred the one that views ethics as a system of morals, rules of behaviour because it provides researchers with a code of moral guidelines on how to conduct research in a lawful and acceptable way.

Such guidelines seek to prevent researchers from committing flaws by engaging in scientific misconduct such as disclosing confidential and private information given by participants. It also controls the habit of forcing or threatening participants who do not wish to participate. (*See the attached letters to clients and their permission to be interviewed.*)

All ethical research considerations in terms of *informed consent*, reliability, confidentiality and anonymity in the reporting of data were adhered to. According to the National Association of Social Workers (NASW), the Ethical Standards 5.02 of Code of Conduct (1999:25(b)) argues that “*Social Workers should promote and facilitate evaluation and research to contribute to the development of knowledge.*” The participation and inclusion of service providers in the research process was felt to be most appropriate. Neither punishment nor threats were pronounced to those shelters that refused to participate. In this regard the researcher maintained respect of the rights and dignity of the service providers notwithstanding their negative responses. The researcher tried to respect the privacy, confidentiality and autonomy of the research participants. However, it was felt that they too had to be issued with manuals once completed and approved by the research board.

Conducting research is an ethical enterprise because besides the above-mentioned ethics, the welfare of others should be of major concern to a researcher (Struwig and Stead, 2001:67). Researchers have the onus to avoid or minimise any harm befalling their participants as a result of their interaction with them.

1.12 DEFINITION OF TERMS

Conceptualisation is necessary to enable the researcher to study, organise and differentiate the variable of the study. Heilbroner (1990:6) argues that “it is necessary to explain the concept used fully because our general agreement exists about the meaning of terms used”. All the concepts defined in this study are explained.

1.12.1 **Acculturation:** This is the adoption of the social patterns, behaviour, values and mores of others by other groups.

1.12.2 **Advocacy:** This is a process of working with and or on behalf of clients to obtain services or resources for clients that would not otherwise be provided.

1.12.3 **Agency:** Agency is synonymously called social agency which is an organisation or facility that delivers social services under the auspices of a board of directors as staffed by human services personnel including professionals and para-professionals such as social workers, nurses, physician’s assistants, just to mention but a few.

1.12.4 **Beneficence:** This concept refers to the placing of the client’s needs first.

1.12.5 **Community Work:** These are efforts by volunteers, paid indigenous workers, and professionals to meet the educational, recreational, health, legal, political, vocational, and social welfare needs of people at the local levels.

- 1.12.6 **Cultural competency:** it is a set of congruent behaviours, attitudes, policies and structures which come together in a system, agency or among professionals and enables that system to work effectively in a context of cultural differences (Ibid: 214). Here the focus is to see what can be done to improve the street child phenomenon. Culturally destructive agencies exhibit attitudes, policies and practices that are destructive to culture. Vast power differentials allow the dominant group to destroy the minority group and its culture.
- 1.12.7 **Curfew laws:** Regulations that specified persons for example, children are off the streets at a set hour of the evening.
- 1.12.8 **Ecosystems Theory:** It is the study of laws, conditions, principles and ideas which are concerned, on the one hand, with a human's immediate physical environment and, on the other hand, with the human's nature as a social being and a study of the relationship between the two factors (Carol, 1999:115).
- 1.12.9 **Ethics:** System of moral principles used in decision making to discern right from wrong or to choose between two or more seemingly equal alternatives (Colby and Dziegielewski, 2001:331).
- 1.12.10 **Ethnomethodology:** It refers to the 'methods' by which people make sense of the situations in which they find themselves and how they manage to sustain orderliness in their interactions with other people (Babbie and Mouton, 2004:30).

- 1.12.11 **Evaluation:** This means a process of determining whether a given change effort was worthwhile.
- 1.12.12 **Family disintegration:** This is when the family members break their relationship and communication patterns and go their separate ways especially the married couples.
- 1.12.13 **Group Work:** This is an orientation and method of social work intervention in which small numbers of people who share similar interests or common problems meet regularly and engage in activities designed to achieve certain objectives.
- 1.12.14 **Hard-core:** This is a child who has lived on the street for more than three (3) months.
- 1.12.15 **Homeless youth:** A child faced with a condition of being without a home. It is usually used interchangeably with street child.
- 1.12.16 **Household:** A term referring to all people, whether related or not, who live in the same dwelling unit (Barker, 1999:100). In this research the term is used interchangeably with family.
- 1.12.17 **Meagre:** Very small or not enough amount of numbers (Patrick Gillard, 2003:773).
- 1.12.18 **Mezzo practice:** This is the social work practice primarily with families and small groups. The important activities at this level

include facilitating communication, mediation and negotiation and bringing people together.

- 1.12.19 **Macro practice:** Macro practice in generalist social work involves working on behalf of whole groups or populations of clients (Kirk-Ashman and Hall, 2001:116).
- 1.12.20 **Network:** It is a formal or informal linkage of people or organisations that may share resources, skills, contact and knowledge with one another (Kirst-Kashman and Hull, 2001:90).
- 1.12.21 **Neonaticide:** Killing a child within the first 24 hours of its life.
- 1.12.22 **Nexus:** It is an important connection between the parts of a system or a group of things (Patrick Gillard, 2003:837).
- 1.12.23 **Organisations:** Organisations are social entities that are goal directed, designed deliberately structured with coordinated activity systems and are linked to the external environment. (Ibid: 214). By goal directed it is meant the organisation exists for a specific purpose to help a person or people in some way.
- 1.12.24 **Participation Action Research (PAR):** There is no distinct definition for PAR except that it aims at producing knowledge in an active partnership with those affected by that knowledge in order to improve their social, educational and material conditions (Terreblanche and Durrheim, 2002:228).

- 1.12.25 **Programs:** These are relatively permanent structures designed to meet ongoing client needs. Put differently, program is an aggregate of actions directed toward accomplishing a single goal (Ibid: 168).
- 1.12.26 **Psychopathology:** It may be defined as the description and study of disorders of mental functioning, focusing on the psychological aspects of abnormal experience and the meaning of the individual's experiences in the context of his or her life history (Dawes and Donald, 1994:154).
- 1.12.27 **Rampant:** Out of control; an unruly person.
- 1.12.28 **Street Child:** A youth or adolescent who lives on or near the streets of urban areas in relative independence from his or her parental home (Barker, 1999:111).
- 1.12.29 **Rehabilitation:** The dynamic, interactive, truly human bond or affiliation alignment with another person or persons, whereby bipolar association or action is established and mutual influence is achieved.
- 1.12.30 **Reunification:** Different authors define this concept differently. However, the traditional definition of reunification means to return a person irrespective of his or her age to the birthparents or household of origin.

- 1.12.31 **Service Provider:** Any person employed by the state or private agency to provide services to people. This person or persons help to identify current and future unmet needs and facilitate the efforts of various organizations to reach mutual predetermined goals while retaining their own goals and methods.
- 1.12.32 **Shelter:** Facilities or sheltered conditions that provide temporary lodging and protection of homeless abandoned or abused people in society (Le Roux, 1994:29).
- 1.12.33 **Social Work:** Social work is a profession that provides ample opportunities to make positive differences in others' lives and to help make our communities better and safer places for all people (Colby and Dziegielewski, 2001:iii).
- 1.12.34 **Triangulation:** Occurs when using more than two methods of data collection.
- 1.12.35 **Social-Exclusion Theory:** It is a theory that focuses on social inequality in relation to economic, political, land and cultural competence (Figueroa, 1999:120).
- 1.12.36 **Policy:** Policy is a rule or rules that tell people which actions they may take and which ones they may not take

1.13 LIMITATIONS OF THE STUDY

The first limitation of this study is the lack of literature which deals with reunification programmes of street children. This confined the researcher

to the use of Internet information derived sources. Secondly, the methodological limitations were experienced with service providers themselves. During the preparations to interview service providers, not all of them gave informed consent to the researcher to visit their shelters. Others were very upfront and revealed their negative feelings about the study. As a result out of twelve (12) stakeholders that were invited to the workshop only seven (7) of them positively responded. Street children found on the streets could not reveal their true identities. Not even a single one of them disclosed their real families hence fair disclosure was not possible.

1.14 OUTLINE OF THE STUDY

Chapter One now being concluded introduced the study, disclosed the researcher's motivations, aims and objectives and outlined the methodological aspects driving the investigation. As was noticed the methodological approach must be seen against the theoretical presuppositions mentioned above. The rest of the report will be organised along five further chapters. Chapter Two begins the Review of literature and includes approaches and theories in use. Chapter Three discusses the Theoretical Framework that was felt most relevant to the study. Chapter Four discusses the methodology used up to data analysis of the study. Chapter Five discusses the main findings. Chapter Six closes with limitations, closing and recommendations.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The importance of this chapter is that it informs the reader how the researcher strategically put the study information context in the particular field. Initially, the researcher identifies a research problem from a ‘broad’ understanding. At this level of literature search the researcher seeks to sharpen, to be impartial and to focus the definition to indicate the knowledge gap area to be acquired in the research exercise. In this chapter the following subheadings will be discussed: parenting and culture, poverty, shelters, programme evaluation, formative and summative evaluation and criteria of programme evaluation, Need Assessment Planning, Families/ households, domestic violence towards children, domestic violence as a contributing factor to homelessness, teenage pregnancy, psychological abuse, policies for the Welfare and Protection of Children, The Government programmes, education, street children, psychopathology, a brief social work perspective comprised of Casework, Group Work and Community Work, rehabilitation as an important aspect in programme evaluation, reunification pertinent concept as an important outcome for this study and conclusion.

2.1.1 Parenting and culture

A belief held worldwide is that children should be cherished, nurtured and protected until they can fend for themselves. In spite of this belief in the olden days the absence of legislation to protect children and the belief

that children were the property of their parents gave parents the right to treat their children in any manner they deemed fit even engaging in behaviour such as infanticide or even neonaticide. It was cultural for a parent to kill his or her own child (infanticide), due to agrarian reasons. Sometimes the child would be killed within the first 24 hours of its life (neonaticide). Rules according to which children had to behave were rigid and not adapted to the special needs and limitations of the children. Children who exhibited chronic disobedience toward parents could be given the death penalty. In order to protect the worth and dignity of every child social work has always played a dominant role in shaping child welfare and protecting policy through-out the world. Even with street children it goes back to the concern of social workers to deal effectively with this phenomenon.

During the apartheid era lots of problems evolved. The administration of past law systems such as forced removals to so-called homelands from urban areas were experienced as well as disruption of the family units. Whilst growing up most youth experienced alienation from their parents, felt embittered and lacked the opportunities to get education. As a result being socially and economically marginalized, many people turned to political activism and exhibited radical behaviour that landed them in trouble with the criminal justice system. Parents lost control over their children. There was lack of supervision and a slow transition process following democratisation resulted in many youths turning to various forms of misbehaviour such as street life. This argument is supported by Johanna Le Roux (1996:2). "The street child phenomenon in South Africa is merely the outcome of the political system of racial segregation that has been in place since 1948. Street children are simply described as the victims of the former policy of apartheid."

Likewise during medieval times children had to start working at the earliest possible age and were destined for a life of hard work and suffering. They often worked fourteen (14) hours a day, six days a week. Employers welcomed child labour because low wages were paid in exchange for tedious and tiring work done under poor working conditions. Child labour was considered to be essential to the booming industrial revolution and children above the age of three (3) were encouraged to earn a living and to take up the responsibilities of working adults as soon as they entered the mills, factories and mines (Beecham, Fiehn and Gates, 1983:11). From the above argument throughout history although available literature could not provide information on the evolution of the street child problem there are indications that children have been living on the streets since the 19th century. For example, in 1903 the number of children living on London streets was estimated to nine-thousand two-hundred and eighty-eight (9 288). The majority of them were between eight (8) and twelve (12) years of age. In 1868 in New York streets they were over ten- thousand (10 000). It is therefore clear from the preceding paragraphs that the presence of street children in early times has not been recorded. The continuing plight of children globally has demanded their documentation and how this phenomenon can be eradicated.

The new policies that were developed in the 1980s led to acculturation. Black African people found themselves caught between their traditional culture and Western culture. Black Africans adopted some of the western views regarding child rearing practises and punishment for misbehaviour (Bezuidenhout and Joubert, 2003:299). As a result most children abandoned their homes to the streets in order to survive from hunger at

home. The consequences of this problem resulted in the phenomenon of street children that is faced in this *status quo*.

It is argued that during the 1980s to the 1990s the term 'street child' became an accepted term of the urban poverty dictionary currently used by Non-Government Organisations (NGOs). Academics use this concept as a short hand to denote children working and/or living in the streets of urban areas. Generational young black African children face the same structural problems as their parents were modified by the immediate economic conditions they had to live in (Brake, 1990). In the previous years the youth entertained themselves through dancing such as hip-hop. This dance incorporated rapping, scratching discs on turntables to make rhythmical counterpoint to the music on the track. They wore distinct clothing, painting murals and spraying graffiti. But nowadays, the youth has abandoned this type of behaviour and exposed themselves to the streets whereby stealing, robbing and fighting other people are their major entertainments. One can thus call this life a ghetto culture.

Culture is defined as a learned behaviour which has been socially equipped. However, culture has several often contradictory meanings and its ambiguity conceptually can be located in its differing uses through history. Our social identity is constructed from the nexus of social relation and meanings surrounding us. From this we learn to make sense of ourselves including our relation to the dominant culture which is seen as a learned behaviour emphasising the effects of socialisation within the cultural sub-groups of a plural society. Whilst culture is a cohesive force, binding social actors together, it also produces disjunctive elements such as leaving your own family and prefers to live in the street. Cultural values, norms and aspirations are transmitted, congealing into non-largely

non-conscious routines, the norms and customs of everyday experience and knowledge. Culture is not a neutral concept but is historical, specific and ideological.

Barker (2003:222) argues that the research conducted by Ashoka reflects that in 1987, South Africa (SA) revealed five thousand (5 000) street children. In 1995 there were ten thousand (10 000) street children between 8 – 17 years of age. Ninety eight percent (98%) were predominantly males. Petty offences from glue sniffing, prostitution, drug use, violent crimes, fighting among themselves with rocks and knives, robbery, assault and rape are the common crimes committed by street children. On the other hand, Le Roux (1996:2), quoted Hickson and Gaydon emphasised that in South Africa street children are the results of apartheid. Black African children are the worst victims of apartheid compared to other racial groups. According to Hickson and Gaydon (1989:200) they argue that Black African children in SA are estimated to be nine thousand (9 000). There are ten-thousand (10 000) White children in one hundred and sixty (160) state registered and subsidised children's homes due to family feuds. This statement symbolises that even though there are White children living under difficult circumstances, but the government is taking care of them.

White people have always been taken care of. They occupy most of the land. On the other hand being born white in South Africa tended to ensure a range of advantages, for example the provision of material well-being. Currently, it is estimated that 5% of the population (overwhelmingly white) controls 88% of the wealth while 45% of the population (overwhelmingly black) exists below the minimum living level (Dawes, *et al*, 1994:3). The historical situation of apartheid has

ensured that 86% of the land is under white ownership or control. The issue of land reform is on the current agenda for social transformation as the gross misdistribution of land in the past has resulted in severe overcrowding in those areas designated for occupation by African people. This movement brings adverse consequences to children in a variety of ways. It is estimated that 7 million urban dwellers are informal settlements (squatters). In order to protect the worth and dignity of every child social work has always played a dominant role in shaping child welfare and child protection policy through out the world.

Even with street children it is the concern of social workers to deal effectively with this phenomenon. Street children do not benefit from traditional facilities hereinafter called Places of Safety, Shelters or Drop-in-Centres which are meant to rehabilitate the anti-social behaviour to the expected good behaviour. Again the policies such as Bill of Rights, Sec 28 of SA Constitution 108/1996; Child Justice Bill 1998; African Charter on the Rights and Welfare of the Child November 1999 as well as Child Care Act No. 74/1983 have some effect on the increase of street children. The Child Bill signed by South African President Thabo Mbeki dated June 2007 allows a 12-year-old girl to use contraceptives as well as commit abortion if pregnant. This Bill is going to increase the number of street children. A person of age 12 is still a child and will not be able to properly have means of support for the child. The child's mother will soon be a dropout teenager.

2.2 BACKGROUND INFORMATION ORIENTATING SUBJECT UNDER STUDY

2.2.1 Poverty

Although there are other structural factors mentioned earlier that lead children to the streets, the most important single factor underlying the street child phenomenon is poverty. According to Toomey and Christie 1990 cited by Dawes *et al* (1994:110) families that are subjected to poverty are also subject to multiple stressors that affect a range of child-caretaking functions. Poverty is structurally related to and has been exacerbated by the policy of apartheid. Poverty has been seen as a central factor in the creation of the street child problem in the society. There is evidence that large numbers of poor black parents have difficulty in providing for the physical needs of their children. This is supported by the statements of many street children that their families cannot support them and also as a result they resort to sending them out to earn or beg for money to look after themselves.

In Durban, in KwaZulu-Natal Province at the corner of Ruth First Freeway and Argyle Street, children of 5 – 10 years beg for money from the car drivers whilst their parents are watching underneath the trees almost 50m away from them. Various street children mention not only the meagre provision of food at home but also the lack of finance to meet the costs of schooling. This has frequently resulted in children being teased or scolded at school, leading them to truant behaviour which eventually results in them leaving school and home.

Conceptually there are two (2) forms of poverty known as structural and relative poverty. Structural poverty is defined as a situation of people whose advancement is blocked by patterns of power and discrimination in society (Graaff, 2006: 69).

In South Africa (SA) the most basic measures of poverty are the *Minimum Living Level* (MLL) and the *Household Subsistence Level* (HSL). These two measure the amount of money necessary to provide a household (of six people) with the very elementary necessities to stay alive. These basic necessities include food, clothing, fuel, lighting, washing, rent and transport. In South Africa in 1999 the MLL for an individual was R164.20 per month. That amounts to approximately R5.30 per day which is an amount that cannot take anybody anywhere. The said amount barely covers the average life of an individual or a family. Absolute poverty does not take into account the expectations, norms, values and customs of particular communities in which people live. If an individual is unable to participate in the normal routines of his or her community definitely that person will experience poverty life which might be equally as painful as physical deprivation. This reference is the typical type of life lived by families of the street children. Most parents survive on the unskilled jobs that pay them very low wages that make them live from hand to mouth.

Relative deprivation on the other hand is defined as the experience of poverty which is influenced by society's expectations and values (Ibid: 69). This form of poverty measures relative deprivation in considering people's perception of how poor they feel. Being poor is not just being without money but means being subjected to physical abuse and violence, humiliation and indignity and exploited by the powerful and the wealthy.

It frequently involves experiences of humiliation, helplessness, ill health, rejection, and powerlessness, unsecured or even trapped in a terribly bleak place and of deep injustice. Poverty involves economic, political, cultural, emotional and psychological dimensions. These symptoms are very much in contrast to how poor people used to be viewed as being lazy, irresponsible or traditional and superstitious. Relative poverty recognises that people are often the victims of situations which they cannot influence. Poverty is viewed as the result of a whole pattern of interlocking factors and that removing only one of them may do very little to solve the problem. Karl Marx (1988:4) supports this argument by saying *“men make their own history. But they do not make it just as they please. They do not make it under circumstances chosen by them, but under circumstances directly encountered, given and transmitted from the past.”* The said forms of poverty are viewed by some literature as the cause of the escalation of the street children phenomenon.

The extreme poverty has also been viewed as instrumental in contributing to this kind of phenomenon. Families that survive from income that is far below the marginal line of R5.30 per day are at high risk of having street children. The criminal activities are perceived as means for the provision of their basic needs. The statistics of street children in KwaZulu-Natal Province in the year 2000 reflected escalation of car hijackings from 2038 to 2444. Due to Amnesty issued to juvenile offenders in 1996, the adult criminals took advantage of using juveniles to such immoral act such as car hijacking and or robberies. A census conducted by Mkhombozi in 2005 identified 259 full time and 250 part time street children in Moshi and Arusha regions in Northern Tanzania, there are more boys than girls. Ninety two percent (92%) of street children are between 10-19 years of age. In Moshi twenty five percent (25%) and in Arusha twelve percent

(12%) of street children came from Mkhombozi's target communities. In Moshi seventy seven percent (77%), in Arusha sixty nine percent (69%) of part time street children are not in school.

The United Nations Children's Fund (UNICEF) held a General Assembly's Special Session on a World Fit for Children in May 2002. The session was attended by more than 1, 700 delegates among others, by a UN Secretary-General, Kofi Annan, 400 children as active participants and Non-Governmental Organisations (NGOs) from 117 countries. They pledged to eradicate extreme poverty and hunger, ensure environmental sustainability, to mention but a few. These were to be changed prior to 2003.

The vicious cycle of poverty seems to worsen instead of improving. Children in the streets have been proved to be victims of child labour such as washing cars, sell drugs for syndicates or drug traffickers.

In the KwaZulu-Natal Province, malnutrition manifests itself as both under-nutrition and over-nutrition. Six percent (6%) of the children in the 1-9 year age group are overweight. Over-nutrition is also a matter of concern among adults. A survey held in 1998 found that nine percent (9%) of males and thirty percent (30%) of females over the age of 15 were obese thus putting them at an increased risk for diabetes mellitus and other chronic diseases of lifestyle (Nutriview, 2005/3:2). Therefore, complementary strategies are needed to address both. In the 1999 National Food Consumption Survey (NFCS) only one (1) household in four (4) appeared to be food secured. Two (2) out of four (4) households at the national level experience hunger, while one (1) was at risk of hunger. More than one fifth of the children aged between 1 and 9 years

are stunted. Younger children (1 – 3 years of age) are most severely affected together with those living on commercial farms, in tribal and rural areas. A significantly higher percentage of households in rural areas experienced hunger than in urban areas. Additionally, such households were found to be of the informal dwelling type. They had the lowest monthly income and spent the lowest amount of money weekly on food.

The mothers also had the lowest standard of education. Food insecurity is further exacerbated by the HIV/AIDS pandemic. Households headed by orphaned children are especially vulnerable. The government structures such as Municipalities have also embarked on the fight against HIV/AIDS. Municipalities together with the Department of Health and Tertiary Institutions hold campaigns whereby the communities are armed as to how to prevent the escalation of this pandemic. For example, the then mayor of uMhlathuze Municipality in Richards Bay, KwaZulu-Natal Province Dr Denny Moffat, attended a launch in August 2007 to demonstrate the commitment the city has towards HIV/AIDS. In his speech he said: *“As a city we run double gravediggers and the lifespan in South Africa is now 51 years on average. As a council we have to be realistic and compassionate. We have to educate employees and the public about the risk of becoming infected. It is irresponsible for people to create orphans. It is not fair on the children. Parents orphan their children by contracting AIDS. What life do you leave these children and what pressure does it place on the grandparents if they are still alive? Who is going to feed and educate these children if parents have carelessly killed themselves?”* (uMhlathuze News, 2007:2).

According to the Children In Distress (CINDI) transcript released in the year 2000, four hundred and fifty thousand (450 000) orphans have

already come to existence in the KwaZulu-Natal Province. By 2010 there will be an estimation of seven hundred and fifty thousand (750 000) orphans. By then an estimate of R1,4 billion of a provincial welfare budget will be spent. These statements indicate that when parents are deceased children become vulnerable and subjects of the streets.

In Zimbabwe over thirty-thousand (30 000) household are headed by children under 21 and another three-thousand (3 000) are headed by children under 15. Six-hundred-thousand (600 000) children under 15 are estimated to have lost their mothers; and an estimated 12 000 street children of whom about 5 000 are in Harare (Retrieved from computer www.childrencampaign.org dated July 2003).



The above picture shows the eldest boy being the child-headed household of his five younger siblings. Their mother was a single parent who died of HIV/AIDS.

The Deputy President Ms Phumzile Mlambo-Ngcuka made it clear in her speech during the conference held by the South African Women In

Dialogue (SAWID) in Pretoria from 1 – 6 July 2007 that one of the ways of eradicating poverty is that *“Africa continues to face challenges of growing inequality. While those in higher levels have been going up rapidly, those at the bottom of the pyramid have been moving very slowly. She challenged that people work towards the creation of a diamond shape of social structure, where many facets were allowed to shine simultaneously. By providing people with basic skills that make their lives comfortable, the gaps that the government have created need to be filled and agree on the causes of poverty and identify minimum support services for the poor”* (SAWID, 2007:1).

2.2.2 Shelters

Before looking at the ways in which shelters or agencies talk about street children and homeless adults, it is necessary to commence with the historical developments of public and private agencies in South Africa. In 1924 after World War II, private sectors were established by colonies whereby the Poor White Problem was addressed together with the Department of Labour. The main reason was to create employment opportunities for the Poor White. The focus was on economy creation and preservation more than on people. Black people were excluded from this courtesy. Due to the high rate of homelessness of young and old citizens shelters were developed to provide basic needs. Since then statutory and privately owned types of agencies were created. The escalation of street children is still a continuation of the effects of apartheid that is still experienced as we speak and that has resulted into more mushroom organisations served by volunteers. It is, however, essential to compare the similarities as well as differences as to how the public and private agencies function.

When it comes to similarities between the public and private agencies they are both subsidised by the state although the private agencies are not fully subsidised. The government fund statutory agencies and their operation are centrally controlled by statute.

Secondly, they both assist the children in difficult circumstances as well as adult homeless people. Coming to dissimilarities the private agencies are not controlled by the statute. During selection the private shelters categorise them by means of choosing whom they can assist and not to be assisted due to their limited resources. Traditionally, the voluntary sector provides innovatory services that fall outside the responsibilities of statutory agencies such as women's refugees or domestic violence as well as children who have run away from home on their own accord. The staff qualifications and salaries often differ between these two types of shelters. Public places of safety pay higher salaries in contrast to private ones that pay less. The public agencies do more than just talk about the problem. They provide direct services for young homeless people in terms of accommodation, counselling or advice.

In private agencies it is particularly important when they offer accommodation and discourage the bad behaviours of street children. Most personnel in this type of agency have no special qualifications and no requirement for certain educational level.

Discriminatory practices of the past still persist in the private agencies exacerbating the unequal provision of services to children in general. For example, white children in difficult circumstances are in Places of Safety or in Children's Homes. Yet the black African children are on the streets. It is however perplexing why? Nevertheless a person who is observing

such behaviour can infer that it is because most private agencies such as Non-Profit Organisations (NGOs) are headed by Whites and Indians who pay more attention to other White people more than black African children.

Whilst white troubled children are being institutionalised, they are also offered for Adoption or Foster Care Placements. Those who are fostered, their foster parents are awarded subsistence allowance hereinafter called Foster Care Grant (FCG). The FCG is further renewed every two (2) years, until the child is able to support him/herself. Foster Care placement is required when a child is removed from his or her biological family by the state and is in need of alternative care. Foster parents provide this care on a temporary basis while the situation necessitating the withdrawal of the child is addressed. There is also no means of testing the parents for this grant. The aim is not poverty alleviation but intervention if the child's biological parents live under devastating situations such as family conflict, substance abuse, child abuse and neglect, just to mention a few. The statistics released by SOCPEN in August 2005 showed that 178 521 foster parents are looking after 281 476 needy children. This statistics shows clearly that the children who experience problems in receiving grants and are without viable means of support perceive the streets as the best resource. African children are also exposed to FCG, but because of the delaying techniques from the Government institutions sometimes applicants do not receive the grants as soon as expected.

The largest gap in the safety net for street children in South Africa is the lack of coordination and cooperation between the state and the private institutions. The problem of misunderstanding between the two is that the treatment of street children stems from the difference in the customary

approach. The state treats an ordinary child in need of care by means of institutional care, in contrast to children with special needs who because of their life on the streets have developed a sense of independence and freedom and must therefore be weaned away from street life by means of the informal curative method. As a result, the homeless children acknowledge that being without a home for any length of time is hazardous because it can make them vulnerable to other problems. From such comments it can be deduced that most young homeless people see the experience of being homeless as negative and often progressively problematic. As a service to street children, shelters have the duty to educate and instruct the youth to become hard workers, dutiful and socially adjusted individuals. They use curfew laws as means of restricting the opportunity for children to get into trouble. As part of curfews shelters keep the offender in isolation and give smallest ration of food for a certain number of days.

Places like the Western Cape Department of Community Safety, devised a plan called "*TRUANCY REDUCTION PROJECT*" to address the problems of truancy and drug abuse. The aim of the project is to reduce youth offending and increase school attendance. This can be viewed from www.iol.co.za/indenx.php.html dated 04/02/2002.

The background and personal characteristics increase the likelihood of a child becoming involved in criminal behaviour. When children abscond from their homes and move to secure places like the shelter or agency, it puzzles any person when those children run away again from the very shelters and back to street life. It is hoped that every shelter renders reunification programs to the children of this nature. It is also believed that these programs are evaluated in order to monitor their effectiveness.

2.2.3 PROGRAMME EVALUATION AT CONCEPTUAL LEVEL

- Research on programme evaluation

Different views have been expressed on programme evaluation some of which are considered herein. This broad field of research may take many forms but it is not the function of this study to consider all these. In particular the focus is the evaluation research that tracks the efficacy of social programmes in human and social terms.

Programmes most commonly evaluated are those aimed at educational or social development. The focus might be how those involved go about doing their work, the issues they deal with and the manner in which they confront these (Terreblanche and Durrheim, 2002:213).

These questions mainly focus on programme implementation and outcomes as well as the *quality of the service provided from a professional point of view*. In this study the effectiveness of the rehabilitation and reunification programmes of services providers who run shelters for children in need of care, that is, those who have left their homes/households and establish life for themselves in the streets is investigated.

The following questions might be asked with regard to the manner in which the programme is run:

- Is the programme - rehabilitation programme- able to produce the desired outcome for which it is put into practice?

- Are the inmates – focus of study – able to be reunited with their families as rehabilitation and correctional efforts are designed to achieve?
- Does the programme meet the needs of the children under their temporary care?
- Is the programme evaluated for improvement?

Clearly the exercise seeks to establish the programme goal, preparedness and efficiency of those involved and how they feel the programme they run intervenes in dealing with the social issue under consideration.

- Purpose of programme evaluation:

There are two dimensional aspects of programme evaluation, namely, Formative and Summative Evaluation.

- Evaluation

The concept Evaluation is defined as a “systematic inquiry to provide information to decision makers and other parties interested in a particular program, policy or intervention.” Retrieved from <http://www.prel.org/programs/pe/eval.asp> dated 06/12/2005.

It is the view of the researcher that the high rate of street children who abscond from the shelters is due to the fact that they are possibly not having reunification programs. If at all they are available, they are ineffective and therefore they are not even evaluated.

For many programmes the term evaluation has negative connotations. Most organisations do not want to be judged and therefore do not welcome the idea of exposing their programmes for evaluation to someone else. The agencies who receive subsidies from either government or private donors are very sensitive to evaluation because they believe that if they are not honestly servicing the vulnerable people or children, they run a great risk of having their services being terminated.

Other authors define evaluation as a systematic approach to assess the conceptualization, design, implementation and utility of programmes. It puts pieces together to make a picture of the programme as structure, operation of programmes process, and outcome that informs its effectiveness in producing the results. This information is obtained through asking questions, collecting answers from service providers and other parties who are operating in the shelters and making decisions based on those answers. In this case the researcher had to ask service providers about the running of their programmes in order to deter street children from living on the streets.

It is significant to evaluate the programmes in order to make revisions and modifications, determine effectiveness, program runners have to be accountable and also involve decision-making. A program must prove a certain degree of success to receive continued financial support irrespective of whether the money comes from private or public sources (Kirk-Ashmann and Hull, 2001:331). Records must be maintained to show evaluators what is actually happening, thereby justifying the program's continued existence. The ethical responsibility to clients and to

the organisations require evaluators to ensure not only that their efforts do not hurt clients, but also that they achieve their intended ends. If evaluators cannot prove their effectiveness they are at the mercy of others.

The purposes of program evaluation can be summarised as follows:

- *“help to save time and money or avoid wasting precious resources on approaches that either do not work or do not work very well;*
- *allow practitioners to spend resources on unmet needs;*
- *allows program runners to change their programs to make them more effective and identify areas of strength and weaknesses;*
- *assure practitioners that planned programs provide the services intended;*
- *build support for continuing effective programs;*
- *distinguish which services produce the more favourable outcomes;*
- *identify side effects that were not intended or planned for; and*
- *Help practitioners to gain personal satisfaction from knowing that our programs work and work well” (Posavac and Carey, 1997:188).*

Factors to be evaluated start from program leader/instructor, the technology involved in the program, environment, support services, levels of use, the cost effectiveness, outcomes and management.

Planning evaluations for judging the effectiveness of a program whether formative or summative requires familiarity with some of the most useful methods and designs used in social work practice. Failures to plan for

evaluation, lack of program stability, unclear evaluation results that are not accepted usually become barriers in program evaluation. Therefore, it is very important for an evaluator to first know the evaluation approaches before embarking on evaluation exercise because usually the relationships between those who carry out a program and those who evaluate it can be problematic. Quantitative methods, qualitative methods, one-group Post-Test Designs and Pre-Test/Post-Test Designs are the most appropriate methods used in order to achieve accurate results during programme evaluation. However, an evaluator can choose the most suitable method depending on the particular program under study. When using the quantitative method the evaluator is using numbers such as scores on a test or frequency to learn whether change has taken place following an intervention. When using a baseline, these methods compare change over time in designated target behaviours. Coming to qualitative methods, the evaluator relies on a non-numerical examination of the phenomenon. It examines a program without using quantitative measures and instead involves in-depth review of a small number of cases and their goal is to describe or explore the experiences of clients or others involved in the process. Qualitative methods include interview, review of logs or journals, and similar approaches (Kirk-Ashman, 2001:333). Likewise in this research the researcher will have case studies of the reunified street children and explore their street experiences. Their feelings of having reunification programmes in the agencies will also be taken into account.

One-Group Post-Test Designs evaluations look at a single target group that focuses only on changes that have occurred following intervention (post-test). These designs are used when there is lack of baseline data that would allow the evaluators to compare the change from before intervention to after the intervention. For example, a shelter might launch

a program to keep the kids (street children) from becoming involved in delinquent behaviour without knowing how much delinquent activity the kids are already involved in. All agency staff can do is to look at the youngsters who complete the program and say that seventy five percent (75%) of them have had no contact with the justice system. They cannot prove, however, that their program was the reason for the 75% non-delinquency rate. Perhaps 75% of the participants were not involved in delinquent activity before the program even started. Without a baseline, no one can prove that the program is responsible for deterring delinquent behaviour.

The Pre-Test/Post-Test Designs are reported to be more useful than post-test-only designs because they allow evaluators to show changes over time. These designs employ a comparison group that we hope will be similar to the evaluator's experimental group. The researcher compares two groups, that is, the one that received intervention and the one that is presently tested. If the experimental group improves, one might claim that the intervention program was responsible for the changes. For street children who have been exposed to a treatment model, to those who were not, a clear behaviour will be noticed with the group that did not receive intervention. Although delinquent behaviours might increase briefly when the program begins, they decline quickly. These designs require the existence or creation of a baseline against which comparisons can be made following the intervention.

- Formative Evaluation

Program improvement is the purpose of formative evaluation. Formative evaluation focuses on an appraisal of the program's quality. The program is observed during the developmental stage.

This is done particularly for the reason of collecting information on the program. Nevertheless, evaluating the programs usually brings negative connotations because most people do not like to be judged as it evokes their fears. The results on the program are assessed irrespective of whether they are good or need some adjustments. When doing this exercise the program directors have a crucial role to play in focusing on the program's goals and objectives. They look at the sufficiency of the material to achieve the objectives. Do activities lead to the achievement of the objectives and do they also focus on the material to determine whether it is technically accurate? The learning activities in the program are also important, for example, they look at the resources that are required and what modifications are needed. The same applies to the shelters with the street children. It is strongly believed that the main purpose to establish shelters was to provide security and also restore culture, norms and values of the children in dealing with the problem of absconding from their homes and their preference of street lives.

The goal was to rebuild societies in order to restrain and avoid criminal behaviours and protect the exploitation of South African economy. If the young generation prefers street life how will poverty be eradicated? Right now the new government after 1994 developed many programmes intended to improve the lives of the people, especially the previously disadvantaged communities. The Honourable Minister Mr B. Gwala,

Department of Public Works, KZN introduced the Provincial Community Based Programs like: Cooperatives Development Programme (CDP); Emerging Contractor Development Program (ECDP); Provincial Community Based Projects (PCBP) and Expanded Public Works Program (EPWP). These programs are meant for job creation for women, youth and handicapped people.

- Summative Evaluation

On the other hand summative evaluation focuses on the effectiveness of a completed program. It observes the program's completion. Summative evaluation also looks at the effects of the program; the results of the program and the areas of major focus that is, if the program should be continued or not. The funders of the program have the responsibility to decide whether to proceed funding the program or not. Program sponsors and taxpayers typically are interested in program accountability. Conducting evaluation of programs can be very much threatening to service providers. The researcher experienced this when some institutions openly refused access to the researcher to come and interview its personnel and the clientele as part of the research process.

Nowadays evaluation has tremendous potential for helping people to make positive changes in the lives of the vulnerable children such as street children. Evaluation can legitimately emphasise help and assistance to efficiency program whether still contributing to program accountability or not.

In the same vein, the intentions of the evaluator can also be of help to the service provider in an unexpected way. Evaluations may be conducted at

any of the several phases of the program studies. Process evaluations examine what goes on inside the programme while it is in progress paying particular attention to the dynamics and processes inside the programme. Focusing on activities offered; staff practices and client actions are also concerns of evaluation.

Often people tend to believe that evaluation and research work are same yet there is a distinction between the two. Both research and evaluation are based on systematic inquiry. But whilst evaluation makes use of research methodologies and designs, evaluation differs from research in a number of ways. Research aims at “*knowing how*” something works and evaluation aims at “*knowing how well*” something works.

To conduct quality research in reading strategies, for example, one must be well grounded in the reading process and be aware of the unanswered questions about how it works. Therefore, an evaluator can determine the effectiveness of a reading strategy without an in-depth understanding of how it works. This example illustrates that the evaluator wants to know if it works, how well it works and how it was implemented. The distinction between a Programme evaluator and research evaluator is that the evaluator compares the operation and outcomes of a program to a set of explicit or implicit standards. Decision makers may then use these comparisons to make judgements about the worth of a program. The relationship between those who carry out a program and those who evaluate it can be problematic. Personal differences, which can always surface, are exacerbated by role-related problems. Practitioners are usually concerned primarily with delivering a service. Evaluators on the other hand are interested in measuring the effectiveness of the service. Evaluation is about uncovering things that need improvement.

Evaluation cannot be done before the program is in place. Instead, the program has to be designed and planned first. Therefore, both Formative and Summative evaluations are significant and in order to succeed in doing this there is need for assessment planning.

2.2.4 Some criteria of programme evaluation

In this stage the researcher intends to indicate the key concepts defined that need to be operationalized during programme evaluation, namely, input, process and output. Programme evaluation is a continuous process based upon criteria cooperatively developed.

INPUT	PROCESS	OUTPUT OR PRODUCT
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Every educational institution needs to develop specific criteria for evaluating those programmes in order to ensure relevant impact. Gooler, cited in Bitzer (1887:42) designed an evaluation framework that is utilized in judging the effectiveness of the programmes.

Criterion 1

The input is that service providers possess skills of rehabilitating the child who is engaged in immoral and other un-cultural acts such as absconding from the natural family to the streets. Therefore, they are expected to have reunification programmes that are evaluated timeously, be it after six (6) or twelve (12) months. Families need not be left behind during evaluations of the programmes.

Criterion 2

Process is the second step whereby the simple procedure is to identify and remove the child from the street or any other non-conducive environment that might cause danger to the welfare of the child. When the child is placed in the centre he/ she is introduced to the Behaviour Modification Treatment Model (BMTM).

Criterion 3

The output or product is whereby the child is being released to go home. A home visit is rendered. By so doing the success of the Reunification Programme is evaluated and measured. Evaluation should also measure the quality of the inputs, process and product of the programmes as well as learner outcomes which include experiences and learning gained by the participants.

2.2.5 Specific aspects pertinent to the study under consideration

2.2.5.1 Needs Assessment Planning

Specific aspects for consideration under Needs Assessment is the type of research aimed at determining the needs of a community, usually in terms of a particular sector such as health care needs. Most of the time needs assessment has some similarities to the market research done in the business world. In the context of chronic poverty research, needs assessments may be employed once a specific issue of particular

relevance to the chronically poor has been identified (Retrieved from www.chronicpoverty.org dated 06/03/2007).

Here, the planners identify the needs and establish why a certain project has to be developed. In conducting a needs assessment, the planners identify and measure the level of unmet needs in programs, organizations or communities. Needs are defined as the things that people must have in order to be in a satisfactory or desirable state. Most of the time educational, psychological and social needs are very complex and are usually not fully understood.

In order to get more clarity on them more sources of information can be employed, for example, community surveys, in-depth interviews, expert informants, focus groups, social indicators and or large-scale databases. It was, therefore, the researcher's belief that a need for assessment had to be done before the shelters for street children could be developed. The drop-in centres were predicted to be of benefit to children exposed to hazardous life events.

To every human being the welfare of the child is of primary importance whether the child has parents or is an orphan. Thus relationships between evaluators and practitioners are very important.

2.2.6 Families/households

The family is regarded as an institution for every child and has a vital role to play in any child's life. Families and households have potential interpersonal relationships and therefore have powers to help and improve the family member's life in danger. The family concept is very important

because even the street children form ‘families’ of ‘mom’ and ‘dad’, ‘brothers’ and ‘sisters’ designated in these very streets. Within the service, the family structure provides a model for daily routine including family chores such as cleaning up the shelter. Failing to comply can result into expulsion from the group. When someone is sick or injured the elder members give orders as to how the sick member can get help (Ruddick, 1996:123).

It is agreed that South African families have been grossly affected by the social, political and economic conditions of colonization, urbanisation and globalisation. In general the separation of livelihoods and activities loosened the family ties. Family resources have been grossly affected by the said factors and have led to failure in the provision of care and support to its members. Due to the said social situations, families carry costs of dysfunctional members who transgress norms by using substances, committing crime including domestic violence. As a result of transgression some become homeless, street gangs and even juveniles.

Homeless youth is viewed as a subject that denies itself, that hides itself, that presents itself to you as something or other than it is; a subject whose ‘true identity’ remains hidden. Theories provide clues about what approach can bring about changes. They should know who has power, resources and influences to change the hazardous conditions of living.

When family discords have occurred most of the time women play a critical role in their families. Women make a great contribution to the welfare of the children and to the development of the society (Beijing declaration, 1995:27). The social significance of maternity, motherhood and the role of parents in the family and in the upbringing of children

should be acknowledged. Recognition should be given to the important role often played by women in caring for other members of their families, namely, the handicapped and frail grandparents. In order to avoid wide spreading of street children appropriate family preservation services need to be implemented.

Family preservation services seek to stabilize troubled families in a short period of time. They require intensive, direct social services with the entire family. The goal of family preservation is to prevent child removal from the parental home when direct services may avoid the need for such out-of-home placement. For example, if the parent is a drug trafficker and exposes her child to sexual activities, it calls for that child to be involuntarily removed to a place of safety without the parent's informed consent. The other goal of family preservation is to keep families together and strengthen family bonds. Shelters need to be used as a final resort. However, for the safety and welfare of the child placement to a conducive environment seem to be essential to prevent more harm to the child.

Research on family preservation has shown some positive outcomes. The family preservation workers are extremely positive about this form of intervention as a result in Washington the research findings revealed that out-of-home placement 99% clients are strong supporters of family preservation programmes, 87% rated services as helpful and 97% recommended family preservation to other families in similar situations (Edna McConnell 1995 as cited by Colby *et al*, 2001:175).

The HIV/AIDS pandemic results in vast numbers of children growing up in extreme poverty and without parents. In response to this crisis the

elderly are challenged to nurse their dying children and are also thus left with the burden to nurture and provide education to the orphans. AIDS has caused a reversal of roles: from being provided for, the elderly are now the providers (Stevens-O'Connor, 2006:32). The government fails to pay Foster Parent Grants to all these orphans. The reasons, among others, are the shortages of social workers to process applications as quickly as possible due to being short staffed. Most social workers have gone overseas for better salaries and as a result this profession has now been declared as a '*scarce skill*' in South Africa. The remaining social workers in this country are being out numbered by these orphans. Secondly, most deceased parents leave their orphans without Birth Certificates and the elderly find it hard to access these needed documents due to financial expenditure that go along with applications. This calls for the government officials to treat the elderly with respect and to fast-track document applications that will in turn facilitate the obtaining of available grants and pensions. The World Bank data indicates that over 40% of orphans in Southern Africa are cared for by their grandparents, UNICEF and USAID surveys put that figure as over 50% (Ibid, 2006:33).

Orphans who become child-headed households are no exceptions to grandparents because they experience several difficulties, among others being:

- Leaving school to take care of their siblings and have no food or money.
- Resorting to child prostitution, child exploitation or child labour for an income.
- Failure to apply for access to any social grants because of their young age. All these factors bring stress to these

children and it is easy for them to become street children as they are at '*High risk for Change*'.

What is CHANGE? Why does the researcher refer to a child-headed household as being at High risk for change? This is simply because when somebody engages in a status of changes there are quite a number of dimensions he or she goes through. Some authors even argue that change is not only an essential part of life but it is life (Stevens-O'Connor, 2006:32). In change we become knowledgeable since only through change can we learn to know the dimensions of existence and environment.

Piaget argues that at birth the infant reaches out to the world through his senses and gradually constructs within himself a conception that is rudimentary (simple) and incomplete. He does not know how the world is and how it works. Gradually as he grows, he tries to differentiate the familiar from the unfamiliar, the regular from the irregular and the animate from the inanimate. All these senses during the course of the child's development serve him or her to behave differently at different times according to his needs. During problems of living he is capable of making provisional predictions of what actually exists and what he has to face.

Experience with change leads to gradual alterations in the various conceptual models erected within the individual. Under abnormal conditions of change, the discrepant between the external circumstance and the internal construction becomes too great for the individual to handle comfortably. These alterations can lead to clinical and or non-clinical states. Many clinical states develop being accompanied by their own

system of senses such as denial, withdrawal, confusion and such systems affect their anxieties, apprehensiveness, fearfulness, just to name but a few.

Clinical changes can create disturbing feelings of displeasure. In contrast to non-clinical changes which create pleasantly toned feelings whereby in the first instance change is experienced positively as a gain, something adds to one's wealth of knowledge, pleasure and competence. Change is confronted differently by different individuals depending on certain immunities that are inherent or learned. As a result this aspect of change brings risk and vulnerability where change is regarded as a stress or a risk to one's well-being and physical or psychological survival. It is a common clinical experience that children who have been exposed to multiple placements in different foster settings become detached and dispassionate in their reactions to change.

Age is an important factor in vulnerability, the younger the child the greater the upheaval and the more deficient the support. The same applies to the aged people, the older they become the more resistance to change increases. For example, a single aged woman who is repeatedly robbed of her pension on every pension day payout will resist a social worker who suggests institutionalization with the home of the aged. It is also argued that parental attitudes and behaviour may also predispose the child to become change resistant.

In order to fight the social ills in the families, preferably the family preservation strategy has to be employed. Family preservation is used to refer to services that are family-centred and or crisis-oriented. In each and

every family crisis is inevitable. Nobody can guarantee that his or her family will live a normal life eternally.

It is indeed acknowledged that the first priority is to prevent a crisis from occurring in the family. The aims of family preservation are:

- *“To keep families together*
- *Helping and supporting families to be primary caregivers of their children.*
- *Decreasing the rate of removal of children from their families and supporting their reintegration and reunification.*
- *Decreasing what is referred to as ‘placement-drift’. This means families have to reduce children who have been removed from their natural families and end up drifting between different statutory systems until they reach adulthood.*

Family preservation is based on a set of belief systems that include:

- *Believing in the strength and capacity of families to resolve their issues with support as well as in the human capacity to change.*
- *Respecting the worth and dignity of individual family members and the family as a whole.*
- *Building on existing strengths and capacities of families.*

- *Tapping into and fostering the family's resourcefulness, incorporating their culture and heritage" (Mbambo 2004:27).*

2.2.7 Domestic violence towards children

Historically, domestic violence started with the domination of men over women as informed by Roman Law. Women were treated as properties of the Roman husbands. As properties, women were subjected to the control of their father or husbands who held power of life and death over them. Women had no legal standing. Any crime committed against any women was viewed as an offence against the father or husband. A female could not be an aggrieved party. It is for this reason that one cannot dispute the fact that although the shelters fail to provide adequate reunification programs to eradicate street children problem, parents too are subject to blame. Emerson and Dobash (1998:218) state that more than 3 million children witness acts of domestic violence every year in their home environment. More than half of abused women who are mothers severely beat their children. Children of the abused women are more likely to commit suicide and are more likely to abuse drugs and alcohol. The research conducted on street children has largely taken the form of quantitative research.

Children who reside with assaulted mothers become victims of emotional abuse and are at greater risk of developing behavioural problems and emotional distress from aggressive passivity, low self-esteem and school problems. They may have difficulty forming close relationships or relating to an authority figure. A significant percentage of children in homes where a woman is abused are themselves victims of physical or

sexual abuse (incestuous abuse). The number of the reported incest cases is very few.

There are many reasons that lead to this, namely, it is taboo to discuss sexual issues in a family context; there is little sexual guidance given in the families resulting in the absence of criteria that children may utilise to judge whether right or wrong is being done to them; the family may suffer if the disclosure of incest is reported; the child may be emotionally blackmailed by moral threats not to disclose the molestation; the child may fear that others especially that parent who is not directly involved in this act may not believe the child or would accuse the child of seduction; children who fail to keep this secret end up committing suicide or run to the streets and join other street children (Spies, 2006:13).

The South African Government Gazette Number 19537 dated 2 December 1998 (p 2) notified by the President assented to The Domestic Violence Act, 1998 which states that “.... *domestic violence is a serious social evil and that victims of domestic violence are among the most vulnerable members of society and as a result victims (women and children) have to get the maximum protection from domestic abuse that the law can provide.....*” But in spite of this statement the findings are that wife beating and child abuse occur more frequently in household where the husband or father is unemployed. Furthermore children from violent homes have higher risk of alcohol and other drug abuse and juvenile delinquency. Carlson (1990:177) states that adolescent observers of marital violence act out in a number of ways including running away, using violence against their parents and against their dating partners. All of these behaviours may either lead to a parent or a family to ‘throw out’ a teen. The child may be a scapegoat of the family

and his or her behaviour may be justification for the family. A teen exhibiting these sorts of behaviour and becoming involved with the system may cause him or her to run away to avoid consequences or to protect the secret of family violence. These types of behaviours may be hiding deeper issues of anger, mistrust, fear or depression. Children may run away from the situation using their hidden or past history as an excuse for getting in trouble.

In many cases the children may run from one situation to the street with older friends or partners in order to survive. In the street homeless children suffer through many problems such as depression, low self esteem, anxiety, poor health and malnutrition. Needless to say that most homeless runaways are not attending school. The reasons for this are simple, they have no permanent address, no parental consent and no access to proper records. Many children who are scared to verbalise about their family lives, would prefer to hide what is going on in their families than run the risk of being ostracized by their peers. These children may end up running away to avoid disclosing to peers what is taking place at home.

2.2.8 Domestic violence as a contributing factor to homelessness

A Ford foundation study found that homeless women and children were fleeing abuse and lived in the street. Zingaro (1988:9) contends that more recently in a study of seventy-seven (77) homeless people were children in ten (10) United States of American (USA) cities of which twenty-two (22) left their last place of residence because of domestic violence.

In addition to that forty-six percent (46%) cities surveyed by the USA conference of mayors identified domestic violence as a primary cause of homelessness.

2.2.9 Teenage Pregnancy

Kirby (1994:177) argue that the effect of teenage pregnancy can be felt both socially and economically. Its impact is on the increase and in the number of people involved in substance abuse, street child, crime, wide spread of HIV/AIDS and other Sexually Transmitted Diseases (STDs).

Teenage mothers drop out from school due to lack of adequate means of support as well as nurturing their offspring. By so doing they are deprived of social interaction with their peers. Economically, they become victims of child labour.

Even when they are employed they are victims of sexual harassment by the management and get threatened that they will be fired if ever they report this kind of treatment. To avoid the high rate of teenage pregnancy the principle of networking can be applied by social workers.

Through networking clients benefit from informal helping methods. Research has shown that clients benefit from being part of informal helping networks.

Because people are interdependent, using networking method ensures that every person's needs are met. Networks make people feel more confident and reduce stress. For example, through networking the teenagers can be

able to form campaigns and assure one another that using contraceptives cause no harm to anyone's health.

The other importance of networking is that it can reach clients who would otherwise not seek out services. Sometimes clients have concerns about being labelled crazy or sick or being stigmatised. Teenagers are very sensitive types of people. For example, a teenager who is impregnated by a foreigner might feel stigmatised by her peers when they go for antenatal clinic. Networks can provide help in a culturally sensitive way, especially when working in cross-cultural situations. Therefore, teenage pregnancy needs to be discouraged by all means by parents as well as educators. Social workers can also assist by developing social linkages such as organising nurses to visit the school and give a talk about disadvantages that accompany teenage pregnancy.

2.2.10 Psychological Abuse

Other street children leave homes due to psychological abuse. Caffano and Conn-Caffano (1999:153) postulate that this form of abuse encompasses verbal abuse aimed at ridiculing, insulting, threatening, terrorising or belittling a brother or sister. It is further postulated that the more the child displays rebellious and non-conforming behaviour and has poor self-esteem the higher the risk of showing misbehaviour.

2.2.11 Policies for the Welfare and Protection of Children

Through analysing the means by which policy decisions are made and implemented, researchers can gain an understanding of the interaction between policy and outcome, and of the manner in which different people

or organisations can influence policy formation. There is a saying that the success of any government can be measured by how it takes care of its youth and old people. Again professionals are morally obliged to use beneficence to advance their clients' well-being irrespective of how disobedient a person is or has been. These professionals cannot do so without being policy-sensitive and related policy to practice. Some policies attached to children's lives cannot be instantly removed by these professionals since they are not part of decision making structures. As a result, some policies have shown negative impact on the lives of the children out of which street children developed. Therefore, social workers should advocate for changes in policy and legislation to improve social conditions in order to promote social justice.

Since 1994 the South African Government (SAG) made a number of promises to improve the lives of vulnerable children. Firstly, SAG introduced Social Grants (SG) such as Child Support Grants (CSG); Foster Care Grants (FCG); Care Dependency Grant (CDG); Disability Grants (DG); Old Age Pension (OAP); Primary School Nutrition Program (PSNP); and the Growth Employment and Redistribution Strategy (GEAR).

The laws and policies that SAG planned for the child seem to have not achieved the desired objective. For example, the CSG was meant for children from eleven (11) years of age and below. Therefore, school-going children from twelve (12) to eighteen (18) years were disqualified by the government systems. To date many families are struggling to access the said grants because the Department of Social Welfare lack manpower to fast track applications. Grant applicants outnumber the employees to process their applications. Other reasons for the delay are

due to insufficient required documentations such as Birth Certificates for the children or even lack of Death Certificates for the deceased parents. Children without means of support are tempted to move out of home to fend for themselves on the streets.

The PSNPs were not offered in every primary school. To date some children where PSNP is provided leave some food for their older siblings who are at home or at high schools. The provisions laid down regarding the rights and protection of children as embodied in the South African Constitution 108/1996 mirror those in other international instruments, chiefly the Convention on the Rights of the Child, and the African Charter on the Rights and Welfare of the Child (also known as the African Children's Charter) which were ratified by South Africa on June 16, 1995 and January 7, 2000. Thus a child's rights to education, health care and other social services are recognised in all three instruments. Both the Convention on the Rights of the Child and the African Children's Charter determine that the best interest of the child is important.

However, the Convention says that the best interest of the child is of primary importance while the Charter and the South African Constitution refer to the best interest as of paramount importance.

According to the Bill of Rights Sec 28 (1) (c) in the South African Constitution 108/1996 every child has a right to basic nutrition, shelter, basic health care services and social services. Unfortunately children prefer living in the streets in order to strive for better living because homes are far below the marginal line due to poverty. In terms of understanding the exclusion of certain groups of the poor from the

benefits of mainstream policy processes and the development of policy options, researchers are likely to be undertaking a measure of policy analysis.

SAG promised to improve the status of poor children by providing them free education and health facilities. To date only limited facilities have been offered to these children (Bill of Rights Sec 29 (1)(a)& (b)). Everyone has a right to a basic education, including adult basic education and to further education, which the state, through reasonable measures, must make progressively available and accessible. The government promised and gave the assurance that poor children will be put first in the policy, budgets and service delivery. Children from poor families were promised to be exempted from paying any school fees.

But practically in this status quo some schools do not respect this policy. They still discriminate against and expel children who do not afford to pay school fees. Quite often in the media or television the public hear children mentioning school principals who refuse to re-admit them in their schools or issue reports or transfer letters to get acceptance in other schools. This attitude results in children running away from homes as well as from institutions and embarks on street life. The dignity and worth of children are disrespected. For example, on 17 May 2004, street children in Durban Metro were fetched, transported and allegedly dumped outside the city. This was deliberately done in order to 'clean' the city as part of the preparations for the arrival of Indaba (*The Mercury* dated May 18, 2004:4).

The community is an integral part of the family. As a result when children succeed in life, the whole community celebrates. Hence, the African proverb says *“it takes the whole village to raise a child.”*

In short, street children belong to the communities and therefore the long-term goal is to conduct research to reunite these children with their families and empower them with better skills for survival.

The issue of labour market inequalities and discrimination is a wide-ranging one which requires a study on its own. It should be accepted that justice cannot be done to this important subject in a short space. South Africa’s history of discrimination, inequalities between different race groups, between the employed and unemployed, between men and women are especially pertinent (Baker, 2003:274).

2.2.12 The Government Programmes

In 1994 government largely framed the budgetary and programming measures to reduce poverty and give effect to the child-specific and other socio-economic rights in the Constitution. The first of these was the RDP followed by GEAR that was implemented from 1996 to 2000. These two programmes were designed and geared to reduce poverty and inequality in South Africa. However, they were not explicitly formulated in terms of delivering as stipulated in the Constitution.

Seeing that these programmes were not enough the government established The Constitution of the Republic of South Africa Act 108 of 1996. Only three (3) sections of the Act will be discussed as they play a pivotal role in this study, namely, The Bill of Rights Sections 27 (1) (c),

28(1)(c) and 29 (1) (a) of Act No. 108/1996 was also constituted specifically on children's right to retain social assistance. Section 27 (1) (c) primarily looks at the affordability of everyone, the right to have access to health care, food, water and social security including whether they are unable to support themselves and their dependants. This section is not yet adequately accessed by many people. People are still experiencing starvation. Vulnerable groups are still expected to pay for medication even in the state hospitals. A sum of twenty rands (R20) is expected from them at the Out Patient Department (OPD). Other rural areas still have inadequate infrastructure, for example, water is still drawn from boreholes. There is still no electricity and as a result inhabitants still use paraffin lamps or candles.

Sec. 28 ((1) (c)) includes the rights of a child to basic nutrition, shelter, basic health care services and social services. Children are running to the streets due to lack of food in their respective homes. Not all primary schools have Nutrition Programmes. Many people live in informal settlements (shacks) due to lack of land and money to build proper homes. Shacks are highly flammable. As a result many people living in shacks have been victims of arson (burning shacks). Others were left permanently disabled and some lost their lives.

Section 29 (1) (a) provides that everyone has the right to basic education, including adult basic education. Both adults and youth without any means of income, have no access to education (Coetzee and Streak, 2004: 173).

The White Paper for Social Welfare in South Africa refers to social security as "a wide range of public and private measures that provide cash or in-kind benefits, or both" (Department of Welfare and Population

Development 1997). Social security includes social assistance and social insurance. Social assistance is provided by the state, non-contributory and usually means-tested. Benefits include cash transfers and vouchers.

Maintenance Grants were introduced in order to assist parents to nurture and educate their children between 0 – 17 years. In 1998 the said grant was frozen out and CSG was put in place to give effect to the child's right to social assistance. The said grant considered whether the programmes are sufficient both in terms of their conceptualisation and its implementation. Among others the CSG program was meant to provide the following:

- *“A description of the programmes, with due consideration of whether it is conceptualised in such a way as to facilitate all children getting access to social assistance, particularly the most vulnerable, and in such a way as to enable the rapid roll-out of services;*
- *Information on the budget of the programmes in the past and for the Medium-Term Expenditure Framework (MTEF) period 2003/04 – 2005/06;*
- *An analysis of the level of under-spending or over-spending on the CSG programme on the part of provincial governments in the recent past;*
- *Commentary on the extent to which the implementation of the programmes is such as that services have been and are being, rolled out to all children in need, particularly those whose needs*

are most urgent, as a matter of urgency and as quickly as administrative capacity permits;

- *An overview of the implementation problems undermining universal access to the CSG for all children in need; and*
- *A review of what government is doing to overcome the hurdles identified above and a discussion on how these planned measures might be adjusted to improve the conceptualisation and implementation of the programme” (Ibid: 174-175).*

2.2.13 Education

It will be long before the majority of South Africa’s children can escape the developmental disadvantages inherent in the existing situation. The most basic structural factor underlying this situation has been the unequal distribution of resources in education. For example, even now the African classrooms are overcrowded and there is a lack of teaching and learning materials, under qualified teachers, excessively high pupil-teacher ratios and lack of specialist and support services. This in turn led to a situation where failure rates in the first two years of school were distressingly high. Those who managed to pass Standard 10 could not get exemption. A student below the age of 16 has never attended school and the basic literacy runs at between 50 – 60% of the population (*The Economist*, 29 February 1992). These adversities led to many children dropping out of school. The lack of specialised services or any meaningful support for those who experience difficulties in learning was never investigated. Parents could not afford the costs of schooling. Children were required to leave school in order to help support their

families. The girls withdrew in their early teens from school in order to take care of younger siblings while parent's work escalated.

There are complex factors through which the education system in South Africa ironically constituted a source of adversity for the majority of children. The further factor of apartheid and poverty has been influential on the ability of families to serve as adequate support structures for the nurturance and development of children. Increasing failures of this type have led to the production of street children.

Apart from the aforementioned problems inadequate education has been subjected to the manifestation of the poverty culture.

Poor children are trapped in an environment that frustrates all their attempts to actualize the latent potential that is unique to each individual (Le Roux, 1996:33). The causes of the culture of poverty are mainly due to blacks having for a very long time been unjustly used as a criterion for unequal treatment. The deprived are entitled to equal education and instruction. A culture of poverty can also stem from different cultural backgrounds. When there is a struggle between society and environmental conflict, tension conditions emerge. Le Roux (1996:34) describes the members of a culture of poverty as "a huge number of 'left-outs' and the 'push-outs' with no hope for the future". The concept of the culture of poverty includes cultural isolation; cultural alienation; cultural neglect and a disadvantaged social environment. For example, they might suffer from ill health; family planning might be inadequate or non-existent; over correctional; over protectiveness; unstable, just to name a few. Education in a poverty culture might be hampered by lack of order in the milieu, and a high peer group influence.

Inadequate education manifests itself in:

- “* a lack of affection and personal warmth;
 - * a positional educational style;
 - * parents who are not child oriented;
 - * disturbed family relationships;
 - * a shortage of persons to identify with positively;
 - * a child’s own perception of his position in society is inhibited and limited; and
-
- * The child’s education and development is impeded by an unfavourable physical, cultural and social environment” (Ibid: 37).

2.2.14 **Street Child**

The phenomenon of street child in South Africa is an issue of growing concern. The concern is expressed largely through the media and through both positive and negative public reaction that is often uniform. It is, however, difficult to define just who the street children are and to research their transient lives but through their social and psychological factors that appear to be operating a definition can be made. In 1983 the Inter-Non Governmental Organisation for Street Children and street Youth (Inter-NGO) defined a street child or street youth as any girl or boy who has not reached adulthood for whom the street has become hers or his habitual abode and or source of livelihood and who is inadequately protected, supervised or directed by responsible adults. When researchers speak of children ‘on’ the streets, they refer to children who still have family connections of a more or less regular nature. Their focus of life is

still the home. Many of them attend school, most return home at the end of each working day, and most will have a sense of belonging to the local community in which their home is situated. By contrast children ‘of’ the streets are those who have abandoned their families, schools and immediate communities, before they are sixteen years (16) of age and drifted to a nomadic street life (Dowes *et al*, 1994:108).

Here are two articles of street children with their street life experiences:

- This is an extract from observer accounts of street children, the first of an 8-year-old street boy in Jamaica. *“He was covered in scars from knife fights with other boys in the park where he spent his nights. He worked at a busy traffic intersection, wiping car windscreens to get the cash for his survival and for gambling with other street boys. In his right hand he held the filthy rag he used. The thumb of his other hand was stuck firmly in his mouth”*(Dawes, *et al*, 1994:105).
- It is 12pm on a Friday and Lester (16) is beginning to feel warm from the drugs. Sitting at the back of a metered-taxi in Athlone, a less-affluent suburb of Cape Town, he smiles across at his two friends as one of them draws out a knife. The ecstasy was already in his system. *“I was sitting there and then...”* He pauses. *“Suddenly we were hijacking this car. My one friend held the knife under the driver’s chin and pushed him out the car. We did not hurt him. We drove off but we did not know that the car had a tracker. The police arrested us in Seapoint. The shock of everything took the effect of the drug away. That I can remember”* he said with a weak smile (Retrieved from computer UNICEF

http://www.unicef.org/southafrica/reallives_2143.html dated 4/18/2007).

An aetiological factor that causes a child to leave his or her family, school and home community for a life on the streets is a complex issue. However, most obviously, answers may be due to the uniqueness of individual life circumstances. Interwoven interaction of social and individual factors is believed to be taking precedence. Possibly the most important single factor underlying the street child is the complex phenomenon of poverty.

The new policies that were developed in the 1980s led to acculturation with some negative consequences. Black African people found themselves caught between their traditional culture and Western culture. Blacks adopted some of the western views regarding child rearing practising and punishment for misbehaviour (Bezuidenhout and Jourbert, 2003). As a result most children abandoned their homes for the streets in order to survive from hunger at home. The consequence of this problem resulted in street children who are the subject of discussion in this study.

It is argued that during the 1980s to the 1990s the term 'street child' became an accepted term of the urban poverty dictionary thus currently used by Non-Government Organizations (NGOs). Academics used this concept as a short hand to denote children working and or living in the street of urban areas. Generational young blacks face the same structural problems as their parents have been modified by the immediate economic conditions they have to live in (Brake, 1990:180). In the previous years the youth entertained themselves through dancing such as hip-hop. This dance incorporated rapping, scratching discs on turntables to make

rhythmical counterpoint to the music on the track. They wore distinct clothing, painting murals, spraying graffiti. But nowadays, the youth has abandoned this type of behaviour and exposed themselves to the streets hence they are called street children. This type of life can be called “*a ghetto culture.*”

Culture is defined as a learned behaviour which has been socially acquired. However, culture has several often contradictory meanings and its ambiguity conceptually can be located in its differing uses through history. Our social identity is constructed from the nexus of social relations and meanings surrounding us. From this, we learn to make sense of ourselves including our relation to the dominant culture which is seen as a learned behaviour emphasising the effects of socialisation within the cultural sub-groups of a plural society. Whilst culture is a cohesive force, binding social actors together, it also produces disjunctive elements such as leaving your own family and prefers to live in the street. Cultural values, norms and aspirations are transmitted, congealing into non-largely non-conscious routines, the norms and customs of everyday experience and knowledge. Culture is not a neutral concept but is historical, specific and ideological (Brake, 1990:182).

Baker (2003:178) argues that the research conducted by Ashoka reflects that in 1987, South Africa had revealed five thousand (5 000) street children. In 1995 there were ten thousand (10 000) street children between 8 – 17 years of age. Ninety-eight (98%) were predominantly males. Petty offences from glue sniffing, prostitution, drug use, violent crimes, fighting among themselves with rocks and knives, robbery, assault and rape are the common crimes committed by street children. On the other hand Hickson and Gaydon (1989:200) cited by Le Roux

(1996:2) emphasise that in South Africa street children are the results of apartheid. Black children are the worst victims of apartheid compared to other groups. Black children in South Africa are estimated at nine thousand (9 000) without any White children. There are ten thousand (10,000) White children in one hundred and sixty (160) state registered and subsidised children's homes due to family feuds. Street children do not benefit from traditional facilities hereinafter called places of safety, shelters or drop-in-centres which are meant to rehabilitate the anti-social behaviour to the expected good behaviour. Again the policies such as the Bill of Rights Sec 28 of SA Constitution 108/1996: Child Justice Bill 1998; African Charter on the Rights and Welfare of the Child November 1999 have some effect on the increase of street children. For example, through the Bill of Rights children began to behave irresponsibly which manifested itself in retaliation when punished either at home or at school. Secondly, others even offended the law and began to be in and out of justice systems because of amnesty imposed to them in 1996.

Besides the abovementioned reasons the street child problem does emanate from a variety of other factors; micro, mezzo and macro practices (Schurink, 1993:108). Micro level practices involve the individual and the family. Here an individual follows the personality traits which are identified as possible contributory factors to the decision to live a street life; a feeling of inferiority because parents cannot afford school books or school uniform; a need for personal attention which is impossible in a large family; poor school performance; children who are orphans or whose parents or guardians are either in jail; young unmarried mothers without an income; a feeling of uselessness; a desire to survive; love of adventure; a need to be free; peer group pressure and becoming a victim of exploitation. Therefore, micro intervention with street children

in this category can be enhanced to cope with life by increasing their life skills offered by service providers. A stable home environment with emphasis on education and vocational training encompassing job opportunities and an after-care programme must be exposed to a needy child.

When it comes to mezzo practice it involves the individual, family and other people outside the family. When parents move to the cities without adequate planning for the provision of care for their children, this results to the following: disintegration of families; inability of parents to feed their children; irresponsible procreation; family violence, physical and psychological maltreatment of children by their parents; lack of parental control supervision; the presence of stepparents; clashing values of parents and children; the collapse of traditions; the absence of parents due to their long working hours; and children being sent to the cities to beg or look for a missing family member without a fixed abode result to street children. The mezzo intervention calls for shelters to network with social workers in welfare agencies in an effort to have every child re-unite with the child's parent or guardian. Street children must be cared for by the state, possibly by means of a national programme. Private organisations also have to give joint effort to fight against the street child problem.

Macro level practice involves the community and other organisations. This is the context whereby urbanization, forced resettlement, overcrowding, non- compulsory education, school boycotts, no job opportunities, low salaries, high cost of living, lack of recreational facilities, violence, unrests and lack of community involvement are daily experienced. This is where the macro-practice need a generalist social worker to intervene and question some confronting major issues such as

policies. She also has to assess the situation from a very broad perspective (Kirk-Ashman and Hull, 2001:116). The people in the communities build high walls around their homes. It is not easy for a parent to request any advice from a neighbour. Likewise, the macro intervention calls for community action involving churches, government departments and interested children need to be forced to attend school. Poverty that is grossly experienced in the provinces should be addressed. Parents need to be equipped with effective parenting skills in order to be able to love, support and guide their children. The children can be helped to improve their unbecoming behaviours. Socio-political problems need to be addressed and be dealt with first and foremost. Lastly, safe houses, community centres and employment sectors need to be established in order to fight against poverty and have parents get employment opportunities.

It is very much surprising that street life carries ironically both advantages and disadvantages. Advantages are said to be that the street child group provides empathy and security for the child; on the street the child is safe from maltreatment by his parents; street life brings escape from home circumstances that are unbearable for the child; the child earns more money on the street than he could get at home or elsewhere. In the street the child is not subjected to discipline; the child learns to think creatively and 'differently' since he continually has to devise plans in order to survive and street life fulfils the child's need for adventure.

The disadvantages are emotional and health problems. The experienced emotional problems is whereby street children search for people who would empathise with them, a fear that nobody will ever love them, a fear to be alone and distrust of their fellow man. With regards to health

problems, various health problems can be caused by exposure to cold, unhygienic conditions, contagious diseases, gastric fever, malaria, swollen glands, gastroenteritis, food poisoning, tuberculosis, under nourishment, malnutrition, head injuries, inflamed cuts and other various health problems incurred from the use of abusive substances. *“They do not readily seek professional help for their illness and injuries. They are afraid of authority”* (Ibid: 117).

2.3 A BRIEF SOCIAL WORK PERSPECTIVE

Different authors define social work differently. As a result there is no single definition regarded as the best out of them all. However, social work is the service, activities, or methods of providing social services especially to the economically underprivileged and socially maladjusted people. Social work is also defined as a profession that provides ample opportunities to make positive differences in others’ lives and to help make our communities better and safer places for all people (Colby and Dziegielewski, 2001:iii). One of the primary functions of a social worker is to restore the social functioning of the affected person or persons. Social work is a generic profession which also has a specific focus. For example, social work intervenes where there is a crisis situation; domestic violence; divorce; marital counselling; juvenile delinquency; teenage pregnancy; community outreach programmes; adoption; foster care placement; Employee Assistance Programmes (EAP); Employee Wellness Programmes (EWP); Child Abuse and Neglect; Policy Formulation; Research; just to name but a few. Poverty is primarily determined by income because it is income that allows the purchase of necessary material resources. Being poor hurts and this state diminishes the quality of the person’s life. Living in poverty far more often is

associated with more negative life experiences that can leave deep scars. Crime, low educational attainment, inadequate health care, substandard housing, homelessness are among the many debilitating experiences faced by poor people. As social work professionals what does this mean to us? It simply means that poverty demands social workers to be alert and empower people with skills of survival, be it at micro, mezzo or macro levels.

Street children are members of the community who are expected to inherit the norms, beliefs, values and morals of the community for the betterment of the next generations and protect the country's economic status. Where there is a depressed economy a high rate of crime prevails. Therefore, in order to improve the social functioning of people it is recommended to focus on the analysis of all the systems which influence problems such as economy, poverty, employment, environment, just to name a few.

There is a strong belief that ecology has great influence on the person's behaviour. Ecology refers to "*the study of organisms which investigates the relationships between living organisms and their environment*" (Lombard, 1992:14). In other words the human is interacting with the environment, for example, the community interacts with the environment. That interaction between community and its environment is an integral part of community existence. Therefore, social workers through the ecological approach practice on a micro, mezzo and macro levels. The micro level involves the individual, family or even small groups. A street child can be dealt with as an individual. When the family is luckily traced, the worker is able to hold interviews with the family as well as with the street child. When the researcher used a snowball sampling

method, it was quite easy for the street children to tell where the significant others would be located and observe their attitude during a face-to-face interaction. If it is realised that the anti-social behaviour of running away from home is due to the environmental forces, the community has the onus to deal with the identified cause. For example, if the community realises that children abscond from their parents because of severe parental abuse, parenting skill program can be developed.

People need to be linked with appropriate resources. Someone with a personal problem expects the best possible professional service from the social worker. The social worker understands the emotional and psychological toll that poverty takes and can suggest how best to respond to the client's turmoil. There are three (3) main social work methods whereby people can be effectively dealt with, that is, Casework; Group Work and Community Work. Here the main underlying relationship is that all these methods fight to restore the social functioning of human beings. However, in all the said methods a social worker can gather information on where the problem is through interviews.

The dysfunctional shelters as well as problematic children call for social workers to intervene, interview the parties concerned and improve the situations. An effective social worker within an organisation wears many hats. For example, the worker carries a whole range of roles such as a change agent, an enabler, mediator, coordinator/integrator, educator or an analyst or an evaluator. As a change agent the worker initiates the macro process and helps the target system, that is, the individual, group or community to be changed and achieve the social work goals.

The role of an enabler involves the provision of support, encouragement and suggestions to members of a macro client system so that the system may complete tasks or solve problems more easily and successfully. Here the worker helps a client system to cope effectively from any stress being experienced. The worker uses specific skills in achieving the objective of conveying hope and reduces ambivalence and resistance. Here the social worker is capable of rebuilding a good relationship between the street child and his or her parents. By the same token the social worker also helps the shelters that have doubts to realise that they might be capable of changing the child with problematic behaviour into a good person. Here the worker identifies and supports personal strengths and social assets, breaking down problems into parts that can be solved more readily and focus on goals and the means of achieving those goals.

On the other hand, the mediator resolves arguments or disagreements among micro, mezzo or macro systems. At the macro level, mediation involves helping various factions or subsystems within a community to solve their differences. One such example could be where the community and a social service have an argument over the establishment of a bioscope whereby the youth will go and entertain themselves as a break away from concentrating on their schoolwork. The community might view the proposed centre as something that will bring more criminal tendencies in the area. The mediator role may involve improving communication among dissident individuals or groups or otherwise helping those involved come to a compromise. A mediator remains neutral and avoids taking any side. Mediators ensure that they understand the positions of both parties.

Integration is the process of bringing together components into a unified whole (Kirk-Ashman, 2001:22). The main function of a coordinator in this role is to bring people involved in various systems together and organize their performance. During the reunification program the social worker will make it a point that professionals from different disciplines that are; physician, psychologist, educator, care giver, are part and parcel of the discussions about the child in order to hear different views about the child. As an educator, the social worker will teach skills to other systems. To be an effective educator the worker must start by being knowledgeable about the topics to be discussed. He or she must communicate clearly in order that information is conveyed with understanding and is readily understood by the receivers. In other words the social worker must speak simple language that will be understood by all parties involved in the discussion especially the street child and his family should be involved in the discussions. In order to be a good analyst/evaluator, the role involves determining the effectiveness of the discussions or programme suggested.

An interview is defined as a conversation with a deliberate purpose that the participants accept (Kadushin and Kadushin, 1997:4). An interview is totally different to a conversation which has no deliberate, conscious plan, purpose or objective. An interviewer has a professional obligation to initiate contact and continue until the purpose is achieved. When interviewing a person the social worker applies all the ethical values such as respect, recognise the person's worth and dignity, non-judgemental, self-determination, justice, genuineness and individuality. For example, street children had their worth and dignity respected and without being judged. When they contended that the reasons for absconding from shelters and back to the streets were based on maltreatment by the care

workers, the interviewer did not say they were lying. Instead, they were listened to without being judged. Secondly, the shelters were very genuine when they mentioned that they had no reunification programs and when they further mentioned that they did not even have an idea of how to deal with a problematic child. Through this response the researcher's objective of establishing that shelters have no reunification programmes was achieved.

There are three (3) primary social work methods used when dealing with people, namely, Casework, Group Work and Community Work. The most important concern of the said methods is to promote positive social functioning by both helping people cope more effectively with problems in living and by working to create systems which are more humane and responsive to their needs. For more clarity the researcher wishes to show how the social worker intervenes in each of these methods.

2.3.1 Casework

Casework is a personal service provided by a qualified worker for individuals who require skilled assistance in resolving some material, emotional or character problem. It is a disciplined activity, which requires a full appreciation of needs of the client in his family and community setting (Davidson, 1998:126). In this method the social worker seeks to perform the services on the basis of mutual trust and in such ways as to strengthen the client's own capacities to deal with his or her problem and to achieve a better adjustment with the environment where the client resides. For example, if the street child can be brave enough to introduce the social worker to his or her family, the social

worker can be able to establish the source of the problem and improve the situation.

2.3.2 Group work

Group work is a goal directed activity with small group treatment and task groups aimed at meeting the socio-emotional needs and accomplishment of tasks (Baldock, 1994:17). This activity is directed to individual members of a group and to the group as a whole within a system of service delivery.

In this case of street children the group worker (social worker) employed by the shelters/centres can formulate groups of street children with similar problems. The group worker can utilise group dynamics such as group the street children according to reasons of their abscondment from their respective homes or shelters; according to their ethnic groups, ages and gender. By so doing it will be very easy for the child to reveal the truth about his or her real life. For example Lulama Treatment Centre and South African National Council of Alcoholics (SANCA) utilize lot of group work in their treatment models.

2.3.3 Community work

Community work is a type of activity practiced by people who are employed to help others to identify problems and opportunities that they have and to come to realistic decisions to take collective action to meet those problems and opportunities in ways that they determine for themselves. The community worker also supports them in the process of putting any decisions that they make into effect in ways that help the

people to develop their abilities and independence (Baldock, 1994:18). In this case too if the street children can indicate that their bad behaviour is influenced by the community members, the social worker can take the initiative of assisting the community to get its infrastructure improved. For example, if the community argues that there are no recreation facilities such as the playgrounds. When children have finished with the house chores they would at least go to the playground and play whatever sport of interest rather than indulging in criminal activities.

Social work has a history of attempting to re-balance distributions of power, while articulating how race, gender and geography affect this allocation. Social work also makes people the priority and a point of focus. There are few other professions capable of coping with fear and illness, while simultaneously possessing the ability to listen, empathize, analyse and organise. Up to this day social work is a profession that has gained a lot of demand in the world because of the push and pull factors of social changes accompanied with the high rate of unemployment, poverty and pandemic illnesses such as HIV/AIDS.

HIV/AIDS has recently been identified by many researchers as one of the major causes of the street children phenomenon. Results of HIV/AIDS can be perceived in two folds; namely employment and politics. Employers are often adopting a labour-avoiding strategy whereby they look at the high cost of group and medical insurance. On the other hand employers feel it has become more expensive to invest in skills due to potential loss of those skills when workers become ill with full-blown Aids. Therefore, they often prefer to invest in capital equipment that replaces workers (Barker, 2006:96). Obviously, when the parent is no

longer receiving income to provide basic the needs of the child, the child will be easily influenced to leave home without the parent's consent.

Thinking through the politics of the country, the HIV/AIDS epidemic has escalated a lot and continues to escalate. As a result new thinking is needed. The technical approach argues that greater analysis of the political dimensions of responses to HIV/AIDS can and should be used to understand how and why governments respond to this illness, and how the design and implementation of HIV/AIDS interventions can be made more effective (Retrieved from www.hlspinstitute.org dated March 2006. There are key political issues that have significant influence on how countries respond to HIV/ADS. These issues include: *The legacy of the country's political and social history; the role of the country's political system and political institutions; the pattern of emerging political incentives for tackling HIV/AIDS; the basis and nature of relationships between key institutions and sectors involved in the response; and the relationship between the state, donor and non governmental sectors.*

It is noted that HIV/AIDS programmes and implementation structures are rooted in a broader analysis of a country's political economy:

- Understanding the politics of HIV/AIDS is important for a number of reasons, for example, HIV/AIDS is also affecting members of professional and political classes who themselves may be motivated to advocate for treatment access. Understanding the incentives that lead politicians to tackle HIV/AIDS and recognising how these incentives can be changed are important factors in explaining and influencing the response.

- The influence of tribalism has also caused political stuck to improve HIV/AIDS problem.

With these few points social work has a major role to work hand-in-hand with the Department of Health to advance another professional angle of fighting against the wide spreading of HIV/AIDS in order to prevent children from being orphaned thus resulting in them living in the streets.

Ecological justice opens up an exciting space where social work has much to contribute and much to gain. A new domain is being added to the social worker's more traditional considerations of structure, power and difference. As the profession continues to work towards safe, equal and ethical treatment of all people the fate of the natural environment is becoming increasingly significant. Social work has sometimes been accused of supporting the status quo by providing tools by which people may cope with, but not question oppressive circumstances.

Smith (1996:263) argues that "social work is a means through which [a capitalist] society, intending an unlimited free market, proselytizes its values, pacifies dissidents, treats victims, [and] helps converts". This is very true because in order to restore one's social functioning, a social worker needs to provide good guidance that will enable the client to improve his or her life situation. For example, a drug addicted person needs advice of a social worker for detoxification. Poverty stricken communities require training on community development projects from social workers because they possess many of the skills required to work for environmental preservation and recovery, to mention but a few.

Dealing with a street child is similar to dealing with a child who is in difficult circumstances. A lot of research needs to take place in order to investigate why the child is identified as in need of care. Is it because the child is uncontrollable? Is it due to poverty? Is it due to physical, psychological or sexual abuse? After the child has stated his or her facts, what next? Will it be easy to trace the child's parents or may be information given by the child about birth parents, is it correct? Will there be a need to involve the police in this case or not? All these factors keep the social worker thinking of the vital intervention strategies in order to benefit the child and his family. It is then that the social worker has to decide the most relevant government program(s) to be employed in order to improve the welfare of that child or his or her family or household.

2.4 REHABILITATION AS AN IMPORTANT ASPECT IN PROGRAMME EVALUATION

The researcher is of the view that if alcoholism and drug addicts can be rehabilitated, the same would apply to the street life phenomenon. The following now is an explanation of how alcoholics and drug addicts are treated and then use the same model in dealing with the street child problem. Hopefully, this programme will be of great use to the agencies that deal with street children.

Rehabilitation is defined as the effort to restore a good condition of health. It aims at specific changes in problem areas of life function, amongst others being alcoholism, drug addiction and or habitual criminality. Rehabilitation is also expected to take into account individual preferences, goals, choice of treatment and ability to attain goals. Behavioural theorists, researchers and clinicians vary on many

issues. They argue that most human behaviour is acquired according to three (3) clinical modes of learning, namely, Pavlovian Conditioning, Operant and Skinnerian Conditioning (Collins, 1990:391). Alcohol abuse and alcoholism are major public-health problems in the entire universe but if the user has a 'will' to change his or her behaviour, the onus to do so lies on him/her.

Traditionally, alcoholism has been viewed as a legal and moral transgression when users abuse liquor up until adverse medical consequences occur. Illnesses, which are frequently associated with alcohol-related problems, include alcoholic hepatitis and cirrhosis, chronic nutritional disorders, acute gastritis, acute pancreatitis and chronic disorders of the peripheral nervous system. Most disease processes result from an interaction between the host (alcoholic), the environment and the agency. Alcoholism is the most commonly known disease whereby an alcoholic is seen as powerless over the progression of the illness, as long as he or she continues to ingest alcohol. The effect of alcoholism does not only affect the user but also the family, community as well as the work place. The principal source of help to detoxify the high level of alcohol in one's blood system rests with psychiatric hospitals, training, and research methods.

When treating alcoholic patients the therapist requires a variety of services that range from information and education to intensive long-term care. Because of ecological reasons whereby a strong relationship between a person and environment influences exists and this needs to be stressed on treatment procedures that relate to one's bad behaviour.

During alcoholic treatment the Behavioural clinicians do the following procedures:

- **Collect Baseline Assessment** of drinking behaviour (pre-treatment).
- **Notice of Target Behaviour:** Here the clinician looks at the problem frequency, intensity and pattern.
- **Observe the Antecedent Events:** Here the therapist looks at the causal factors of the problem such as stress, anxiety, marital discord, and job dissatisfaction, inter-personal inadequate factors that lead to uncontrolled drinking.
- **Identify the Maintaining Stimuli:** Identify the environmental factors, which reinforce the target behaviours: This includes the physical or psychological removal from the setting event that results from continued intoxication. “I drink to forget everything”.
- **The Re-enforcement Hierarchy:** Here the alcoholic claims that “The only thing I have left is alcohol” The clinician can then invite the treatment team comprised of the affected family members and other professionals.
- **Assessment of the Target Behaviour and its antecedents:** Here the client describes the drinking patterns, for example,

that he drinks after 2 to 3 days; a jug or litre. “I am isolated before or during or after drinking”.

- **Assessment of Maintaining Stimuli:** When does the client drink? Is it during social interactions or is it when he or she experiences stress?
- **Assessment of Reinforcement:** Here the clinician constructs a questionnaire whereby alcoholics complete and indicate the specific kinds of behaviours they find most reinforcing (self-reporting in other words, Associate this with behavioural and interpersonal problem).
- Follow this with post-treatment assessment and collect data for both pre and post treatment assessments.

Another example of rehabilitative behaviour is that of drugs. Medical treatment is an important component of comprehensive services for helping drug addiction (Bennett, 1990:82).

The treatment is as follows:

- The clinicians develop full assessment procedures.
- They ascertain the size and nature of the problem.
- Obtain a full systematic history of the client.

- Organise full clinical examination for example, check if the client does not have sites of injection on arms, wrists, hands, ankles, groins, armpit, shoulders, breasts and neck. These will make the clinician see if the client has not been using drugs.
- Take urine test since urine shows, among other things opiates, heroin, methadone, amphetamines, cocaine, easily.
- Clinicians also network with other organisations in order to share ideas, link services available and avoid duplication of work.
- Withdrawal without medication is sometimes possible with clients who have the support of voluntary organisations, family or friends.

2.5 IMPORTANCE OF REHABILITATION TO THIS STUDY

In simple terms rehabilitation means to restore a person to a good condition or health. Once a person has been rehabilitated, it is easy to reunify or reunite with his or her family. Reunifying with the family is highly important because the morals and principles of the society are practiced with respect.

2.6 REUNIFICATION PERTINENT CONCEPT AS AN IMPORTANT OUTCOME FOR THIS STUDY

Many theorists define reunification in many different ways. Others define this concept as a return to parent or original guardian from whom the child was taken. Others define it as returning the child to any family member, parent, aunt and grandmother. Reunification is to return to the person who has legal rights as a child's parent, relative or guardian. Family reunification is a program where staff members work with both the family and the foster family to help the child make a smooth transition to return home with the birth parent.

The program provides intensive services to families, namely, individual counselling, connecting families with community services and resources, parenting and communication skills. (Retrieved from computer <http://aspe.hhs.gov/hsp/cyp/fpprogs.htm> dated 2007/01/30). Reunification can be difficult to achieve within a limited timeline.

In 1990 the number of children in the child welfare systems placed in out-of-home care such as foster homes continued to increase. Officials at the state and federal levels in the United States of America were concerned that, despite state efforts and the enactment of the 1980 Adoption Assistance and Child Welfare Act, the numbers of children entering the child welfare system escalated and children still lingered in foster care for an extended period of time. The state then networked and jointly discussed issues surrounding permanency for children and reunification policy and practice. The information from the website further mention that, the majority of state administrators, fifty six percent (56%) reported using both public and private providers to deliver reunification services to

families in their states. Every state felt that reunification with the child's birth parents or with the custodian from where the child was taken was the first permanency option and they devised their reunification programmes as follows:

- Engage families and relatives in case discussions.
- Utilize foster parents who can work as mentors to work with birth parents for reunification purposes.
- Service providers to be sent for training and do good family assessment early in order to adequately address needs and services for families and expedite permanency.
- Organise a team approach to involve the family wraparound staff comprised of relatives, neighbours and other community members to make decisions about the family's service plan.
- The Substance Abuse Management and Dependency Drug Court coordinated programs to address the overwhelming need to resolve the substance abuse problems of parents.
- The caseworker once having identified substance abuse as a contributing factor to the abuse and neglect of the child, the parent is referred to the six (6) months treatment program where treatment is provided by several inpatient and outpatient substance treatment centres. Parents who fail to

comply with treatment are subjected to sanctions including 3-5 days in custody.

- Reunification service to children at the time of their first out-of-home placement is given counselling and parent training.
- Children who have been severely abused physically or sexually receive strength-based, family-focused, community-based and solution-focused services to families.
- The family receives a thorough assessment in the treatment process and tries to involve as many relatives or close friends of the clients to service planning as possible. It provides individual and family counselling/therapy for 11-14 months especially women who are at risk of losing their children due to substance abuse.

This program also involves anger management sessions as well as parenting education to keep families together. In 1994 the United States embarked on Evaluation of Family Preservation and Reunification Services for children who were living in foster homes and with adoptive parents.

Besides reunification trends introduced in the United States, other countries in Africa also devised their own Reunification Programmes to combat the street children phenomenon. These countries are Sudan and Zimbabwe.

In Sudan the government subjects street children to arbitrary arrest and detention without due process. They are packed off to closed camps, without any effort to find out if they have families or where the families are. The families are forced to search for their missing children on their own without any government assistance.

Human Rights Watch is a non-governmental organisation established in 1978 to monitor and promote the observance of internationally recognised human rights in Africa. It strives to protect the welfare of Sudanese children who are forced to child labour and slavery. It calls upon the government of Sudan to commence serious investigations of reports of the kidnapping of children during military actions and to investigate and prosecute officials and police officers who fail to enforce the criminal laws regarding child abuse, kidnapping, slavery, or forced child labour. Human Rights Watch also urges the government to continue the positive step of family reunification programs for street children, conducted in conjunction with the United Nations Children's Fund (UNICEF). It also calls for the elimination of street children's camps. All parties are urged to cease under-age recruitment and the then rebel Sudan People's Liberation Army (DPLS) is urged to join in UNICEF family reunification programs. Human Rights Watch recommended that UNICEF conduct voluntary family reunification where small groups of minor children are separated from the larger tribe.

In Zimbabwe, with the economic crisis showing no signs of improvement, street children had to endure cold nights and starvation in the country's major cities. The street children as reasons why they moved to the streets narrated different stories. One vulnerable child, a 10 year old, considered the streets of Zimbabwe as her capital home and stated as

follows: *“At least 12 000 children eke out a living on the country’s highways and by ways. I prefer living on the streets than to live with my stepmother who is abusive. I and my urban brothers and sisters (street children) have become part of the decaying infrastructure of Zimbabwe’s towns, bribing policemen and sleeping in sewers.”* The second story is told by Tanya: *“Soon after the death of my father I was evicted from the house where my parents lodged in Mbare. I went to stay with my grandmother who lives in Mabvuku. There were 10 of us children staying there and we had all been left by deceased relatives. Life was difficult because being an old woman, my grandmother had no means of sustaining herself and all of us at the same time, and I then absconded from home and joined my other urban brothers and sisters (street children)”* (Retrieved from computer <http://aspe.hhs.gov/hsp/cyp/fpprogs.htm> dated 2007/01/30).

In 1993 the World Vision Organization in Zimbabwe took a stand of advocating for the promotion and protection of children and their rights. This organisation has commitment to the most marginalised and vulnerable children including street children, child labourer, sexually exploited and abused children, children with disabilities, girl children, orphans, refugee children and children affected by armed conflict. Therefore, the World Vision further established the Bamboo Shoot Centre in order to respond to the immediate and long-term needs of homeless and abandoned children in Phnom Penh. The project seeks to break the cycle of homelessness and vulnerability by helping children leave the streets and be rehabilitated within the community (Ibid).

The centre provides education, vocational skill training, substance abuse education, counselling, sports and cultural activities, food and medical

care and family reunification programs. The centre is also actively involved in promoting the rights of children in Cambodia with its research and advocacy efforts to address the causes that lead to street children in the first place. The needy families are offered job opportunities, clothes, food and adult education lessons.

If reunification programmes have shown positive results in combating the street life of children, it is possible that if these programmes can be devised in South Africa, a great change in this phenomenon can be noticed. Having read this kind of reunification programmes, the researcher then devised hers with the view of training the service providers how to use them (*see attached BMTM Manual*).

2.7 CONCLUSION

In conclusion this chapter discusses the families being disrupted and overburdened with poverty. The shelters exist without reunification programmes. The government policies are established for the betterment of children but without success. Many people seek solutions in alternative life styles better suited to their individual and mutual needs. Social workers are still striving to identify better solutions to restore the social functioning of the vulnerable groups. African states have introduced reunification programmes, on some small scale, which, however, have produced positive results to reduce street children, like treating the pathology of alcoholism and drug addiction. The researcher believes it is possible to do so even with the street children problem.

CHAPTER 3

THEORETICAL FRAMEWORK

3.1 INTRODUCTION

The process of becoming a street child and the effects thereof do not occur in a vacuum but in the context of a number of individuals and environmental variables (Maphathane, 1994:22). In order to be able to understand the process, it is advisable to go beyond the family and examine other factors within the social environment. Quite a number of theories that affect human lives have been highlighted in this document, for example Multidisciplinary Approach, Functional Theory, Maslow's Hierarchy of Needs (*Humanistic Approach*), Behaviour Modification Theory, Systems Theory, Social-Exclusion Theory, Ecological or Ecosystems Theory and Evaluation theory. However, the latter three (3) theories were observed as the most appropriate for this study.

3.1.1 Multidisciplinary Approach

In order to work within organizations, one needs to evaluate them, and sometimes work to change them. One first needs to understand the major theories and how organisations operate. An organisation is one of the macro systems whereby if the worker, practitioner or researcher works with it he/she becomes part of that larger system. This is the major reason why the researcher considered it important to use a Multidisciplinary approach which could provide a more unified explanation of the phenomenon and also facilitate the development of principles of intervention. Some authors argue that it is difficult to disagree with the

prevailing view that the Multi-disciplinary Approach is good. Just as two brains are better than one, therefore, two or more approaches are better than one when dealing with humans and the environment. But the most important provision is that the brains should have the same objectives in whatever joint venture it embarks on.

3.1.2 Functional Theory

The Functional Theory is defined as the basic human struggle, and the source of most individual problems characterised by the inherent tension between the desire to realize one's separate and distinct individuality-to-move toward growth and change and the competing wish to remain psychologically connected and dependent upon others to be cared for (Sanderson, 1999:155). Here an individual has a 'will' to change his own ends. A person has potential to live the type of life he desires irrespective of whether it is good or bad as long as he or she gets gratification out of that life-style. For example, a street child chooses the "will" to live in the streets than home. Therefore, nobody else can easily manipulate his mind-set and convince him to go back home.

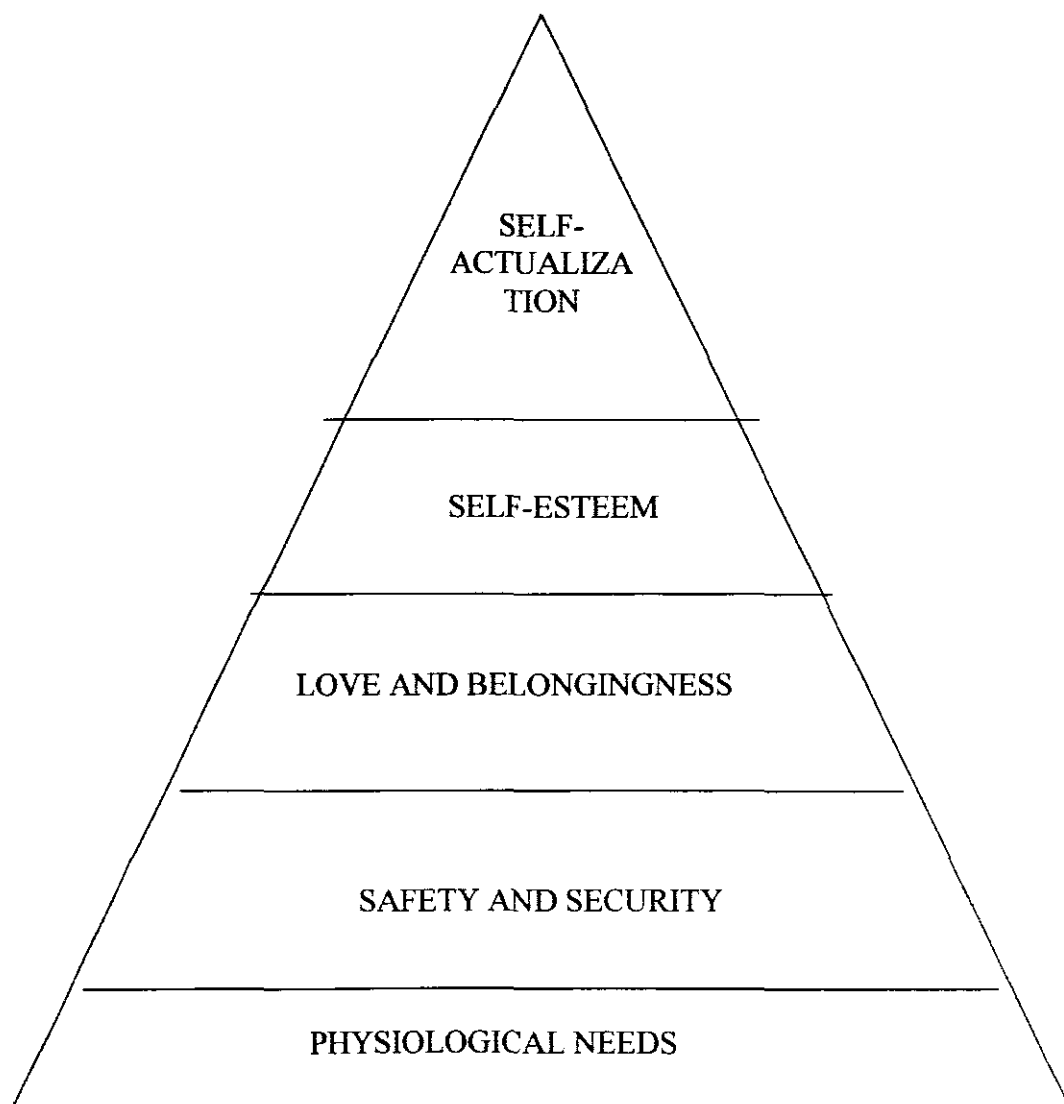
3.1.3 Maslow's hierarchy of needs

With reference to the humanistic approach, Maslow's Hierachy of Needs as cited by Baldock, (1999:113) perceive humans holistically as not only being motivated by social needs but also Physiological needs, Safety and Security, Love and Belongingness, Self-esteem and Self-actualisation.

The rationale behind these basic human needs is that an individual can only move into higher needs when the physiological needs are being

satisfied. When dealing with the street child's physiological needs such as food, proper shelter, medical care, education, recreational centre are very essential. If these needs are inadequate for the child it is easy for him or her to desert home. Coming to Safety and Security, when the child feels neglected by his or her parents, be it due to work or alcohol abuse, that child lacks security and prefers to adopt an independent life. Likewise where the child feels unloved because the parent is over corrective or over protective, he or she feels very much insecure in the family and leaves home. The child who is always criticised for what he has done and nothing good is ever appreciated, that child develops very low self-esteem and absconds from home. If the child shows any potential ability and the family does not complement him or her, the child views his or her self-actualisation being not recognised. Lastly, every person needs to be given a chance to demonstrate his or her intellectual ability failing which he or she moves out of the home.

Maslow's Hierarchy of Needs is displayed below



Maslow's (1954) Hierarchy of Basic Needs (Baldock, 1999:113)

3.1.4 Behaviour Modification Theory

Coming to *Behaviour Modification Theory* the therapist is trying to modify the unwanted behaviour. It is based on the reinforcement of desired behaviours and removing the undesirable ones. Qualified social workers and other paraprofessionals like psychologists see themselves as

amassed with professional skills in linking individuals, families or groups with available and appropriate resources, services and opportunities in order to deal effectively with anti-social behaviour. It is believed that through designed programmes, the target behaviour and antecedent events observed with the street child can be improved through this approach. The Behaviour Modification Approach was used to change complex behaviours displayed by children from Hong-Kong (Kwok-Fu Nu, 1979:90). This approach shapes the individual. A simple way of giving positive reinforcement in behaviour modification is in providing compliments, approval, encouragement and affirmation for every positive behaviour displayed by the person being treated. With this approach the researcher contends that if the services providers can apply it to street children, the bad behaviour will definitely change.

3.1.5 Systems Theory

Systems Theory focuses on the interactions between individuals and various systems in the same environment. If there is any sub system that is affected during interaction, the entire system is disturbed. A social worker can evaluate any problem confronted from multiple perspectives. For example, in order to establish where the problem is with the street child, all family members, the child-in-question and other concerned parties if possible need to be involved in the discussions (negotiations). During this process the interviewer can determine whether an individual, family, group or community avenues best pursue change. It is argued that if a person interacts with the different systems, definitely there is a system that will interfere with his or her behaviour. However that system needs to be identified and be dealt with as soon as possible.

Ethnomethodologically, societal members examine the ways in which people create a sense of social structure through interactions. In other words societies believe that children live on the streets because they are encouraged by the Bill of Rights.

3.1.6 Social-exclusion Theory

This particular study is focussing mostly on three theories, that is, social excluding, ecosystem and evaluation theories which are analysed as follows.

The social-exclusion theory plays a major role in explaining the possible factors that lead to the development of the diverse population hereinafter called street children. The *Social-exclusion theory* focuses on social inequality, especially in relation to economic, political, land and the cultural components (Figueroa, 1999:198). The evolution of urbanization and political pressures forced people to move into cities without predicting the difficulty that lied ahead of them. As far as social exclusion is concerned the families have no financial means of adequately supporting their children. The development of informal settlements in the cities demonstrates how difficult it is, to meet the urban financial demands. The political violence that afflicted many townships and villages during the apartheid era in the 1980s was also a direct cause of children fleeing from their homes to the street with or without the parent's permission. Finding jobs in the cities is not an easy task and therefore people become victims of urban poverty as they take any cheap labour that they come across in order to survive. Even those who are employed are alienated from the economy that they produce.

Family breakdown, crime, and social ills evolve due to economic problems. Social norms, values and culture disappear because of social exclusion and being alienated from what belongs to the person.

Social-exclusion is overtly demonstrated in an overpopulated economy and the amount of surplus labour takes the form of unemployment and self-employment. The logical consequence is that those excluded from the labour market become the poorest. The workers with the lowest cultural assets will be the most likely to be excluded.

Due to language and cultural barriers they find themselves placed at the bottom of the pyramid. The same applies in this study where the children are born under difficult financial circumstances, and usually become street children and prefer living on the streets than in their natural homes. The environment that changes constantly requires family adaptations. This means that it is correct for the family to be authoritative to the children, but again they have to assess the demands of the *status quo*. Government, parents and society should accept that street children have emerged and major strategies have to be devised in order to eradicate this phenomenon.

3.1.7 Ecosystems Theory

The Ecosystems Theory, is defined as the study of laws, conditions, principles and ideas which are concerned on the one hand with a person's immediate physical environment and on the other hand with the person's nature as a social being and the study of the relationship between the two factors (Carol, 1999:200). Carol emphasises that the developing person is embedded in and is interacting with a series of environmental systems

such as micro-system, mezzo-system, eco-system and macro-system. Many people conceive of the life span that every human being has, as having positive gains from infancy to young adulthood. Many people's abilities and habits do not merely 'mature' on their own as part of nature's plan. Parents, teachers and other important people contribute in the nurturing of young people and show them how to behave in new ways and people are changed through experiences, such as street children. People change in response to the environment and all the other external physical and social conditions. The environmental forces are having their own impact on human lives. For example, an individual failing to cope with urban demands end up being homeless.

The Ecosystem is also viewed as an interweaving between the family and the environment. It reflects the belief that family life and its immediate environment such as space, food, and clothing, to mention but a few, form a complex living system of which family members are a part. By viewing the family as an ecosystem, one can begin to understand how family life may be both the product of environmental forces and a significant creature force itself. The ecosystem approach allows family members in an era of rapid change to focus on the relationships between a changing environment and a changing family. One can look at the plight of street children from rural areas to the urban cities.

Families that live in the cities due to political forces have no adequate space to accommodate all the family members. Sometimes they do not even have adequate commodities such as bedding, chairs, stove and many others. Therefore, due to conditions such as poverty, over-crowding and congestion in the family, some members decide to vacate and become

victims of the streets. Laws and principles as part of the ecosystem have created a negative impact on people.

The government has issued policies based on families and the welfare of children. In rural areas women head most families because the men moved to cities to work away for varying periods sometimes never returning home. Children due to peer group influence follow suite without knowing the negative results of street life. Thus the ecosystem approach is not a specific personality theory but an integration of certain field studies (Meyer, More and Viljoen, 2002:88). According to the ecosystem approach, a human being is seen as a subsystem within a hierarchy of larger systems such as the family and the community. Therefore, the influx of informal settlements and street children in the cities can be controlled by the governors in order to improvise and bring back the worth and dignity of the person. The ecological theory is therefore perceived as having played a very big role because parents have failed to provide adequate means for children. On the other hand, shelters too lack quality means of keeping children in their institutions.

3.1.8 Evaluation Theory

Lastly, this research focuses on *Evaluation Theory*. Evaluation is defined as a process of determining whether a given suggestion was worthwhile. Evaluation can be done for multiple purposes. It is therefore important to think carefully about what it is the researcher wants to know before commencing an evaluation. Failing to consider the purpose may cause a person to select an evaluation design that does not give the results he or she seeks. In this study the researcher intends to evaluate the reunification programs rendered by the shelters or drop-in-centres.

It is common knowledge that some of these children are victims of child labour as well as sexual exploitation. In Zimbabwe it is asserted that the boys do odd jobs such as guarding parked cars, while the girls beg and even become easy prey for people who sexually exploit them in exchange for little money, warm clothes, a pair of old shoes or simply a hot meal. The Mayor of Cape Town delivered a speech on the condition and plight of street children on 23 June 2005. The Mayor acknowledged the plight of street children and the role-played by stakeholders, that is, Provincial Government and Non-Government Organisations (NGOs). According to the Mayor's evaluation on how effective the NGOs towards improving the street children phenomenon are, she felt that they were doing an excellent job. She thanked these stakeholders for their effort to reduce the number of street children from eight hundred and fifty (850) to five hundred (500). This is an indication that the shelters are keen to help combat the phenomenon. Sadly enough though, these children still abscond from the shelters and return to the streets. It is, therefore, significant to evaluate the operation of the drop-in-centres and look at their effectiveness. This is again the major reason the researcher viewed the evaluation being most appropriate in this regard. This is done in order to protect the street children from dangers of life on the streets such as physical or sexual abuse, infections including HIV/AIDS, violence, substance abuse, introduction to crime, hunger, no education, lack of love and care, poor self-image and lack of confidence, just to mention but a few.

3.2 CONCLUSION

This chapter discussed different types of theories considered to be most appropriate for the study, namely Multi-disciplinary Approach, Functional Theory, Maslow's Hierarchy of Needs, Behaviour Modification Theory, System's Theory, Social-Exclusion Theory, Ecological Theory and Evaluation Theory. In all these theories the roles, which are considered as of influence to street life, were highlighted. The significance of evaluating the operation of shelters was also indicated in this study.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

Research methodology is what makes a social science scientific (Newman, 2003:68). This study was an exhaustive survey. It required a carefully crafted research methodology to help and clarify the issues involved and establish the factor of effective utilisation of service providers, street children, parents and case studies as subjects to the study. Without being pedantic this exercise included the assumptions that served as *rationale for the research and standards used for interpreting the data and reaching conclusions.*

In this chapter a description of the research methods and procedures used is given. The description includes the research design, the target population, research procedures, research sample and sampling method, research instrument, and its administration, ethical considerations and data analysis and presentation.

4.1.1 Research design

The research designs used were the exploratory, descriptive survey and the participatory Action Research (PAR). Rubin and Babbie (2001:255) contend that a major purpose of scientific studies is to describe situations and events. In this study exploratory methods identify crucial variables in the problem area under study. It was also used to evaluate the impact of the reunification programmes that the service providers use when trying

to rehabilitate the street children from running away from their homes. This research design is appropriate when the researcher wants to gain insight and increase knowledge about a phenomenon or topic which has not yet been researched (Burns and Grove, 1997:11) PAR on the other hand is associated with hands-on-small-scale that involves practical and real world problems and issues. The emphasis was on the empowerment of the most marginalised and oppressed groups in society, with the aim of uncovering truths with people, rather than about people. In this study both qualitative and quantitative methods were applied. But most discussions in the study involved qualitative format.

The Central Characteristics of PAR

PAR is a word that means very different things to very different people in very different circumstances.

It includes a continuum from passive 'participant observation' to 'action research' and all different steps in between.

Participation Research Techniques as applied in rapid appraisal and development practitioners such as Non-Profit Organizations or Community Based Organizations.

PAR uses the bottom-up approach and no longer the top-down approach.

Participatory Research

Participatory Research can be both Qualitative and Quantitative in nature.

It involves Participatory Observation-----Participatory Research-----
-Participatory Action Research. All these three (3) categories indicate the involvement or action of the Researcher in Reality under study.

4.1.2 Research procedures

The researcher approached seven agencies around KwaZulu-Natal province. The researcher first made appointments with the institutions where the research was going to be conducted to get approval. Letters were written and faxed to the agencies for their authority. Most agencies responded through the telephone but few wrote letters of consent. The questionnaires with open and closed-ended questions were asked.

4.1.3 Target population

The target population in the study were street children between 5 and 18 years, comprised of males and females. They were all black Africans found from the streets and in the institutions. Service providers, their personnel, institutionalised street children's' parents and subjects taken as case studies were also interviewed. The target population was from Nquthu, Nkandla, Newcastle, Eshowe, Empangeni, Richards Bay and Durban, in KwaZulu-Natal (KZN) Province (*see attached KZN Map*).

4.1.4 Research sample

A sample is the number of elements of the population being studied (Uys and Basson, 1995:67). The sample size consisted of sixty (60) street children. Thirty-three (33) of them were found on the street and twenty-seven (27) were found in the institutions. There were seven (7)

institutions visited, six (6) of them were private and one (1) was a public institution. Fourteen (14) employees from the institutions were interviewed. Four (4) case studies were also the sample of the research.

4.1.5 Case studies

Four (4) reformed or rehabilitated subjects whose lives improved after having been on the street for years were interviewed. Most questions directed to case studies were open-ended. The researcher deliberately did this in order to get more information on what they perceive as the most causal factors that lead to the street children phenomenon.

4.1.6 Research instrument

The research tools used were Questionnaires, unstructured interviews, voice recorders and focus groups (service providers). Workshop on service providers was held whereby they were asked to explain how they dealt with the street children. They were also asked if they were free to be taped during the interviews. They gave positive response to that effect. This was going to assist the researcher in analysing the data. The questionnaires were also used for the rest of the other subjects. Each Questionnaire instrument was divided into four (4) phases and had sixty-eight (68) questions. The 1st phase was for Service Providers. It had eighteen (18) close and open-ended-questions. The 2nd phase was directed to the street children with twenty-one (21) questions. The 3rd phase was directed to the family members and households with sixteen (16) questions. The 4th phase was directed to case studies with twelve (12) questions. All questions were in English and had close-and- open-ended questions (*see the attached Questionnaire sample*). During

interviews for those who were not user friendly with English, questions were translated into Zulu. It is argued that the open-ended questions allow the interviewee to explore in responding to a question. It also gives the researcher a chance to know more on that particular question. It does not limit the subject to answer only a 'yes' or 'no' questions.

The other advantage for the researcher to use the Questionnaires was that it would be possible for her not only to record the answers to questions but also to have an opportunity to observe and note the overall reaction of the respondents during the interview session.

In order not to restrict responses, however, in a survey study, the questions that called for attitudes and or opinions were to a large extent asked in an open-ended form.

Unstructured interview method was used during the workshop with the service providers. The researcher organised workshops whereby the research study and its objectives were well explained to the subjects (service providers). In those gatherings the researcher informed the subjects that the primary reason for using the tape recorder was to replay it and pick up other important factors, which might have been erroneously overheard by the researcher during discussions. The service providers openly gave an informed consent.

Pre-Testing and Adaptation to the Research Instrument

Pilot studies were undertaken at different places to pre-test the schedule and to check on any problems that might not have been anticipated concerning the respondents' understanding of the questions. This schedule was pre-tested at two different places. The first was in a rural

area of Eshowe, which has been subjected to modern influences and social change for a long time. The second place was at Mkhobosa reserve, which is a slum area. The researcher picked up this area since when she was still a field social worker many women would come to her office reporting the missing of their young children. All these children were later on escorted to my office by Durban social workers and were reported to be street children held in the Valley View Place of Safety.

Another important aspect of the pilot study was to establish the average time required to complete a schedule. This helped the researcher to plan effectively the time to be devoted to interviewing. It was found for instance, that older respondents required more time than the younger ones.

PREPARATION FOR THE ADMINISTRATION OF THE SCHEDULE

Training of Research Assistants

In the interest of efficiency, the researcher decided that the research assistants, even though they possessed good academic backgrounds, should receive some preparation and training before being sent into the field to administer the schedules. The researcher for this preparatory training enlisted three (3) research assistants. The researcher herself administered a quarter of the schedules.

4.1.7 Ethical considerations

Social work research ethics, namely, confidentiality, respect, informed consent and justice were observed during the study. All the subjects were ensured that there will be no disclosure of given information. Sensitive

issues were treated with respect for example when a child explained about abuse from parents to the researcher. The names of the subjects remained anonymous.

CHAPTER 5

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

5.1 INTRODUCTION

This section entails the interpretation of data collected from the interview with Service Providers, interview with Street Children, interview with parents of the street children as well as the Case Studies of four (4) adults who reformed from being street children. The data is interpreted by means of Statistical Practical Social Sciences (SPSS) using tables, graphs and pie charts.

A. Interview with Service Providers

All the institutions have an integral interest of re-unifying street children with their families. In the previously researched subject of street children conducted in 1993, it was recommended that shelters need to have trained personnel preparing staff to approach and identify street children who are to participate in the programmes. Secondly, children who are the programme's direct executors should be part of the identification of the problem and decision on what activities should be carried out (Schrurink, 1993:280-281). Seemingly these objectives were proved to have still not yet been attended to because no reunification programmes are in place.

The background information about the institutions indicates that Seven (7) institutions were visited and of which six (6) were private and one (1) was public. They were established in different years, that is, from 1953, 1983, 1987, 1999 and 2002.

(Due to ethical reasons, no mention of the real names of shelters will be disclosed). Three of them are situated in urban areas and four in rural areas. The number of admitted children varied from one institution to the other. They ranged from fifteen (15) to One hundred and twenty (120) children. The oldest child was reported to be 19 years old. Per week the institutions reported to be receiving at least not less than two (2) children. The rate of abscondment was reported to be quite high. The staff members who are both males and females ranged between four (4) and thirty-two (32) per Shelter, Place of Safety or Children's Home (herein after called agencies). According to the standard of education the highest staff members have acquired Grade 8 without any tertiary education. Their salaries ranged between R901 and above per month. However, nobody was prepared to disclose either his/her real age or the actual salary to the researcher without knowing any purpose behind.

When it came to reunification programs, only the public agency admitted to have such programmes. This is indicated as follows:

A) INTERVIEW WITH SERVICE PROVIDERS

PROFILE OF INTERVIEWEES

5.1.1 Name of Institutions

Here the question was directed to institutions which cater for street children. Seven (7) different institutions were visited. Due to the ethical principle of confidentiality, the real names are withheld.

5.1.2 Indication whether institutions were Public or Private

Here the responses from the question indicated that six (6) institutions were private and one (1) a government institution. The significance of this question was to establish if the two institutions worked similarly or differently.

5.1.3 Date of establishment of the institutions

The responses indicated that the institutions were established in different years, that is, between 1953 and 2003. The significance of this question was to establish whether reunification programmes have existed in the shelters before. It was established in this research that since the inception of the care centres, the service providers never had the said programmes.

5.1.4 Indication where shelters are situated

The responses indicated that four (4) shelters were in rural areas and three (3) in urban areas. This question was asked in order to notice whether shelters in rural areas operate similar or dissimilar to the ones in urban areas.

5.1.5 Number of street children in the institutions

The combined number of institutionalised street children in six institutions was one hundred and twenty (120).

The seventh (7th) institution had no child whatsoever and he was reported to have escaped a week prior to the researcher's arrival. The shelters

have different enrolments of street children. They ranged between two (2) to eighteen (18) children. The total number of street children in six (6) shelters was twenty-seven (27). This question was purposely asked with the view of noting the number of the institutionalised children.

5.1.6 Age of the eldest child or children in the institution

This question was asked with the view of understanding how old the eldest child is in the shelter. In this case the eldest child was said to be eighteen (18) years of age. Most of the street children are not educated and do not know exactly what their ages are. Even in this one although this child gave himself the said age but the researcher was not convinced that he was giving the correct age especially because he left school in Grade 1 and could hardly spell his name.

5.1.7 Number of admissions per week and per month

All the private institutions had no records of how many admissions they normally have weekly or monthly except the public one. They all made estimations that sometimes they admit six (6) or seven (7) per week or per month. The reason why they stopped recording the existing children was because their statistics were always inaccurate because children escaped in no time, thus making the recording an exhaustive exercise. However, the public institution had records of the admitted and the discharged street children. Although during research no street children were available in this institution, the public institution argued that it admits at least four (4) to five (5) children per week.

5.1.8 Indication of absconders per week or per month

This table indicates that street children abscond daily from the institutions. All the service providers gave the response. Again here there is no recording of the proper statistics of the absconders. The simple response was that the personnel were never trained to record the absconded children.

5.1.9 Number of staff members in the institutions

All the seven institutions had different numbers of personnel, which ranges between four (4) to twenty-six (26). The number of street children admitted controls the number of personnel.

5.1.10 The highest standard of qualification of staff members

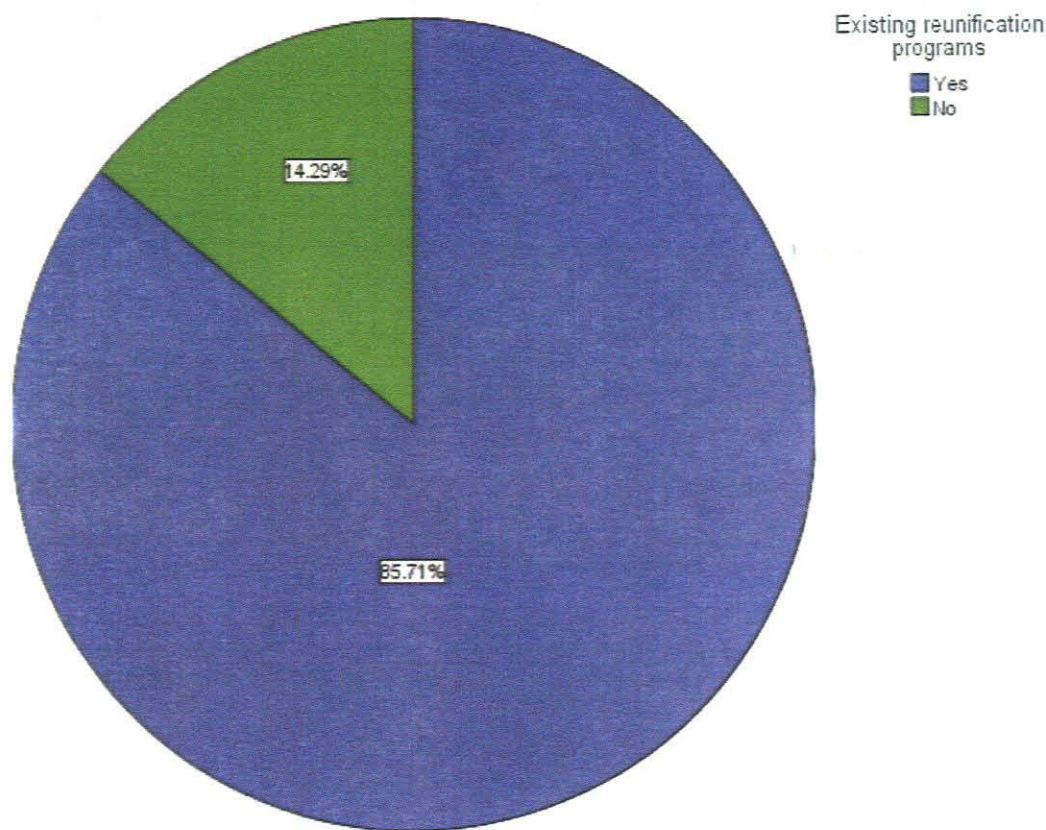
This table shows that out of twenty-six (26) staff members only one (1) personnel had tertiary education.

5.1.11 Knowledge of whether all staff members in the shelters are trained for the job

One hundred percent (100%) of the staff members in all the institutions are not trained for the job they are doing. It, therefore, goes without saying why the shelters are not producing any improvement for the street children.

5.1.12 Existence of Reunification Programs

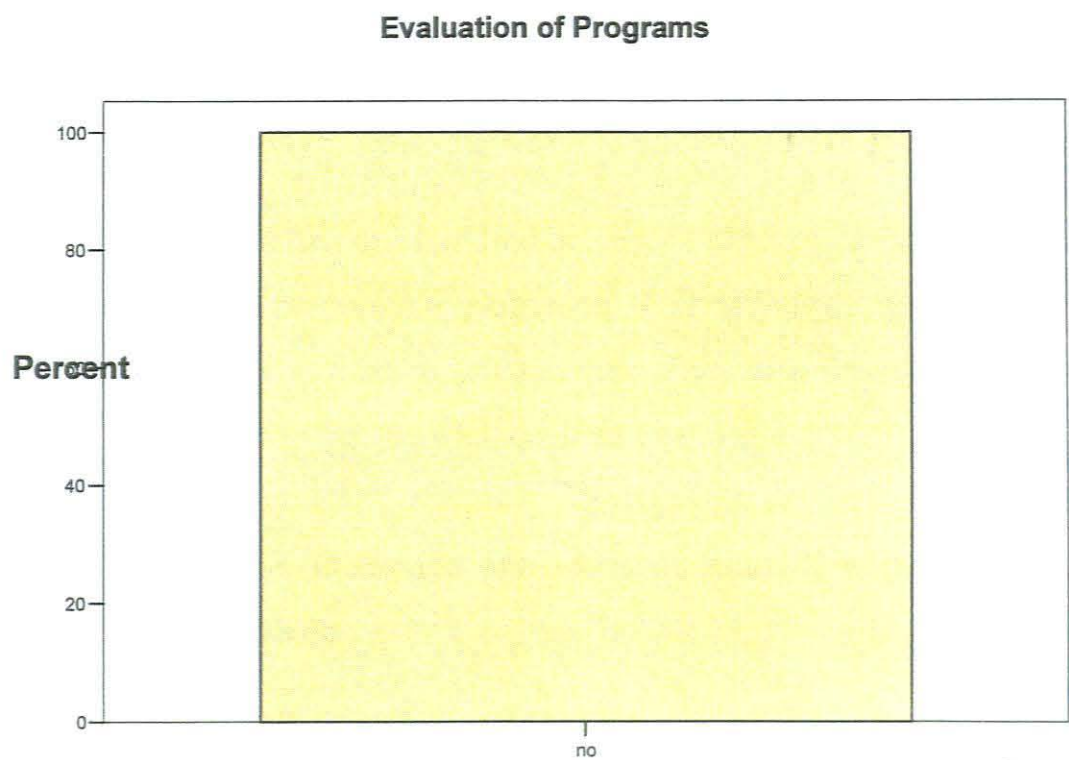
Pie-Chart 1: Explains the existence of reunification programs



These results indicate that most agencies do not have reunification programs. The ninety six percent (86%) agencies admitted that they do not have any programs of this nature. These results symbolise that children do not know the significance of remaining in their homes if the institutions do not discourage them against street life and inspire them to recognise the importance of the families. Fourteen percent (14%) public institution admitted to have monitoring forms which they use to see that the child is still abiding by the rules of the institution but they do not have the reunification programmes.

5.1.13 Information if reunification programmes are currently evaluated of their effectiveness

Graph 1: Explains if programs are ever evaluated



This graph indicates that all seven (7) institutions agreed that there are no program evaluations that are done. This is simply because there are no reunification programs that are taking place. As a result there is nothing to evaluate. According to the results it indicates that even the government institutions do not consider the significance of influencing children to be away from the streets.

5.1.14 Rate of evaluating the reunification programmes

This table indicates that the reunification programmes are not evaluated whatsoever because they do not exist.

5.1.15 Indication whether parents participate during programme evaluation

This table indicates that one hundred percent (100%) of the parents do not participate during programme evaluation. This is simply because of the non-existence of reunification programmes. They also raised the concern that shelters do not invite them for such an exercise.

5.1.16 Information if service providers do consult with parents of street children

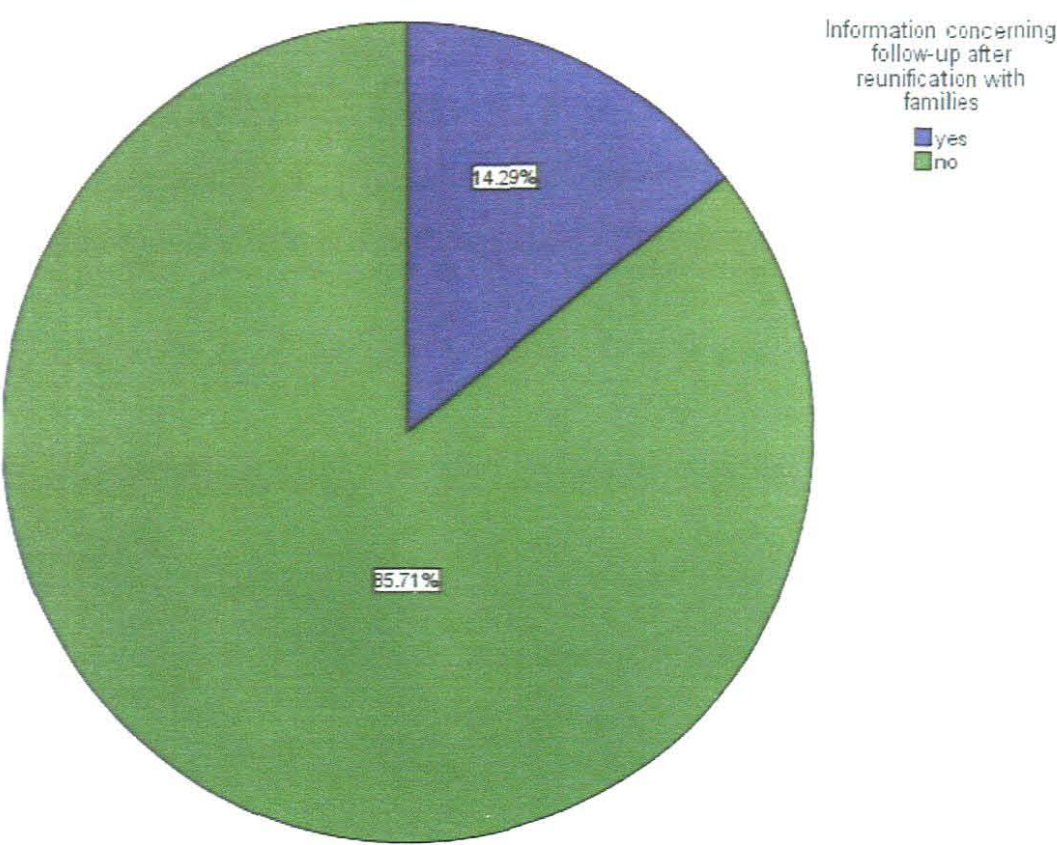
Eighty six percent (86%) of the service providers mentioned that they do not make any consultations with the parents due to many reasons. Firstly, children do not disclose their real identities. Secondly, they hardly give information that will help locate their parents or next-of-kin. Fourteen percent (14%) of the service providers, that is, the public shelter confirmed that they do consult parents if at all any child disclosed true information about his or her family.

5.1.17 Knowledge whether children abscond during institutionalisation

All service providers agreed that street children abscond from the institutions. They further mentioned that children do not want to remain in one place, under any body’s control.

5.1.18 Information concerning follow up after reunification with families

Pie-Chart 2: Explains if there is any follow up



This pie-chart indicates eighty six percent (86%) of the respondents mentioned that they never do any follow-up when the child leaves the institution. This is mainly because children do not disclose their homes.

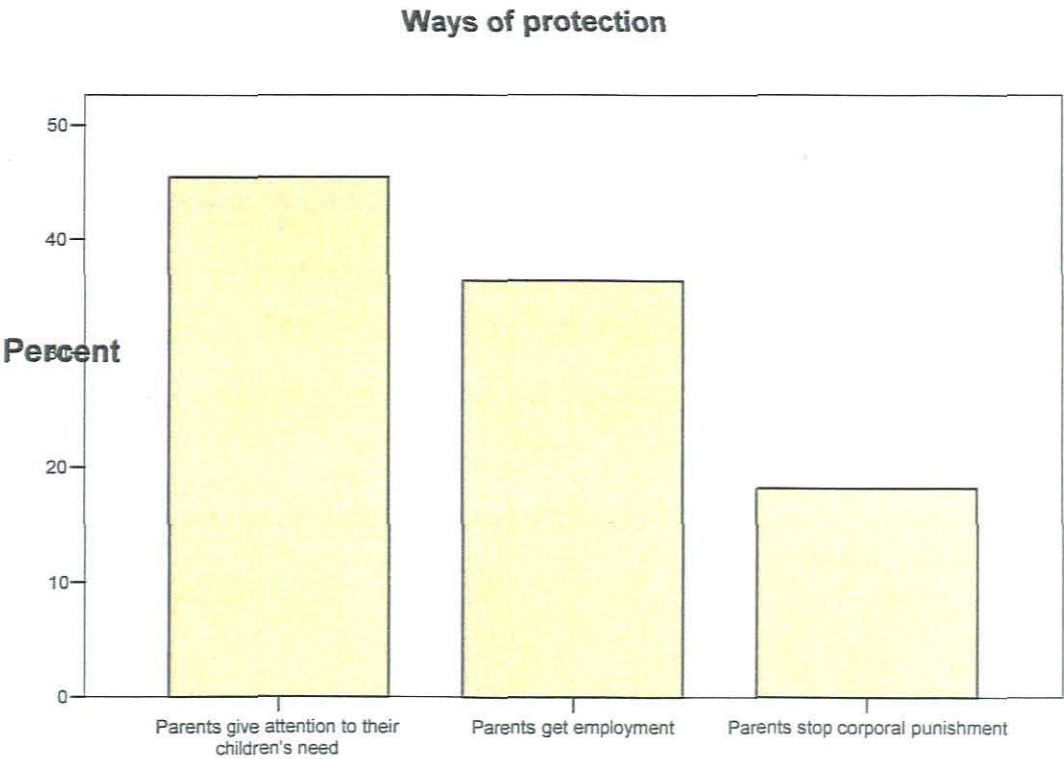
Secondly, street children mostly leave the institutions through abscondment. It is therefore difficult to trace a person's home and speak about his/her re-unification progress to the family. It is quite possible that even the name that the child presents during the detention period is false. Therefore, there is no way of knowing how many children reunite with their families after deinstitutionalization.

5.1.19 Suggestions on what can make effective reunification programmes

Service providers did not have a single idea of what can be done to strengthen the reunification programmes. This is simply because they kept on saying: looking after children in distress is just through love and passion for children. They, however, do not know what remedy can be applied to work with any difficult child.

5.1.20 Suggestions on how children can be prevented from living in the streets

Graph 2: Explains how to prevent children from being in the street



The results from this graph reflect that forty-five percent (45%) of the respondents was of the opinion that if parents could give attention to their children’s needs this could be the best way to protect them from living in the streets. Thirty-seven percent (37%) suggested that parents need to get employment. Then eighteen percent (18%) are of the view that the protection from embarking on street life can materialise if parents refrain from using corporal punishment to the children.

B) INTERVIEW WITH STREET CHILDREN

In this category sixty (60) subjects were interviewed. Out of this sixty, thirty-three (33) of them were interviewed in the street corners and twenty-seven (27) were institutionalised. Out of One-hundred and Twenty (120) street children found in the institutions only Twenty-seven (27) gave consent to be interviewed. Those who literary refused frankly mentioned that they lack trust in researchers who “use” them for their own benefits. The Bill of Rights as stipulated in the South African Constitution No. 108 of 1996 stresses that children’s rights have to be respected and protected against all odds.

DEMOGRAPHIC CHARACTERISTICS

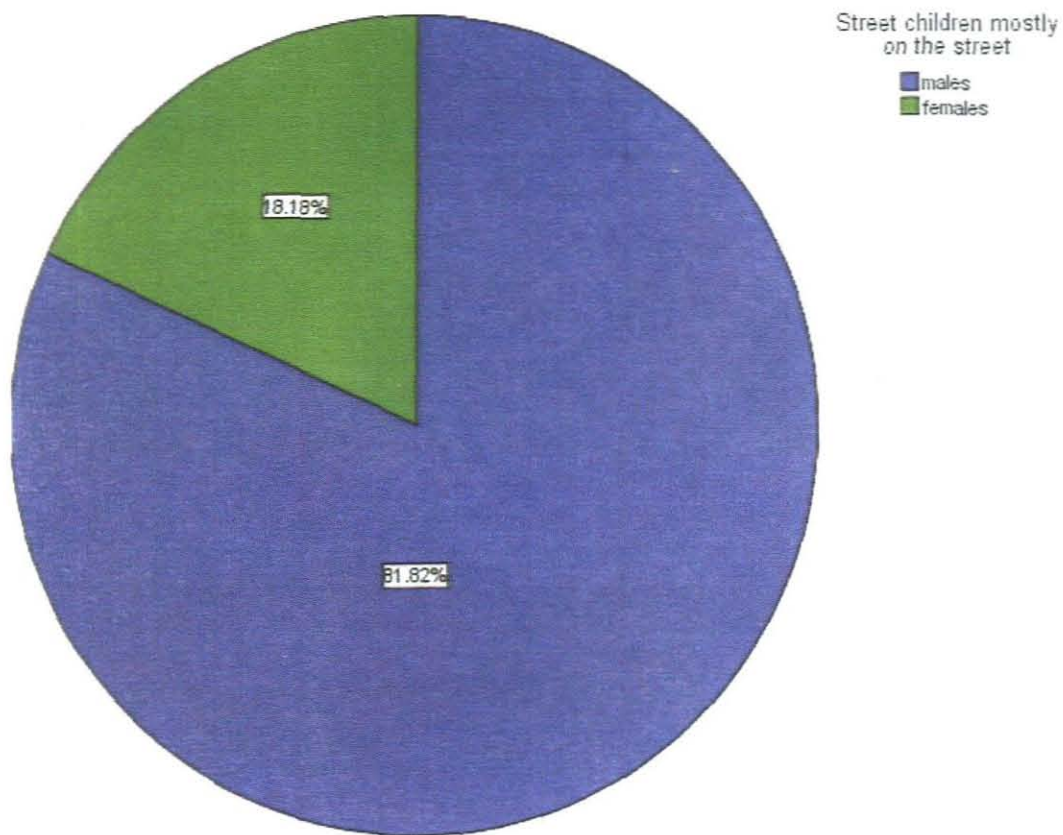
PROFILE OF INTERVIEWEES

5.1.21 Name and surname of street children

Due to ethical reasons, personal information of the subjects will not be disclosed.

5.1.22 Gender of subjects

Pie-Chart 3: This chart indicates the gender of the respondents who were mostly on the streets



This pie-chart indicates that eighty two percent (82%) of the total sample was males. Eighteen percent (18%) of the total sample was females. These results indicate that male street children outnumber female street children. However, an article on street children indicates that '*Ons Plek*' (Our Place) residential home in Cape Town, South Africa, indicated that between 100-150 girls between 6-18 leave home and become street children (<http://www.globalministries.org.africa/hap8.htm> dated 2005/09/26).

5.1.23 This graph indicates street children by age

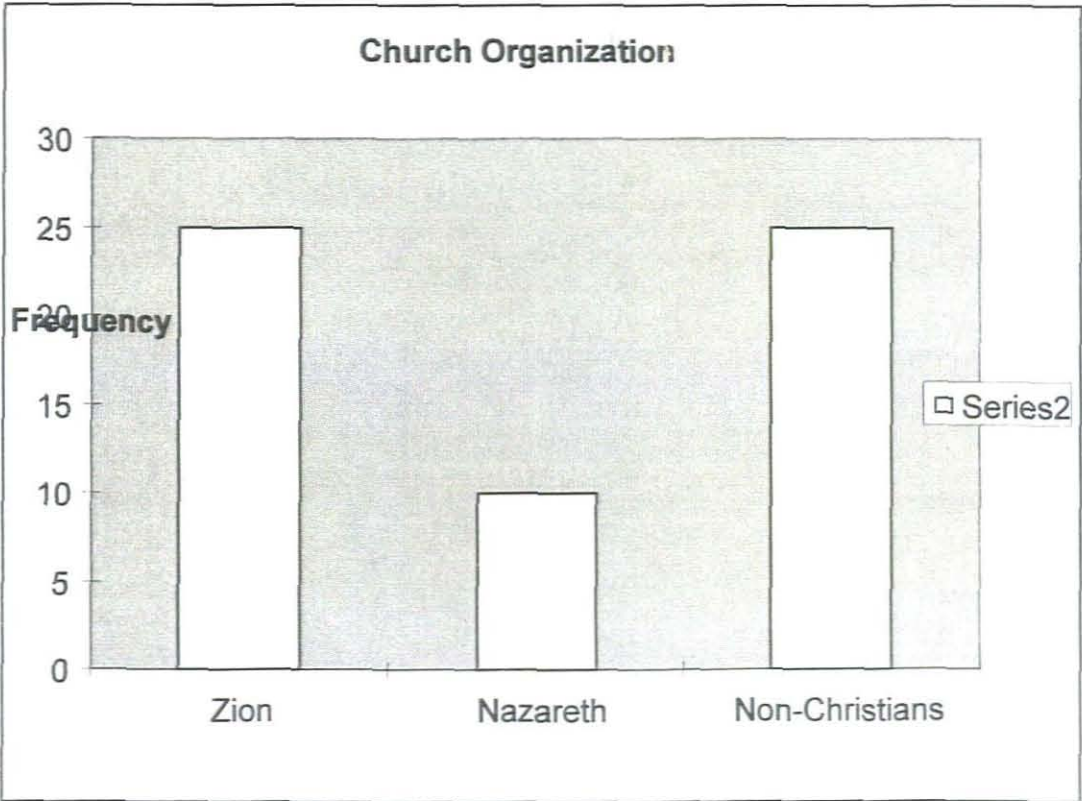
Graph 3: Explains the early age of street life



This graph indicates that the majority of street children comprise sixty nine percent (69%) of the total sample at the age of 15 to 18 years. This number is followed by twenty percent (20%) of the total sample between 10-14 years. However, it also indicates that the youngest children at the age of 5 – 9 years also find it easy to abscond from home to the streets and this is represented by eleven percent (11%) of the total sample. The table indicates that most street children are adolescents.

5.1.24 The graph indicates street children and their religious affiliation

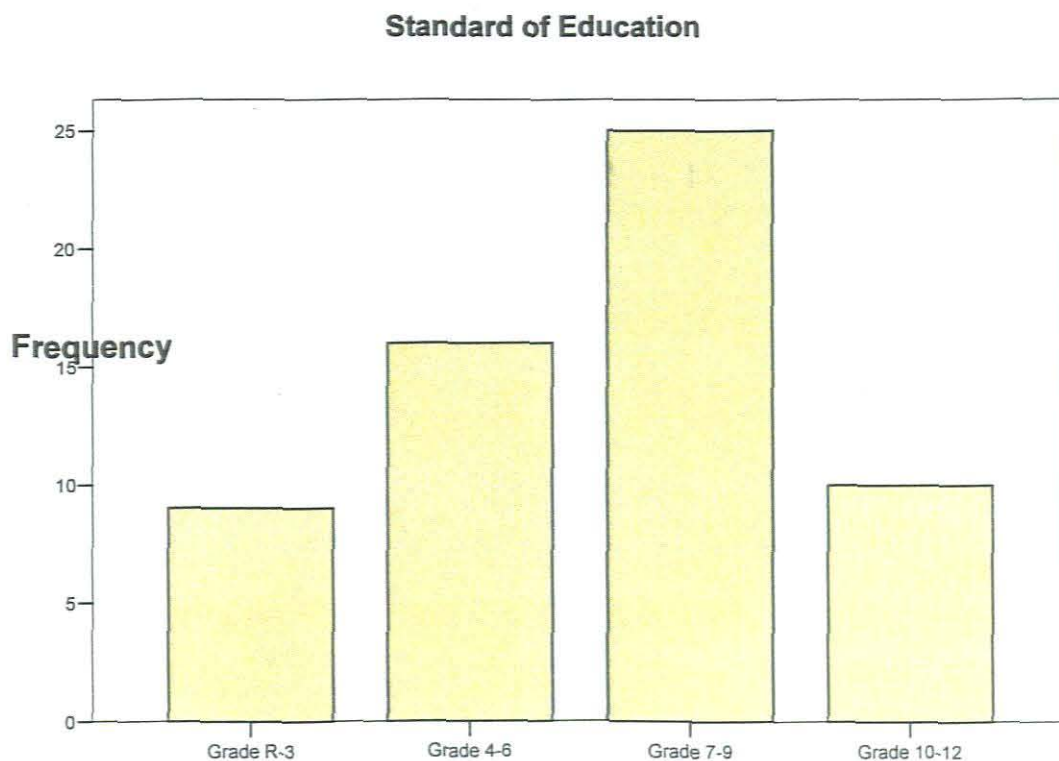
Graph 4: Explains church organisations



This graph indicates that although these children are in the streets, they have some church background from their respective homes. However, other children are churchgoers whilst others are completely against church. This is reflected by sixty-five (65%) of the total sample which does not belong to any church organization. Twenty five percent (25%) belong to the Zion Church and ten percent (10%) is affiliated with the Nazareth Church.

5.1.25 The graph indicates street children and education

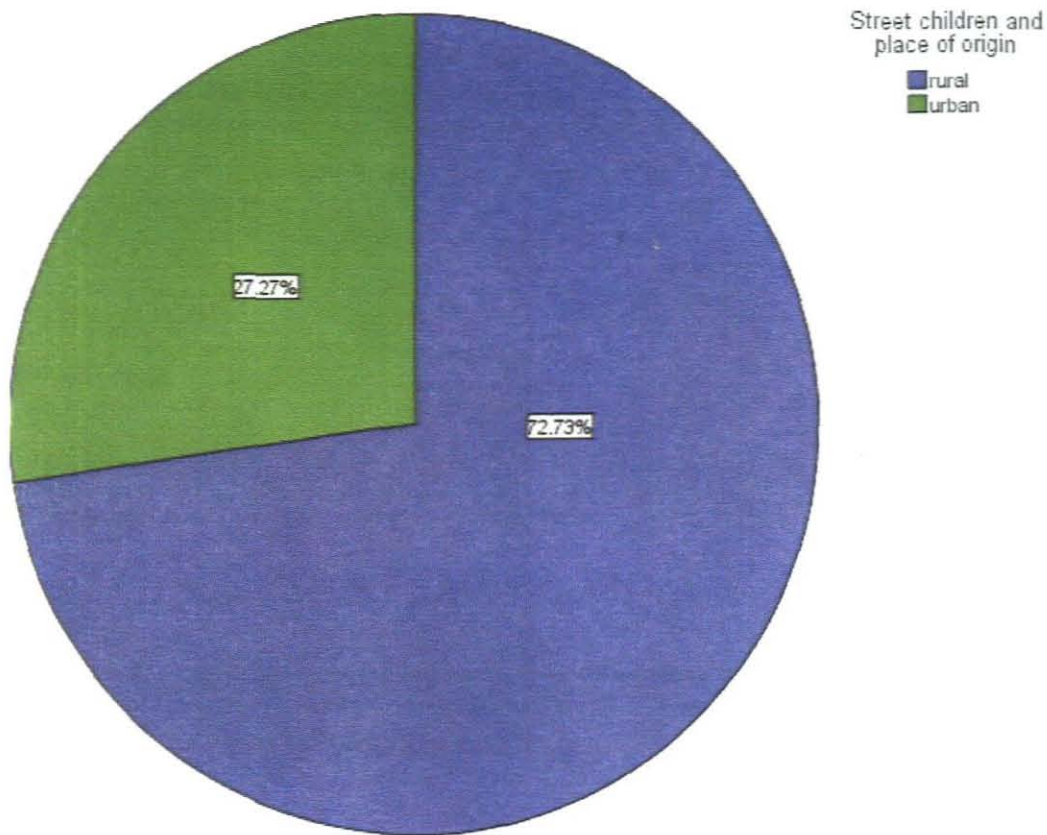
Graph 5: Explains level of Education



This graph results indicate that most children leave home when they are in high schools. This is indicated by forty two percent (42%) of the total sample which represents students who left school doing Grade 7 – 9. These results indicate that due to improper reasoning, the children do not recognise the significance of education.

4.1.26 Street children and place of origin

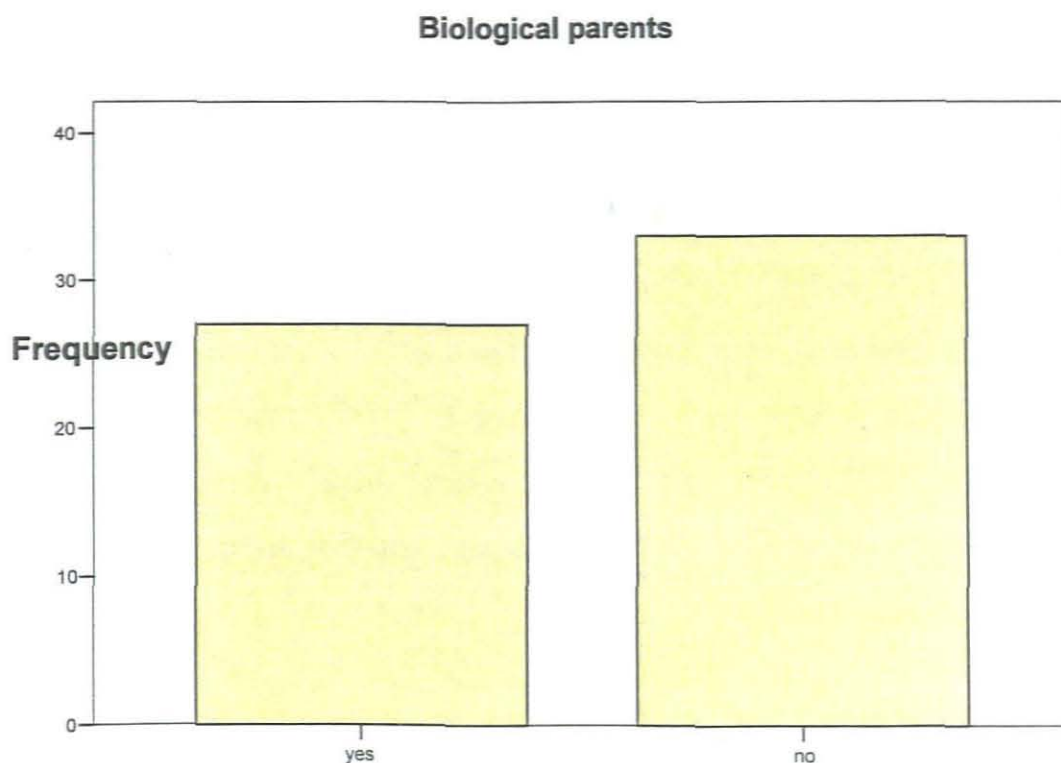
Pie-Chart 4: Indication of place of origin



This pie-chart indicates that most children in the street come from rural areas as indicated by seventy three percent (73%) of the total sample. Bezuidenhout and Joubert (2003), also confirm this statement. However, twenty-seven (27%) indicates that there are also those children who abandon their township life and move to the cities in their own accord to follow suite.

5.1.27 Street children and biological parents

Graph 6: Explains if street children still have biological parents



This graph indicates that most street children reported to have no biological parents and this is indicated by fifty five percent (55%) of the total sample. They reported to be living with their next-of-kin such as grandparents, uncles, aunts and households. High levels of unemployment and uncertainty by the government have led to increased family tensions, for example, parent-teen conflicts as they tend to demand luxurious lives which parents cannot afford. However, 45% of the total sample agreed to be having parents. Most of these mothers are unemployed.

5.1.28 The Marital status of parents

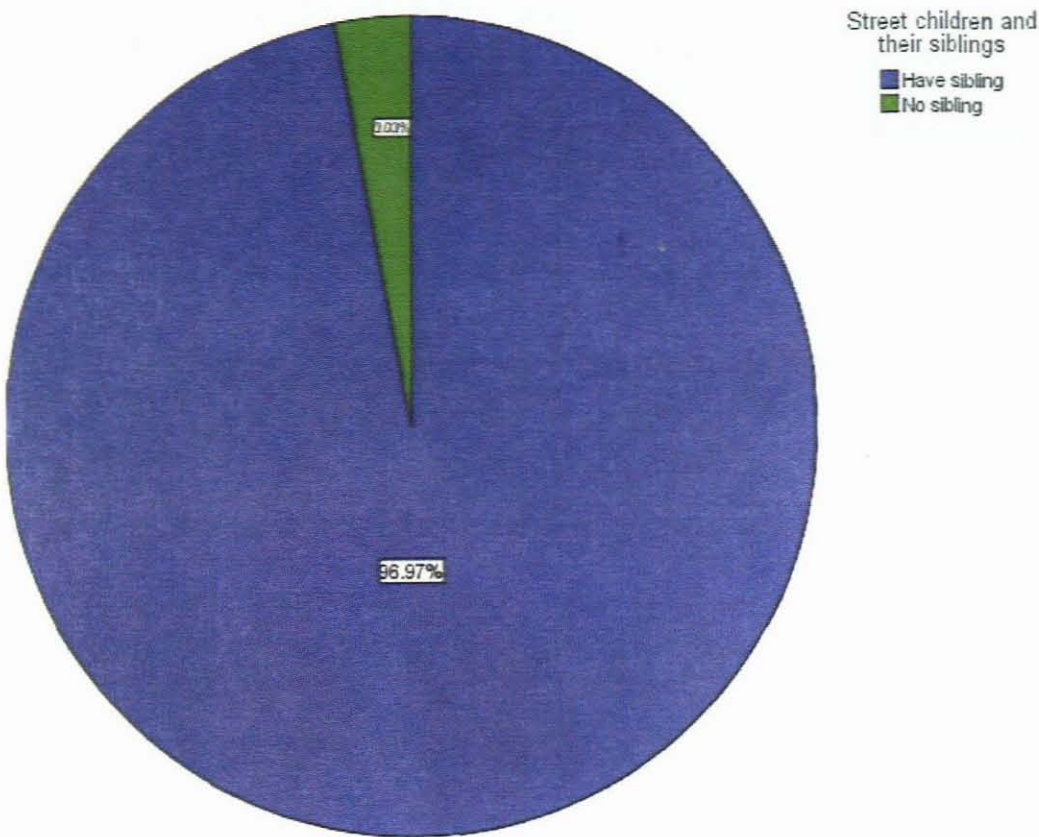
This response indicates the marital status of children's biological parents. The respondents indicated that their parents are single mothers with more than one child.

5.1.29 The indication if child live with both parents

Seventy five percent (75%) lived with households and next-of-kin and twenty-five percent (25%) responded that they were living with their biological parents. These results indicate that even if the child has a biological parent he still becomes a street child if he or she chooses to.

5.1.30 Street children and their siblings

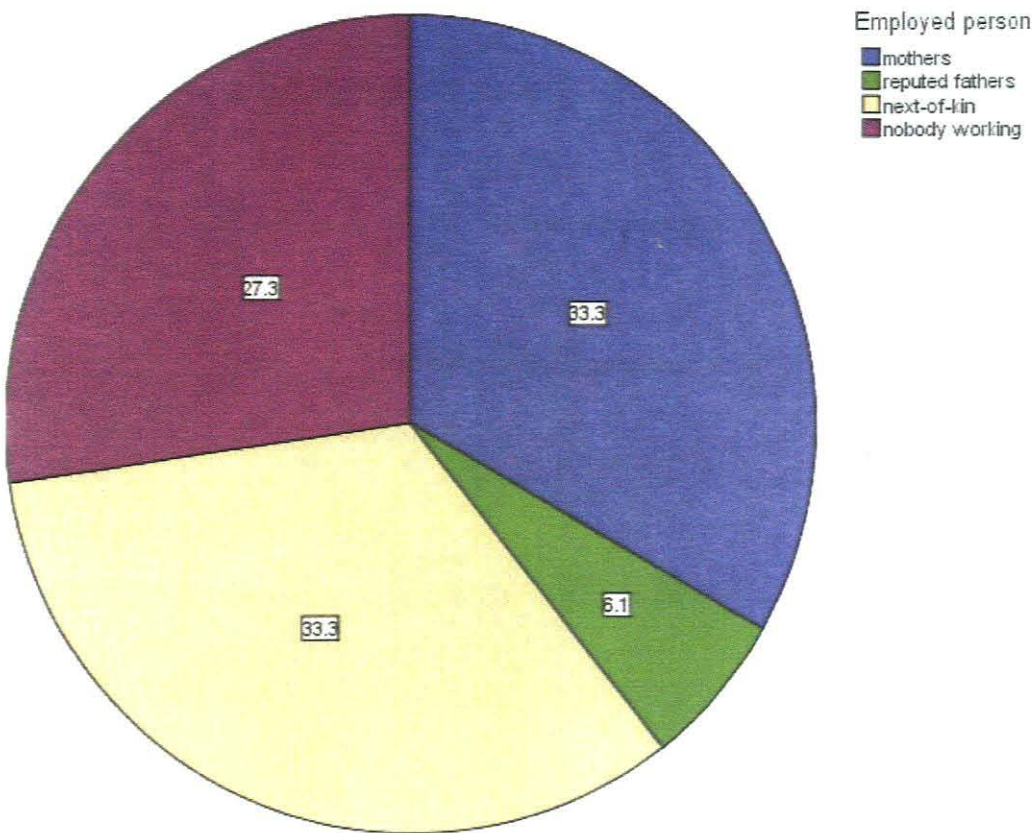
Pie-Chart 5: Explains if street children have siblings



This pie-chart indicates that ninety-seven percent (97%) agreed to be having siblings who range from one (1) to seven (7) and are born from different reputed fathers. Most of these women are not married although they are cohabiting with their men. This table reveals single parents (mothers) with many children and without proper income have the possibility of losing their children without their consent.

5.1.31 Street children and the parents employment status

Pie-Chart 6: Explains employment status of parents

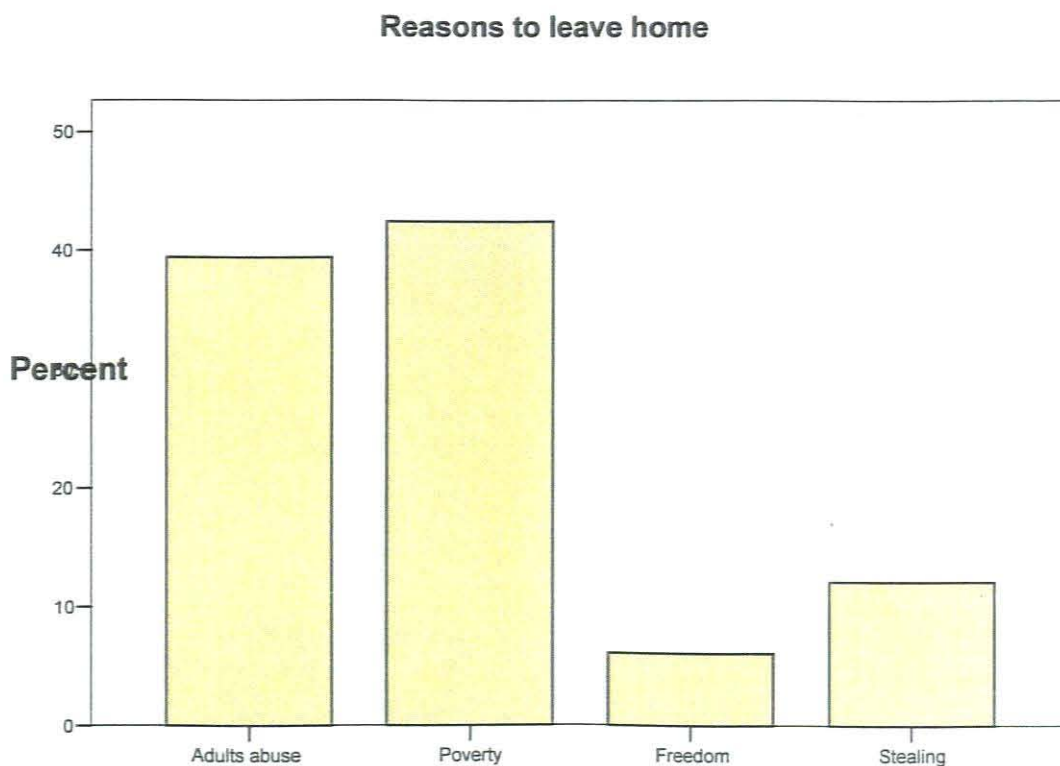


This pie-chart indicates that thirty three point three percent (33.3%) of the street children deserted their employed mothers. Six point one percent (6.1%) of the total sample had employed reputed fathers. Thirty three point three percent (33.3%) of the respondents of the total sample were supported by their next-of-kin from household, aunt, uncle and/or grandparents. Twenty seven point three percent (27.3%) of the total sample were those who have no one at home who is working. Economic strain and relative deprivation are universally accepted as factors contributing to children deserting home.

These results symbolise that most children survive through people who are not their biological parents and are thus prone to street life due to the unmet basic needs.

5.1.32 Reasons why street children ran away from their homes

Graph 7: Explains reasons for leaving homes

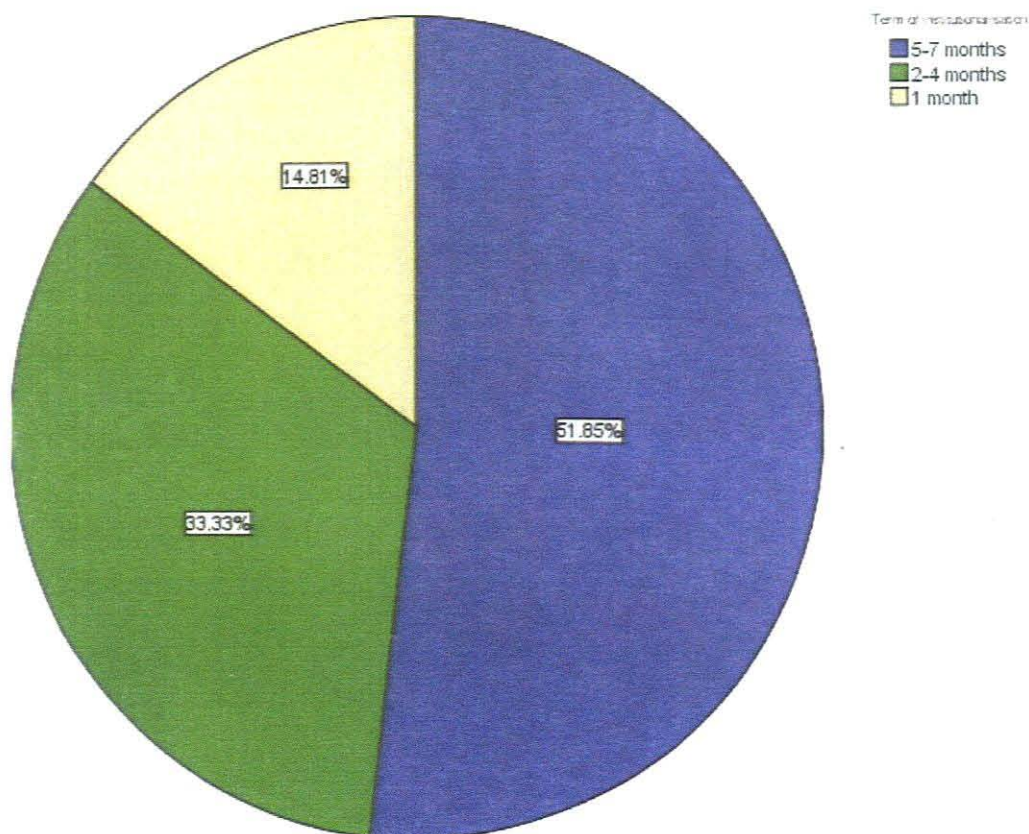


This graph reflects that forty two percent (42%) of the total sample ran away from homes due to poverty (Graaff, 2000:112). Adults in the family also contribute to this phenomenon with thirty nine percent (39%) of the total sample claiming that they are physically, verbally and psychologically abused. Seven percent (7%) confessed that they ran away due to anxiety for freedom. Twelve percent (12%) confessed that they

ran away from home due to mal-behaviour of stealing. These results indicate that even though others run away due to strong reasons but there are also those who see themselves as being causes to be on the streets because of uncontrollable stealing.

5.1.33 The pie-chart indicates the period when the street child had been institutionalized

Pie-Chart 7: Shows period of institutionalisation

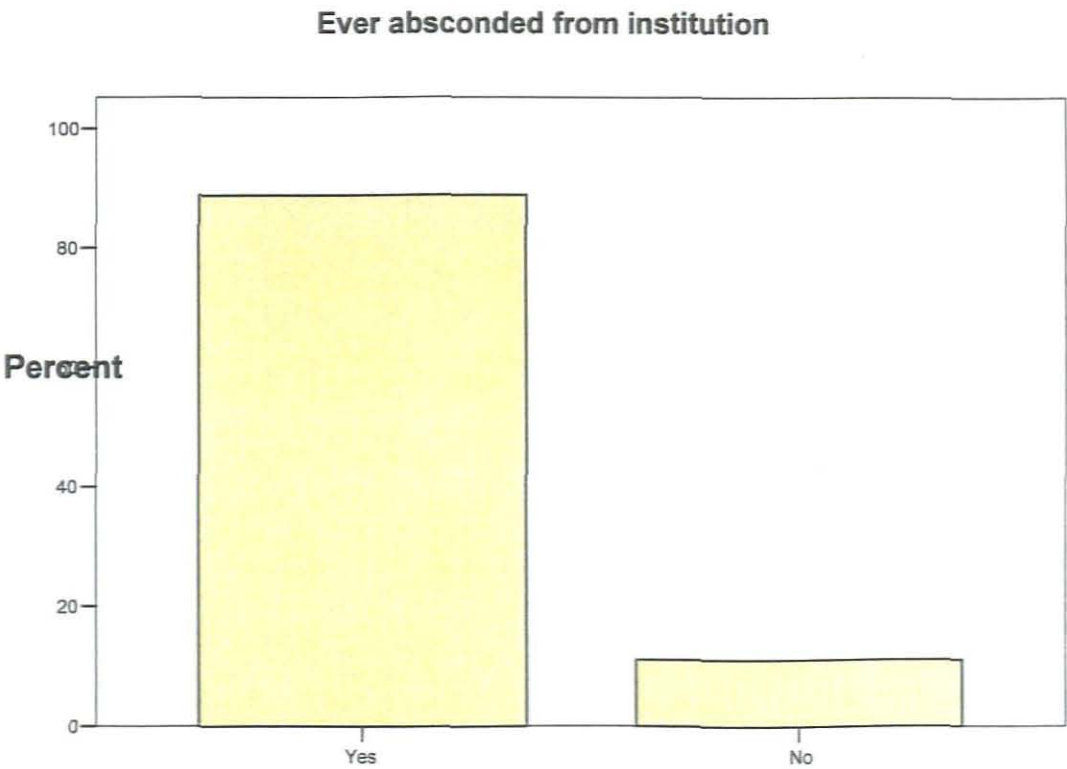


This pie-chart shows that fifty two percent (52%) of the respondents of the total sample had been institutionalized from five (5) to seven (7) months. Thirty three percent (33%) of the respondents had been detained between two (2) to four (4) months' period. Fifteen percent (15%) of the

respondents had been institutionalised for one (1) month. These results indicate that the majority of the street children really abscond from the institutions.

5.1.34(a) **This graph answers the question whether the street children had ever absconded from the institution**

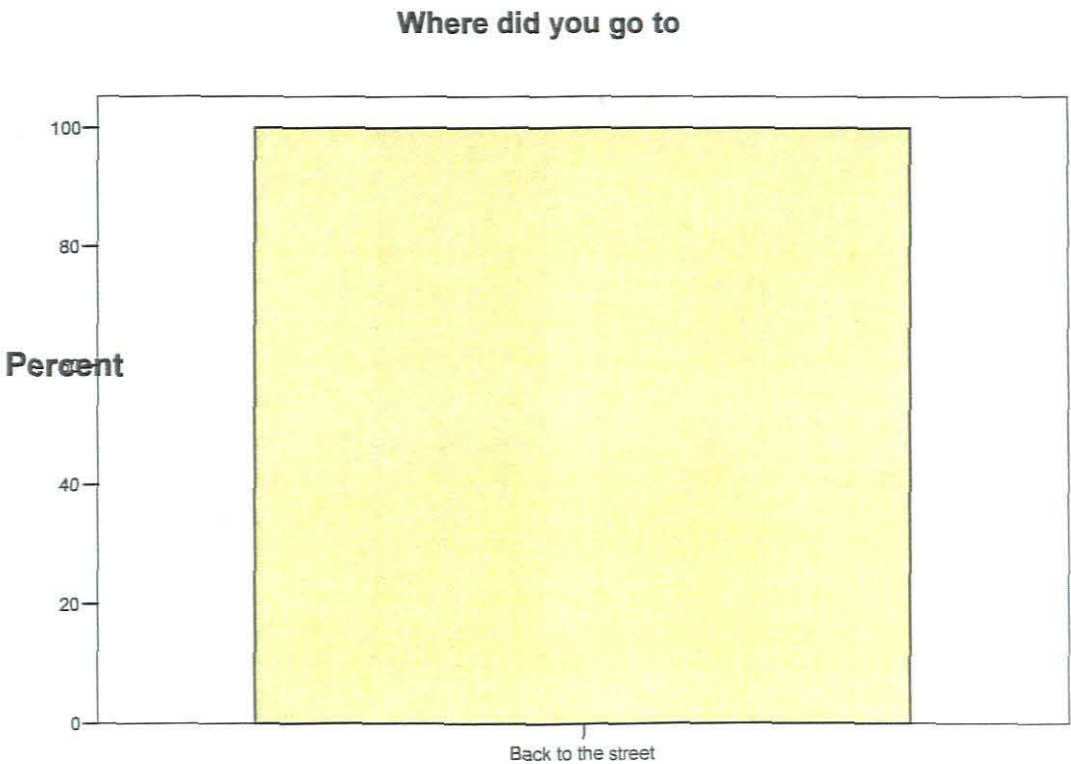
Graph 8 (a): Explains abscondment statuses



This graph shows that eighty-nine percent (89%) of the total sample had been in and out of institutions due to abscondment. However, only eleven percent (11%) had never absconded because they had been recently admitted. These results indicate that the institutions have no genuine/quality programs to keep children from the streets.

5.1.34(b) An indication of the place where child went to

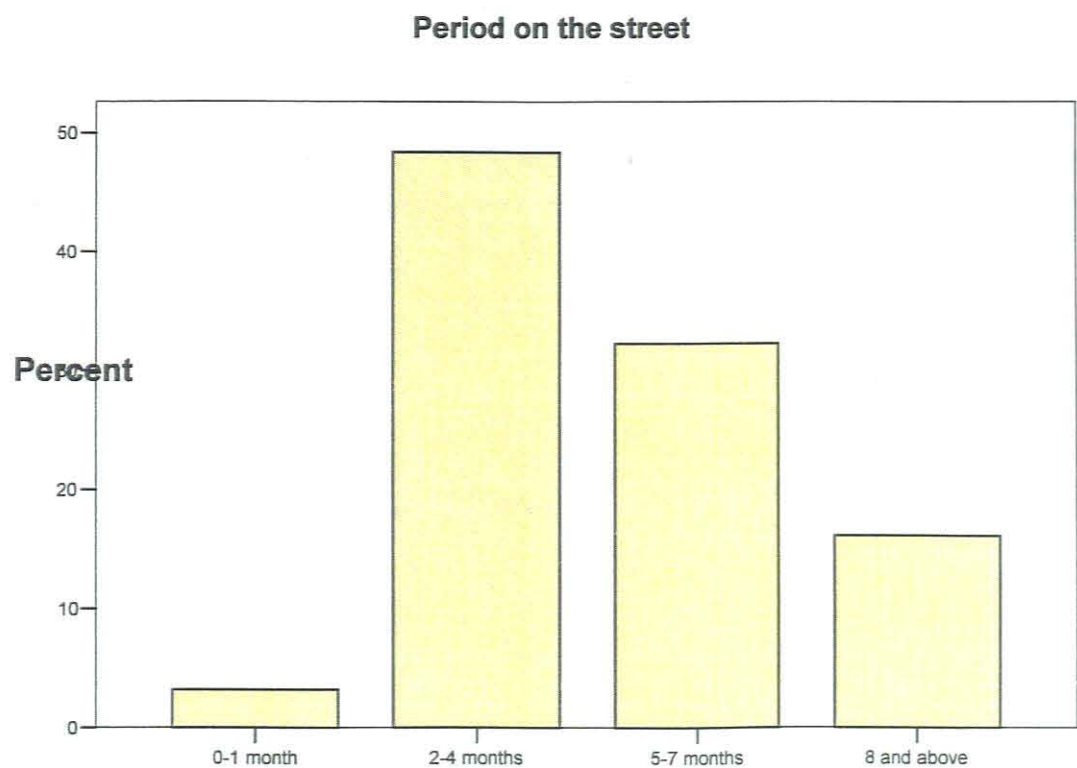
Graph 8 (b): Explains places returned to after abscondment



This graph indicates that one hundred percent (100%) of the respondents returned to the streets after abscondment from the institutions. This symbolises that the street children are not convinced about the insecurity found on the streets and therefore prefer streets than their respective homes.

5.1.35 An indication of how long the child has been on the street

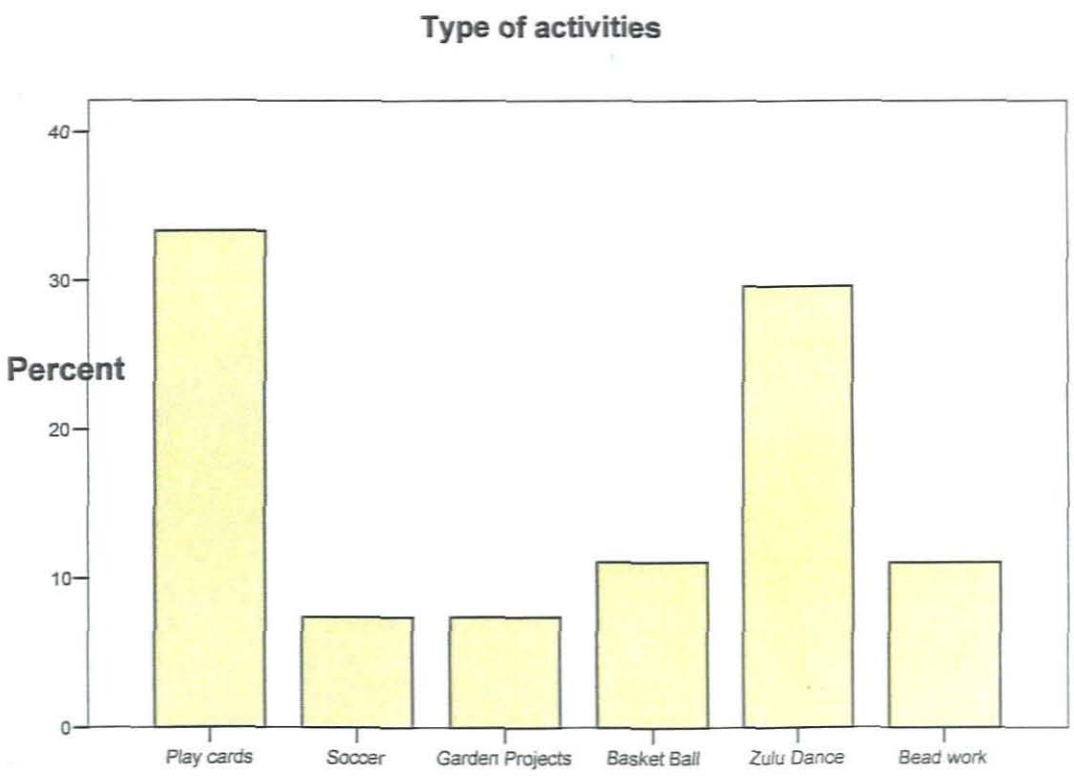
Graph 9: Explains period being on the street



This graph indicates that forty six percent (46%) of the total sample is the biggest percentage of hardcore children because they had spent more than 2 – 4 months on the streets. These results indicate that children are not scared to expose themselves to the dangerous environment even without any adult’s supervision and security.

5.1.36 **The graph intends to identify what types of activities are offered in the institutions**

Graph 10: Explains types of activities

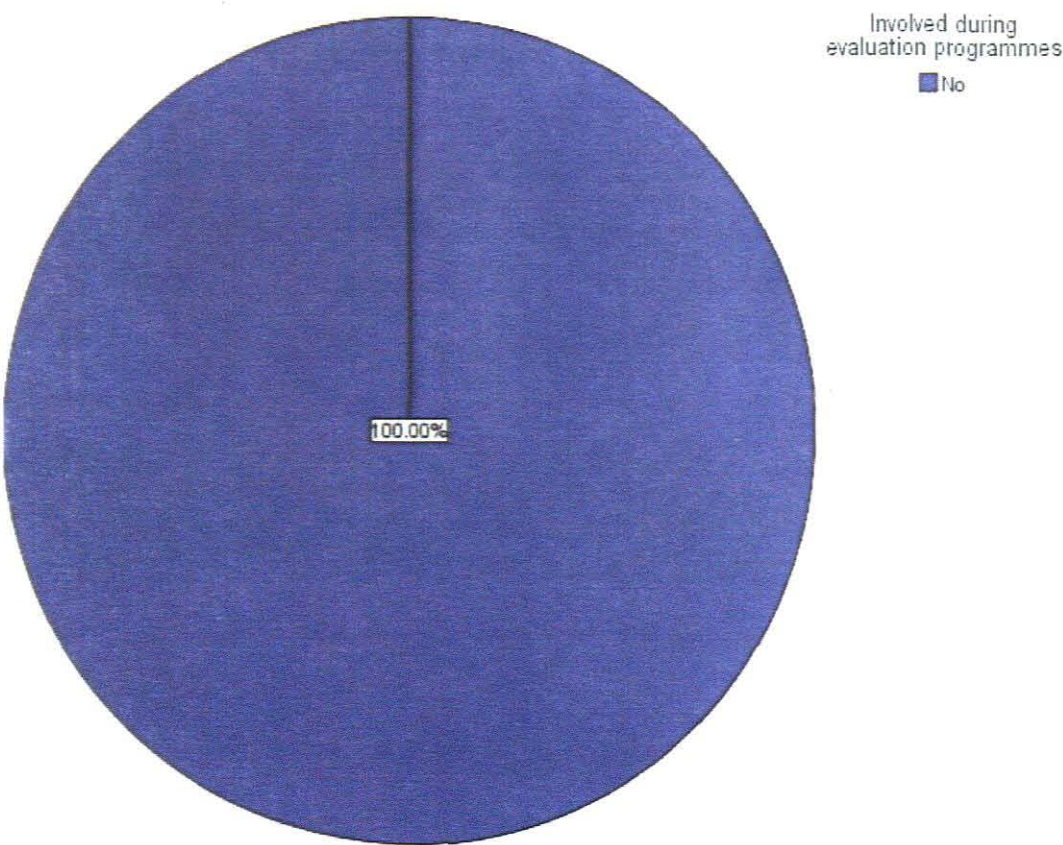


This graph indicates various activities that the shelters offer to the street children, namely, play cards, soccer, garden projects, basket ball, Zulu dance and bead work. This table indicates that playing cards is represented by thirty three percent (33%) and is the most played activity in the shelters. Playing cards, even though not a bad game, but when a person plays it often it is likely to lead the person into criminal behaviour. If the shelters also offer them to play without any adult’s supervision, definitely worse damage is caused to these children. At least a few of the respondents practice Zulu dance. Sometimes a street child might develop

interest in joining entertainers who practice this type of dance. By so doing one can be able to generate money and end up being self employed like “Phuzushukela, Ihashi elimhlophe”, just to mention a few who are now very wealthy through this kind of music. However, it was also noticed that among these activities not even a single one involves the reunification programs.

5.1.37 Involvement of children during programme evaluation

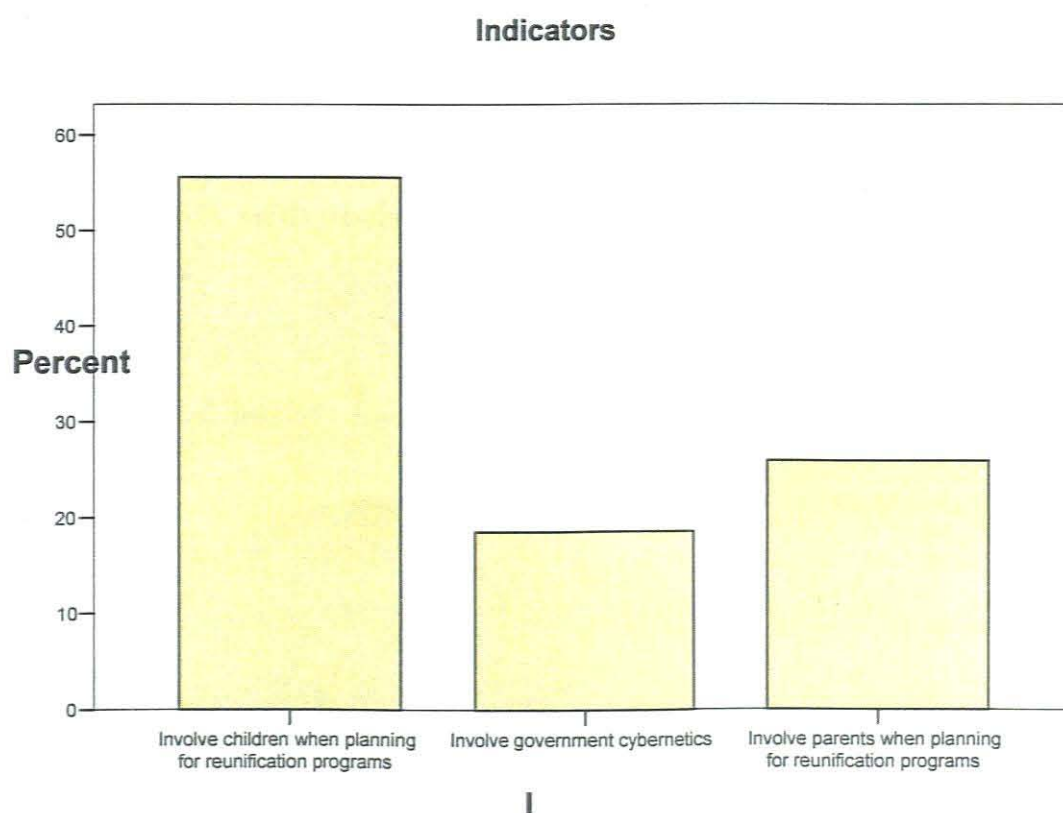
Pie-Chart 8: Explains involvement to programs evaluation



This pie-chart shows that one hundred percent (100%) of the total sample had never been involved during the evaluation of reunification programs. This confirms the fact that the shelters do not have means of reunifying the street children with their families.

5.1.38 Perception of indicators of successful reunification programmes

Graph 11: Presentation of indicators of successful reunification programs

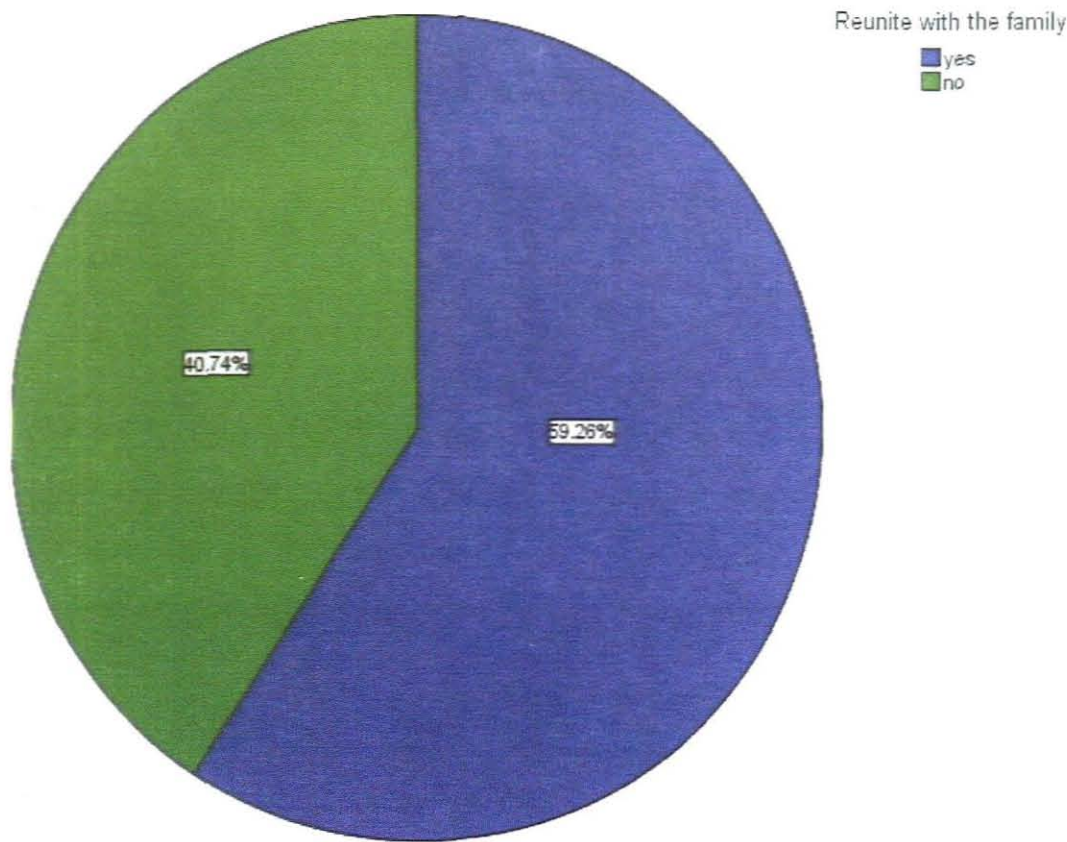


This graph indicates the lack of quality programmes for rehabilitation and reunification of estranged children who sought life elsewhere, especially in the streets. Fifty six percent (56%) of the respondents that represented the total sample is of the view that street children be involved when the reunification programs are being developed as well as when they are evaluated. Seventeen percent (17%) of the respondents that represented the total sample recommend that cybernetics also be part and parcel of the

development and implementation of the reunification programs since they are people who have to do with the basic policies underlying control and regulations of human beings. Nevertheless, twenty seven percent (27%) of the respondents of the total sample recommend that parents be involved during the development and evaluation of the reunification programs because they are the key people to nurture and socialise the children with cultural norms and values. Culture is at the very heart of every human being (Marley, 1995:150).

5.1.39 **Perceptions whether respondents are looking forward to reunite with their families when deinstitutionalisation takes place**

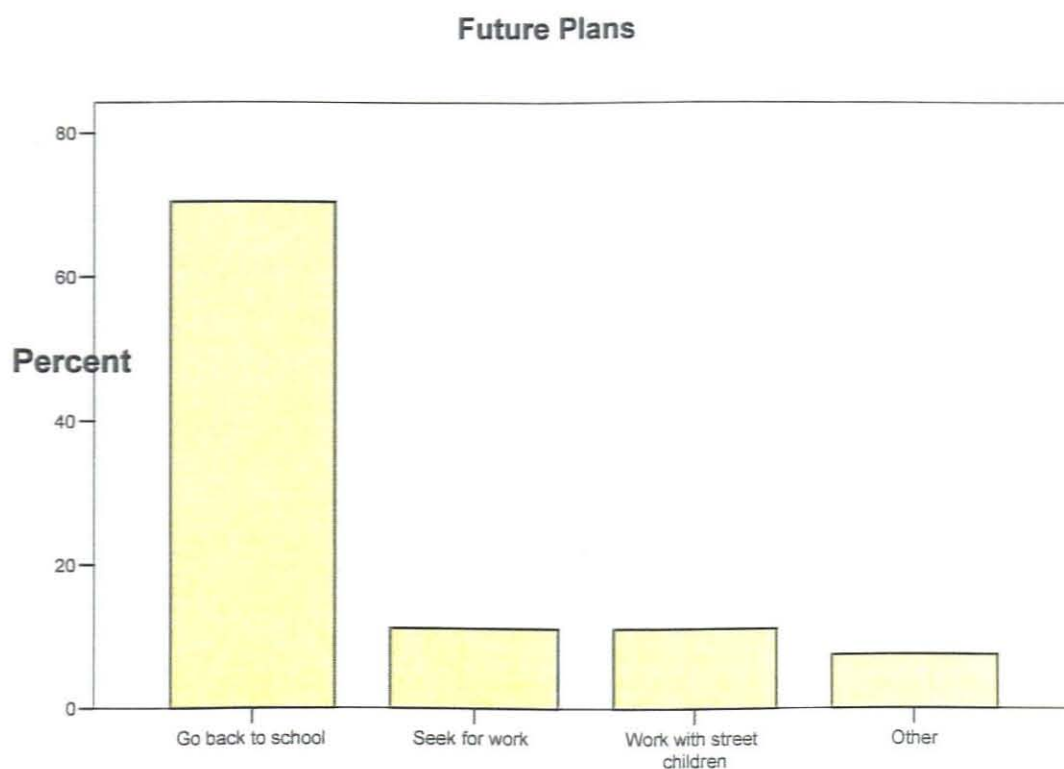
Pie-Chart 9: Explains interest to reunite with child



This pie-chart 39 indicates that fifty nine percent (59%) of the respondents that represented the total sample were ready to reunite with their families. In contrast to forty one percent (41%) of the total sample were not prepared to go back to their respective families because of various reasons, amongst others, poverty and physical abuse. They preferred living in the streets although being fully aware of the harsh reality of street life. These results indicate that even though the institutions have no proper reunification programs but through common discussions about the importance of morals, beliefs, customs expected from every human being, the children are adamant to rejoin the families and start new lives.

5.1.40 Feelings of respondents concerning their future plans

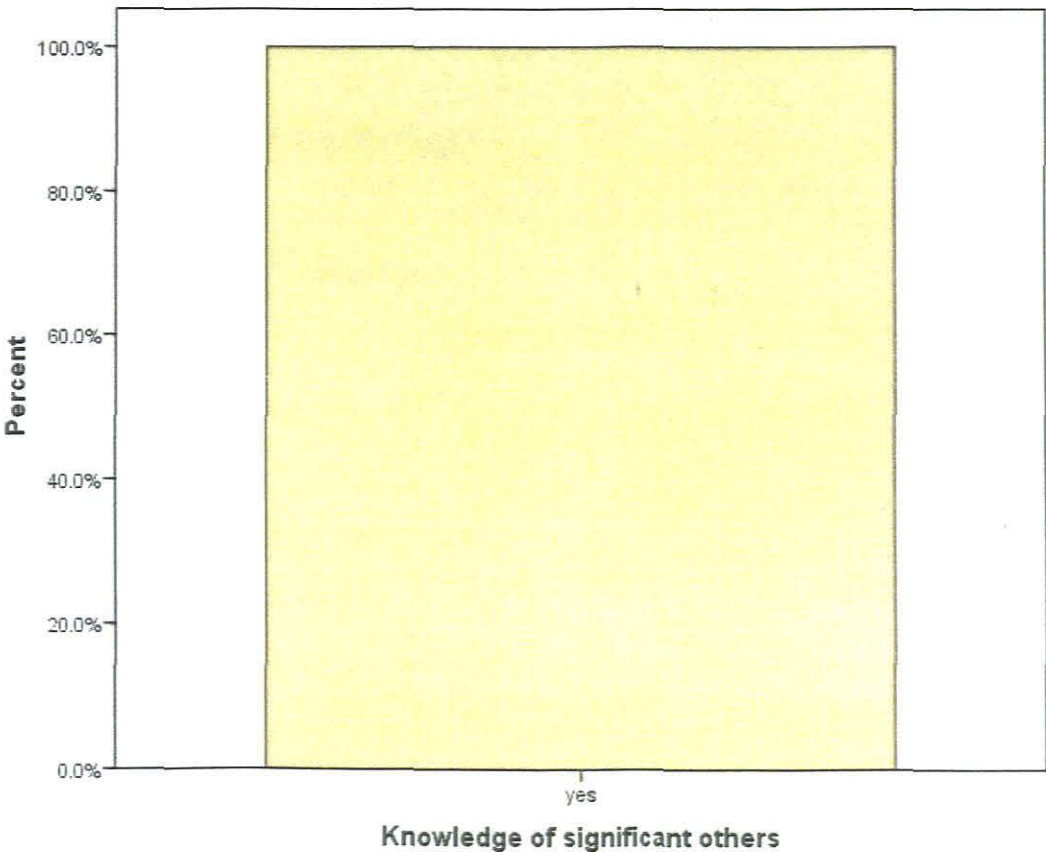
Graph 12: Explains future plans of street children by percentage



This graph shows seventy percent (70%) of the respondents of the total sample indicated that their future plan was to go back to school. Most of them during the interviews were emphasising that education is the best key to succeed in this world. Respondents who said they wanted to seek for work and also to work with street children comprised twenty one percent (21%). Others wanted to work in order to assist their families in providing the basic needs as they felt that the reason for them to abscond was due to family poverty. Others wanted to work with the street children in order to prevent them from living in the street since the streets are full of crime and dangers. However, due to pressing factors they found themselves abandoning school and started street life which only brings misery to people. The other nine percent (9%) of the total sample chose to join the police force in order to punish children who commit crime.

5.1.41 Knowledge of where other street children are

Graph 13: Knowledge of significant others



This graph indicates that all twenty-seven (27) respondents who constitute one hundred percent (100%) of the total sample have knowledge of the street corners where their significant others conglomerate.

C) INTERVIEW WITH FAMILY MEMBERS/HOUSEHOLDS

This interview was held with parents of the street children who are institutionalised. Not all parents were allocated because other children especially those in the streets could not permit the researcher to approach their homes. This behaviour is confirmed by Meyer, Moore and Viljoen (2002:199) who are of the view that the relationships between parents and

children have become increasingly strained. At least two (2) parents were interviewed and showed interest of reuniting with their children and start new lives.

PROFILE OF INTERVIEWEES

5.1.42 Names and Surnames

Names and Surnames of family members were not disclosed in this research due to ethical reasons.

5.1.42 Gender of the respondents

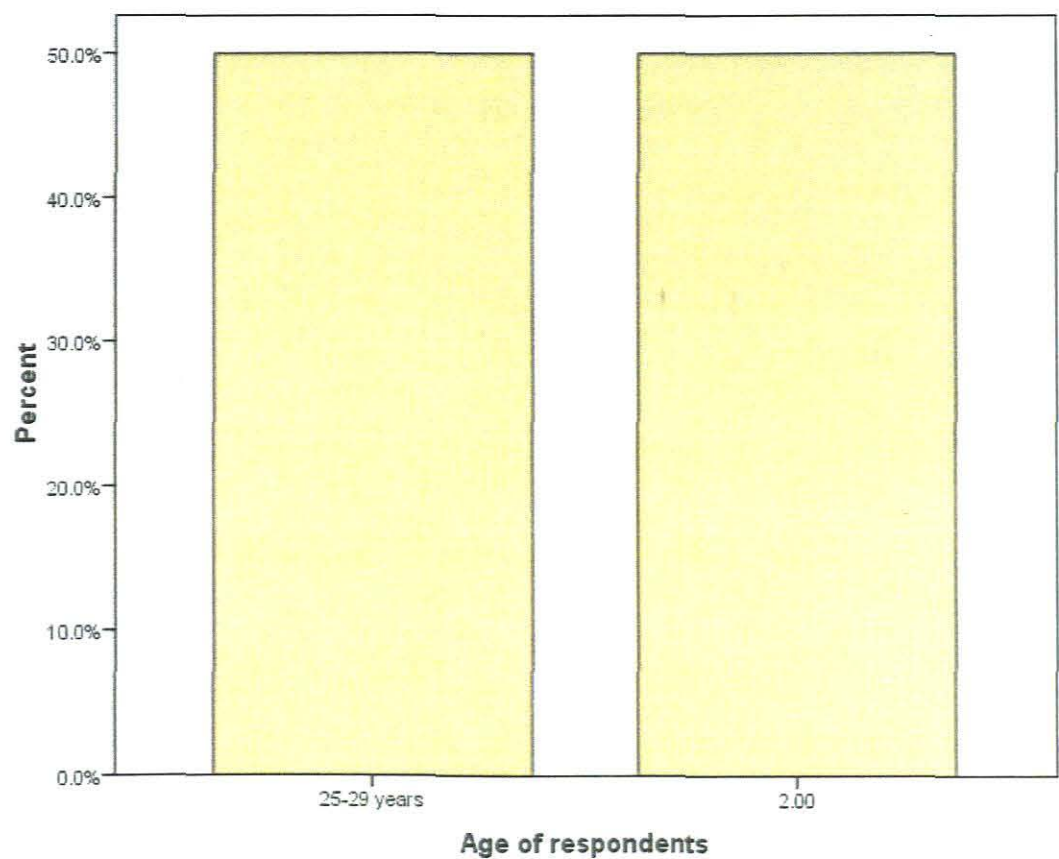
Graph 14: Gender



This graph indicates that one hundred percent (100%) of the total sample was females.

5.1.43 Age of respondents

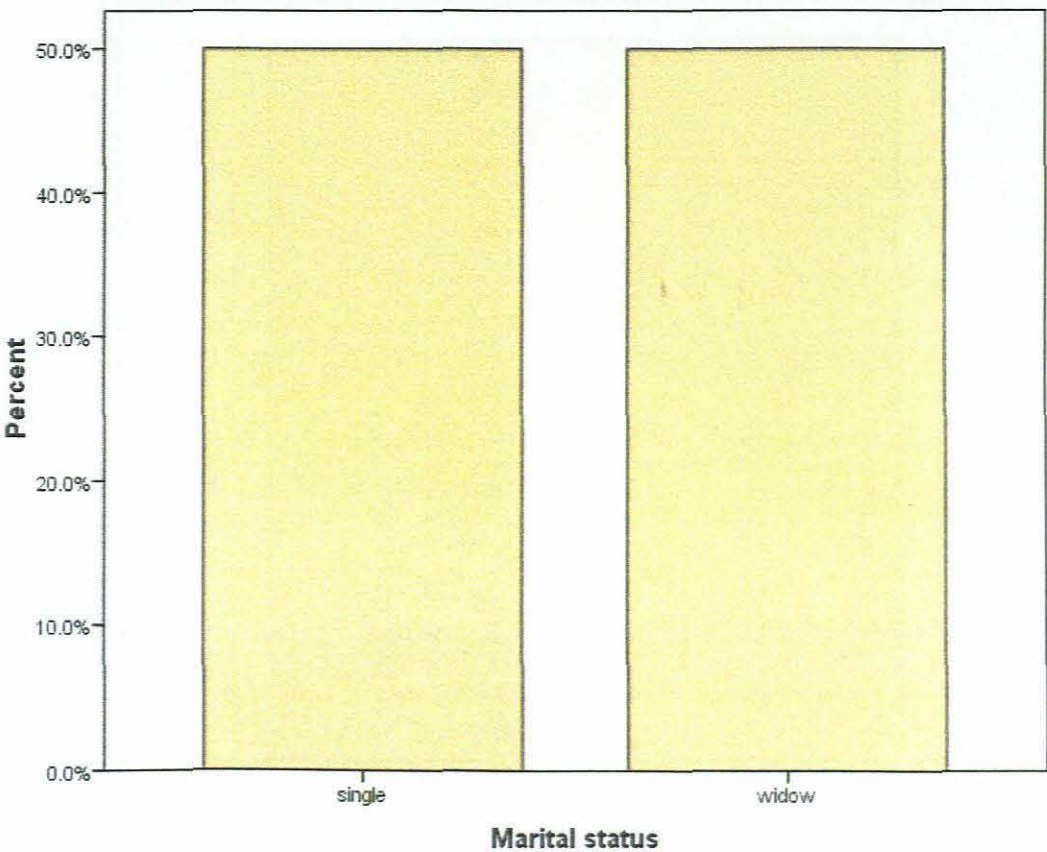
Graph 15: Age



This graph indicates that one respondent was 29 years old and the other was 45 years.

5.1.44 Marital status of respondents

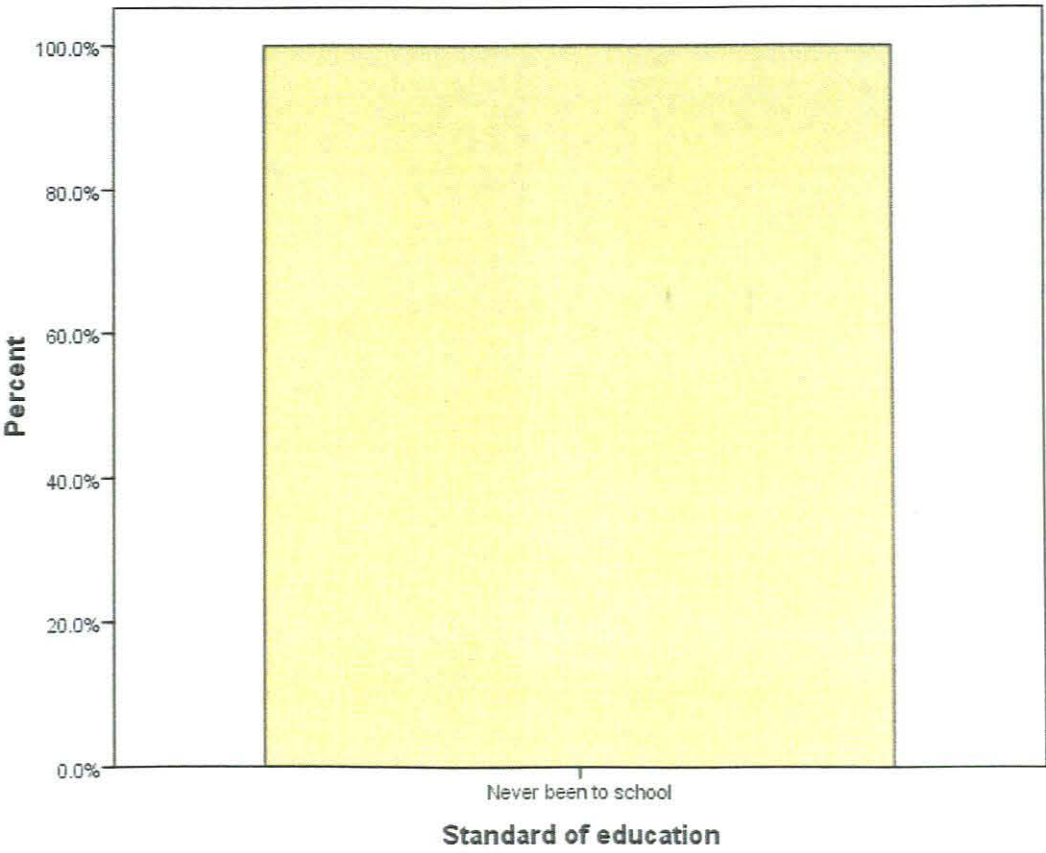
Graph 16: Marital status



This graph indicates that the younger respondent was not married but revealed to be cohabiting with a boyfriend. The other one was a widow.

5.1.45 Standard of education

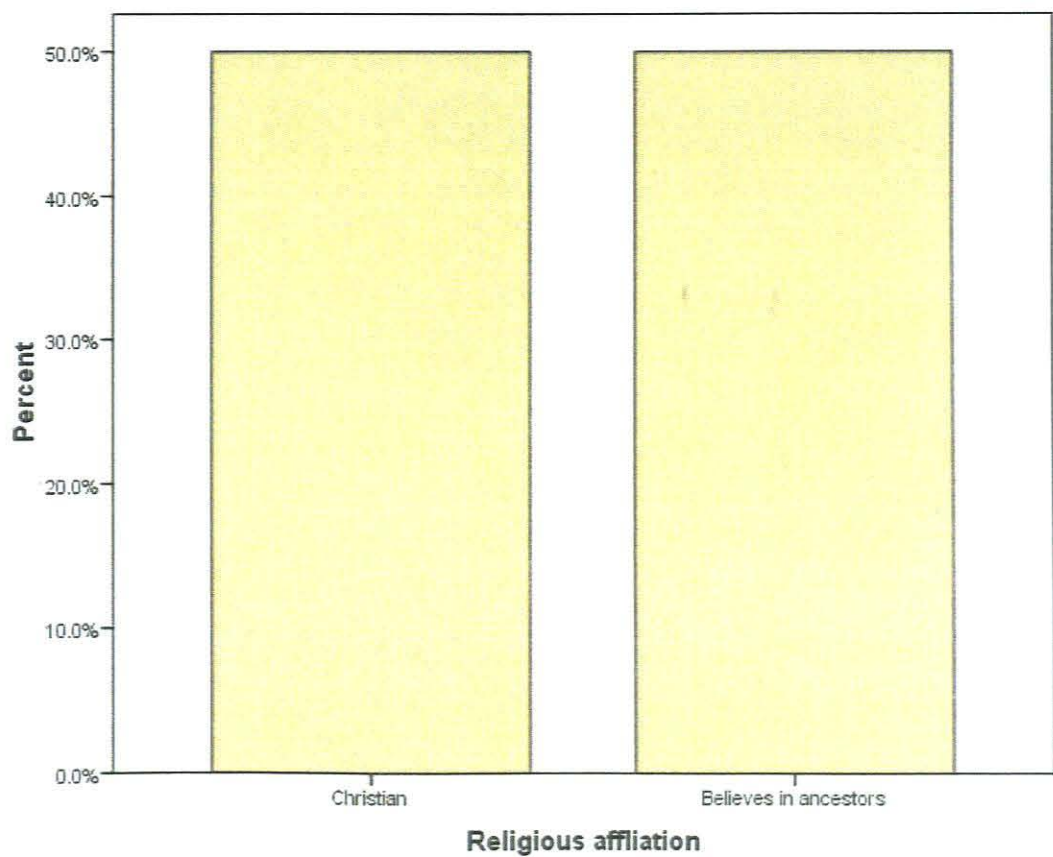
Graph 17: Education



This graph indicates that one hundred percent (100%) of the parents had no education.

5.1.46 Religious affiliation

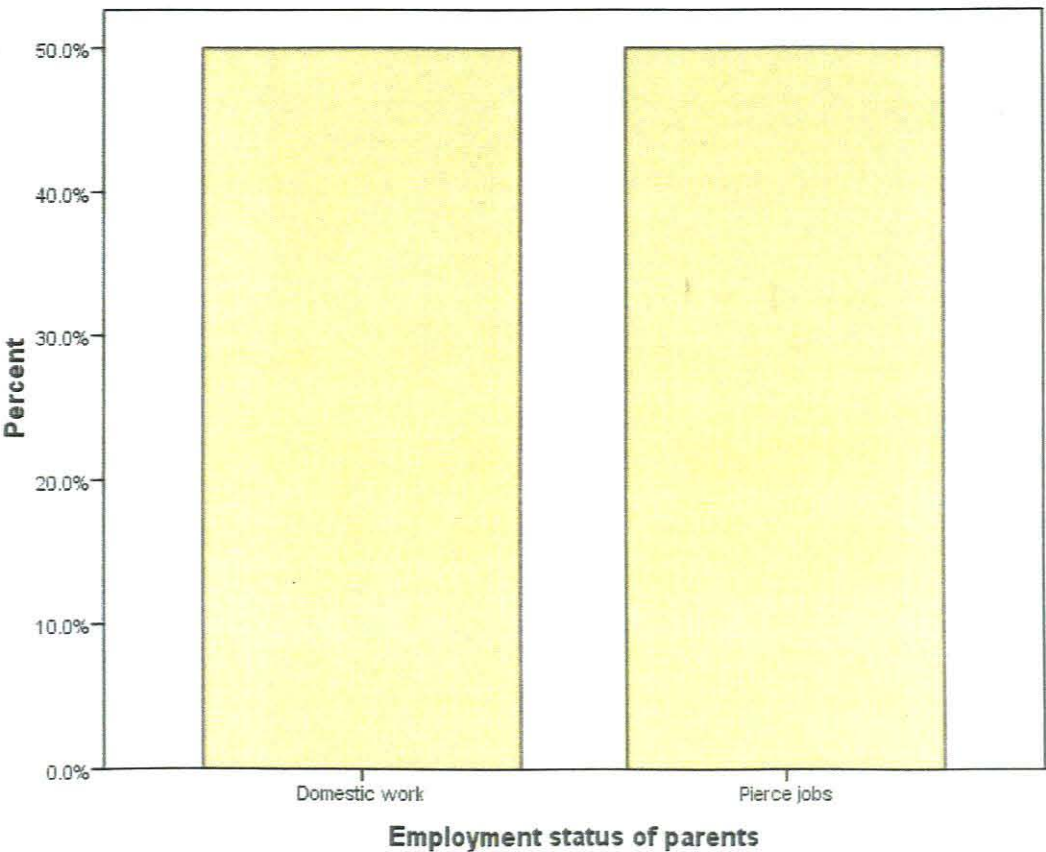
Graph 18: Religion



This graph indicates that fifty percent (50%) of the parents belong to Nazareth and the other fifty percent (50%) had no fixed church but strongly believe in ancestors.

5.1.47 Employment status

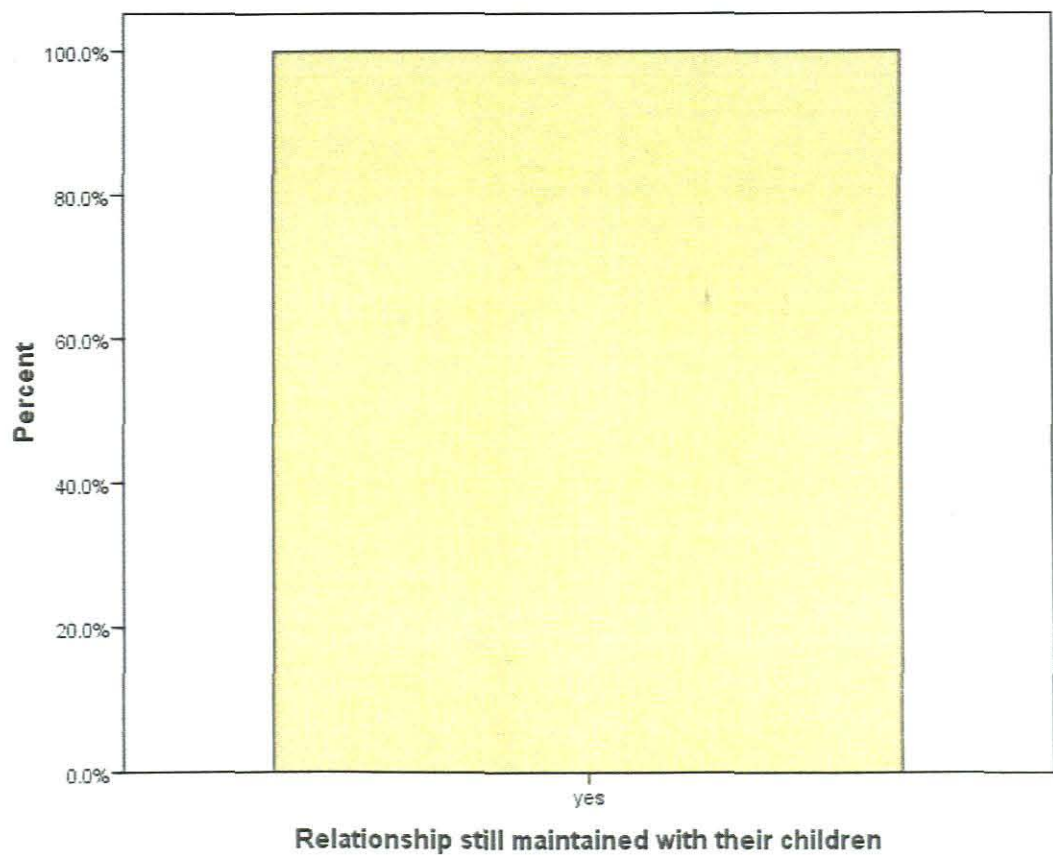
Graph 19: Employment



This graph indicates that fifty percent (50%) of the respondents worked as a domestic worker and the other fifty percent (50%) survived from piece jobs from neighbours.

5.1.48 Indication of the relationship with their children

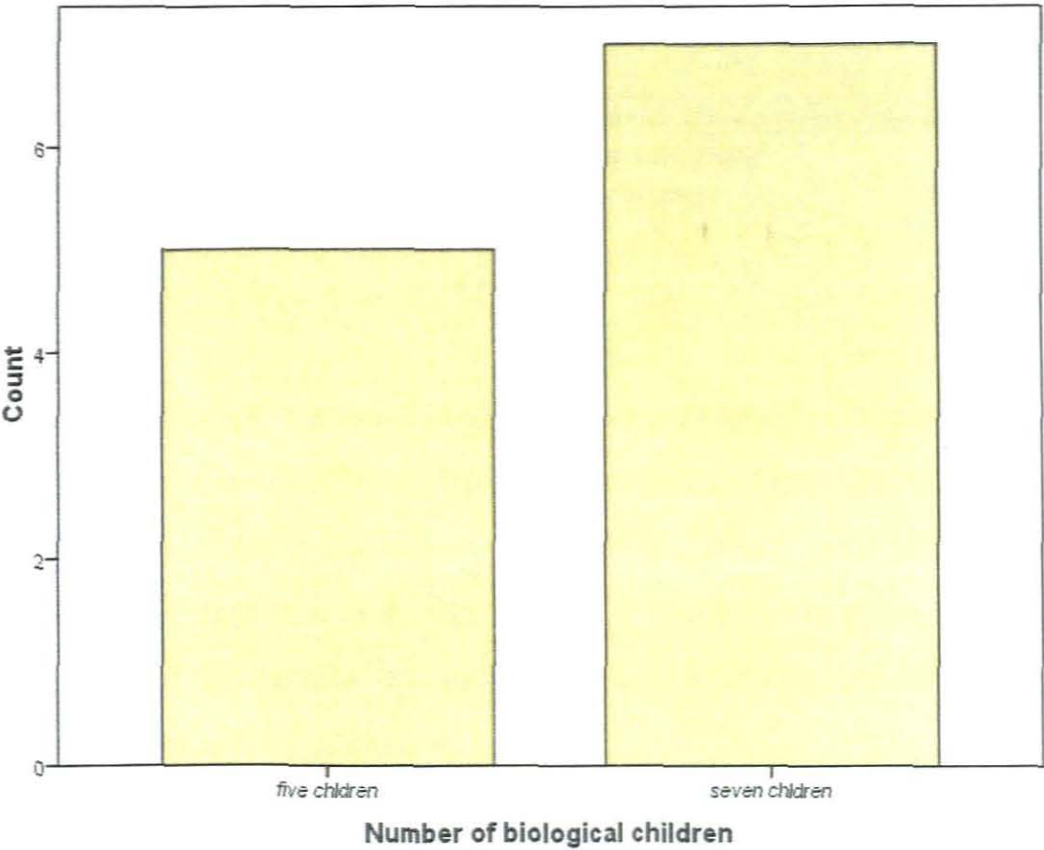
Graph 20: Relationship



This graph indicates that both parents were having good relationship with their children. However, they unanimously mentioned that their street children were very much problematic at home in terms of stealing and fighting with other children. Surprisingly enough these subjects (parents) were coming from different districts. These similar responses confirmed to the researcher that even though street children come from different areas and backgrounds, they share similar reasons as to what chases them away from their respective homes.

5.1.49 Number of children in the family

Graph 21: Number of children



This graph indicates that the younger respondent had five (5) children including the one in the institution. The older respondent had seven (7) children including the one in the institution and him being in the middle.

5.1.50 Indication of children who attend school

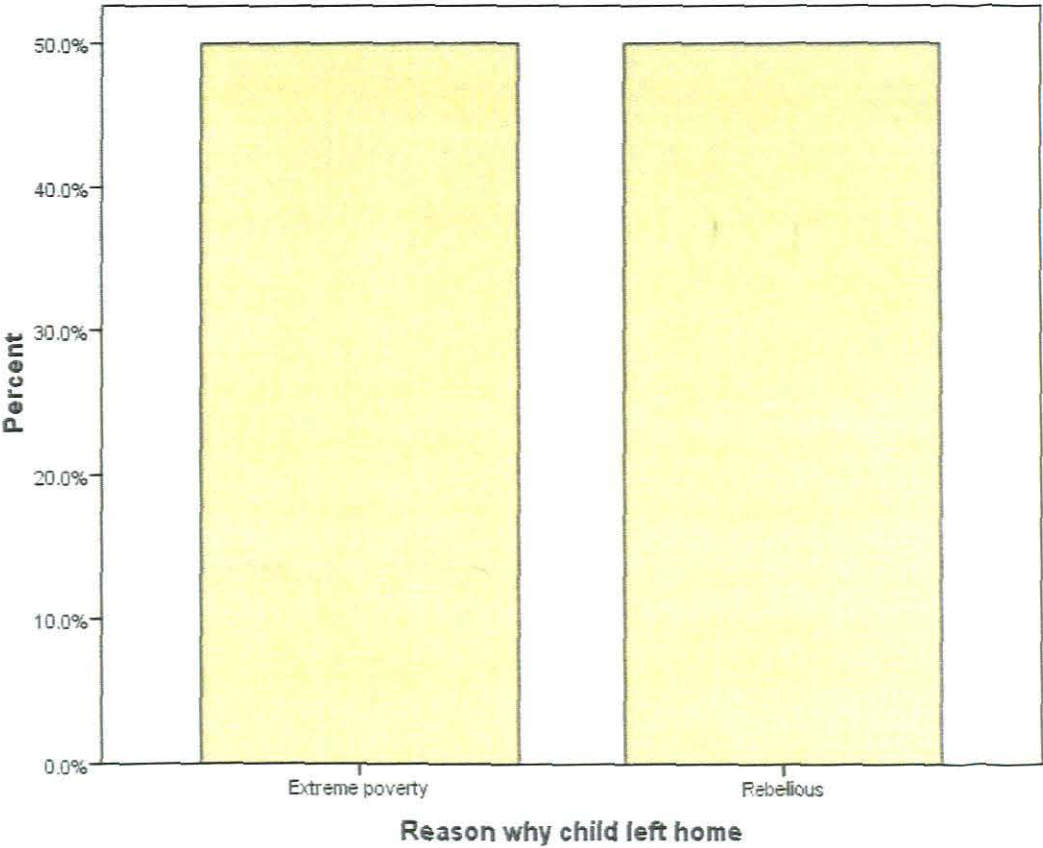
Table 1: Children who attend school

PARENT OF NUMBER OF CHILDREN WHO ATTEND SCHOOL CROSSTABULATION			
	Number Of Children Who Attend School		
	Schooling children	Non-schooling children	Total
Parent 1	2	3	5
Parent 2	0	7	7
Total	2	10	12

This table indicates that two (2) of the younger parent’s children were in lower primary school. Due to financial constraints three (3) children left school in the primary because she could not afford their school fees. With the older respondent all her seven (7) children were not schooling due to lack of finances to purchase them uniforms and they also lacked interest to pursue their education.

5.1.52 Reasons why child left home

Graph 22: Abscondment



This graph indicates that children left home due to two (2) main reasons, namely, extreme poverty that the family was and still is going through. The second reason was that these children became uncontrollable and over exercised their rights and behaved irresponsibly.

5.1.53 Time of the last contact with the child

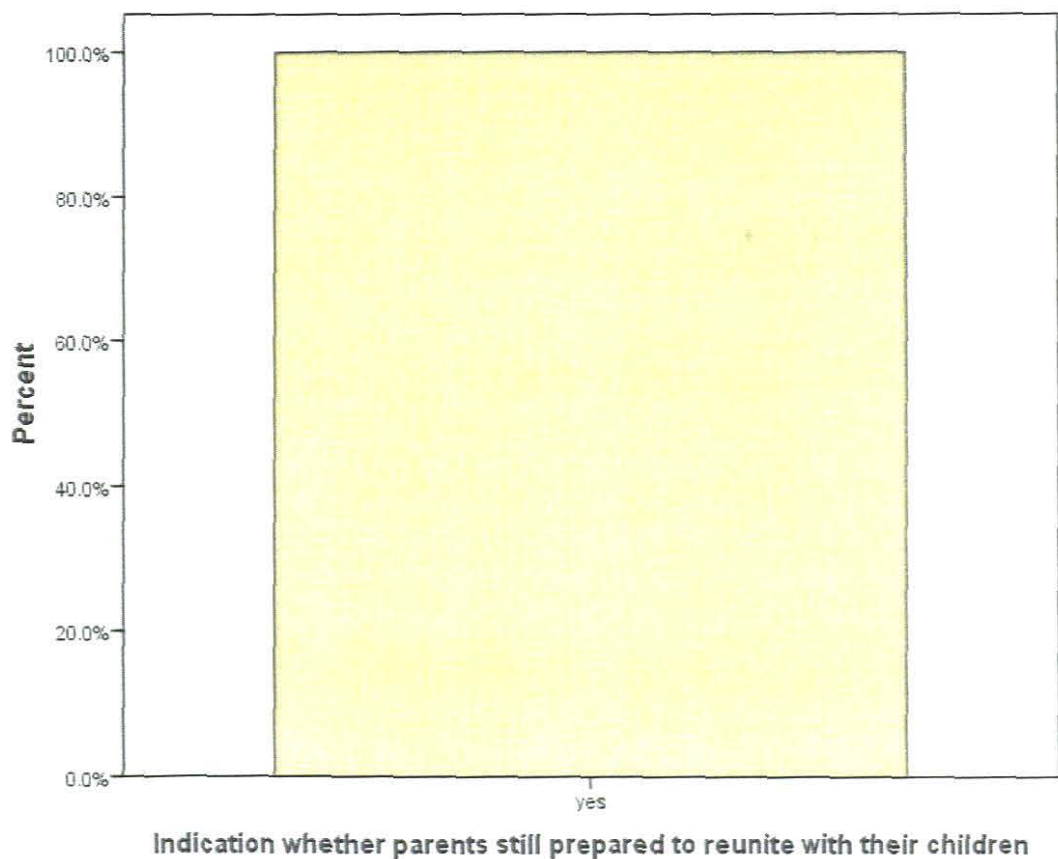
Table 2: Last contact

Last Contact	Response	Percentage
0-3 months		
4-8 months	1	50%
9-13 months		
14-18 months	1	50%
Total	2	100%

Table 53 indicates the time when each of these parents had the last contact with their children. The younger mother mentioned that it was over three (3) months and the latter respondent said it was almost two (2)) years.

5.1.54 Indication whether parents were still prepared to reunite with their children

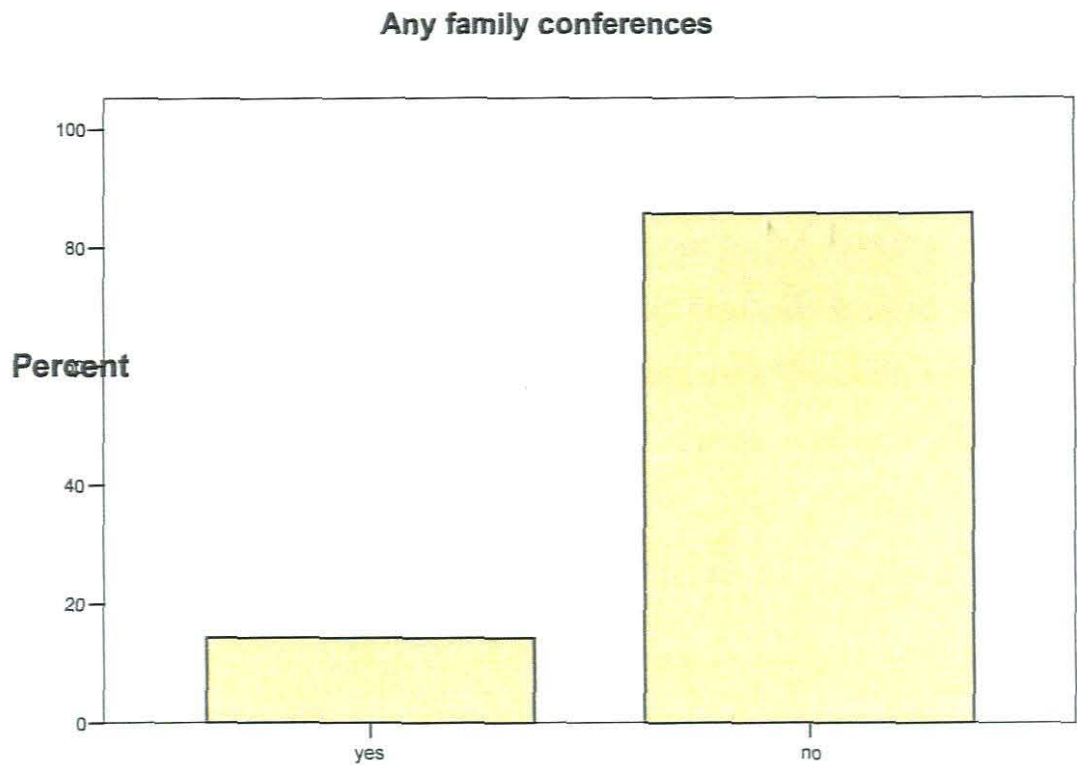
Graph 23: Reunite with children



This graph indicates that both parents showed interest and anxiety to reunite with their children. Every person has his and her strengths and weaknesses. Each person is unique from one another, therefore, children need to be forgiven. A home is a home no matter how rich or poor it is. All in all these parents still expect their children back home with hope for the better even if they still experience poverty in their families. The parents further argued that when they were children themselves they were nurtured by poor and very struggling families but they never thought of stealing nor even running away from home to the streets.

5.1.55 Information if institution holds family conferences

Graph 24: Explain family conferences



This graph shows that one (1) government institution does have family conferences. The six (6) institutions do not hold them because it is very hard to trace the families of street children if the children are not willing to disclose true information about their parents' identities. Somehow even when parents are traced they do not come upfront to the institutions because they hate to reunite with their children after bad experiences and hardships that these children had put them through, for example, stealing at home or in the neighbourhoods, shoplifting and even grievously assaulting other children. Nevertheless, both respondents mentioned that they were not invited to any family conferences.

This agency that practices family conference has a school whereby these children further their education. Unfortunately no child has ever finished even matric from this school because they also run away before the official time. However, the child is admitted for not more than six (6) months since this is a Place of Safety that is controlled by the cybernetics policies. During the conference the agency plan with the child’s parent as to how they are going to mould the behaviour to the expectations of the society/community. However, this decision demands a child to take the lead and the team follows. That is, the parent asks the child what kind of life he/she chooses to live. The parental role is well specified in this conference as well as the input from the institution. At least this agency nevertheless succeeds to do follow ups if at all the child has been discharged for home, without absconding.

5.1.56Information whether school involve parents during evaluation of reunification programmes

Table 3: Involvement of parents

Parents Involvement	Respondents	Percentage
Yes	2	100%
No	0	0%
Total	2	100%

Table 56 indicates that one hundred percent (100%) of the respondents were never involved in the evaluation of reunification programmes.

5.1.57Parents’ recommendations on improving reunification programmes

Table 4: Reunification

Parents Recommendations	Respondents	Percentage
Involvement of service providers, parents, street children and social workers	2	100%
Other	0	0%
Total	2	100%

Table 57 indicates that hundred percent (100%) of the respondents recommended that all responsible people, such as service providers, parents, street children, themselves and social workers need to be part and parcel of the discussions and planning towards the innovative reunification programmes.

D) INTERVIEW WITH CASE STUDIES

Case studies are the qualitative measurement designs allowing the use of a single case or cases (Gillman 2000:11). They are most appropriate in order to understand that people share similar characteristics yet they are not of the same off spring. Having four (4) people as case studies, the researcher intended to depict what similar characteristics exist in all these subjects. Twelve (12) similar questions were designed for the subjects. In order to obtain more information closed and open-ended questions were asked.

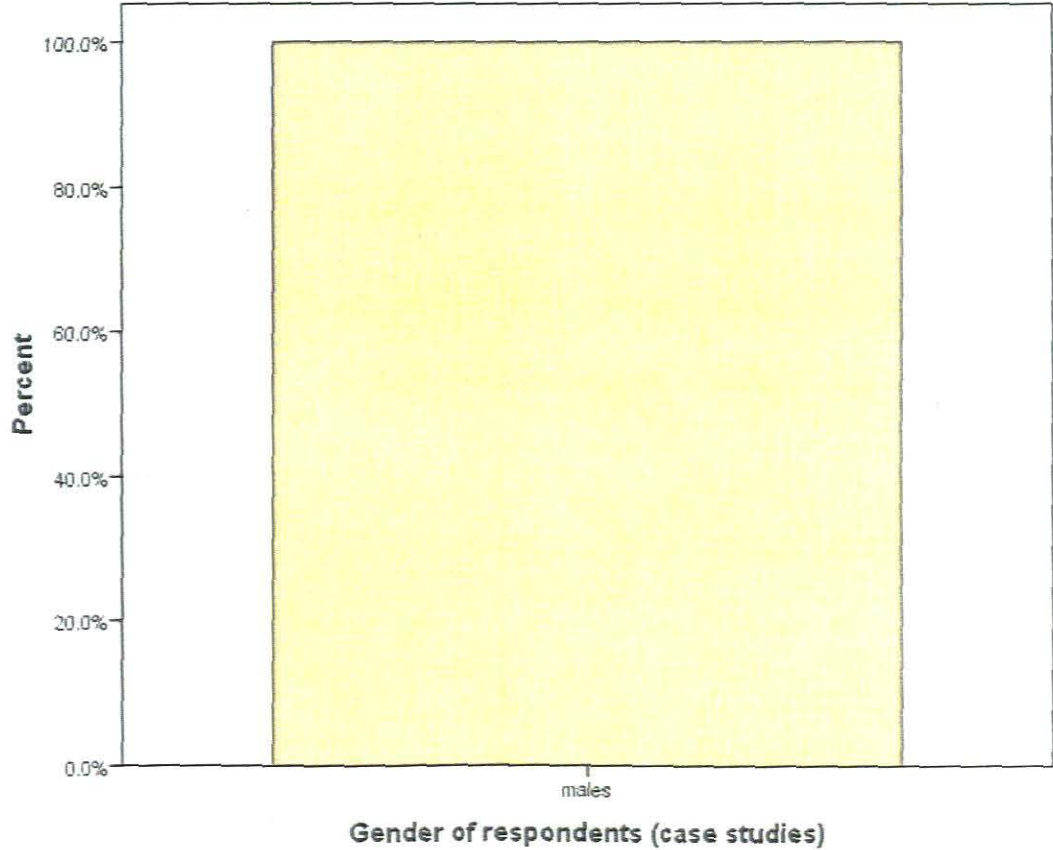
PROFILE OF INTERVIEWEES

5.1.58 Names and Surnames

Confidentiality ethic was maintained in the sense that no disclosure of the personal information for any subject was done in this research.

5.1.59 Gender of respondents

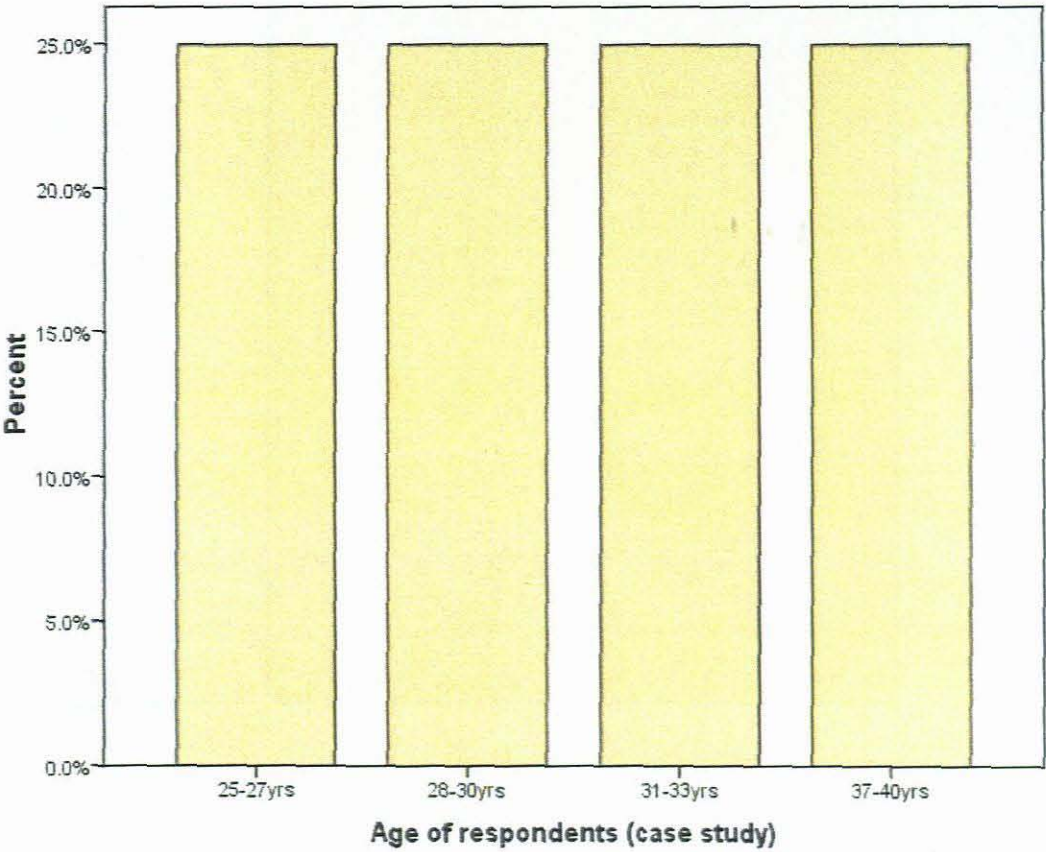
Graph 25: Gender



This graph indicates that hundred percent (100%) respondents were all males.

5.1.60 Age of respondents

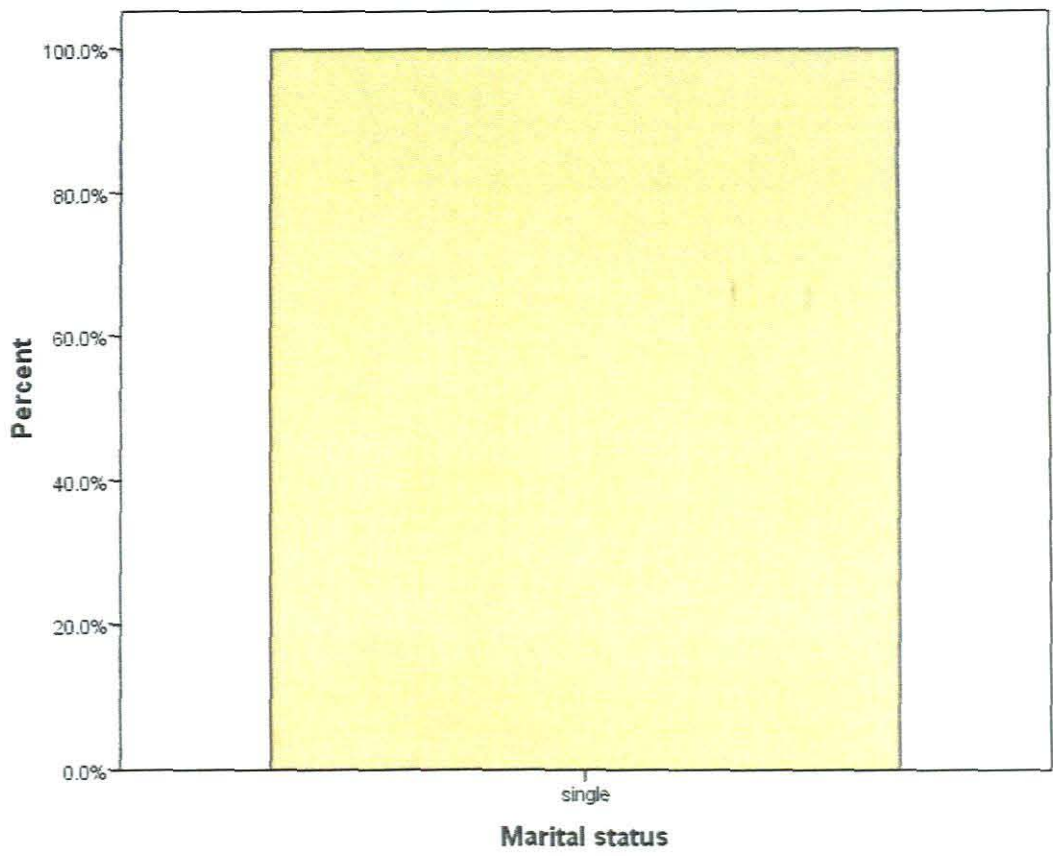
Graph 26: Age



This graph indicates that subjects were of different ages from 27, 28, 32 and 40 years old.

5.1.61 Marital Status

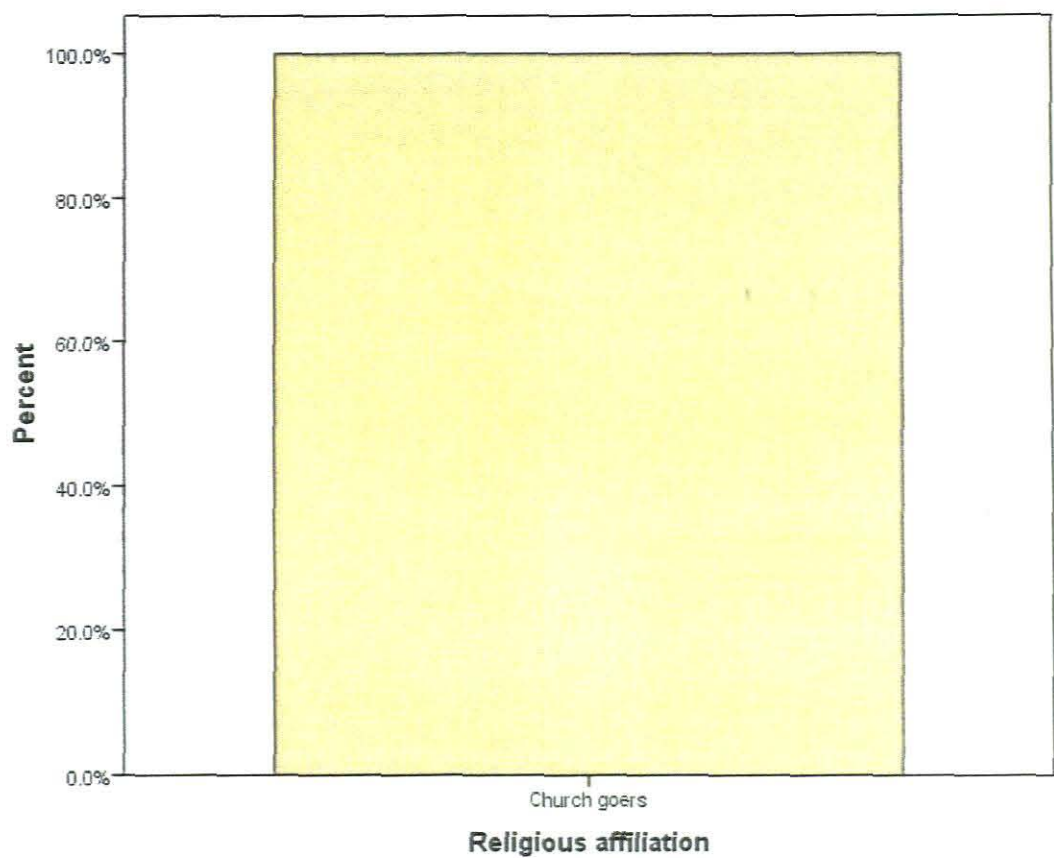
Graph 27: Marital status



This graph indicates that hundred percent (100%) of the respondents were not married. However, one of them was preparing for his wedding during the time of data collection.

5.1.62 Religious Affiliation

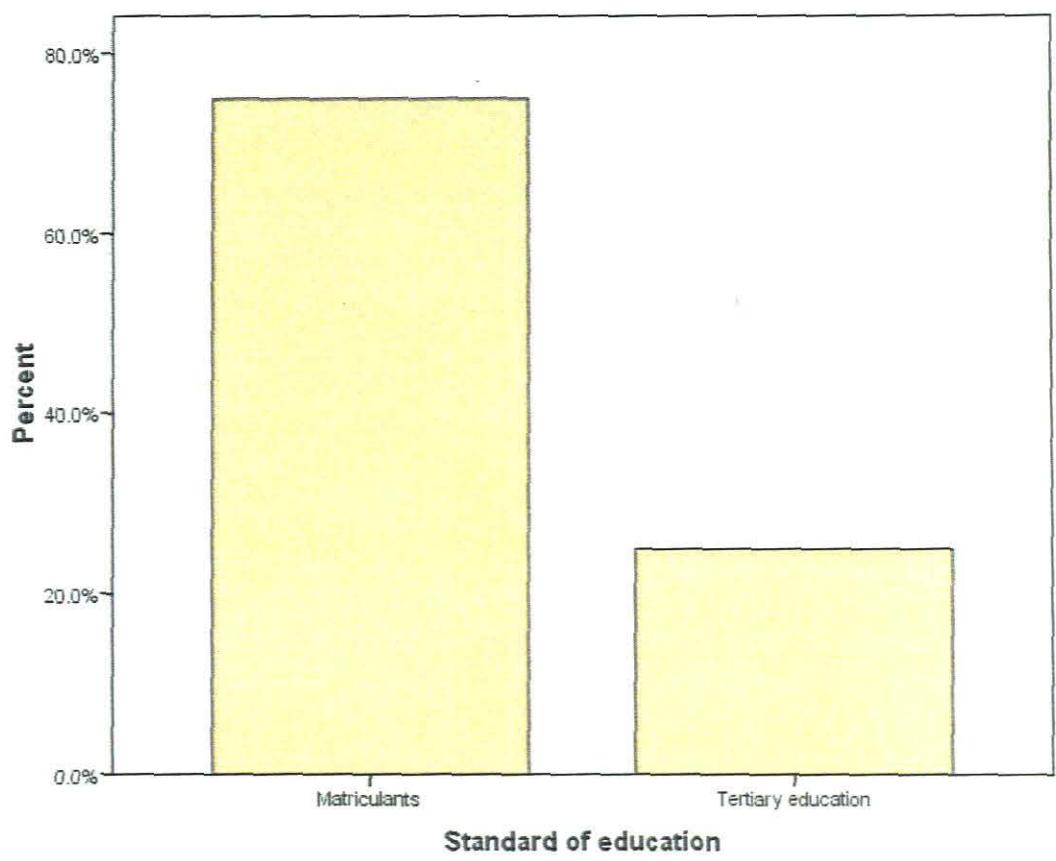
Graph 28: Religion



This graph indicates that hundred percent (100%) of the respondents claimed to be members of different denominations. They mentioned that when they grew up they belonged to no church. But as they became more matured, they became more inclined toward God. As a result one of them has even released a CD on Gospel music. He is even invited to Ukhozi FM radio and on Television to be a motivational speaker, especially for programmes that involve the youth.

5.1.63 **Standard of Education**

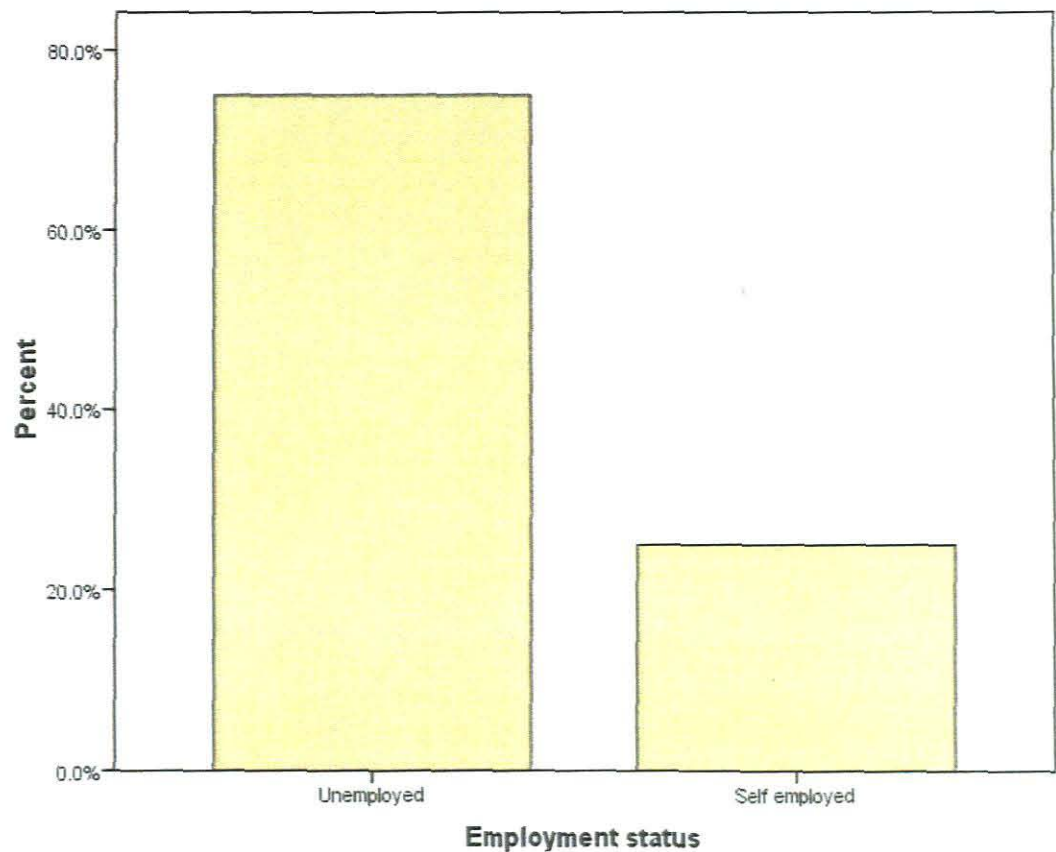
Graph 29: Education



This graph indicates that respondents abandoned their respective schools whilst they were still in very low classes. But since reforming from being street children seventy five percent (75%) completed matric. Twenty five percent (25%) acquired Bachelor of Commerce through correspondence with Damelin Institution. These achievements proved the fact that every body has a will to change and every goal can be achieved provided there is determination.

5.1.64 **Employment status**

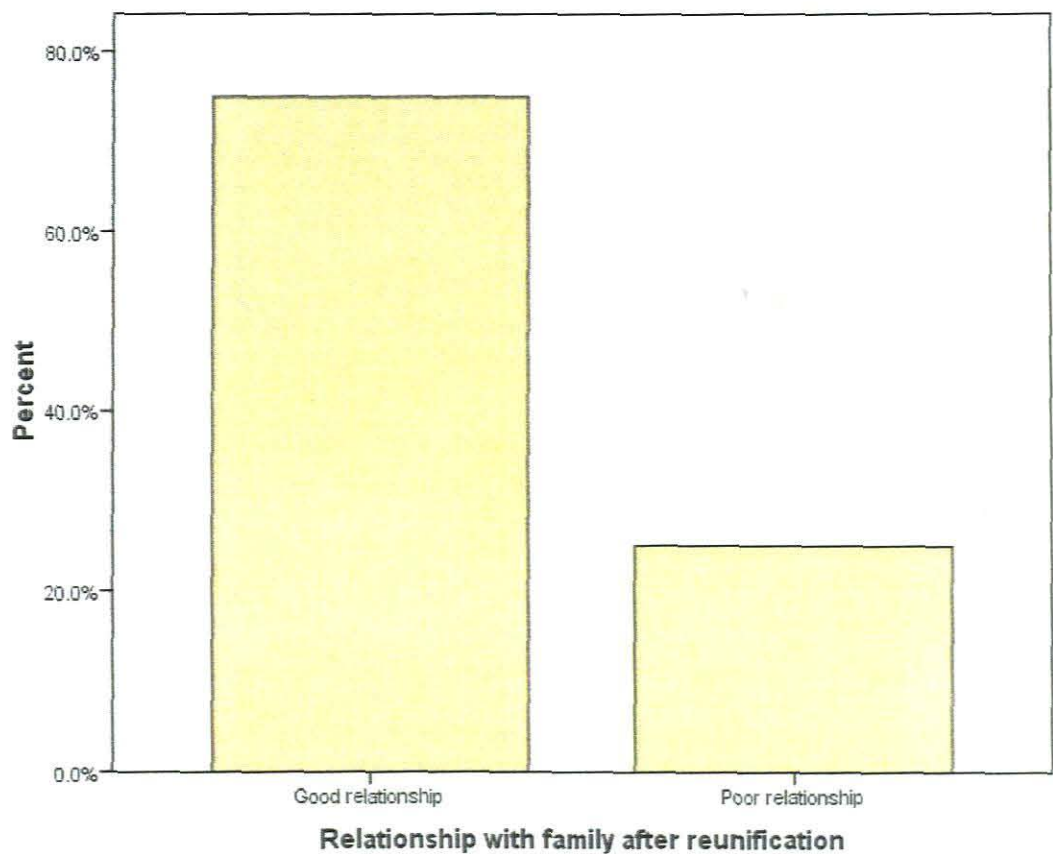
Graph 30: Employment



This graph indicates that seventy five percent (75%) respondents are employed and work in fulfilling/satisfactory jobs. Twenty five percent (25%) is self-employed and now has a music company.

5.1.65 Relationship with family or households after reunification

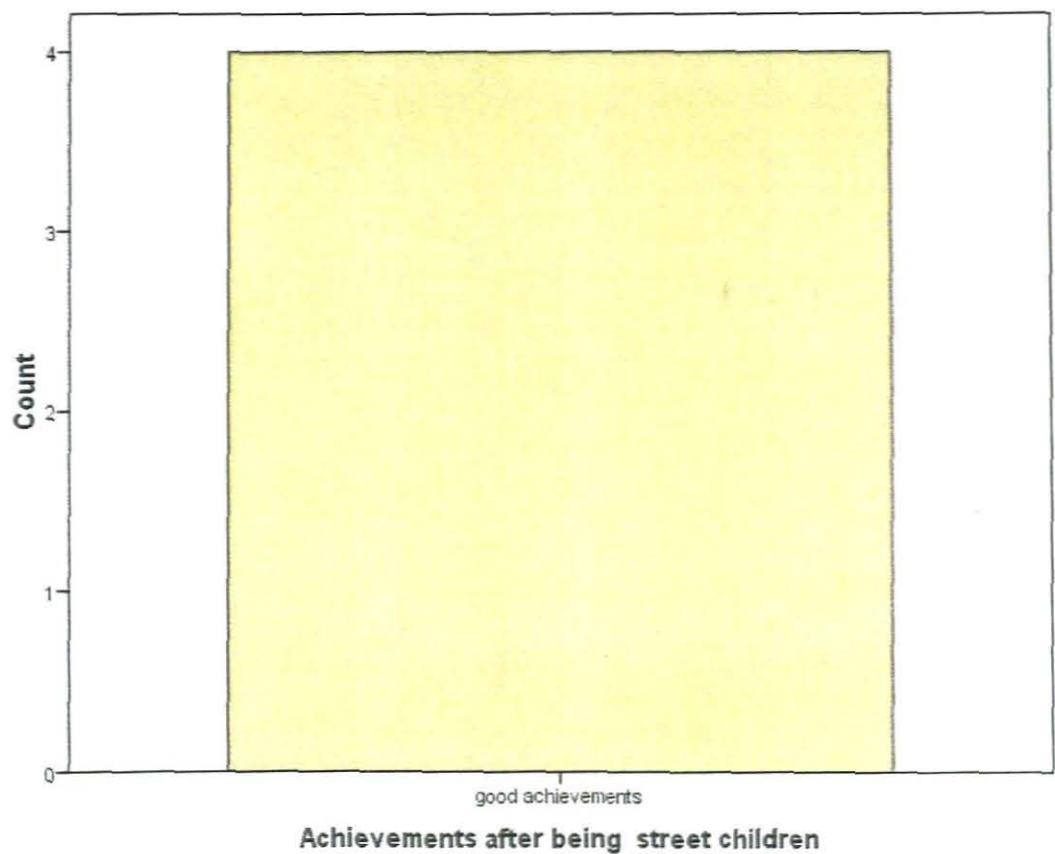
Graph 31: Relationship



This graph indicates that seventy five percent (75%) of the respondents reunited with their families and the relationship was reported to be very good. However, twenty five percent (25%) of the respondent mentioned that he did not reunify with his family because his mother is still cohabiting with the stepfather. On top of that, the couple is still holding a grudge against him that he lost his stepfather’s money when he was sent to buy Zulu beer at night. This statement clearly indicates that some biological parents prefer boyfriends as opposed to their own flesh and blood. This simply means parents love other people more than their own children irrespective of the circumstances.

5.1.66 Perceptions of achievements after being a street child

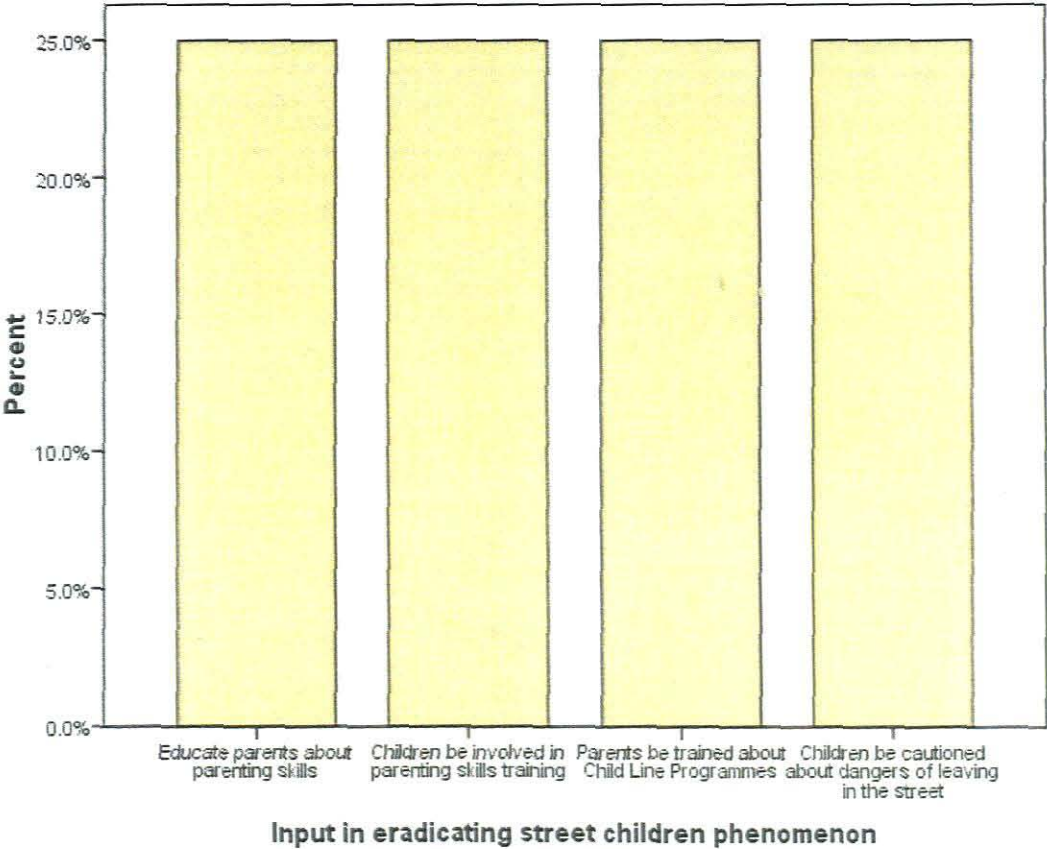
Graph 32: Perceptions



This graph indicates that hundred percent (100%) respondents had achieved different good things. They have stable income due to their employment. The other one was on the stage of getting married.

5.1.67 Respondents input in eradicating street children phenomenon

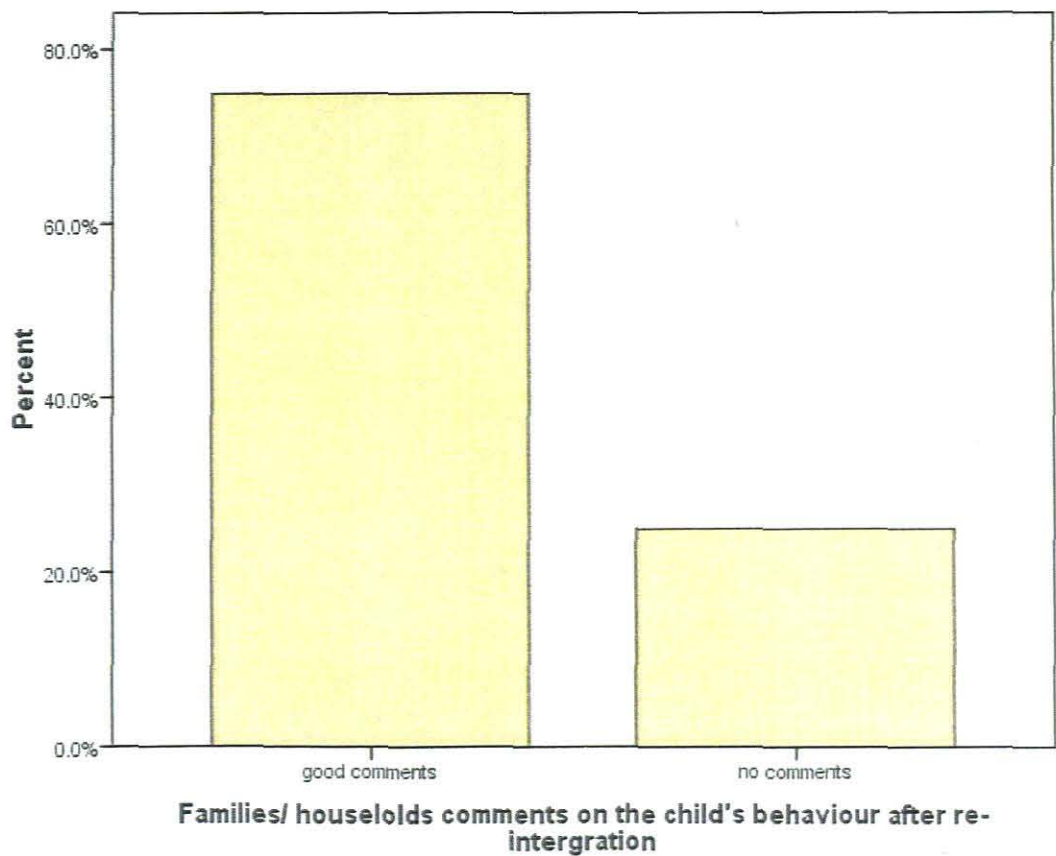
Graph 33: Input



The gathered information indicates in this graph that families need to be educated about parenting skills whereby they learn to know how to nurture children. During the parenting skills training, children also, need to be part of it. Parents need to be taught about Child Line Programme in order to get more ideas concerning interaction with the child. Children themselves need to be trained about the dangers of living in the streets.

5.1.68 **Family and household’s general comment on the child’s behaviour**

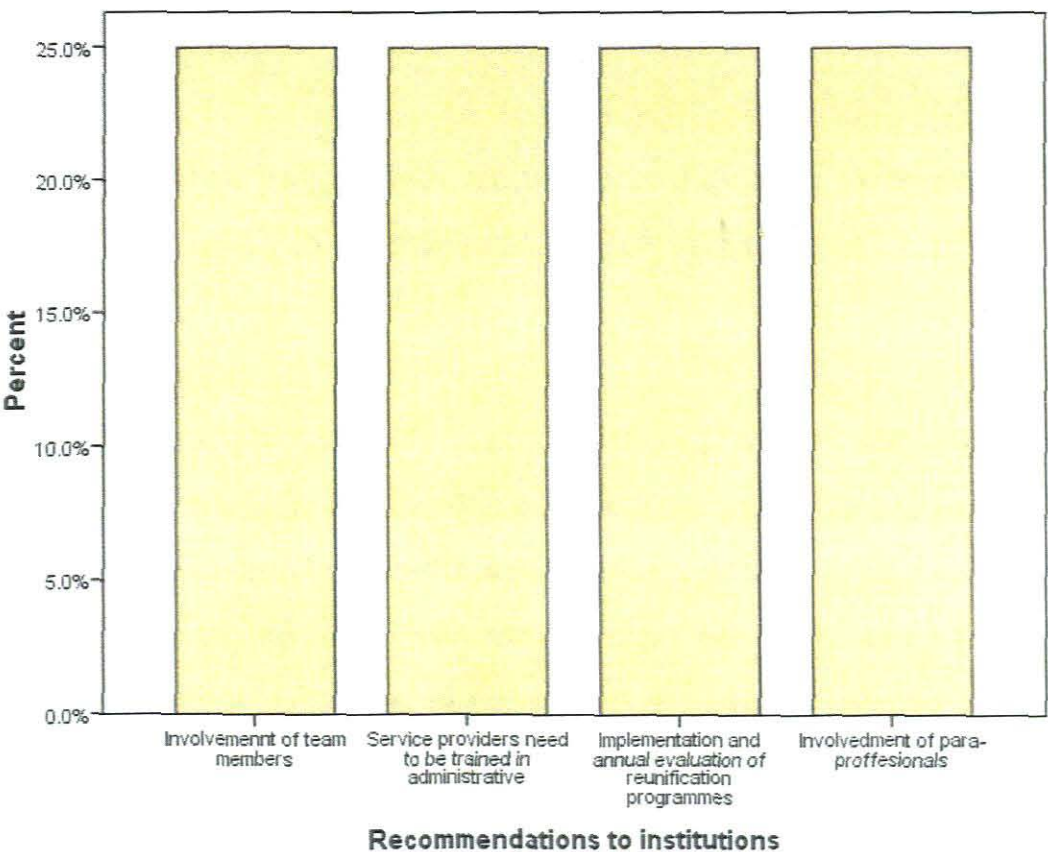
Graph 34: Comments



This graph indicates that seventy five percent (75%) of the families and households have good comments concerning the behaviour of the reformed street children since they came back from the streets. However, for twenty five percent (25%) of the respondents it was not easy to comment because their child was not yet accepted back in the home. Generally, the positive responses from family members confirm that some people especially parents are capable of forgiving their children.

5.1.69 **Recommendations on what the institutions can do to improve the effectiveness of reunification programmes**

Graph 35: Improvement of reunification



This graph indicates that reunification programmes can be effective upon implementation of the following suggestions:

- the service providers need to involve street children, parents of the street children or any other concerned parent, social workers and other para-professionals such as psychologists and correctional service people during planning for the programmes to be used when dealing with a problematic child or specifically street children.

- Service provider's personnel need to be trained on administration work. This is going to help them know what to do during admission and discharge of the child from the shelter.
- When programmes are in place, they have to be evaluated annually in order to measure their effectiveness.

Case study number 1:

This is a 40-year-old man who is now employed to work with the street children. According to him, he argued that at the age of five (5) years he absconded from home because he was no longer willing to be a herd boy. His mother abandoned him with the grandparents who had cattle. He only reunited with his mother at the age of 20 years as she was brought home when she was terminally ill. Before she died, she managed to disclose her identity at the hospital where she was treated for HIV/AIDS. She lived for a month and then died. However, he was relieved to see the person who failed to give him love that all the children deserve from their parents.

When narrating the story of ending up on the street the respondent mentioned that he was asked by a certain boy in his rural area to go to town to push trolleys in order to make a living. Since then he never wished to go back home. In town he would buy bread, fish, and candies with the money he had earned from pushing trolleys. Sometimes they even fought with the other peers who were demanding his money. The most challenging problem that he faced was to sleep in the water pipes. One time there were heavy rains that took place. The storm flooded in the drainage and three of his friends were swept away and he never heard

anything about them thereafter. It was even hard to trace the deceased families because even among themselves they never disclosed their real origins. According to the respondent not every day was a sunny day. Sometimes it was hard to get trolleys because most people did not trust them and had to sleep with empty stomachs. This was when he learnt to smoke glue in order to ease hunger pains. One time a neighbour saw him in town and took him home. His grandfather punished him with a stjambok. This very submissiveness for a child to abandon home and go to the streets signifies a problem of modelling due to peer pressure.

The respondent stayed at home for few months and thereafter ran away again. This time he came to Durban where he learnt more ways of surviving on the street than just to push trolleys. He learnt gangsterism, directing drivers when parking their cars, stealing car stereos, smoking dope, dagga and, pick pocketing, shoplifting, just to mention a few. City police picked them from the streets to the shelters on several occasions. He got bored and absconded in no time because he wanted freedom without anybody's control. He was detained many times as a juvenile and fortunately for him he was never convicted due to lack of evidence.

Finally at the age of 16 years he decided to return home. This stage indicates a sign of seeing some light when one realises the need to improve his or her behaviour. After having reunited with his family he discovered that his grandfather was already deceased. He still maintained a good relationship with his family because his grandmother got him back to school through her pension money. Fortunately he was intelligent and this made him to enrol in Grade 6 and never failed up to Grade 10.

Having passed Grade 10 the interviewee came back to Durban again and approached one of the service providers for employment. They did not hesitate to employ him and now he is a mentor to the other street children. This was his great achievement. What the respondent believes in is that, everybody has a chance to change as long as he/she has a wish to. Through correspondents he has now completed Grade 12 and is determined to acquire a junior degree in the near future. Fortunately his grandmother passed away when he was already employed and was able to bury her with great dignity. His second achievement is that he is about to get married with the fiancé with whom they now have two children 4 years and a 2 years old.

His input in eradicating the street children phenomenon is that he had created a lot of rapport with them as a result they call him “malume” (uncle) which is a dignified way of showing respect to an older person although they are not biologically related. He gives them lessons on the street and those who claim they want to further their education in the agencies, he transports them and they get enrolled and start to learn. He also helps to draft posters that read: “KEEP OUR CHILDREN OFF THE STREETS!!! DON’T GIVE THEM MONEY OR FOOD...”

Fortunately the researcher met with the respondent’s fiancé and she mentioned that the respondent mentioned his past to her. She accepts him as he is. She was even more grateful that he is the actual person who told her about his life experiences rather than to be told by other people. She regards him as an honest and reliable person. She strongly emphasised that together only death will make them part. Right now they are busy with arrangements to tie the knot. This symbolises that every human

being has a 'will' to change in order to meet his or her own ends. People accept one another if there is an element of change being noticed.

Case Study Number 2

This is a case study of a 27year old man who now works as a lifesaver. The respondent mentioned that it is very hard for him to recall how he came to live in the streets and how old he was when he started that type of life. Vividly he recalls moving around the streets of Pongola, Vryheid, Pietermaritzburg, Durban and Richards Bay. He remembers that somebody picked him from the Richards Bay city and to Siyabonga Shelter, which is around Richards Bay that keeps street children. From there he saw a White couple who requested to adopt him. Due to the South African law that prohibited adoption of people who were not of the same nationality, the family ended up fostering him. The couple took him to white schools where upon finishing his high school education, they took him for life saving training.

The respondent mentioned that up to now he finds it unspeakable to believe how come the couple trusted him so much. They took 'risk' of leaving him with their two young children, a boy and a girl. They did not think that perhaps he could run away or may even harm their defenceless children. During meal times he was also eating with the family without any discrimination. What he recalled again is that his 'parents' lost their friends who were completely against them living with a black child especially in such a 'Boere stand' community. He had very good relationship with his White siblings. They were defending him when the other white young peers provoked him. Now that he is working he is living in his own flat. But contact is still maintained among them. They still visit one another.

What he had achieved so far was employment. Being a lifesaver is the type of employment that is scarcely offered to Blacks. He has planned to commence his own tourism project one day.

The respondent's input in eradicating the street children phenomenon is that families need to be educated on how to raise/nurture their children. If parenting skills can be offered to young women no parent can lose her child.

The household's general comment in this case is that, although the interview was held over the phone because she was too busy to be interviewed. She mentioned that they are very proud of the respondent. She believed in him more than any person could. She also mentioned that she wanted to make a point to everybody that skin colour means absolutely nothing. She wanted to help the poor boy and show the world that although we may be Black or White, but to God we are the same. She also learnt a lot from this foster child that everybody can repent when given a chance and leave a good mark. Being abandoned by your family, especially a mother does not mean one cannot accomplish his/her intended mission.

Case Study Number 3

This is the case of a 32 year old male who had lived in the street from age 5 to age 13. He tried to recall his background and remembers that he grew up in the Ndwedwe District, Southern area of KwaZulu-Natal Province. He was in and out of shelters. He had done all the dirty stuff that one can recall takes place in the streets. He has been a shoplifter, a gangster, just to mention a few. He had suffered injuries when they were

fighting as a gang over glue or sharing of any stolen stuff. One time he decided to go to church in Durban. After church one of the congregation members asked to take him home. He could not believe it because this lady was too clean and beautiful to take him to her home. When they reached her home she started to question him about his background. After having heard everything she offered him a place to live and put him back to school until he passed matric. She did not adopt or foster him but took a risk of keeping a 'stranger' as if he was her own biological child. The lady found him a job and worked as a clerk. As he was working he pursued his classes with Damelin College and ultimately finished his Bachelor of Commerce.

The respondent mentioned that because of his good music talent, he began his own band. Right now he is a famous gospel singer and has already produced some CDs.

He describes his relationship with the family as the best. The respondent has never known his real family except this one he met at church. As a result his only dying wish is to meet his biological mother.

So far the respondents' achievements are that he is a famous gospel singer. He is also a dynamic speaker in the media and makes presentations under certain programs of Ukhozi Frequent Modulation (FM) Radio. He organises workshops to teach the youth and motivates them to avoid wrong doings.

To eradicate the street children phenomenon the respondent suggested that children need to be exposed to programs such as parenting skills. Parents must be taught about Child line.

The household's general comment was received over the phone since she was on her way to the Netherlands. She mentioned that the respondent was a very good person when she stayed with him. He was very responsible and was not waiting to be asked to do any house chores. The wrong he did was just like all other children, for example, leaving the bed undone before going to school. What she noticed with the respondent was that he was always ready to accept his flaws and never retaliated when punished. They contact each other telephonically or through E-mail or even visit one another when their schedules are not tight.

Case Study Number 4

This is the case of a 28year old young man who works as a shop assistant in Pietermaritzburg. According to him he left home because his mother and the stepfather were abusing liquor while physically and verbally abusing him and his two (2) other siblings. They all had different surnames. He mentioned that late at night his father would order him to walk almost 400m to go and buy him liquor. One time as he was walking towards that house he was chased by dogs and lost the money. When he reached home without the Zulu beer the stepfather severely assaulted him and his mother added by beating him too instead of defending him. One of the neighbours heard noise and when he came closer he realised that the respondent was heavily bleeding and took him to the nearby clinic which then transferred him to hospital. Nobody ever called to pay him a visit during his hospitalisation. When he was discharged he went to the street rather than going back home. During his detention in the shelter he disclosed his biological parents to the social workers. One time the social worker drove with him home and his mother frankly refused to take him back. His reputed father openly threatened his mother if at all she

accepted him back. He even mentioned that he was never going to accept him without the money he lost when he was sent to purchase the Zulu beer.

This statement is justified by some parents who are not prepared to reunite with their children because of difficulties that they had put them through. The stepfather also boasted that he had chased away the other children because he could not live with disobeying children. The social worker had to return with the respondent back to the shelter.

Fortunately the respondent was offered a foster home where he continued with school. The foster parents used the foster grant to educate him up to Grade 10. He then on his own accord went to look for a job where he is working up to today.

The relationship with his biological family is still very poor. But he is still in a good relationship with the foster parents. He visits them quite often. When he is with them they welcome him and are very interested to know his progress, for example, when is he getting married, whether he is saving his money in a bank account, just to name a few.

So far he has secured a better job and is planning to build his own house before starting his own family. His input in eradicating the street children phenomenon is through educating them about the dangers of being exposed to the street. He also wishes to inform street children that the best way to live is to acquire better education for better living opportunities. He wishes that the shelters could improve on how they treat the homeless children and instead devise very effective programs that can help children from being away from their homes.

The general comment from the foster parents was that the respondent has a very good behaviour. At the shop he is a cashier and the boss trusts him a great deal. The client adores and respects his work.

5.2 CONCLUSIONS

In this chapter all the research methodology steps were discussed. The data was analysed, presented and interpreted using tables, pie charts and graphs. All phases of Questionnaire tool were included. In the next chapter the findings, limitations, conclusions and recommendation, a formulated reunification Behaviour Modification Treatment Model Manual (BMTM) and Participation Action Research Manual (PARM) will be discussed.

CHAPTER 6

FINDINGS, LIMITATIONS, CONCLUSIONS AND RECOMMENDATIONS DRAWN FROM THE STUDY

6.1 INTRODUCTION

In this study the problem statement, aims and objectives as well as the assumption of the study have been restated. The research study will not be complete if the findings, limitations, conclusions and recommendations are not included. The findings serve to expand scientific knowledge. The questions, which a hypothesis testing research report set out to answer, are “what was the Problem? How was the problem investigated?” (Welman and Kruger, 1999:228). Findings and conclusions have been drawn from the data collected through the survey interviews and Questionnaires from service providers, street children, parents of street children as well as the case studies. This chapter has been concluded with recommendations that have been made by the researcher.

6.2 RESTATEMENT OF THE PROBLEM STATEMENT

The prevalence of street children who abscond from the shelters and return to the streets is alarming. The places of safety are like second homes for street children. They are expected to rehabilitate the street children from running away from their homes.

It is in school where the child learns to conform to the set standards of the society. When street children abscond from shelters, it seems as if the

rehabilitation measures under which they were treated did not encourage them to effect changes in their behaviour about street life. Problems still prevail within the shelters in coping with the changes. They are expected to teach the children what other methods they can apply during difficult times other than to get exposed to street life that is full of devastating repercussions thereafter. This then prompted the question as to what needed to be done differently or more appropriately and professionally. This became the researcher's concern that needed a thorough research investigation. Many hazardous events can take place with the street children such as sexual or physical abuse or even death. The worth and dignity, the morals of Ubuntu will be devalued if people resort to street life without being reprimanded. The government policies and traditional leaders and families have a big role to play in order to improve the street children's lives. The service providers lack the skills on how to deal with the difficult children and as a result these children disrespect them and abscond.

6.3 AIMS AND OBJECTIVES

6.3.1 The aim of the study

The aim of the study was to evaluate and improve the functioning of the service providers as well as to rehabilitate the street children behaviour so that they could become the best citizens of the country.

The aim of the study was achieved. The researcher managed to gather information from the street children, service providers, families and case studies on how this problem can be effectively dealt with and bring necessary improvements. It emanated that the shelters, also subjects in

this research, had no existing structured, professionally operated programmes.

6.3.2 The objectives were conceptualised as follows:

- ❖ **To evaluate the effectiveness of service providers' reunification programmes, that is operative, in respect of street children in their shelters.**

This objective was not achieved because all the service providers admitted that they do not have any reunification programmes. As a result no programmes had to be evaluated to determine their effectiveness. Research wise this was not the end of the effort by the researcher but a clear recognition of the challenge faced and the enormity of the problem in practice.

- ❖ **To examine case studies of successfully reunified street children with their families/households.**

This objective was achieved in that all the street children shared similar characteristics. For example, they started street lives at very tender ages; they had all experienced tough lives in the streets such as being victims of child labour, gangsters, stealing and even absconders from shelters.

However, these cases proved that every street child can improve himself or herself if he or she wishes to. These children had bad experiences on the streets. They had been in and out of shelters without any rehabilitation. But through positive thinking, they improved their lives and now they are mentors to other people.

- ❖ **To develop reunification strategies for specific intervention programmes for street children through an inclusive process involving street children, their families/households and service providers.**

This objective was achieved. When services providers came to the researcher's workshop illuminating ideas were shared to be developed as reunification strategies. Street children and some parents also contributed with suggestions on how to help with this phenomenon. Good input from the reunified street children also gave hope that if programmes can be jointly established, improvement on street life can greatly improve. Children are prepared for a better life than street life, and they acquire specific skills through training on what else they can do to completely change to a new life.

- ❖ **To develop manuals for intervention programmes that will enhance reunification strategies for the shelters to utilise in rehabilitating street children.**

This objective was achieved. The manuals were developed based on the Behaviour Modification Treatment Model (BMTM) and ready for distribution. Service providers from most agencies once again attended workshops. The manuals were introduced to them and the researcher conducted training on how they can be utilized. Each agency was given a manual to use as soon as possible. A letter of recognition and appreciation from service providers was signed and handed to the researcher (*copy attached as Annexure F*).

❖ **To develop a Participation Action Research Manual**

This objective was achieved. The PAR Manual was developed and it is hoped that it will help any researcher who intends undertaking research especially one which is based on the disadvantaged communities. During workshops PAR Manual was also introduced to the service providers since it is consolidated as one (1) manual.

6.4 SUMMARY OF MAJOR FINDINGS

A summary of major findings from this study has been presented as follows:

❖ **Interview with Service Providers**

It is a social worker's obligation to stay current with relevant research and ensure that clients receive the most effective assistance possible. During data collection it was very difficult for other drop-in centres to accept researchers. They perceived evaluation to have negative connotations although the main aim of evaluation is to help them to make positive changes in their own lives as well as their programs and organisations. The researcher with the knowledge of ethical standards respected the feelings of those service providers and never invaded their interests. Their privacy was well respected. In spite of such behaviour the researcher promised to fulfil the ethic of not being deceptive to the subjects by means of not providing them with Reunification Program Manuals as promised including even those who refused to be interviewed in order to have a standardized program.

During data collection it emanated that four (4) shelters were situated in rural areas and three (3) were in urban areas. The age group for the interviewed street children ranged between the ages of 5 to 18 years.

It was difficult for service providers to give the correct figure of how many children abscond per week or per month. This is because there were no proper administration records. It is self-evident that the personnel lacked proper administration training.

The highest education qualifications for the personnel were Grade 9 and there was one (1) shelter manager with a University degree.

The hypothesis that service providers do not have reunification programmes was accepted. Seven (7) shelters' personnel were interviewed. Eighty six percent (86%) of these shelters indicated that they did not have reunification programmes. They clearly admitted that they lacked training on how the programmes should look like. To crown it all, they lacked any professional skill on how to deal with a problematic child. Only the "informal treatment" was offered in the shelters whereby the shelter and food were offered to children. They even mentioned that to have manuals with explicit reunification programmes and also to get them (service providers) trained on how to handle children in difficult circumstances would be of great help to them. Only fourteen percent (14%) government shelter was using monitoring forms that are used as reunification programmes.

These forms too are never evaluated to establish their effectiveness because the street children absconded before the actual discharge from the institution. Crime statistics show that there is positive co-relationship

between age and crime. Table 4.1.7.33 indicates 42% of the total sample run away from home due to poverty and this poverty leads to committing crime. One third of all crimes known to the police are committed by people of seventeen years of age and under (Cronje, G., Van Der Walt, P.J., Retief, G.M. and Naude, C.M.B., 1990:296). Most of these crimes are not recorded because they are seen as learning experiences. The rate of offences committed by males is higher than the females.

The second hypothesis on where reunification programmes are available they are not evaluated was also accepted. All seven (100%) institutions did not render any evaluation of their programmes. All institutions did not do any follow-up once children had left because they absconded without trace. The problem is that street children did not divulge true information concerning their real identities. Even worse, they left no direction as to how the service providers could locate their homes in order to do follow-ups.

The third hypothesis of whether certain policies have negative effect on street children's lives was also accepted. This will be further discussed. (See discussions on interview with family members, p206). A question whether institutions hold any family conferences before the child was deinstitutionalised was asked. Fourteen percent (14%) government institution agreed and eighty six percent (86%) disagreed because it was very hard to trace the child's family without proper directions. Since street children did not disclose their self-identities, it was by no means easy to find the child's parent or household. Sometimes agencies got hold of parents if that particular parent came on her own to the agency to find out if her child was not perhaps in that particular shelter.

DISCUSSION

Having said living in the street is a psychopathology that requires treatment, the researcher came up with the rehabilitation strategies. It is the belief of this researcher that if alcoholism and drug addiction can be treated successfully the street children phenomenon can also be treated. Shelters too can be helped a great deal if some preventative measures are implemented in order to fight this street child psychopathology.

To improve this misbehaviour, a researcher with a social work background, driven by a Social Worker's Ethical Responsibility to Society, devised a sample of a reunification programme made through the Behaviour Modification Treatment Model (BMTM) and Participation Action Research (PAR) Manual. The BMTM is comprised of The Target Behaviour; Antecedent Events; Maintaining Stimuli; Re-enforcement Hierarchy; Assessment of the Target Behaviour; Assessment of Maintaining Stimuli and Assessment of Reunification through constructed Questionnaires. The National Association of Social Workers (NASW) Sec 6.02, 1999 also emphasises that "*Social workers should facilitate informed participation by the public in shaping policies and institutions*" (Colby and Dziegielewski, 2001:273).

The Target Behaviour can be to identify the problem frequency, intensity and pattern. That is what service providers should establish in the first encounter with the street child *how many times* has he or she absconded from home.

The *intensity* of the problem can be how or who influenced the child to abscond from home. The *pattern* can be the means used to run away from home.

- ***Antecedents Events:*** The service providers should establish the setting events that caused the child to run away from the family such as stress, poverty, politics, peer group influence, family sexual/physical abuse, anxiety for freedom, change of environment, substance abuse, just to mention a few.
- ***Maintaining Stimuli:*** Establish the environmental factors that re-enforce the behaviour and influence the frequency, intensity and pattern of such unwanted behaviour. In most cases the child will respond by saying “I ran away to forget and escape my family abuse.”
- ***Re-enforcement Hierarchy:*** Here the service providers arrange for the family conference to discuss about the child’s behaviour. People expected in this meeting will be the child’s birth parent or relative of the child, a social worker, psychologist, a day care worker, and a principal of the institution. Each of these people will question the child in order to assess his or her attitude whether he is prepared for reunification with the family or not. The conference will also assess the readiness of the birth parent or relative to receive the child back home. The psychologist will assess the mindset of the client and his family before giving any recommendations.

The therapeutic task of the social worker is to diagnose the client system and understand its relationship with other systems. The social worker takes charge of the session and is observant in noticing the relationships between child-in-question and the family member. The social worker observes the communication patterns and takes note of the person who is not cooperative and is not willing to participate during the discussion (Turner, 1979:192). Lastly, the social worker determines the steps to be undertaken which will ensure that the changes and gains are maintained.

- ***Assessment of the Target Behaviour and its Antecedents:*** Allow the child to describe the abscondment patterns to you such as how he planned to abscond? Who influenced him about street life? How often did he use to abscond from home? How did he rejoin the family thereafter? What experience did he acquire from the streets? Did he find the street life amusing or bad? Let him support his answers on all these questions.
- ***Assessment of Maintaining Stimuli:*** At this stage the service provider identifies if the client absconds only when he feels stressed, isolated or frustrated.
- ***Assessment of Re-enforcement:*** The service provider needs to design a Questionnaire whereby the child can make self-assessment of his behaviour. An example of a Questionnaire:

1. ***Demographic information of the child:*** Name, Surname, Age, Gender, Education level, Hobbies. Do you live in a rural or urban area? Whom do you live with? Who is working at home?

2. ***Street life experience:*** Why did you live in the streets? Did you enjoy life in the streets? What was your worst experience in the streets? Would you advice any child to go and live in the streets? Do you still imagine yourself living in the streets? What do you choose to do in life? Where do you see yourself in 10 years ahead?

Discussions evolved during the service providers workshop highlighted that the way of reducing plight of street children can be strategised according to the following phases:

- Early intervention assessment plan that includes service providers and social workers.
- Segregation of duties among staff members.
- Service providers to apply phases 1, 2 and 3 that involve key people such as the municipality and business enterprises.
- Organise Street Children Forums.
- Formulate Family reunification programmes such as family counselling before the child rejoins the family. Train family with parental and anger management skills.
- Involve Community Health Workers such as nurses, child minders, school social workers and social workers who are not working in schools.
- Keep statistics of children admitted in the institution in order to measure the flow of such children whether it is being reduced or increased per year.
- Commitments from communities. Communities should also take responsibility to assist in cases like these.

- Drop in centres to be increased and network with other institutions.

- **Street Children**

The findings revealed that although there are also female street children but most of them are males. As a result there were eighty three percent (83%) males as against seventeen percent (17%) females. It is argued that street children are predominantly males. This statement is supported by Geber's study conducted in 1990 on South African street children which indicated that eighty three percent (83%) were males and only eighteen point nine percent (18.9%) females. This was in contrast to Scharf (1988:88) who found that only ten percent (10%) of street children in Cape Town were females. Other researchers discovered that it appears that girls are abandoned less frequently, and when the family disintegrates, relatives or any concerned person are more willing to take them in than boys since the girls assist with domestic tasks and child-minding. Research also indicates that street children who start from the age of 5-9 years was eleven percent (11%); 10-14 years was twenty percent (20%) and the eldest child was 15-19 years (69%). These findings were almost similar to findings by Zingaro (1988:9) as cited by Johann Le Roux (1996:1). Zingaro found street children in South Africa to be between 7 and 18 years of age with the majority between 13 and 16. Street children in poor Third World countries (11 to 16 years) differ significantly from those affluent First World countries (older than 16 years). It also emanated that even children from religious families abscond from home.

Not every child had a religious affiliation. During the research the researcher discovered thirty five percent (35%) respondents who claimed to be born by Christian people. Sixty five percent (65%) had no religious attachment at all. These results indicate that whether a child is born by Christian oriented families or not, but due to weak egos they embark on street lives. Freud, a Psychoanalyst, argues that it is through the reality principle that one is convinced to behave the way he or she feels like irrespective of the consequences of that action. Furthermore, the client's self-responsibility is a core value of the helping process. It is assumed that within limits women and men are capable of making choices and control their destinies. Clients can change if they choose. Even here the children born by Christians and opt for the streets simply indicate that their psychological fragility is overrated both by themselves and others. However, their maladaptive and antisocial attitudes and behaviours can be significantly altered no matter what the degree of severity is.

Education is primarily important for every person. Most street children in the sample had poor academic achievements. The majority were school dropouts before joining street life. Explanation for this included financial constraints, poverty, and anxiety for freedom, adult abuse and stealing. The results indicate that 42% of the street children leave school in Grade 7 – 9 and no street child had any high school education. While most street children have had some acquaintance with school, they have usually dropped out in order to live on the streets and few are functionally literate. Children do not recognise the significance of education. This lack of education is a barrier to later re-integration into society as it means that the street children will be unable to acquire skills that they will need to get jobs. These results indicate that the children have no concern for their future or the future they have looks bleak. A person

needs to address the future. Egan (2006:274) argues that “*The future does not exist and cannot be predicted. It must be imagined and invented. One must invent the future or let someone else invent it*”. This statement simply challenges social workers to help clients imagine and invent their own future. In order to help young children to improve themselves it is of primary importance to help them (street children) to develop a range of possibilities for the future that can then be turned into realistic goals. Since the study is based on changing street children’s misbehaviour the range of possibilities can be cited as follows:

- He would have someone who he could occasionally talk about the “ultimate” issues of life and death.
- He would have a social worker or counsellor to whom he could go when things get rocky.
- He would have some kind of self-help group, people who did not fear him.
- He would be engaged in some kind of productive work whether paid or unpaid.
- He would have a decent place to live in.
- He would have access to medical attention when the need arises.
- He would be taking care of unfinished business with relatives.
- He would have made peace with one or two of his closest friends who abandoned him when they learned he had absconded home.

When asked about their demographic background seventy three percent (73%) were from rural areas where the infrastructure is still very poor and most parents are unemployed and survive from hand to mouth. This statement is also confirmed by Bezuidenhout and Jourbert (2003:222).

Even though the government had long introduced community development, but there is absolutely no improvement because people still lack resources engage in projects. Community workers are there with the knowledge to impart to these communities to sustain themselves and there are no means to kick-start the projects. Funders are also very choosy as to who qualifies for funding or not qualify. Due to the high rate of poverty thirty three point three percent (33.3%) was reported to be supported by their next-of-kin and six point six percent (6.6%) was supported by reputed fathers while twenty seven point three percent (27.3%) had nobody employed in the family and thirty three point three percent (33.3%) were supported by their single mothers. It is very hard for males to nurture children who are not biologically theirs. However, sometimes it is a *vis-à-vis* situation especially with the boys because they do not easily say 'daddy' to men who are not their biological fathers. It is agreed beyond reasonable doubts that most homes are headed by single mothers. Likewise research studies reveal that most problematic children emanate from homes with single mothers because women are less strict than men.

Whilst the rate of unemployment is rife with these families the study also discovered that ninety seven percent (97%) of street children had siblings. This indicates the fact that parents do not use contraceptives. They give birth to children without pre-planning about their means of support. Besides, these street children who lived with stepfathers are victims of abuse physically, sexually and emotionally. Children who are supported by the next-of-kin are more often abused and decide to run away from home. Usually these children are restricted from food, or watching television, or have no playtime. Instead they are often over worked than the biological children of these parents.

In the case of orphans who receive Foster Care Grants, most of them do not even get support from the said grant because the recipient utilizes the money on her own needs. The child then reaches the conclusion of running away from home.

It is argued that where poverty is mostly experienced, child abuse is also taking its toll. This statement was supported by a majority of forty two percent (42%) who alleged to have absconded from home due to poverty. Thirty nine percent (39%) of the respondents ran away due to adult abuse and nineteen percent (19%) ran away for other reasons such as anxiety for freedom as well as misbehaviour such as stealing. Even literature argues that other street children run away from their respective homes where there is poverty, physical, sexual and emotional abuse. Retrieved from computer (www.streetchildren.htm dated 2006/09/10). The crisis of poverty in the country is so great and so pervasive that only a radical strategy for its amputation is feasible (Odhiambo, 2001). Traditionally during the 20th century universities in Africa have educated an elite corps of scholars, scientists and engineers but not engaged directly in linking with industry, business and community aspirations.

They have all along adopted a hands-off posture. On the other hand science research institutes have undertaken both basic and applied research largely in the natural sciences, agriculture and the medical sciences in order to eradicate poverty. Therefore, it is recommended that change must include ways to marry science with traditional knowledge in order to benefit most people. By so doing there will be a promotion of a functionally working relationship between the science and technology leadership, the community leadership and the geopolitical leadership in

order to create a solid, focused partnership for the development of the improved country.

It is strongly believed that every shelter does its best in increasingly difficult circumstances to respect the rights, worth and dignity of street children. But in spite of that effort, children abscond from those premises. This argument is confirmed by eighty nine percent (89%) of those interviewed who confessed that they have repeatedly absconded from shelters and returned to the streets rather than reuniting with their families. Eleven percent (11%) of those who have never absconded from the institutions had hardly a week in the institution. One hundred percent (100%) of the respondents had never been exposed to any reunification programmes and all of them returned to the streets absconding from the institutions. The hardcore street children were forty five percent (45%). All respondents unanimously argued that shelters kept them occupied with house chores. Thirty seven percent (37%) play cards; thirty three percent (33%) play in door games and thirty percent (30%) play Zulu dance and no reunification programmes were ever exposed to them. It has already been mentioned that public as well as private shelters that deal with runaways perceive them as being 'problematic'. People come to street-level bureaucracies as unique individuals with different life experiences, personalities, and current circumstances. As they encounter difficulties they are brought to the shelters for social services. Most shelters lack skills training on how to deal with a problematic child. They, therefore, find it to be the child's own fault to have no place to live in. According to the social work perspective this is a judgemental attitude that is very unethical. When children return to the streets after abscondment it clearly indicates that there is no proper education and the

long-term results of street life are given to them during institutionalisation.

During the interviews forty five percent (45%) of the respondents were of the firm view that parents should listen and give attention to their children's needs. Parents need to listen not only with ears to words and with eyes to body language but a total kind of perceptiveness. Listen with the third ear that involves attending carefully, both physically and psychologically (Compton and Galaway, 1999:93). Parents are sometimes unable to listen to the child. Even when the child needs to express a problem that affects him or her, a parent simply ignores that child. In the case of physical or sexual abuse other children end up absconding from home because he is not offered a chance to be listened to. Thirty six percent (36%) of the respondents was the highest percentage that suggested that parents must get employment. Employment saves more lives. If a parent has no income, bad results in the family occur, for example, children develop criminal and delinquent behaviours, become sex workers, become victims of cohabitation and end up being drug traffickers.

The respondents explained and added that in order for the service providers to have successful reunification programmes, a participatory approach should be utilized. As a result fifty six percent (56%) recommended that street children have to be involved when planning and evaluating the programmes. In the Summit spear headed by the Minister of Welfare Dr Z. Skweyiya in July 2006 in Johannesburg the focus was on the Plight of AIDS orphans and other vulnerable children including street children who voiced out that *"A discussion about us without us is not a discussion with us."* In short, they were demanding to be involved

where there were discussions concerning their needs. Twenty six percent (26%) suggested that parents too have to be involved in the process and eighteen percent (18%) suggested the involvement of government cybernetics (law makers) in the said development and implementation of the reunification programmes since they are people who have to do with the basic principles underlying control and regulations of human lives.

INTERVIEW WITH FAMILY MEMBERS

The interview with family members was very difficult because most street children hide their real identity (Meyer, Moore and Viljoen, 2002:135). As a result the respondents in the street corners flatly refused to link the researcher with their families. However, fifty nine percent (59%) of the respondents mentioned that they were still interested to reunite with their families. The other forty one percent (41%) were still not yet prepared to go back to their families. The majority leave their homes as a result of socioeconomic and other factors with the family such as financial problems and poverty, unemployment of parents that results in stress, collapse of family structure, corporal punishment, just to mention a few (Le Roux, 1996:4). Others view street life evolving from push and pull factors. Parents of the institutionalized children mentioned they were still eager to reunify with their children. However they blamed the government policy especially the Bill of Rights, Section 12, D and E of Act 108 – 1996. (Section D - children not to be tortured in any way. Section E - children not to be punished in a cruel inhuman or degrading way). This justifies the third hypothesis. With these sections parents feel the government allows children to do as they please and disrespect their parents.

Pull factors include excitement and glamour of living in great cities. Whilst push factors refer to natural population increase above caring capacity as well as international trend of urbanisation and many more. *"The street child phenomenon is directly linked to rapid industrialisation and urbanization with the concomitant breakdown of extended family ties"*(Swart, 1988:155). Seventy percent (70%) wanted to pursue studies once they've re-united with their families. These respondents also had knowledge of street corners where to find their significant others.

6.5 CASE STUDIES

Case study is defined as one which investigates the variables/elements that give answers to specific research questions (Gillman, 2000:11). Case studies are qualitative measurement designs allowing the use of a single case or cases. They allow researchers to study a problem in some depth to identify factors that led to a certain outcome. Once the researcher has been able to identify which factors produced which results, therefore, he is in a better position to formulate a hypothesis about his intervention. Results of case studies should be replicated many times before generalising about an intervention's success and apply findings to other programs.

Like in this research the purpose of the case studies is to illustrate common characteristics/themes that street children possess. It is also to establish from different organisations whether they have the same reunification programs or not. If yes, are they ever evaluated? If never, what is common about them as organisations?

With these case studies the researcher tries to adapt what is possible and more importantly what is likely to yield a true picture about why children do not reunite with their families after absconding from the shelters. Frankly speaking case studies deal with specificity.

The researcher physically collected the qualitative material from the subjects and this allowed her to collect evidence of what is happening. As such she *listened to their real stories, observed their actions and behaviours during the interview enabled her (researcher) to understand meaning of what is going on.* The street children's great strengths enabled them to raise issues and tendered up possible explanations.

The common variables that emanated during data collection from the four (4) different case studies were: demographic information, reasons for leaving their respective homes, kind of life lived in the streets, worst experiences in the streets, acceptance by other people, common beliefs, readjustment in the societies, self-control, future goals and the influence of reunification programs in the shelters (*refer to pp158-165*). To respect the ethical standard of confidentiality again here the real names of the respondents were not disclosed. All the respondents were Black African males between age 25 and 40 years old.

It was depicted from the case studies that most street children come from rural areas. The available parent is a single unemployed mother with more than one child. The children abscond home from a tender age at 5 years.

It is highly impossible for a child of such a tender age to understand what abscondment is. Therefore, it is strongly believed that "Push and Pull

factors” have great influence in this regard. In this case push factors might be an influence from other children to go and find good ‘food’ in the city without interference by other siblings (family size).

Yet with pull factors there might be excitement and glamour of living in great and beautiful place. Their common destination is the nearby city. It also emanated that they experience tough life in the street such as going to night clubs, sleeping in water pipes or shop verandas, learn glue sniffing in order to wash away hunger.

A quote from Schaefer (1989:1) cited by Le Roux depicts the life of a street child: *“As a bitter highveld winter wind whips through the suburbs of Johannesburg, a ten-year-old Moses, huddled in the doorway of a shop in Hillbrow, pulls another piece of cardboard over his body and takes a sniff from his glue bottle, hoping it will block out the cold and bring him some sleep.”* Stealing is their first lesson in order to survive. Stabbing one another is a common thing for self-defence or for recognition by the other peers. It was also proved that snowball sampling is very much known to street children as it was not difficult for the case subjects to easily refer the researcher to significant others.

All the case subjects mentioned that people not related to them/strangers until they were able to fend for themselves nurtured them. Christian people who needed nothing back in the form of cash payment nurtured some. Instead, they wanted to ensure that every individual belongs somewhere. The colour of the skin becomes immaterial if one wants to save somebody’s life.

For example, a White family brought one of the case studies, a black African boy up and today the boy is a professional life saver. The street child can also behave honestly and display reliable actions that lead him to be trusted by the community or society.

When doing qualitative research in a case study the researcher is capable of “getting under a skin” of the subjects and find out what really happens. Hereto the subjects revealed that in the shelters there were no evaluation programs based on reunification with their families. Instead, they were exposed to boring games and then being abused by the care workers from the shelters. These actions made them prefer street lives than homes.

These allegations were proved to be true since all the service providers declared not to be having any reunification programs designed for street children. The most important element in the case study is that every person has got a dying wish. Every person can change if his goal is to change. The Functional theory perceives man as having a ‘will’ to change his own ends. In other words a person has an ability to change his or her personality (Turner, 1979). All these case studies, the three (3) ex-street children ended up being fully employed (see Case Study No 2, 4, and 4) and one (1) is self-employed (*refer to Case Study No. 2*).

Human beings are inextricably part of their environment thus referred to as an ecological system. Ecological System is defined as an interaction between the person and the environment (Lombard, 1992:219).

As they interact with the environment some forces lead them to behave uncontrollably whilst others do not. But even then people can strive to control some of the forces. For example, during case study discussions it

emanated that although these people were striving to reform from street life, they still had some struggles with adjustment to control life styles with their new families. However, due to difficult experiences they had been exposed to, they managed to survive and succeed to obey orders from their ‘new’ masters. Today, they are very proud of who they are.

6.6 SERVICE PROVIDER’S MANUAL

It is often maintained that project managers/service provider’s work under great stress, for example, tight schedules that need to be met in order for the organisation to be competitive. The uncertainties about what work has to be done or when it has to be done also increases the level of stress (Steyn, Basson, Carruthers, Du Plessis, Prozesky-Kuschke, Kruger, Van Eck and Visser, 2003:91). It is true that many methods can be tried, many types of facilities were organised and many philosophies were developed. No one had answers therefore the base approach is to “give it a try.” It is for these reasons that the researcher thought of compiling a standardised manual with the view of assisting shelters/drop-in-centres/service providers in order to deal with a problematic child and rehabilitate the psychopathology of deserting home. The service providers’ booklet in this research is given the title **“BEHAVIOUR MODIFICATION TREATMENT MODEL (BMTM) AND PARTICIPTATION ACTION RESEARCH (PAR) MANUAL”** and is compiled as follows:

- Take children off the streets as soon as possible.
- Apply early intervention assessment plan that involves the following:

6.61 Interview the child as he first enters the institution: Here you obtain information of his historical background that is his/her name, surname, age, standard of education, his parent(s) names, Residential address, telephone contact, employment status of parents/relative.

6.6.2 Establish the Target Behaviour that is, frequency, intensity and patterns of behaviour, that is, how often has he absconded from home.

6.6.3 Establish his Antecedent Events, that is, what are the reasons for him to run away from home

6.6.4 Establish the maintaining stimuli, that is, establish the environmental factors that re-enforce the target behaviour for example. "I run away in order to avoid seeing my father abusing (assaulting) my mother" *et cetera*.

6.6.5 Re-enforcement Hierarchy: This involves the treatment team that is, service provider's personnel, child-in-question, social worker, psychologist, child's parent or guardian, school teacher, church minister and doctor. All of them should ask questions to the child as well as to the parent.

6.6.6 Assessment of the Target Behaviour and its Antecedents: Here the social worker describes the child's behaviour patterns. He/she has to conduct scheduled home visits in order to monitor the child's behaviour adequately.

- 6.6.7 Assessment of Maintaining Stimuli:** Assess whether observing his or her parents fight still makes him/her feel like leaving home.
- 6.6.8 Use creative arts as a means of child therapy;** organise drama as a means of raising community awareness about street children's issues.
- 6.6.9** Apply phases 1, 2 and 3 that are, involved municipality, business sectors and communities in order to share ideas on how to eliminate this phenomenon of escalating street children.
- 6.6.10** Service providers have to be exposed to training courses such as dealing with a problematic child, administration work such as keeping appropriate and proper records.
- 6.6.11** Keep statistics for every street child admitted in your institution so as to track developments including accumulating valuable data on this situation.
- 6.6.12** Separate duties of shelter employees.
- 6.6.13** Each shelter must employ a social worker or Auxiliary Social Workers, nurse and educators. This will create and improve training and education programmes to enhance awareness and knowledge among men and women on their roles as parents, legal guardians and caregivers.

- 6.6.14** Apply curfew laws in order to restrict/discipline lawbreakers such as put an offender in isolation for one (1) week and give a small ration of food.
- 6.6.15** Shelters must have a school either within its premises or outside (depending on transport availability).
- 6.6.16** Service providers should avail themselves to Social Work conferences in order to do presentations and acquire more knowledge on how to deal with problems as they experience them in daily lives.
- 6.6.17** Each child has to be medically examined on arrival at the institution.
- 6.6.18** Network with other drop-in-centres/institutions in order to share knowledge and refer cases to appropriate sectors, for example, when a mentally ill street child is admitted, immediately the shelter transfers that child to the relevant place such as a psychiatric hospital.
- 6.6.19** Formulate street children forums.
- 6.6.20** Call parents for family re-unification preparations.

When you see that the child has improved you can then give the child a self-assessment Questionnaire Survey constructed as follows:

Assessment of Re-enforcement: Construct a Questionnaire that is sensitive and child friendly whereby the child will complete and indicate the specific kinds of behaviours he finds most re-enforcing. Questions such as: a) Name, surname, age, How are you treated in this institution? What do you like **most** in this institution? What do you hate **most** in this institution? Which place is better between living in the street or in the institution? Why is it better in the institution? What activities are you involved in here? Which activity would you like to be added and why? Which activity would you like to be removed and why? When you go back home, what will you do? How will you resist being agitated by things that negatively affect you at home or in the community? Will you encourage any other child to go and experience street life? Where do you see yourself in the future?

BEHAVIOUR MODIFICATION TREATMENT MODEL (BMTM) AND PARTICIPATION ACTION RESEARCH MANUAL (PARM)

The manual entails the information to be used by service providers in order to eradicate the street children phenomenon that is widely experienced world-wide with special reference to the KwaZulu-Natal Province (KZN).

1. Take children off the streets as soon as possible.
2. Apply early intervention assessment plan that involves the following:

Interview child as he first enters the institution: Obtain information of his historical background that is his/her name, surname, age, standard of education, his parent(s) names, Residential address, telephone contact, employment status of parents/relative.

Establish the Target Behaviour, that is, frequency, intensity and pattern of behaviour, that is, how often has he absconded from home;

Establish his Antecedent Events, that is, what are reasons for him to run away from home.

Establish the maintaining stimuli, that is, establish the environmental factors that re-enforce the target behaviour, for example, “I run away in order to avoid seeing my father abusing (assaulting) my mother” *et cetera*.

Re-enforcement Hierarchy: Here involve the treatment team that is, service provider’s personnel, child-in-question, social worker, psychologist, child’s parent or guardian, school teacher, church minister, doctor. All of them should ask questions to the child as well as to the parent.

Assessment of the Target Behaviour and its Antecedents: Here the social worker will describe the child’s behaviour patterns. He/she will have to conduct scheduled home visits in order to monitor the child’s behaviour adequately.

Assessment of Maintaining Stimuli: Assess if he/she observes parents fighting does he/she still feels like leaving home.

1. **Use creative arts as a means of child therapy;** organise drama as a means of raising community awareness about street children's issues.
2. Apply phases 1, 2 and 3 that involve municipality, business sectors and communities in order to share ideas on how to eliminate this phenomenon of escalating street children.
3. Service providers have to be exposed on training courses such as dealing with a problematic child, administration work such as keeping appropriate and proper records.
4. Keep statistics for every street child admitted in your institution so as to track developments including accumulating valuable data on this situation.
5. Segregate duties of shelter employees.
6. Each shelter must employ a social worker or Auxiliary Social Workers, nurse and educators. This will create and improve training and education programmes to enhance awareness and knowledge among men and women on their roles as parents, legal guardians and caregivers.
7. Apply curfew laws in order to restrict/discipline lawbreakers, such as put an offender in isolation for one (1) week and give small ration of food.

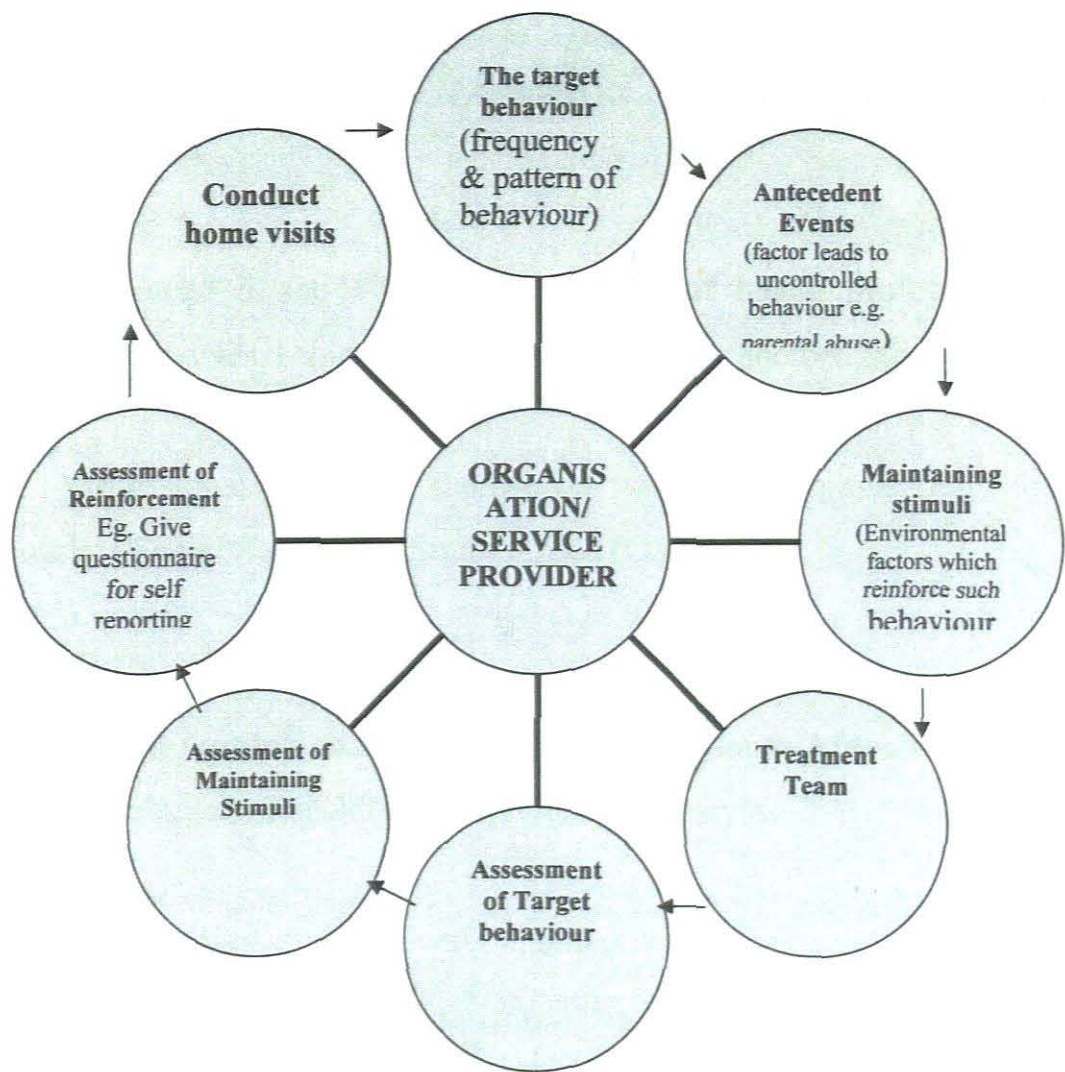
8. Shelters must have a school either within its premises or outside (depending on transport availability).
9. Service providers should avail themselves on Social Work conferences in order to do presentations and acquire more knowledge how to deal with problems as they experience them in daily lives.
10. Each child has to be medically examined on arrival at the institution.
11. Network with other drop-in-centres/institutions in order to share knowledge and refer cases to appropriate sectors for example, when a mentally ill street child is admitted, immediately the shelter transfers that child to the relevant place such as psychiatric hospital.
12. Formulate street children forums.
13. Call parents for family re-unification preparations.
When you see that the child has improved you can then give a child a self-assessment Questionnaire Survey constructed as follows:

Assessment of Re-enforcement: Construct a Questionnaire whereby the child will complete and indicate the specific kinds of behaviours he finds most re-enforcing (*see p193*). Questions such as: a) Name, surname, age, How are you treated in this institution? What do you like **mostly** in this institution? What do you hate **mostly** in this institution? Which place is better between living in the street or in the institution? Why is it better in

the institution? What activities are you involved in here? Which activity would you like to be added and why? Which activity would you like to be removed and why? When you go back home, what will you do? How will you resist being agitated by things that negatively affect you at home or in the community? Will you encourage any other child to go and experience street life? Where do you see yourself in the future?

This behaviour modification model is being illustrated in the following diagram shown below.

BEHAVIOUR MODIFICATION MODEL



PARTICIPATION ACTION RESEARCH

This document is produced to go hand-in-hand with the Behaviour Modification Treatment Model (BMTM) to assist service providers to provide successful reunification programmes to street children with their families/households. For the purpose of this manual, in compiling information on PAR extensive use of the book *“RESEARCH IN PRACTICE: APPLIED METHODS FOR THE SOCIAL SERVICES”* was

used (Terreblanche and Durrheim, 2002). Nevertheless readers can get more authors who have written about the same subject matter.

THE ORIGINS OF PARTICIPATION ACTION RESEARCH (PAR)

PAR commenced in the 1980s by a number of health professionals, among others, nurses, social workers, psychologists, doctors and dentists.

These professionals named themselves as the Organisation for Appropriate Social Services in South Africa (OASSSA).

They were fighting the white urban organisations (during apartheid government era) to stop ascribing the ill-health of South Africans, mostly black population, to unhealthy and unhygienic lifestyles.

OASSSA focused mostly on poverty and deprivation as causal factors.

OASSSA also embarked on a programme of providing health care to those whom the state deemed to be their enemies.

- Encouraged empowerment no longer charity.
- Ceased to view the poor as objects but as subjects.
- Changed poverty as economic problem to poverty as multidimensional issue.

THE CENTRAL CHARACTERISTICS OF PAR

- PAR is a word that means very different things to very different people in very different circumstances.
- It includes a continuum from passive ‘participant observation’ to ‘action research’ and all different steps in between.
- Participation Research Techniques as applied in rapid appraisal and development practitioners such as Non-Profit Organizations or Community Based Organizations.
- PAR uses the bottom-up approach and no longer the top-down approach.

PARTICIPATORY RESEARCH

- Participatory Research can be both Qualitative and Quantitative in nature.

It involves Participatory Observation-----Participatory Research-----
-Participatory Action Research. All these three (3) categories indicate the involvement or action of the Researcher in Reality under study.

MAJOR DIFFERENCES BETWEEN PARTICIPATORY RESEARCH (PR) AND PAR

- In PR *participation* is understood as including the view, perception of problems and solutions as defined by the research subject in the research results.
- Empowerment can be an objective, but this is not necessarily the case.
- In PAR *participation* is a lot more: the research subjects participate in all the steps of the research cycle, including the problem formulation

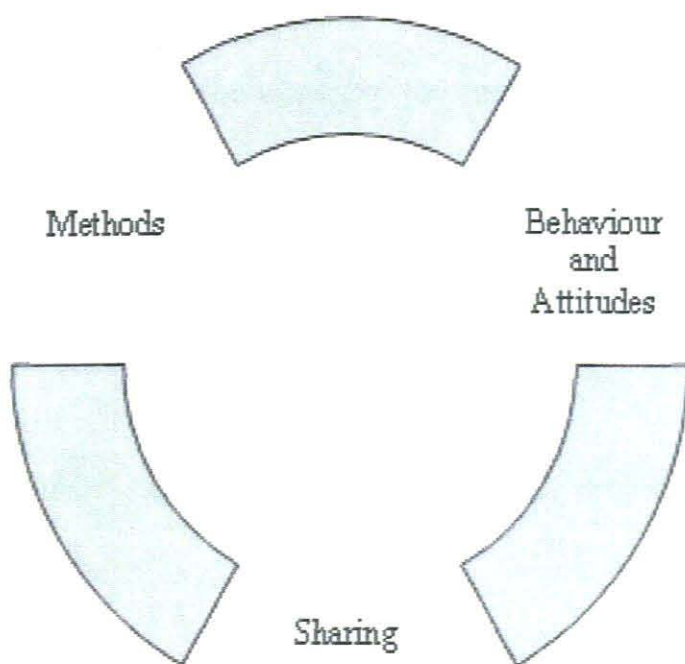
DISCOVERIES OF PARTICIPATORY ACTION RESEARCH

- The poor have a greater capacity to map, model, quantify and estimate, rank, score and diagram than outsiders.
- Importance and power of participatory diagramming and visual sharing: It allows cross checking, the information is visible and public.
- It motivates, empowers and leads to an increased ownership.

REVERSALS IN PAR

- From closed to open: PAR is constant adaptation
- From individual to group
- From verbal to visual
- From counting to comparing
- From extracting to empowering

THREE (3) PILLARS OF PAR



PAR LIMITATIONS

Make sure that you do not generate expectations you cannot fulfil. “If the researcher just conduct PAR only to generate information, and does not go back to the subjects, he does not launch any activities with that information, the community does not benefit out of their contributions that will be definitely a BAD way of using the community and can even be interpreted as exploitation.

BIASES IN TRADITIONAL SCIENTIFIC APPROACHES

- Dissatisfaction with the biases of the ‘brief rural visit by the urban based professional’
- Spatial bias - visits are only in near cities, on roadsides, centres of villages and not the periphery.
- Project bias – visits take place where projects were being undertaken.
- Bias in respondents – more men than women, more elites in the villages.
- Seasonal bias – avoid going in dry/cool rather than in hot/warm season.
- Diplomatic bias – avoid to offend by asking to see very poor people or really bad conditions.

6.7 LIMITATIONS EXPERIENCED DURING THE RESEARCH ACTIVITY

Limitations encountered during the research study relate to both theoretical and methodological aspects. Theoretically the subject of street children in South Africa has also fallen prey to the problems and difficulties that the OASSSA initiative deals with. Some authoritative information is cushioned in bias terms such as seeing certain children belonging to that group. This posed a challenge which, however, was not the focus of this study.

Methodologically a study of street children inevitably comes across dealing with a transient person/persons to whom escapism has been a way of life. Some difficulties are listed below;

- Hardcore street children (child who has lived on the streets for more than 3 months) are still refusing to give honest information about themselves.
- Some service providers refused consent to the researcher to interview them and they felt that the research was invading their privacy.
- Most service providers invited for workshops did not turn up.
- Reunification programmes on South African street children were not available. Instead, reliance was made on foreign literature.

- Due to limited research funds offered to the researcher, most relevant tools to use during data collection such as laptop, tape recorder and cassettes were not purchased. As a result although data was collected but it was all through struggle.

6.8 CONCLUSION

Drop-in-centres and public organisations do their best in increasingly difficult circumstances to respect the integrity and rights of street children and to enable them to recover their dignity and take their rightful place as responsible citizens in South Africa. Unfortunately these shelters have no reunification programs or even skills on how to effectively run these institutions. The service providers lacked networking among themselves. They therefore need to network in order to provide concrete/effective rehabilitation to street children (Bennett, 1990:86).

6.9 RECOMMENDATIONS

- Careful, fair, professional and scientifically carried out evaluation studies will provide program planners and providers with information that is critical to succeed in meeting their short-term objectives and their long-term goals.
- All service providers must be exposed to training.
- All service providers must use treatment team that should also involve street child and parent/guardian.

- Service Providers' Manuals must be provided to all shelters and be uniformly utilized.
- Shelters need to be annually evaluated in order to monitor their progress.
- Street children who have been officially discharged from the shelter, must be visited at home to monitor their progress.
- There needs to be a community-specific research into the needs of elderly persons who look at how they are coping psychologically as they are now 'parents' to their grandchildren.
- Good governments to build institutions that foster participation and accountability at all levels to reduce street children phenomenon.

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ANNEXURE A: SAMPLE OF THE SERVICE PROVIDER'S MANUAL

BEHAVIOUR MODIFICATION TREATMENT MODEL (BMTM) AND PARTICIPTATION ACTION RESEARCH MANUAL (PARM)

1. SERVICE PROVIDER'S MANUAL

It is often maintained that project managers/service provider's work under great stress, for example, tight schedules that need to be met in order for the organisation to be competitive. The uncertainties about what work has to be done or when it has to be done also increases the level of stress (Steyn, Basson, Carruthers, Du Plessis, Prozesky-Kuschke, Kruger, Van Eck and Visser, 2003:91). It is true that many methods can be tried, many types of facilities were organised and many philosophies were developed. No one had answers therefore the base approach is to "give it a try." It is for these reasons that the researcher thought of compiling a standardised manual with the view of assisting shelters/drop-in-centres/service providers in order to deal with a problematic child and rehabilitate the psychopathology of deserting home. The service providers' booklet in this research is given the title **"BEHAVIOUR MODIFICATION TREATMENT MODEL (BMTM) AND PARTICIPTATION ACTION RESEARCH MANUAL (PARM)"** and is compiled as follows:

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1.1.2 Establish his Antecedent Events, that is, what are the reasons for him to run away from home

1.1.3 Establish the maintaining stimuli, that is, establish the environmental factors that re-enforce the target behaviour for example. "I run away in order to avoid seeing my father abusing (assaulting) my mother" *et cetera*.

1.1.4 Re-enforcement Hierarchy: This involves the treatment team that is, service provider's personnel, child-in-question, social worker, psychologist, child's parent or guardian, school teacher, church minister and doctor. All of them should ask questions to the child as well as to the parent.

1.1.5 Assessment of the Target Behaviour and its Antecedents: Here the social worker describes the child's behaviour patterns. He/she has to conduct scheduled home visits in order to monitor the child's behaviour adequately.

- 1.1.6 Assessment of Maintaining Stimuli:** Assess whether observing his or her parents fight still makes him/her feel like leaving home.
- 1.1.7 Use creative arts as a means of child therapy;** organise drama as a means of raising community awareness about street children's issues.
- 1.1.8** Apply phases 1, 2 and 3 that are, involved municipality, business sectors and communities in order to share ideas on how to eliminate this phenomenon of escalating street children.
- 1.1.9** Service providers have to be exposed to training courses such as dealing with a problematic child, administration work such as keeping appropriate and proper records.
- 1.1.10** Keep statistics for every street child admitted in your institution so as to track developments including accumulating valuable data on this situation.
- 1.1.11** Separate duties of shelter employees.
- 1.1.12** Each shelter must employ a social worker or Auxiliary Social Workers, nurse and educators. This will create and improve training and education programmes to enhance awareness and knowledge among men and women on their roles as parents, legal guardians and caregivers.

- 1.1.13** Apply curfew laws in order to restrict/discipline lawbreakers such as put an offender in isolation for one (1) week and give a small ration of food.
- 1.1.14** Shelters must have a school either within its premises or outside (depending on transport availability).
- 1.1.15** Service providers should avail themselves to Social Work conferences in order to do presentations and acquire more knowledge on how to deal with problems as they experience them in daily lives.
- 1.1.16** Each child has to be medically examined on arrival at the institution.
- 1.1.17** Network with other drop-in-centres/institutions in order to share knowledge and refer cases to appropriate sectors, for example, when a mentally ill street child is admitted, immediately the shelter transfers that child to the relevant place such as a psychiatric hospital.
- 1.1.18** Formulate street children forums.
- 1.1.19** Call parents for family re-unification preparations.

When you see that the child has improved you can then give the child a self-assessment Questionnaire Survey constructed as follows:

Assessment of Re-enforcement: Construct a Questionnaire that is sensitive and child friendly whereby the child will complete and indicate the specific kinds of behaviours he finds most re-enforcing. Questions such as: a) Name, surname, age, How are you treated in this institution? What do you like **most** in this institution? What do you hate **most** in this institution? Which place is better between living in the street or in the institution? Why is it better in the institution? What activities are you involved in here? Which activity would you like to be added and why? Which activity would you like to be removed and why? When you go back home, what will you do? How will you resist being agitated by things that negatively affect you at home or in the community? Will you encourage any other child to go and experience street life? Where do you see yourself in the future?

BEHAVIOUR MODIFICATION TREATMENT MODEL (BMTM) AND PARTICIPATION ACTION RESEARCH MANUAL (PARM)

The manual entails the information to be used by service providers in order to eradicate the street children phenomenon that is widely experienced world-wide with special reference to the KwaZulu-Natal Province (KZN).

- Take children off the streets as soon as possible.
- Apply early intervention assessment plan that involves the following:

Interview child as he first enters the institution: Obtain information of his historical background that is his/her name, surname, age, standard of education, his parent(s) names, Residential address, telephone contact, employment status of parents/relative.

Establish the Target Behaviour, that is, frequency, intensity and pattern of behaviour, that is, how often has he absconded from home;

Establish his Antecedent Events, that is, what are reasons for him to run away from home.

Establish the maintaining stimuli, that is, establish the environmental factors that re-enforce the target behaviour, for example, “I run away in order to avoid seeing my father abusing (assaulting) my mother” *et cetera*.

Re-enforcement Hierarchy: Here involve the treatment team that is, service provider's personnel, child-in-question, social worker, psychologist, child's parent or guardian, school teacher, church minister, doctor. All of them should ask questions to the child as well as to the parent.

Assessment of the Target Behaviour and its Antecedents: Here the social worker will describe the child's behaviour patterns. He/she will have to conduct scheduled home visits in order to monitor the child's behaviour adequately.

Assessment of Maintaining Stimuli: Assess if he/she observes parents fighting does he/she still feels like leaving home.

1. **Use creative arts as a means of child therapy;** organise drama as a means of raising community awareness about street children's issues.
2. Apply phases 1, 2 and 3 that involve municipality, business sectors and communities in order to share ideas on how to eliminate this phenomenon of escalating street children.
3. Service providers have to be exposed on training courses such as dealing with a problematic child, administration work such as keeping appropriate and proper records.
4. Keep statistics for every street child admitted in your institution so as to track developments including accumulating valuable data on this situation.

5. Segregate duties of shelter employees.
6. Each shelter must employ a social worker or Auxiliary Social Workers, nurse and educators. This will create and improve training and education programmes to enhance awareness and knowledge among men and women on their roles as parents, legal guardians and caregivers.
7. Apply curfew laws in order to restrict/discipline lawbreakers, such as put an offender in isolation for one (1) week and give small ration of food.
8. Shelters must have a school either within its premises or outside (depending on transport availability).
9. Service providers should avail themselves on Social Work conferences in order to do presentations and acquire more knowledge how to deal with problems as they experience them in daily lives.
10. Each child has to be medically examined on arrival at the institution.
11. Network with other drop-in-centres/institutions in order to share knowledge and refer cases to appropriate sectors for example, when a mentally ill street child is admitted, immediately the shelter transfers that child to the relevant place such as psychiatric hospital.

12. Formulate street children forums.

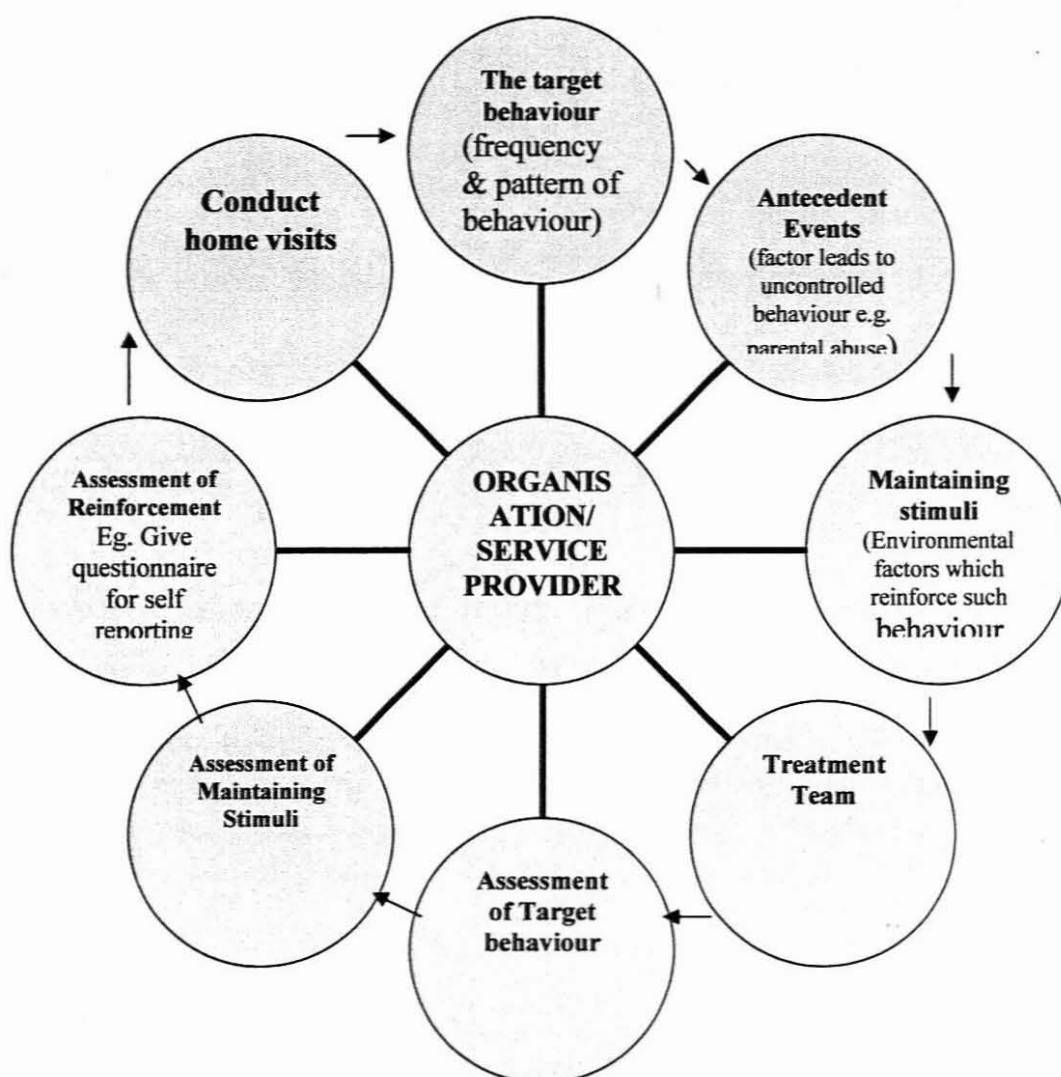
13. Call parents for family re-unification preparations.

When you see that the child has improved you can then give a child a self-assessment Questionnaire Survey constructed as follows:

Assessment of Re-enforcement: Construct a Questionnaire whereby the child will complete and indicate the specific kinds of behaviours he finds most re-enforcing (*see p193*). Questions such as: a) Name, surname, age, How are you treated in this institution? What do you like **mostly** in this institution? What do you hate **mostly** in this institution? Which place is better between living in the street or in the institution? Why is it better in the institution? What activities are you involved in here? Which activity would you like to be added and why? Which activity would you like to be removed and why? When you go back home, what will you do? How will you resist being agitated by things that negatively affect you at home or in the community? Will you encourage any other child to go and experience street life? Where do you see yourself in the future?

This behaviour modification model is being illustrated in the following diagram shown below.

BEHAVIOUR MODIFICATION MODEL



2. PARTICIPATION ACTION RESEARCH

This document is produced to go hand-in-hand with the Behaviour Modification Treatment Model (BMTM) to assist service providers to provide successful reunification programmes to street children with their families/households. For the purpose of this manual, in compiling information on PAR extensive use of the book *“RESEARCH IN PRACTICE: APPLIED METHODS FOR THE SOCIAL SERVICES”* was

used (Terreblanche and Durrheim, 2002). Nevertheless readers can get more authors who have written about the same subject matter.

2.1 The Origins of Participation Action Research (PAR)

PAR commenced in the 1980s by a number of health professionals, among others, nurses, social workers, psychologists, doctors and dentists.

These professionals named themselves as the Organisation for Appropriate Social Services in South Africa (OASSSA).

They were fighting the white urban organisations (during apartheid government era) to stop ascribing the ill-health of South Africans, mostly black population, to unhealthy and unhygienic lifestyles.

OASSSA focused mostly on poverty and deprivation as causal factors.

OASSSA also embarked on a programme of providing health care to those whom the state deemed to be their enemies.

- Encouraged empowerment no longer charity.
- Ceased to view the poor as objects but as subjects.
- Changed poverty as economic problem to poverty as multidimensional issue.

2.2 The Central Characteristics of PAR

- PAR is a word that means very different things to very different people in very different circumstances.
- It includes a continuum from passive ‘participant observation’ to ‘action research’ and all different steps in between.
- Participation Research Techniques as applied in rapid appraisal and development practitioners such as Non-Profit Organizations or Community Based Organizations.
- PAR uses the bottom-up approach and no longer the top-down approach.

2.3 Participatory Research

- Participatory Research can be both Qualitative and Quantitative in nature.

It involves Participatory Observation-----Participatory Research-----
-Participatory Action Research. All these three (3) categories indicate the involvement or action of the Researcher in Reality under study.

2.4 Major Differences between Participatory Research (PR) and PAR

- In PR *participation* is understood as including the view, perception of problems and solutions as defined by the research subject in the research results.
- Empowerment can be an objective, but this is not necessarily the case.
- In PAR *participation* is a lot more: the research subjects participate in all the steps of the research cycle, including the problem formulation

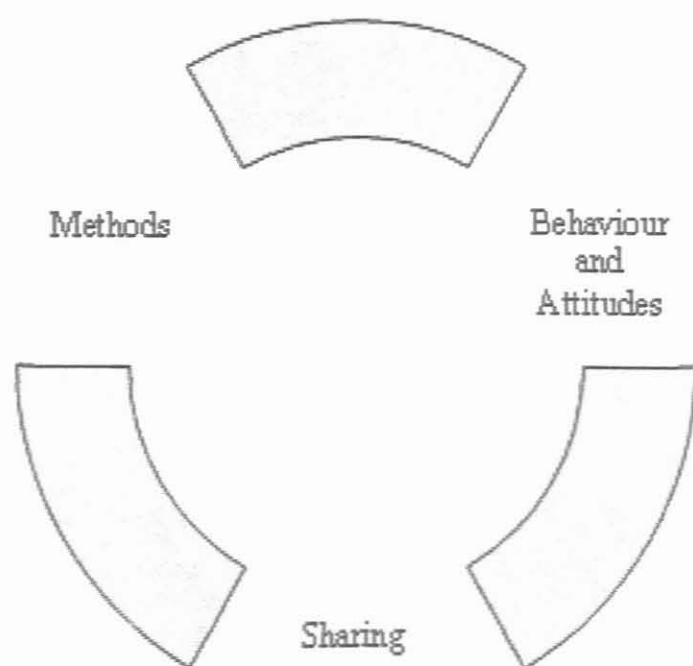
2.5 Discoveries of Participatory Action Research

- The poor have a greater capacity to map, model, quantify and estimate, rank, score and diagram than outsiders.
- Importance and power of participatory diagramming and visual sharing: It allows cross checking, the information is visible and public.
- It motivates, empowers and leads to an increased ownership.

2.6 Reversals in PAR

- From closed to open: PAR is constant adaptation
- From individual to group
- From verbal to visual
- From counting to comparing
- From extracting to empowering

2.7 Three (3) Pillars of PAR



2.8 PAR Limitations

Make sure that you do not generate expectations you cannot fulfil. “If the researcher just conduct PAR only to generate information, and does not go back to the subjects, he does not launch any activities with that information, the community does not benefit out of their contributions that will be definitely a BAD way of using the community and can even be interpreted as exploitation.

RESEARCH QUESTIONNAIRE

A) INTERVIEW WITH SERVICE PROVIDERS

1. Name of Institution:.....
2. Public/Private.....
3. When Established:.....
4. Urban/Rural:.....
5. No. of Street Children in this institution.....
6. Age of the eldest child(ren):.....
7. How many admissions per week/month?.....
8. How many absconders per week/month?.....
9. How many staff members in this institution?.....
10. What is the highest qualification of staff members?.....
11. Are they trained for this job? Yes { } No { }
12. Do you have reunification programmes? Yes { } No { }
If yes, what are they?.....
.....
13. Are the reunification programs currently evaluated? Yes { } No { }
If yes, how do you evaluate their effectiveness?.....
.....
14. How often are they evaluated?.....
15. Do parents participate during program evaluation? Yes { } No { }
If yes, what are their input?.....
.....
If no, why?.....
.....
16. Do you consult with the children's parents? Yes { } No { } Sometimes { }
17. Do children abscond during institutionalization? Yes { } No { }
If yes, what is the cause to abscond?.....
18. Do you ever make follow-up whether they reunite with their families?
Yes { } No { }
19. How do you think children can be prevented from being in the streets?.....
20. In your opinion what do you suggest can make an effective reunification program?.....
.....

B) INTERVIEW WITH STREET CHILDREN

21. Name and Surname:.....
22. Gender:.....
23. Age:.....
24. Religion:.....
25. Std of Education:.....
26. Place of origin: Rural/Urban:.....

27. Do you have both parents? Yes { }No { }

28. Are they married? Yes { }No { }

29. Do you live with both of them? Yes { }No { }

If no, with whom do you live?:.....

30. Do you have siblings? Yes { } No { }

If yes, how many?.....

31. Who is working at home?.....

32. Does the employed person support home? Yes { }No { }

If no, how do you survive?.....
.....
.....

33. Why did you run away from home?.....
.....
.....

34. How long have you been on the street?.....

35. Since when have you been institutionalized?

36. Have you ever absconded from the institution? Yes { } No { }

If yes, why?.....
.....
.....

If yes, where did you go to?.....

37. Are you exposed to any activities/programs in this institution? Y/N

If yes, are they interesting to you? Y/N

38. Are you involved during the evaluation of reunification programs in this institution? Yes { }No { }

39. In your opinion what do you suggest can make the reunification program be effective?.....
.....
.....

40. When you leave here are you ready to reunite with your family? Yes{ }No { }

If no, why?.....

.....
.....
.....

41. What are your future plans (long-term goals).....
.....
.....

42. Do you know of any child who is in the street? Yes { } No { }

If yes, where can that child be found?.....

C) INTERVIEW WITH FAMILY MEMBERS/HOUSEHOLDS

43. Name and Surname:.....

44. Gender:....

45. Age:.....

46. Marital Status.....

47. Standard of education.....

48. Religious Affiliation.....

49. Employment status.....

50. Relationship with the child Good { } Bad { } Worse { }

51. How many children do you have?.....

52. How many of your children attend school?.....

53. What made your child leave home?.....

54. When was your last contact with the child?.....

55. Are you prepared to reunite with your child? Yes { } No { }

56. Have you been in contact with the institution on family conference?
Yes { } No { }

57. Does the school involve you when evaluating its reunification programs?
Yes { } No { }

58. What do you recommend the institution can do to improve its reunification
program's effectiveness?
.....
.....
.....

CASE STUDIES

D) INTERVIEW WITH REUNIFIED CHILDREN

59. Name and Surname:.....

60. Gender:.....

61. Age:.....

62. Marital Status:.....

63. Religious Affiliation:.....

64. Standard of Education:.....

65. Employment Status:.....

66. How is your relationship in this family? Good { } Better { } Best { }

Justify your answer:.....

67. What have you achieved so far?.....

68. How is your input in eradicating street children phenomenon?

69. What is the family/household's general comment on your behaviour?

70. What do you recommend the institutions can do to improve their reunification programs?

Enquiries: S.J. Magagula

22 April 2005

Telephone No.: 035-906272 / Cell 0725459313

Fax No.: 035-9026082

The Assistant Director
St Joseph's Children Home
ESHOWE
3815

**REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY IN
YOUR INSTITUTION: JUNE 2005.**


**RESEARCH TITLE: EVALUATION OF REUNIFICATION PROGRAMMES
RENDERED BY SERVICE PROVIDERS IN RESPECT OF STREET
CHILDREN WITH THEIR FAMILIES/HOUSEHOLDS.**

I kindly request for the permission to come and conduct the abovementioned research study in your institution in June 2005.

I strongly believe that the study will be of great benefit to your intervention programs once completed.

Thanking in advance for your kind cooperation.

Yours sincerely


SIBONGILE JOYCE MAGAGULA (MRS)

Enquiries: S.J. Magagula

22 April 2005

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SIBONGILE JOYCE MAGAGULA (MRS)



St. Joseph's Children's Home

P/Bag 506

Eshowe, 3815

Tel/Fax 035/4765994

25 June 2005

Mrs. S. J. Magagula

We write this letter to respond from your request to come in our institution.
You are mostly welcome to conduct your Research Study in our Children's
Home, anytime you want to come and do something don't hesitate to call us.

We are looking forward to see you.

yours sincerely

T. H. Gwensa (Sr. Felicity)
Social Worker

ST. JOSEPH'S CHILDRENS HOME
MBONGOLYANE
PRIVATE BAG X006
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KwaZulu-Natal, South Africa

