

**AN EVALUATION OF SOCIAL GRANTS IN SCHOOLS IN
KWADUKUZA DISTRICT OF KWAZULU -NATAL**

By

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DECLARATION

I declare that “ An evaluation of social grants in schools” is my own work and all the resources that have been used or quoted have been indicated and acknowledged by means of complete references.

S'thembile P. Shabalala

Date

DEDICATION

This piece of work is dedicated to my late parents, my loving mother **Gladys (uMaDube)** who passed on in 2007 and my caring father **Vusumuzi Ngcobo** (passed on in 2013) who were motivating me to finish this study no matter how long it takes.

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10. Above all, giving all the Praise to the Omnipotent, Almighty God, for granting me strength and wisdom to complete this study. **“THE LORD IS GOOD.”**

SUMMARY

The study set out to investigate the importance of co-operation in an evaluation of grants handling in schools. The following objectives were formulated:

- (a) To evaluate effectiveness of the current systems in handling grants in schools in Ilembe district, Lower Tugela circuit in uMhlali and kwaDukuza ward in KZN.
- (b) To propose effective strategies to improve partnership between Department of Social Development and Department of Basic Education in handling social grants in schools.

In order to investigate the aims of the study of evaluation of handling grants, questionnaires were distributed to educators, social workers and parents. The instrument was administered to a sample of 90 respondents consisting of educators, social workers and parents in Groutville area, KwaDukuza ,in KwaZulu Natal.

Data was analyzed and interpreted. The study came to the following conclusions:

1. The majority of educators feel that school grants handling is ineffective as learners on grants are not attending school satisfactorily
2. The study also concluded that caregivers are only interested in social grants and not in assisting learners with their school work.
3. The majority of learners on grants do not perform well in schoolwork because of conflict between the relatives, caregivers and learners, and as a consequence, their performances and progress in their schoolwork are affected.
4. Most parents that are caregivers lack support and assistance from the Department of Social Development with regard to the challenges that they face owing to lost or misplaced documents.
5. The study indicates that there are households that are unattended and where orphans suffer because it is not clear who is responsible for them.
6. The study also concludes that schools do not clearly provide support with regard to the learners and caregivers as far as grants are concerned.

7. Social development officials do not visit schools as required; they collect information about the learners by means of forms submitted by parents.
8. Learners who are mothers that are still attending school are left behind with schoolwork as they have to collect their grant payments during school time.
9. There is a need for improvement in the present handling mechanisms or systems of grants at schools.
10. It is necessary to develop close teamwork in handling these grants for the benefit of the learners
11. The current ways of handling grants in schools are not effective and efficient.
12. The Department of Home Affairs needs to work closely with Department of Social Development to find ways to improve accessibility to birth certificates in order to reduce delays in processing new registrations and renewal of grants..

Finally the study concluded that the service delivery rendered by the Department of Social Development in handling school grants needs improvement.

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CHAPTER 1

GENERAL ORIENTATION TO THE STUDY

1.1 INTRODUCTION

In South Africa, there are laws that protect children and address the rights and responsibilities of children. Children have the right to basic education, to have shelter and to be protected from any abuse by adults (Barrett & Kubayi 1998: 37). The rationale for this focus is that most problems experienced by children with regard to grants, in turn, manifest as problematic classroom behaviour confronting teachers to solve.

The departments responsible for handling grants are the Department of Social Development and the Department of Basic Education. These departments operate independent of each other. Social Development deals with grants and the welfare of the people, while Education focuses on teaching and learning. The focus of this study is on the administration and handling of children's grants. The recipients of grants should benefit from the manner in which these grants are administered.

The government provides social assistance, also known as grants, to children whose parents are unable to support them. These grants are administered by the provincial welfare departments in terms of the Social Assistance Act 59 of 1992. There are three types of children's grants available for children in need. These are child support grants, foster care grants and care-dependency grants (Barrett & Kubayi 1998: 189).

Although such grants are provided for needy children, the researcher is of the opinion that actual use or deployment of such fund, in the hands of foster parents or care givers, needs closer monitoring. Karen & Ashwan (2007 292) state that in order for a grant to be received, a child is placed with a foster family. Foster families provide substitute care for a defined or extended period when parents or legal guardians are unable to care for a child.

The screening of foster parents is done by social workers. The social worker will recommend to the court that the child be placed in care with foster parents, who have already been screened. Fostering is usually for short period.

Foster children's grants target children placed in the care of a foster parent or care giver. A foster parent is any person in whose custody a child has been placed in terms of the Child Care Act 74 of 1983. The Child Care Act provides for the establishment of a children's court. The children's court may order that a child be placed in custody of foster parents if it is satisfied that a child has no parent or guardian. The foster care grant is paid until the child reaches the age of 18 – or 21 years if she or he is still studying.

Children with HIV/AIDS are also entitled to foster care. Every child in need has the right to be placed in care. Therefore, regardless of a child's HIV/AIDS status, he or she is entitled to placement in a residential facility. If a child is under 14 and his or her status is known, the status can be disclosed to the foster parent or caregiver.

As a result of a weakness in the system, no one checks to make sure that foster parents use the grants for the needs of the child effectively. The abuse of grants impacts negatively on performance in the learning of children. Children come to school being neglected, hungry, unattended sicknesses, home works not done because of the lack of parental support, not neatly dressed and some of the clothes are torned.

The lack of proper handling and the poor administration of grants affect children negatively and learning is therefore often crippled. Care dependency grants are used for the entire family and the child's personal needs are not fully met.

1.1 MOTIVATION FOR THE STUDY

Most of the learners in the following schools: Zilungisele Primary, Aldenville, Dr B.W.Vilakazi, Tinley Manor and Groutville and Nonhlevu High schools in the area of KwaDukuza, KZN under Ethekewini Region, Ilembe district. They are orphans, vulnerable and abused by guardians or caregivers. Although they access grants, needs such as clothing and lunch boxes are often not provided. Other learners are house-heading leaders who are also responsible for their younger brothers and sisters.

There is an increase in school dropouts and teenage pregnancy in high schools situated around Groutville area, where most young mothers think they benefit from the children's

grants yet they make their children and their parents suffer the consequences. Learners are faced with challenges that impact negatively on their schoolwork. Relatives of the children often fight over the 'ownership' of the child so as to benefit from the grant.

This study attempts to highlight the importance of cooperation and partnership between the two government departments that are responsible for issuing grants as well as for the learning of the destitute learners.

1.3 STATEMENT OF THE PROBLEM

Many children live on the streets, throughout the world, and the number is increasing because the knowledge of how to access benefits through grants is lacking (Louise and Tracey: 2005: xi-xiii). Children are neglected and feel unloved and this causes them to become drug abusers. Louise & Tracy (2005) viewed education as the first step towards eliminating poverty and enhancing the quality of life in South Africa. The importance of partnership is emphasized in programmes of supporting the rural community and immediate structures are being used (Oxford 2004:30).

Children drop out of school because of the problems they are faced with. They are not loved and cared for. Some are neglected and others are abused. They are not supported by parents or caregivers in their school work and assignments. This neglect results in poor performance in school as children suffer from unattended sicknesses such as rashes, ringworms, sores and occasional coughs. Children have the right to basic health care.

Orphans staying with foster parents do not fully benefit from the grants as parents or caregivers use the money for other needs. Children on child support grants also do not get their money, since their teenage mothers do not stay with them. Problems encountered by teachers at schools are mostly caused by foster parents who spend grants on their own private items. Learning to these children becomes purposeless and ineffective.

Currently, schools do not have formal social welfare services or school welfare desks directly responding to the problems encountered by both children and foster parents. Bringing Social Welfare to schools will be helpful to all stakeholders, including welfare officials, foster

parents and education officials. Partnership between the two departments can address the challenges of handling grants in schools and serve the best interests of the child.

1.2 DEFINITION OF TERMS

Partnership

Potgieter & Visser (1997:08) define partnership in the business world as “the number of people who have common goals and who co-operate with one another by contributing something of value, for example money or skills to a relationship with the aim of making a profit.”

Barnhart (1996: 1416) defines partnership as “the contract relationship that is created for the focus of sharing the risks and profit of the business.” According to Soanes (2002:660), the term is defined as “an association of two or more people working as partners.”

These definitions emphasize the creation of a bond between the two bodies. Central in this study is the creation of a relationship between the Department of Basic Education and Department of Social Development in handling social grants for school going recipients.

In this study, the term partnership will mean the working together of the two above mentioned departments in monitoring the handling of social grants for the learners.

Evaluation

Cathrine Soanes (2002: 303) refers to evaluation as the form of an idea of an amount or value of. The researcher supports the above definition in the hope that social workers can advise, guide and teach foster parents regarding the utilization of grants for the benefit of learners. Social workers can also give support to children and assist teachers, where possible, with regard to the behaviour of children in foster care.

The current practice is that foster parents send children with application forms for grants to school for the principal or class teacher to tick the child’s performance, whether satisfactory or not. Unfortunately the teacher is not in a position to comment on the learners’ problems, which are emotional, spiritual and physical in nature. Therefore, the researcher feels that shared planned programmes can be drawn up jointly by the two departments so as to capture a record of evidence about the progress of the learner in accordance with time frames for assessing these records and improvising support where necessary.

Handling

Cathrine Soanes (2002: 407) defines handling as the controlling or managing a person or a situation or a means of understanding. The researcher support the definition that the value should be a means of understanding in controlling grants for learners, how are they benefiting the learners and how the caregivers are handling them.

Grants

Barrett & Kubayi (1998:189) define grants as the social assistance provided by the government for people who cannot afford to support themselves. The government invests in children as they are the future citizens. Foster parents remain responsible and accountable for looking after children in their custody. A grant is the money given to people who cannot support themselves (Government Gazette 1996: 02).

Soanes (2002:389) defines grants as a sum of money given by government or a public body to needy people for a particular purpose. Grants are provided by the government for a particular purpose which, in this case, is the provision for children's basic needs. This needs to be monitored in order to achieve the government's objective for which it is intended.

District surgeons are empowered to determine the suitability of the child to receive grants. After satisfying him/herself that the child qualifies, the child is issued with a medical letter, which serves as proof of being eligible for a care dependency grant. Teamwork is recommended for better results, since many processes are involved. The departments of Basic Education and Social Welfare need to strengthen their relationship in order to enhance teamwork.

1.5 PURPOSE OF THE STUDY

- (a) To evaluate effectiveness of the current systems in handling social grants in schools.

- (b) To propose effective strategies to improve partnership between the two government Departments in handling social grants in schools.

1.6 RESEARCH QUESTIONS

- (a) How effective are the current systems in handling social grants in schools?

- (b) What strategies can be adopted to improve partnership between the Departments of Social Development and Basic Education in handling of the social grants?

1.7 THE SIGNIFICANCE OF THE STUDY

At the end of the study, the researcher expects to achieve the following outcomes:

Improvement of communication between the Departments of Social Development and Education.

Development of teamwork between the two Departments.

Provision of workshops for foster parents on how to protect foster children and to motivate them to give love and care to their charges.

Ensuring that area social workers are known to both foster parents and teachers for the purpose of consultation.

Ensuring that schools realize the need of having nominated teachers to take charge of learners' welfare and to liaise with the area social workers in the interests of the learners. Establishment of work programmes jointly drawn up by both departments' officials, with timeframes to monitor and ensure the effectiveness of grants. Through teamwork, social workers will be better able to access reports from the learners' welfare teachers, rather than having to go from school to school to find such reports.

Feedback from schools and foster parents' queries will be received faster because the contact will be direct.

Monitoring will be done at an early stage concerning grants to foster parents or children. The problem of school dropouts will be addressed and the numbers of these will be reduced after the implementation of the above proposed mechanisms.

Foster parents will know at an early stage whether they meet the child's needs and whether the child is comfortable staying with that particular foster parent. Teachers will be motivate

and have all the information as to when, to whom and how to report any instances of child neglect and abuse at an early stage, through the implemented recommendations.

Through this study, the researcher hopes to ensure that the proposed mechanisms develop the necessary partnership to strengthen the monitoring strategies between the two departments. The researcher also hopes that the study has proposed an effective way of distributing foster grants to schools.

Through implementation of the proposals, foster parents will be able to see the need for supporting and assisting children with love to do their homework. Learners' performance will thus be improved and teaching and learning will become more effective.

The researcher is of the opinion that learners in schools will perform better in their learning because of enhanced support from the foster parents and that they will be better provided with regard to other school needs, such as funding for excursions and clothing.

With the implementation of above suggestions, the study should prove to bear fruit for all of the departments concerned; better citizens will be molded and the government's outcome of providing foster grants will be achieved.

1.8 METHODS OF INVESTIGATION

Methods of investigation will include the following:

1.8.1 LITERATURE REVIEW

The project involved an intensive study of existing literature, including published books, newspapers, journal articles, unpublished dissertations and theses as well as any other material that contains information relevant to the topic.

1.8.2 EMPIRICAL STUDY

In addition to the literature study, empirical data was collected by means of a questionnaire administered to educators, parents and welfare officials. Permission was obtained from authorities in the Department of Basic Education in Lower Tugela Circuit, Kwa-Dukuza area, to conduct research. The researcher visited schools in question to distribute questionnaires that were collected at a later time.

1.9 DELIMITATION

The research was conducted in the eight black primary schools and the two high schools that fall under the Lower Tugela Circuit of the Ilembe District

1.10 THE SAMPLE

Four primary schools were selected in the Lower Tugela Circuit of the Ilembe District. These schools are situated in the semi-rural region in Kwa-Dukuza, which falls under the Lower Tugela Circuit. Ten educators were selected from the schools as part of the pilot study, while eight parents and two social workers were each given a questionnaire. The total participants in the pilot sample is twenty.

The final study consists of six schools, forty educators, ten social workers and forty parents, with the total of ninety participants.

1.11 THE PILOT STUDY

A pilot test formed part of an important phase of the study which random sampling was implemented. The pilot test was conducted in four black primary schools in the Ilembe District that did not form part of the final study. Ten randomly selected educators, eight randomly selected parents, and two area social workers formed part of the pilot study. A total of twenty respondents were used in the pilot study. Schools were Mavivane, Nkukwini, Lloyd and Melville, under KwaDukuza ward.

1.12 ANALYSIS OF THE DATA

Data obtained from the target group or area through empirical research was analyzed.

1.13 CHAPTER OUTLINE

Chapter One

This chapter consists of the following subsections: introduction, statement of the problem, definition of terms, aims of the study, research questions, significance of the study, method of investigation and delimitation of the study, sample, pilot study, and analysis of data.

Chapter Two

Chapter Two provides the introduction, types of grants accessed by children, historical overview of social grants in South Africa, current procedures and monitoring mechanisms of grants, challenges in administering grants, and difficulties experienced by parents in accessing grants, negative effects on children not receiving grants, findings of other researchers, conclusion and references.

Chapter Three

This chapter deals with the details of the research methods, which include: introduction, purpose of the study, research questions, the research design and procedures, sample and sampling procedures, planning for administration of the research instrument, pilot sample, administration of the instrument, results of the pilot study, distribution of subjects in the pilot sample, the final sample, administration of the instrument in the final sample, the research instrument, planning for data analysis and conclusion.

Chapter Four

Data collected is analyzed in this chapter. Data is presented in the form of tables accompanied by brief explanations of each table.

Chapter Five

This chapter contains the final findings with regard to objectives of the study. The chapter furthermore presents the summary, the recommendations and the conclusions of the study.

CHAPTER 2
AN EVALUATION OF SOCIAL GRANTS IN SCHOOLS IN KWADUKUZA
DISTRICT OF KWAZULU NATAL

2.1 INTRODUCTION

This chapter investigates the children's grants from a historical perspective and examines the effectiveness of the current mechanisms. The chapter also presents an historical overview of the grants in South Africa. Grants are fully described and defined. Furthermore, the chapter examines the challenges in accessing grants as well as the administration of grants.

Cosmas (2003:08) finds that the Minister of Social Development is concerned about the current state of the orphans in the country. The 2001 White Paper on Early Childhood Development (E.C.D.) estimates that 40% of children in South Africa grow up in conditions of neglect and poverty, which affect school results.

Louise & Tracey (2005: xii) state that, worldwide, over forty million children live on city streets. The number in South Africa increases daily. In such a hostile environment, children are exposed to a high level of abuse, neglect, physical violence, rape and substance abuse. Foster parenthood sometimes causes problems to the family members who treat the foster child as an outsider in relation to the rest of the family. The child feels unwanted, and as a result performs poorly in school.

The Department of Basic Education is concerned about poverty. The Departments of Social Development together with the South African Social Security Agency (SASSA) are responsible for distributing social grants. As from 01 April 2006, the responsibility for the management, administration and payment of social assistance grants was transferred to the South African Security Agency. Strydom and le Roux (2001:171) observe that South Africa is faced with an ever growing number of abandoned children left with no means of support. Poverty is common, especially in rural areas. Social grants are one of the ways in which the government spends the tax money to help people who are most in need. Barret & Kubayi (1998:189) state that the Government provides social assistance or grants to children whose parents are unable to support them.

These grants are administered by the Provincial Welfare Department under the Social Assistance Act of 1992. Hence, Barrett & Kubayi (1998:26) state that South Africa must aim to bring in statutory measures to bring grants in line with those of other countries.

The Organization of African Unity's (OAU) charter on the Rights and Welfare of the child was signed by South Africa in October 1997. As a consequence, South Africa is now bound by the charter provisions. In recognition of children's special needs and vulnerabilities, the state must see to it that laws are in place to provide for the protection, education and the care of children.

The South African Constitution Act 108 of 1996 also makes provision for the protection of children. It provides everything done by the state administration or any public body which affects children must be in the best interests of the child. Section 28 of the Constitution focuses on the rights of the children. It contains fundamental provisions which have been developed in international treaties for the protection of children. Barrett & Kubayi (1998:32) also emphasize that the Constitution provides that children have the right to grow up with dignity and a feeling of self worth. Secondly, they are entitled to be protected from any form of abuse. Thirdly, children are entitled to make decisions about their own lives. Deviating from the above, children are not being listened to concerning their placement with foster parents. In addition, no mechanism is in place to monitor a child's progress in the new family.

According to Section 28 of the constitution, every child has the right to family care or parental care or to appropriate alternative care after being removed from the family environment. Every child has the right to basic nutrition, shelter and health care services. He or she has the right to be protected from maltreatment, neglect, abuse or degradation. From Section 28 of the Constitution Act 108 of 1996, it is clear that the onus rests on government to ensure that these rights are implemented to the best interest of the child.

TYPES OF GRANTS ACCESSED BY CHILDREN AT SCHOOL

Karen (2007:272) defines child welfare as the traditional term for a network of policies and programmes designed to empower families, promote a healthy environment, and protect and meet children's needs. Basic goals of child welfare include:

- Help given to vulnerable children with emotional needs.
- Provision of adequate resources to address external conditions, such as poverty and inadequate health care, so that children can develop and thrive in a healthy nurturing social environment.
- Empowerment of families and parents so that they can provide and protect their children effectively.
- Improvement of family conditions involving interpersonal dynamics, communication, and protection of children against substance abuse and conflict.
- Safeguarding children from various forms of neglect and abuse.
- Making permanent family living condition available through the adoption or transfer of children considered in need.

The government's aim is for children to be supported through these grants according to their needs. Due to the lack of partnership in monitoring grants, this aim has not yet been achieved. Partnership remains the sole solution towards removal of the learning barriers confronting children at school.

Three types of grants can be accessed by children at school. They are: child support grants, care dependency grants and foster care grants.

2.2.1 Child support grants

Strydom & le Roux (2001: 172) define child support grants as the money payable to the primary caregiver of the child under the age of 14 years. According to the South African Agency (SASSA) Gazette (2007/8), the amount payable to the caregiver or the mother of the child is R200 per child effective from 1 April 2007 to date. According to Karen (2004:152) the primary purpose of the child support grant is to provide a regular source of income to caregivers of children living in poverty to assist them to meet the needs of the children in their care.

In the absence of a mechanism to monitor grants, teenage pregnancies, school drop outs and a high failure rate in schools are increasing. Teenage girls often absent themselves from school, in order to go and collect the grant payments during school hours and on week days.

Unfortunately, school girls teenagers between the ages of 15 and 20, leave their babies with grandmothers while they collect and use grants for their own needs. For this reason, children are not supported, loved and cared for by the mothers as there is a tendency to spend the money on goods not for use by children themselves.

Most of these children no longer receive love; most are HIV/Aids infected and affected, and thus don't perform well at school. From the above exposition, it becomes evident that child support grants are not used for the intended purpose, namely to help poor children, especially those in the African population (Cosmas, 2003:45).

2.2.2 Care Dependency Grants

The Care dependency grant targets HIV/Aids infected and physically and mentally challenged children. These children have special needs; they need transport because they are weak and suffer because of physical difficulties.

Barrett & Kubayi (1998:194) state that a child must be tested before he or she can attend a special school as the grant is payable until the age of 18 years. Parents or caregivers do not take care of these children. Children with physical disabilities have to walk long distances to the schools, just like normal children do.

These children do not benefit from the schools they attend as teachers are not trained to meet their special educational needs. To make matters worse, caregivers often neglect taking notice of the children's special needs because they access the grant for their own needs. Olivier & Smith (1999: 268) state that these grants lapse when the care dependent child dies or turns 18 or when the child is admitted into a psychiatric institution or care and rehabilitation centre.

2.2.3 The foster care grants

Foster child grants are payable to a foster care parent in respect of a child who has been removed from her parental care due to unfavorable family conditions (Strydom and le Roux 2001:174). A foster parent may be a relative or non-relative with whom the child may be placed under the supervision of a social worker. The placement is temporary and for a

maximum period of two years. In the case of a permanent placement, an application for adoption may be made by the caregiver to the social worker.

Relatives sometimes fight over a child with this type of a grant. It may happen that the child is moved from one relative to another. The child is thus exposed to sexual abuse by caregivers who are relatives. The child becomes withdrawn and fails to perform to the expected level at school. It is clear that caregivers often benefit materially at the expense of the child.

In view of the above unsatisfactory situation, a partnership between the two departments concerned would alleviate the plight of the vulnerable child. Reports made by teachers based on their daily observations and recommendations would improve the child's chances of being cared for. In order to arrive at a solution to the problem under investigation, there is a need to present a historical survey or overview of social grants in South Africa.

2.3 HISTORICAL OVERVIEW OF SOCIAL GRANTS IN SOUTH AFRICA'S SYSTEMS

Strydom & le Roux (2001:171) explain that one of the characteristics of developing countries is poverty, which manifest in street children who survive by begging. Moolan & Wayne (2003:79) observe that extreme poverty is rife in South Africa. As a result, millions of poor children would starve without state support. The child support grant (CSG) provides an important lifeline to South Africa's hungry children.

In South Africa, family conditions are subject to tests in order to qualify to receive social assistance. To qualify for the benefits, the applicant is subjected to the means test before a grant is approved. Section 2 (e) of the Social Assistance Act 59 of 1992 ensures that only families in need receive grants. However, there is lack of monitoring to ensure that such grants reach the children. However, the high rate of failure at schools indicates the increasing lack of support, as children are increasingly neglected and rejected by relatives and foster parents alike.

The State Maintenance grant was phased out in April 1998 with a gradual reduction of benefits paid to beneficiaries over a three year period. This grant was legally paid to the

parent of a child in his or her custody, to a maximum of two children. The State Maintenance grant was replaced by the child support grant (Strydom & le Roux: 2001:172).

Barrett & Kubayi (1998:189) state that the Government provides social assistance in the form of grants to children whose parents are unable to support them. These grants are administered by the Provincial Welfare Departments in terms of the Social Assistance Act 59 of 1992.

The Social Welfare Government Gazette of 2002 states that the following is to be noted: The Department of Social Development handles all grants applications. In cases where Welfare Offices are not available, the applicant has to go to the nearest Magistrate's Court. The documents required with the application, are the identity document or 13-digit birth certificate document obtainable from the Department of Home Affairs, the immunization card, and proof of household income. In the case of a primary-care giver, proof of permission to look after the child is required as well.

According to Moolan & Waylie: (2003:96), the South African government's budget gave priority to reducing poverty and vulnerability by extending the child support grant and increasing spending on primary school nutrition programmes, hospital buildings and equipment.

2.3.1 COMPARISON IN GRANTS HANDLING FROM OTHER COUNTRIES

2.3.1.1. GRANTS HELP IN CHILDREN STAY IN SCHOOL IN (RSA)

Department of Social development in Pretoria ,says that poor children who receive grants tend to stay longer and perform better compared to poor children who get no financial support at all.

Ssewamala:(2013) a University of Columbia Associate Professor of Social Work and International Affairs, presented research findings from Uganda arguing that poor children who receive financial support perform better at school.

Manager at the Department of Social Development, Thabani Buthelezi, also supported the professor's view. Buthelezi presented research findings of South African child support grant on poor children. The independent survey, commissioned by the department, found that a

child who received a grant was more likely to receive better results at school, notably at mathematics, among others.

For government the policy implication was that the child support grant be extended to reach all the poor households in the country.

2.3.1.2 GRANTS IN SPAIN

According to Van der Leek:(2013), the Spanish government requires Spanish schools to attempt to educate special needs children with mainstream schools if the facilities exist and schools are awarded grants if they have integration teachers, speech, therapists and other specialists on the staff. If the child has been assessed and be found in need of assistance, the child and parent may be sent to a Center for Special Needs.

At the centre the child undergoes a variety of tests by a doctor and social worker to determine the child's level of need. Once the tests are complete, the professionals evaluate the child and discuss results with the parent. A grant will be given for treatment with physiotherapy and other specialist assistance which will help with the placement in a special-needs school if the child's mainstream school is unable to provide the education. Re-assessments are made every few years to determine if the child is in need of additional assistance

2.3.1.3 GRANTS IN ENGLAND

In England the researcher states that whether your child is going to school, college or university , help is available with the costs of their education.

The following help is available and granted accordingly:

Funded pre-school education

The fund is available in nursery schools, primary schools with nursery classes and some voluntary and private playgrounds and nurseries. Free places are available for over 90 per cent of children in their immediate pre-school year. Most places are available for at least two and a half hours per day, five days per week for at least 38 weeks during the period September to June.

Free place at school

All children between the ages of 4 and 16 are entitled to a free place at school. Depending on your circumstances, extra help might be available for with the costs of school meals, uniform or transport.

Free school lunches and milk

If you receive income support, income-based Jobseekers Allowance, income related Employment and Support Allowance or certain other benefits, your child could be entitled to free meals.

Help with uniform costs

Families who are on benefits or on low income could be entitled to clothing grants from their local education and library board to assist with the cost of school clothing.

Assistance with school transport

If the nearest suitable school for your child lies beyond a set distance, your local education and library board may provide assistance with transport.

Help with sixth form and further education costs

If your child wishes to stay on in school, college or training after GCSEs, they could be eligible for Education Maintenance Allowance (EMA). EMA is a weekly payment of up to R300 a week depending on household income, which is paid directly into your child's bank account. If you claim benefits, these will not be affected by any EMA payments.

Help with other costs from 16-19

Other types of financial help for young students include assistance with transport costs, child care costs and help with buying books or other learning related material.

Claiming benefits for over 16years old in full time education

If your child is aged between 16 and 19 and is still in full time education ,or on work –based employment programme, then you can still claim Child Benefit, Child Tax Credits, and any other benefits for dependants for any other benefits for dependants you may receive.

If your child's course continues after they reach 19, you can continue to get Child benefit and Child Tax Credits. But once they complete their course or they reach 20, you will stop receiving these and any other dependants' benefits.

Help with university and higher education costs

Help for students in university or higher education include student loans, grants and bursaries.

The role of parents, spouses and partners

If you are the parent, spouse or partner (sometimes referred to as ‘sponsor’) of student, you may be expected to make a contribution toward their costs while they are at university or college.

2.3.1.4 GRANTS IN BRAZIL

According to Van der Leek, (2013), social grants are a hot potato. Northern European countries are much higher than South Africans, he further states that it is interesting that the entire nation shares in the welfare. The luxury of living in a developed country is that everyone contributes and everyone benefits.

The researcher state that social grants in this context are an important tool not just to uplift the poor, but also to better transform the most disenfranchised of our countrymen into real role- playing citizens. Furthermore, the focus ought to be giving more welfare, not less and allowing more to benefit from welfare, not fewer.

Brazil’s grants system pays between R150 and R1,500 a month, depending on family earnings and the number of dependants. Subsidies are paid only to women, as women are seen as crucial to a household’s health and management, and the money is paid on the condition that children stay in school and are vaccinated.

Brazil’s approach is of attaching conditions to welfare grants. Given the poor quality of South Africa’s education, and high- school dropout rate, schooling ought to be the first conditions. Mothers should be incentivized to keep their dependants in school. This improves their potential employability.

2.3.1.5 MEXICO

According to Marc,(2013), handing out cash rather than food or other basic survival supplies to the needy is a fairly recent phenomenon that began in several countries including Mexico.

Transferring of cash to those who desperately need it is provided to have more dramatic and long-lasting effects than simply keeping the wolf from the door for the poorest of the poor. Adato, who has researched the impact of cash transfers for many years, says the notion of cash handouts as unsustainable and wasteful has “increasingly been discredited.

Cash grants are now being seen as part of a comprehensive development strategy as opposed to just a safety net” Because of the impact of these grants are having on human capital, they are contributing to sustainable development.

2.3.1.6 OTHER AFRICAN COUNTRIES

The African countries have social protection programmes and are growing both in numbers and in sizes. Some of these countries are Kenya, Zambia, Lesotho, Mauritana, Malawi, Mali, Niger, Zimbabwe and Senegal , are expanding their programme. The child support grant in South Africa, now expanded to include 17 year –olds, reaches 11 million children.

The Transfer Project, a study on impact of the grants in many of these African countries led by UNICEF, showed that the quality of life of people receiving cash transfers improved significantly. Respondents in Zambia, Ghana and Malawi all reported being happier with their lives. Research showed that recipients in these countries were eating better too.

A wide ranging evaluation of the South African child support grant showed that adolescents who received the grant were 63 percent less likely to range to engage in risky sexual behavior such as having transactional sex with older men, thereby reducing their chances of teenage pregnancy, dropping out of school and contracting HIV. The study showed that there was a drop in alcohol and drug consumption among both male and female adolescents.

Furthermore, Marc: (2013) states two main criticism of cash transfer programmes as they are not creating jobs and they can be misused by beneficiaries. Critics may assume that spending money on items such as cell phone or hair salon seems wasteful.

The researcher said these may be important purchases to make when trying to find work and make oneself more presentable for the job market, as the data shows that the poor make the right choices, and it is said that there should be a stop in trying to nanny them.

The findings in the study is about the ghost beneficiaries and bribing of officials when conditional grants are given. Sometimes corruption takes place at the interface where the money changes hands.

Having looked at the historical overview of social grants available in South Africa, and internationally, we shall now examine current procedures and monitoring mechanisms applicable to child grants in South Africa.

2.4. CURRENT PROCEDURES AND MONITORING MECHANISMS IN HANDLING CHILDREN'S GRANTS

Social assistance is an income transfer in the form of grants or financial awards provided by government. Social assistance is provided to qualifying children in the form of child support grants, care dependency grants and foster child grants.

Grants applications are submitted to the South African Social Security Agency (SASSA) nearest to where the qualifying applicant lives. A family member or a guardian can apply on behalf of a qualifying child. The application must be completed in the presence of an officer from SASSA. A receipt is given as proof of application. If the application is not approved by the SASSA Office, the applicant is informed in writing as to why the application was unsuccessful.

The applicant has the right to lodge an appeal to the Social Development officials within 90 days of notification of the rejection of the application. The appeal has to be lodged in writing with the Minister of Social Development. If the appeal is successful the grant is paid retrospective to the date of initial application and not the date of appeal. In this case, the Department of Social Development will award the grant without a follow up. Again, this lack of follow-up makes the child vulnerable to oppression and intimidation by the members of the family and it is unlikely that he or she will tell about what is happening in the house.

Methods of collection are through cash payments, payments at the post office or through electronic banking. If the applicant is unable to collect the grant personally, provision is made for the nomination of a procurator to collect the grant on behalf of the grantee. An important control mechanism is through the suspension of a grant. In most cases a grant is suspended

when there is a change in the circumstances of a grantee. Usually such a change of circumstances comes to the attention of the department as a result of a periodic review. The department regards failure to notify it of a change in circumstances as an act of fraud.

Most of the grants lapse when the applicant has not claimed the grant for three consecutive months. Secondly, the grant lapses when temporary disability has ended. In addition, the grant lapses if the beneficiary is absent from the Republic for a continuous period of longer than six months. Due to the above, Government continually revises policies and procedures so as to accommodate challenges in the administration of grants.

2.5 CHALLENGES IN ADMINISTERING SOCIAL GRANTS

Olivier & Smith: (1999:266) identify the following weaknesses or gaps in the child support grant system:

Small benefits of the grant are not linked to the needs of poor children or the costs of their support. There is no clear commitment to link the grant to inflation levels.

The means test does not correspond with prevailing poverty levels among children. As a result it excludes a significant number of poor children in the eligible age group from support. The means test is based on the primary care-givers household income. Done in this way, the test discriminates against children in larger households, where most poor children live.

The means test and some of the conditions applicable to the grant have negative gender implications, especially where the primary care giver cannot provide the required proof of household income.

The means test and the excessive conditions pertaining to the grant make the administration of the grant complex, time consuming and less transparent and accountable.

Regarding foster child grants, the Department of Social Development is fully responsible for monitoring and supervising these grants as well as for screening suitable foster parents for the needy child. The researcher notes with concern the following constraints. The volume of applications for these grants is high. As a result, officials are overloaded with paperwork. It

therefore comes as no surprise that the monitoring and screening of suitable foster parents is done ineffectively. If the foster parent dies, the grant is transferred to the next foster parent, who might soon die as well. In this case the child suffers, and at the end she becomes the head of the household and is exposed to all types of abuses.

The provision made for shelter of orphans and children without accommodation and food falls under cluster foster homes. Children are kept in different houses and in groups, where parents can be responsible for them. The department pays their grants to the institutions they are living in to cover maintenance of the home, groceries and other needs for the homes. House parents are supposed to be monitored by the National Child and Youth Care workers, but in practice, this is not the case. No monitoring takes place and house parents do as they please. Being thinly spread, officials are unable to monitor all the homes in good time to keep a proper check. As a result, the best that officials can do is damage control, when a crisis is already at hand.

The role of social workers remains that of assessing the circumstances and the risk factor in the child's own family, and in determining the necessity of removal from the home. They also have to assess the child's needs and anticipated behavioural problems in placing the child with a foster family that can best meet those needs. Social workers also screen the prospective foster parent, open and finalize Children's Court Enquiries to the commissioner of Child Welfare.

Grants accessed by children, namely child support grants, foster child grants and care dependency grants, are exposed to challenges that affect the benefits of the children. Mothers often use the grants for their own needs while their children are with their grandmothers. Foster parents are often more interested in the grants more than in the child who gives access to the grant.

Documentation, such as a child's birth certificate, is seldom available, since mothers stay apart from the children but receive the grant for her own individual benefit. As a result, grandmothers and relatives, who are foster parents, often experience problems such as a lack of cash to make basic purchases for the child. The problem of lack of money is more acute in the case of children heading households. Margie & Onford (2004:30) argue that children

heading households are at risk. In an effort to make a living and to provide for their siblings, they end up stealing. Against this background it becomes obvious that children in such circumstances become vulnerable to drug abuse and sexual exploitation.

Strydom & le Roux (2001:20) conclude that the ongoing retrenchments, lack of new jobs as well as the HIV/ Aids pandemic all combine to increase the strain on the Department of Social Development's budget. The strain stretches even further than the outstanding waiting lists and delays in the processing of grants.

Karen (2004: 153) observes that, compared to developed countries, South Africa has a poor track record with regard to social indicators such as health, education, safe water and fertility. In South Africa large numbers of people do not have access to the benefit of social security measures in the form of social assistance and the levels thereof are insufficient to guarantee a minimum standard of living.

In addition to the general problems observed relating to the challenges of monitoring grants, the difficulties encountered by parents in assessing children's grants should not be ignored.

2.5.1 Difficulties encountered by parents in assessing children's grants

Moolan & Waylie (2003:79) observe that difficulties faced by parents in assessing grants are as follows:

- Illiteracy and lack of information about grants, for the benefit of parents, is noted.
- Inability to access birth certificates and other documents at the Department of Home Affairs. It should be noted that even paying for the necessary photographs for an identity book can be an obstacle for a poor mother.
- Lack of money for transport to access the offices dealing with the grant.
- Poorly trained, inefficient, corrupt and unhelpful welfare officials that are easily irritated and too bored to resolve parents' grant queries.
- Delay in processing the child support grants.
- Poorly trained, insufficient, corrupt and unhelpful welfare officials (The Star, July, 10, 2002).

- There are also claims that officials discriminate on the basis of ethnicity when they service applications for grants (The Star, April, 25, 2003).
- A high rate of teenage pregnancy in order to access the child support grant is experienced.
- Women abusing child support grants. The Sunday Times of February 23, 2003 reported that a group of Limpopo women were sentenced to jail terms after being caught gambling with child support grant money.
- There is currently an investigation under way of 8000 cases of fraud by caregivers who had allegedly abused grants issued by the Mpumalanga Welfare Department (The Sun, October, 10, 2002).
- Workshops are not available in updating parents with regard to new information and changes in grants and benefits.
- There is a lack of knowledge about reporting protocol: it is unknown what officials to contact in case of grant irregularities and incidents of fraud.

The factors enumerated by Moolan & Waylie (2003:79-81) tend to compromise or weaken the overall grant system in South Africa. The immediate victims are the children who are unable to take care of themselves through using these grants.

2.5.2 Negative effects on children not accessing grants

Orphans children that are not on grants end up in the streets, emotionally frustrated and feeling unwanted. Strydom and le Roux (2001:174) conclude that a foster parent may be a relative or a non-parent with whom the child may be placed under the monitoring of a social worker. In the case of an orphan who is not on a grant, responsibility does not belong to anybody.

The child has to see to him/herself how he/she manages to make a living. Sometimes the choices he/she makes may not be to his/her advantage, as the child lacks moral, intellectual and emotional maturity. In summary, it can be concluded that children not receiving grants struggle with buying the necessities to supply in their school needs. Single parents also struggle as some of them are unemployed.

Children not on grants tend to absent themselves from school before eventually leaving school. But children on grants know that even if the monitoring process is slow, documents are sent to school to check their attendance. Yet the school attendance check system has a flaw. It provides no incentive to motivate foster parents or parents of children to keep children in school for as long as possible.

A child not on grant enjoys no monthly income compared to children on grants. Those on the grant system receive different scales of grants. Children on child support grant receive R200 while children on foster grants receive R400. In contrast, children on care-dependency grants receive R800. Birth certificates provide evidence of being a citizen of South Africa. Children not on grants are not registered as citizens, in spite of staying in South Africa. Yet, for those on grants it is mandatory to possess a birth certificate.

Children not on grants enter school at a later age, because of delays caused by late registration or uncertainty over exact birth dates. There is no motivation for foster parents or parents to improve the school attendance of grant beneficiaries. Thus the rate of school dropout is high in children not on grants.

More grandmothers and aunts do not apply for a grant, because they believe that it is only the biological mothers who are primary care givers. In the absence of the mother, it is more difficult to get the child's birth registered, and more difficult to access the grant because aunties and grannies staying with children do not know that they too can register children in of their care. Much policy confusion is shown by automatically equating orphan-hood with the formation of child-headed households. Poverty-targeting of child support grants is not yet reaching everyone, as it should.

Concerning the number of children eligible to receive grants – information to caregivers as to how many children should be registered in a household is found to be lacking. In the Northdale area, findings were that children between the ages of 8-19 years were not receiving grants in spite of being poor and in need of the support. They were discriminated against on the grounds of age. The Northdale case study highlights the view that the current social security policies do not deliver social assistance to a significant number of children and women who are in need.

2.6 CONCLUSION

Information on grants needs to be passed on to foster parents by means of workshops and parent meetings at school, where a social worker can address and support illiterate foster parents.

The Social Development Department is working with other private agencies, such as the South African Social Security Agency, to register grants, but Social Development remains responsible and accountable for monitoring these, even though there are few Social Workers. Teachers spend long hours with children in schools. They can assess children on a daily basis. In spite of this, no contact is available between the school and Social Development to assist the child

According to Section 28 of Bill of Right in the Constitution, state that, “every child has the right to basic nutrition, shelter, health care services and social services and has the right to family care or parental care or to appropriate alternative care when removed from the family environment.” This is not put into effect.

The next chapter deals with the details of the research methods, which include the following: the research design and procedures, sample and sampling procedures, planning for administration of the research instrument, pilot sample, administration of the instrument, result of the pilot study, distribution of subjects in the pilot sample, the final sample, administration of the instrument in the final sample, the research instrument, planning for data analysis, conclusion and references.

CHAPTER 3

RESEARCH METHODOLOGY AND PROCEDURES FOR COLLECTING DATA

3.1 INTRODUCTION

This chapter discusses the method of collecting data. A systematic and critical study was made of available literature concerning partnership. This involved an intensive study of the existing literature, including published materials, books, newspapers, speeches, journals and other materials that contain information relevant to the topic.

Welman & Kruger (1994:02) state that research involves the application of various methods and techniques in order to create scientifically obtained knowledge by using objective methods and procedures. They furthermore state that different studies use different aims.

Researchers make use of different techniques entailing specific methods to carry out the necessary sampling. For example, stratified random sampling can be done by means of telephonic interviews to measure, collect, analyze and calculate the product. The researcher has selected literature review and empirical methods to conduct this study.

3.2 PURPOSE OF THE STUDY

- (a) To evaluate effectiveness of the current systems in handling social grants in schools.
- (b) To propose effective strategies to improve partnership between the government departments in handling social grants to children.

3.3 RESEARCH QUESTIONS

- (a) How effective are the current systems in handling social grants in schools?
- (b) What strategies can be adopted to improve partnership between the Department of Social Development and the Department of Basic Education in handling social grants in schools?

3.4 Research design and procedures

It is important for a researcher to select a research design that will achieve the objectives of his/ her study. Design addresses issues such as how the relevant variables are to be defined,

measured and related to one another. After a thorough investigation of various research designs, the researcher decided to opt for a field survey, which is part of descriptive research. Descriptive research is the most appropriate method in educational research since most research problems in education directly involve people.

The current study is an attempt to evaluate the systems of handling social grants in schools. Since social grants is one of the problems affecting learners in education setting, the researcher was of the opinion that this type of approach would be most suitable for this study.

The data were analyzed with the aid of the questionnaires and interpreted by means of descriptive statistics. Educators, social workers, teachers and parents were responding through the questionnaires against the given requirement. Firstly the statement addressed by questionnaire was about the effectiveness of current systems done in handling social grants in schools. Secondly, the research question deals with strategies adopted to improved partnership between the departments of Social Development and Basic of Education in handling social grants in schools.

3.4.1. The sample and sampling procedure

A survey begins with the definition of the population. This population consists of all the individuals about which the researcher wants to draw conclusions. Since it is not always possible to take a census, the researcher had settle with observing only part of the population called a sample from that population.

Therefore, a sample is representative of the population with subset elements from the population. For a sample to be truly representative, the analysis made on its elements should produce results equivalent to those that would be obtained if the entire population had been used (Helmstadter:1970:94)

Behr (1985:5) states that before a researcher complies a sample, he/she should know the characteristics of the population. Such knowledge is essential to ensure that the researcher draws a representative sample.

If the purpose of the survey is to infer properties of the population from the sample, then a random sample should be obtained. Botha and Engelbrecht (1992: 56) in order for one to obtain a random sample, one would require a list of all the members of the population. Tables of random numbers, such as computer-generated random numbers, are some of the devices used to draw a random sample from a well defined population.

The study focused on the Ethekewini service centre which comprises of Ilembe, Pinetown and Umlazi districts. The Ilembe district is divided into five circuits namely ,Ndwedwe, Lower Tugela Mandeni, Gingindlovu and Maphumulo. The Lower Tugela circuit divided into three wards , which are uMhlali, Phambela and KwaDukuza. The study focuses in Lower Tugela under Umhlali ward.

The final study consists of 90 participants which are as follows: six (6) selected schools ,which are , Zilungisele, Dr BW Vilakazi, Aldinville, Groutville , Nonhlevu and Tinley Manor Primary school. Ten (10) social workers, 40 parents and 40 educators falling under the Lower Tugela Circuit , uMhlali ward, presently called Ethekewini service centre, in KwaZulu Natal province. In most cases these schools are found in semi- rural area, under informal settlements of the province.

3.5 Planning Administration of the Research instrument

The study was conducted as a field study. The following procedures were followed:

- (a) A letter requesting permission to conduct research in selected schools under Umhlali and KwaDukuza Wards was sent to the Department of Basic Education, the Circuit Manager of Lower Tugela Circuit, as well as to the management of Social Development and the Department of Child Welfare officials.
- (b) Copies of letters were given to social workers in the ten schools of the study area.
- (c) The researcher personally delivered the questionnaires with letters of request to individuals, and their collection was also done personally by the researcher. Direct supervision and follow-up was done up to the end and further explanation was given to those who encountered problems.

- (d) The researcher distributed forty questionnaires to parents written in IsiZulu, forty questionnaires to educators and ten written in English for the social workers. These were for the final research, with regard to the total of ninety (90) participants.

The nature and the purpose as well as the importance of the study were explained to educators, principals and parents. An appointment was made with the social development management officials, and a letter of request was personally delivered by the researcher along with questionnaires. On completion, questionnaires were submitted to the management as per arrangement and collected at an agreed time. Confirmation and follow-up were done telephonically.

3.5.1. Pilot sample

The newly-constructed questionnaires were thoroughly checked before being utilized in the main study or investigation, to limit errors.

The pilot study provided the researcher with an indication of whether the instrument could be expected to yield the information required or not. The number of participants in the pilot study conducted was 20, consisting of ten educators from four schools, eight parents and two area social workers. Participants in the Pilot sample did not form part in the final study.

The purpose of the pilot test was to determine how long it would take the respondents to complete the questions, and to check whether all questions and instructions are clear. The researcher was able to delete or add items of importance as well as to modify ambiguous questions before the main study.

3.5.2 Administration of the instrument in the pilot study

Ten questionnaires for educators and two for social workers were distributed by the researcher personally to schools. During parent meetings, eight questionnaires were distributed by the researcher personally.

Respondents were encouraged to make comments and suggestions about the directions and instructions in specific statements in the questionnaire. The feedbacks from the respondents as well as other observations were taken into consideration in drawing up the final questionnaire.

3.5.3 Results of the pilot study

Twenty copies of questionnaires were distributed to respondents, and all were returned. Out of eight distributed questionnaires to parents, four were incorrectly filled because of the medium of instruction used which is English. Four questionnaires were correctly filled. Ten questionnaires given to educators were all returned, correctly filled and two for social workers. They all give sixteen questionnaires for the pilot sample and four were discarded.

3.5.4 Distribution of the sample in the pilot study

Table 3.1 depicts the distribution of the subjects in the pilot sample of 20 participants.

3.3.1 Gender for the respondents

Gender	Educators	Social workers	Parents
M	4	1	2
F	6	1	6
Total	10	2	8

3.3.2 Ages of respondents

Ages	Educators	Social Workers	Parents
26-30	-	-	2
31-40	3	2	4
41-50	5	-	-
51-60	2		4
Total	10	2	8

3.3.3 Marital status:

Status	Educators	Social workers	Parents
Married	4	-	2
Divorced/Widow	3	-	2
Single	3	2	4
Total	10	2	8

The pre-test gave some indication of concern about the language medium used in the questionnaire, which was the second additional language (English). The request was that the questionnaire be made available in IsiZulu and in English to accommodate both illiterate and literate parents. The eight questionnaires for parents was translated into IsiZulu for the final study.

3.5.5 The final sample

The final sample consisted of n=90 respondents which include educators, social workers and parents from six selected schools in Lower Tugela Circuit from uMhlali ward.

3.5.6 Administration of the instrument in the final sample

The questionnaire was based on the literature study and respondents were requested to indicate their responses, being guided by the key for answering the statements. The keys are 1=Strongly Disagree, 2= Disagree, 3= Agree and 4= Strongly Agree.

3.5.6.1 Distribution table of schools in the final sample(n= 90)

3.3.4 Gender for the respondents

Gender	Educators	Social workers	Parents
M	10	3	10
F	30	7	30
Total	40	10	40

3.3.5 Ages of respondents

Ages	Educators	Social Workers	Parents
26-30	-	-	4
31-40	9	3	15
41-50	19	5	10
51-60	12	2	11
Total	40	10	40

3.3.6 Marital status:

Status	Educators	Social workers	Parents
Married	12	4	6
Divorced/Widow	6	2	20
Single	22	4	14
Total	40	10	40

The total number of participants in the final study is 90, who were forty (40) parents, (40), forty educators and ten social workers (10) from Kwa-Dukuza area KZN, under Ileembe district. The district is under Ethekwini service centre.

3.6 The research instrument

The standardized test will be used to collect data. The testing device to be used will be three basic characteristics which are ,objectivity, validity and reliability.

Objectivity

A test is said to be objective if it yield the same score regardless of who does the scoring. Example is of the given questionnaire to educators, social workers and parents and sometimes their response being the same.

In this study, objectivity of the measuring instrument was censured by giving specific directions for the respondents to follow, as well as by providing them with a scoring key to facilitate scoring.

Validity of the Questionnaire

Seaman (1987: 318) explains validity as the judgment of the extent to which a component of research reflects the theory and concept that the researcher intends to get. A measurement instrument is said to be valid if it measures what it is supposed to measure.

Reliability

Welman and Kruger (1994: 139) refer to reliability as the extent to which they obtained scores are generalized to different measuring occasions, measurement test forms and measurement administrators. Generalization means the consistency of the ranking of the scores that we assign to the individuals, irrespective of which form of it was used and by whom it was administered or scored.

Seaman (1987: 320) views reliability as the extent to which a specified procedure, such as measuring, yields consistent observation of the same facts from one time to another and from one situation to the other. Reliability refers to the stability, accuracy and dependability of an instrument or measurement.

Some of the procedures that can be used to estimate the reliability of measuring instruments are the test-retest method and the split-half method.

3. 6.1 The Questionnaire as a Research Instrument

The questionnaire was selected as the most appropriate instrument for the research. It features open-ended statements to which the respondents were expected to respond to. Questionnaires were set to address the research questions dealing with the monitoring of grants in schools and with the nature of partnership between the Department of Basic Education and Department of Social Development.

Questionnaires were used to collect data from the respondents. The aim of the questionnaire, as the instrument of research, was to obtain information regarding the effectiveness of current monitoring systems in handling grants in schools and also to propose ways of improving the partnership between the two government departments dealing with the care of destitute children.

Questionnaires consisted of two sets of categories; the first half (1-6) consisted of open-ended type statements, addressing the effectiveness of monitoring and mechanisms in the handling of grants in schools. The other half of the statements (7-12), focused on possible ways of strengthening and improving the partnership between the two departments. The researcher considered the issues of validity and reliability.

3.6.1.1 The questionnaire

Construction of Questionnaire

After the construction, the questionnaire was pre-tested in the pilot study. Adjustments made to the questionnaires were of a linguistic nature, since most parents were grandmothers who speak isiZulu.

Williams (1991:179) recommends that instructions for completing the questionnaire should be concise and clear.

3.6.2 Characteristics of a good questionnaire

Characteristics of a good Questionnaire

Mahlangu (1987: 84-85) considers the following as characteristics of a good questionnaire:

Questionnaire must enable the respondent to give reliable information.

Simple items are best.

Clearly stated items are most accommodating.

Questionnaire seeks only the information which cannot be obtained from other sources.

Questionnaire must be attractive and neatly arranged and clearly duplicated and printed.

Advantages and Disadvantages of the Questionnaire

(a) Advantages of the Questionnaire

Mahlangu (1987: 96) lists the advantages of a questionnaire as follows:

Common gathering of data.

Time-saving.

Conducive and reliable results are maintained.

All respondents receive same set of items, phrased in the same way.

Non-contact problem when the respondent is difficult to reach.

Completion of questionnaire in a relaxed atmosphere and at the time the respondent wishes.

Data collected from questionnaire can be compared.

Questionnaires provide sufficient time to a respondent.

Administering of questionnaires and analysis and interpretation of data can be done without any special training.

Williams (1991: 173) recommends the questionnaire as a good instrument for use in surveys.

(b) Disadvantages of the Questionnaire

Researchers are unable to control the context of question answering.

Bias response or private opinion can be obtained.

Questionnaires do not provide flexibility of interviews.

3.7 Planning for Data Analysis

In this section the procedure to be followed in analyzing data is discussed. In the previous section it was mentioned that effectiveness of the grants in schools instrument consists of

four sub- scales. Each sub-scale has four level categories. These categories are: agree, strongly agree, disagree and strongly disagree

Statements are given for the respondents to answer through the questionnaire. Each respondent is given the questionnaire with statement where the respondent will select the most suitable answer on the scale given as per the instruction.

3.8 Conclusion

In this chapter, the researcher provided an overview of the research design and explained the preparation of the research and the administration of the research instrument, which is a questionnaire. This was followed by a brief discussion of the research method. The method and procedure for collecting data, as well as the instrument for data collection were clearly described. The validity and reliability of this instrument was demonstrated.

The data obtained from the completed questionnaires will be analyzed and presented in the next chapter.

Chapter four builds on this chapter in that it tables and analyses data that were collected in accordance with the procedures thus described.

CHAPTER 4

PRESENTATION AND ANALYSIS OF THE RESEARCH DATA

4.1 Introduction

In this chapter data collected is presented and analyzed, followed by a brief discussion. Chapter Four builds on the previous chapter in that it presents and analyses data that was collected. The chapter begins by presenting an analysis of biographical data, followed by the analysis of frequencies regarding each item in scale.

4.2 Details of final study

The data was collected, by means of a questionnaire, from educators in selected schools in the area, social workers in charge and parents from the area where schools are situated.

4.2.1 Data Analysis

This sub-section will start by presenting the biographical data in tables, and each table is followed by a short discussion. Secondly three tables depicting the frequency of responses for each factor subsection are presented, each followed by brief discussion, finally conclusion.

4.2.1.1 Biographical Data

The following tables depict the analysis of the biographical information.

Table 4.1: Gender

Gender	Educators	Social workers	Parents
M	10	3	10
F	30	7	30
Total	40	10	40

The above table indicates that the majority of respondents were females with 70% of social workers, 75% of both educators and parents. Male respondents were 25% of both educators and parents and 30% male social workers.

Table: 4.2: Ages of respondents

Ages	Educators	Social Workers	Parents
26-30	-	-	4
31-40	9	3	15
41-50	19	5	10
51-60	12	2	11
Total	40	10	40

Table 4.2 reveals that the majority of educator respondents fell within the 41-50 age category at 47% and social workers at 50%. Parents fell in the 31-40 age category at 37%. The table indicated the majority of respondents as 50%.

Table 4 3:Marital status:

Status	Educators	Social workers	Parents
Married	12	4	6
Divorced/Widow	06	2	20
Single	22	4	14
Total	40	10	40

In the above table marital status is shown as follows: 55% were single educators ,50% of parents were either divorced or widowed social workers, 40% were married social workers. This interpret that single educators as well as divorced parents are concern about the wellness of the children.

4.2.1.2 Frequency of response regarding handling of social grants in schools.

Key to the tables:

SD=Strongly disagree; D=Disagree; A=Agree; SA=Strongly agree

4.2.1.2.1 Responses on current systems in handling social grants in schools- (Tables 4.4-4.21)

Statement: 1

Social workers closely monitor learners on social grants.

Table 4.4:Gender

	Educators		Social workers		Parents	
	M	F	M	F	M	F
SD	4	14	3	3	1	20
D	3	13		2	-	10
SA	2	3	-	2	6	-
A	1	-	-	-	3	-
Total	10	30	3	7	10	30

Table 4.4 indicate that 100% of female social workers disagree that school social grants are closely monitored due to the understaffed and 67% female parents strongly disagree as well.

Table: 4.5:Age

	Educators			S/workers			Parents			
	31-40	41-50	51-60	31-40	41-50	51-60	26-30	31-40	41-50	51-60
SD	3	9	9	3	4	2	4	10	7	6
D	3	4	-	-	-	-	-	3	-	5
SA	3	4	3	-	1	1	-	2	3	-
A	-	2	-	-	-	-	-	-	-	-
Total	9	19	12	3	4	3	4	15	10	11

One hundred percent of social workers, falling within the ages of 31-40 and 100% of parents falling between the ages of 26-30 strongly disagree with the statement . They feel grants are not monitored closely.

Table: 4. 6:Marital Status

	Educators			S/workers			Parents		
	M	D/W	S	M	D/W	S	M	D/W	S
SD	6	3	10	3	1	3	4	9	9
D	2	1	10	1	-	-	2	7	4
SA	3	3	2	-	1	1	-	2	2
A	-	-	-	-	--	-	-	1	-
Total	11	7	22	4	2	4	6	19	15

Table 4 .6 state that 75% of both married and single social workers strongly disagree that grants are effectively handled.

Statement: 2

Teachers know the area social workers responsible for their schools.

Tables 4.7:Gender

	Educators		Social workers		Parents	
	M	F	M	F	M	F
SD	7	13	2	1	4	20
D	2	10	-	-	4	8
SA	1	5	2	3	2	2
A	-	2	-	2	-	-
Total	10	30	4	6	10	30

Seventy percent of male educators,66% of female parents and 50% of male social workers strongly disagree that they know the area social workers responsible for schools for effectiveness of the grants handling.

Table 4 8:Age

	Educators			S/workers			Parents			
	31-40	41-50	51-60	31-40	41-50	51-60	26-30	31-40	41-50	51-60
SD	4	7	7	2	3		4	8	5	9
D	3	4	5	-	-		-	4	2	2
SA	2	3	5	1	2	2		3	3	-
A	-	-	-	-	-	-	-	-	-	-
Total	9	14	17	3	2	2	4	15	10	11

The table indicates that fifty percent of educators falling within the 41-50 age category, strongly disagree,100% of parents falling within the 26-30 age category, strongly disagree areas for social workers are not known.100% of social workers strongly agree that areas are known though not visited.

Table 4 9: Marital status

	Educators			S/workers			Parents		
	M	D/W	S	M	D/W	S	M	D/W	S
SD	9	3	12	2	1	2	6	3	12
D	2	-	8	-	-	-	3	-	5
SA	1	3	2	2	1	2	3	3	5
A	-	-	-	-	-	-	-	-	-
Total	12	6	22	4	2	4	12	6	22

The table indicates that 75% of married educators strongly disagree that area social workers are known,50% of social workers in all categories strongly agree that social are not known by the relevant area. This may be due to the fact that social workers only avail themselves when they have cases directing them to learner’s homes.

Statement: 3

Social workers often visit schools or do so only if there is an urgent need.

Table: 4. 10:Gender:

	Educators			Social workers			Parents	
	M	F		M	F		M	F
SD	4	19		1	-		6	13
D	4	4		-	-		2	10
SA	2	5		2	7		2	5
A	-	2		-	-		-	2
Total	10	30		3	7		10	30

Table 4.10. indicates that 100% of female educators strongly agree that social workers only visit school when there is a need or to collect information about learners on grants. Sixty three percent of female educators and 60% of male parents strongly disagree that social workers do visit school.

Table: 4. 11:Age

	Educators				S/workers				Parents			
	31-40	41-50	51-60		31-40	41-50	51-60		26-30	31-40	41-50	51-60
SD	6	11	8		2	4	2		4	10	6	9
D	2	5	2		-	-	-		-	6	-	-
SA	1	4	2		1	1	-		-	9	4	2
A	-	-	-		-	-	-		-	-	-	-
Total	9	20	12		3	5	2		4	25	10	11

The above table indicate that 100% of social workers falling within the ages of 51-60 and 100% of parents falling within the age of 26-30, strongly disagree with the statement, they believe that social do not visit schools at all.

Table 4 12 :Marital Status

	Educators				S/workers				Parents		
	M	D/W	S		M	D/W	S		M	D/W	S
SD	11(92)	4	22		1	-	-		5	8	9
D	-	-	-		-	-	-		-	-	-
SA	1(8)	2	-		3	2	4		1	12	5
A	-	-	-		-	-	-		-	-	-
Total	12(100)	6	22		4	2	4		6	20	14

The table indicates that 100% of single educators and ninety-two percent of married educators strongly disagree with the statement that social workers often visit schools.

Hundred percent of divorced/ widowed and single social workers strongly agree that social workers often visit schools.

Statement 4

Social workers help caregivers to acquire birth certificates easily from Home Affairs for the benefit of the child.

Table 4 13: Gender

	Educators		Social workers		Parents	
	M	F	M	F	M	F
SD	4	14	1	3	6	18
D	2	8	-	-	3	5
SA	4	8	2	4	1	7
A	-	-	-	-	-	-
Total	10	30	3	7	10	30

Sixty-seven percent of male social workers strongly agree that they assist with birth certificates .Sixty percent of male and female parents strongly disagree with the statement, instead they said they turned people away and ask for birth certificates.

Table 4 14:Age

	Educators			S/workers			Parents			
	31-40	41-50	51-60	31-40	41-50	51-60	26-30	31-40	41-50	51-60
SD	7	11	10	1	-	-	4	15	10	3
D	-	-	5	-	-	-	-	-	-	-
SA	2	3	2	2	5	2	-	-	-	8
A	-	-	-	-	-	-	-	-	-	-
Total	9	19	12	3	5	2	4	15	10	11

The table indicates that one hundred percent of parents from ages of 26 to 50, strongly disagree and 100% of social workers aged from 41 to 60 , strongly agree that they assist parents in acquiring birth certificates.

Table 4 15:Marital status:

	Educators			S/workers			Parents		
	M	D/W	S	M	D/W	S	M	D/W	S
SD	6	6	12	4	2	-	3	14	14
D	3	-	-6	-	-	-	-	-	-
SA	3	-	-4	-	-	4	3	3	3
A		-	--	-	-	-	-	-	-
Total	12	6	22	4	2	4	6	17	17

In the above table, 100% of divorced educators as well as social workers and 100% of male social workers strongly disagree that caregivers are helped by social workers with obtaining of birth certificates but 82 % of both divorced and single parents strongly disagree with the above. Caregivers experience challenges in obtaining birth certificates and the accessibility of grants is interrupted; this has a negative impact on learners’ progress.

Statement: 5

Illiterate caregivers are identified and special meetings are organized in their areas to avoid unnecessary grants delays.

Table 4 16:Gender

	Educators		Social workers		Parents	
	M	F	M	F	M	F
SD	5	18	1	3	5	18
D	2	6	2	4	2	10
SA	3	6	-	-	3	2
A	-	-	-	-	-	-
Total	10	30	3	7	10	30

The table shows that sixty percent of female educators as well as 60% of female strongly disagree that illiterate parents are identified and that special meetings are organized for them, whereas, sixty-seven percent of male social workers disagree that illiterate caregivers are identified and attended to at special meetings.

Table 4 17: Age

	Educators			S/workers			Parents			
	31-40	41-50	51-60	31-40	41-50	51-60	26-30	31-40	41-50	51-60
SD	6	7	12	1	1	-	3	9	8	11
D	-	-	-	-	-	-	-	4	-	-
SA	3	12	-	3	4	1	1	2	2	-
A	-	-	-	-	-	-	-	-	-	-
Total	9	19	12	4	5	1	4	15	10	11

In the above table, 100% of educators falling within age category of 51-60 and 100% of parents falling within the ages of 51-60 strongly disagree that illiterate caregivers are taken care of. Hundred percent of social workers of 51-60 strongly agree that they help caregivers in a way.

Table 4 18: Marital status

	Educators			S/workers			Parents		
	M	D/W	S	M	D/W	S	M	D/W	S
SD	9	4	18	-	-	4	4	8	12
D	-	-	-	-	-	-	2	2	8
SA	3	2	4	4	-	2	-	-	4
A	-	-	-	-	-	-	-	-	-
Total	12	6	22	4	-	6	6	10	24

The table shows that eighty-two percent of single educators, 75% of married educators, 67% of single social workers and 67% married parents strongly disagree with the statement that illiterate caregivers are identified and assisted at special meetings that are organized for them.

The table also shows that 100% of married social workers strongly agree that illiterate caregivers are assisted and helped.

Statement 6

Grants are used specifically to cater for the children's needs.

Table 4 19: Gender

	Educators		Social workers		Parents	
	M	F	M	F	M	F
SD	5	12	1	2	6	12
D	-	6	2	-	-	6
SA	5	6	-	5	4	12
A	-	-	-	-	-	-
Total	10	30	3	7	10	30

The above table indicates that 50% of male educators strongly disagree that grants are used specifically for the children’s needs. The table shows that seventy percent of male parents strongly disagree that grants are used for the children in need and 67% of male social workers disagree that grants are used for the benefit of the children.

Table 4 20: Age

	Educators			S/workers			Parents			
	31-40	41-50	51-60	31-40	41-50	51-60	26-30	31-40	41-50	51-60
SD	6	12	2	2	5	1	3	12	7	5
D	-	3	-	-	-	-	-	-	-	-
SA	3	4	7	1	-	1	4	3	3	3
A	-	-	3	-	-	-	-	-	-	-
Total	9	19	12	3	5	2	7	15	10	8

Hundred percent of social workers falling within the ages of 41-50, 80% of parents with ages of 31-40 ,70% of parents of 41-50 ,67% of both educators of ages 31-40 and 67% of social workers of ages 31-40, strongly disagree that grants are specifically used for the children’s needs and 63% of parents falling within the ages of 51-60, strongly disagree that grants are used for the benefit of the children.

Table 4 21: Marital status

	Educators			S/workers			Parents		
	M	D/W	S	M	D/W	S	M	D/W	S
SD	8	4	14	3	-	4	4	12	2
D	4	2	4	-	-	-	2	6	-
SA	--	-	4	1	2	-	-	2	6
A	-	-	-	-	-	-	-	-	6
Total	12	6	22	4	2	4	6	20	14

The table indicates that 100% of the single parents, 75% of married social workers, 67% of both divorced educators and married parents strongly disagree that grants are used by caregivers for children’s need

Hundred percent of married social workers strongly agree with the above statement. They think and believe that the grants are spent solely for children, needs.

4.2.1.2.2. Responses on strategies of improving handling of social grants in schools
(tables 4.22-4.39)

Statement: 7

Each school is to have a welfare desk with a teacher in charge.

Tables 4.22: Gender

	Educators			Social workers			Parents	
	M	F		M	F		M	F
SD	2	10		-	2		3	7
D	-	-		-	-		1	5
SA	5	15		3	5		4	11
A	3			-	-		2	7
Total	10	30			7		10	30

Hundred percent of male social workers strongly agree with the idea of a welfare desk in schools to extend the service to the community.

Table 4 23: Age

	Educators				S/workers				Parents			
	31-40	41-50	51-60		31-40	41-50	51-60		26-30	31-40	41-50	51-60
SD	3	6	4		1	2	-		1	4	4	4
D	-	3	-		-	-	-		-	2	-	-
SA	6	10	8		2	3	2		2	6	4	5
A	-	-	-		-	-	-		1	3	2	2
Total	9	19	12		3	5	2		4	15	10	11

One hundred percent of social workers falling within the ages of 51-60, 67% of educators falling within ages of 31- 40 and 60% of educators falling within ages of 42- 50, strongly support the establishment of the welfare desk in each schools The majority of respondents favors' the welfare desk to be developed in schools.

Table 4 24: Marital status

	Educators				S/workers				Parents		
	M	D/W	S		M	D/W	S		M	D/W	S
SD	4	4	3		1	-	1		2	6	5
D	2	1	1		-	-	-		-	2	-
SA	5	4	10		3	2	3		4	10	7
A	2	-	4		-	-	-		-	2	-
Total	13	9	18		4	2	4		6	20	14

The above table indicates that 100% of divorced or widowed as well as 75% of both married and single social workers strongly agree with the idea of a welfare desk in schools.

Statement: 8

Educators are to be invited to welfare meetings so as to be updated about new developments regarding grant allocation.

Table 4 25: Gender

	Educators		Social workers		Parents	
	M	F	M	F	M	F
SD	2	9	-	2	2	7
D	-	2	-	-	1	2
SA	6	15	3	5	5	11
A	2	4	-	-	2	10
Total	10	30	3	7	10	30

Hundred percent of male social workers and 71% of female social workers strongly agree with the idea of involving teachers in the welfare meetings. The table further indicates that 50% of male parents strongly agree with involving educators in sharing meetings regarding learners' welfare, and awareness of changes and updates.

Table 4 26: Age

	Educators			S/workers			Parents			
	31-40	41-50	51-60	31-40	41-50	51-60	26-30	31-40	41-50	51-60
SD	4	2	6	-	1	-	1	5	4	4
D	-	-	2	-	-	-	-	-	-	-
SA	5	4	8	3	3	2	2	6	4	6
A	3	-	6	-	1	-	1	1	2	4
Total	12	6	22	3	5	2	4	12	10	14

The above table shows 67% of educators falling within the ages of 31-40 strongly agree that educators should be invited to welfare meetings. One hundred percent of social workers falling within the ages of 31-40 and 51-60 as well as 60% of social workers falling within the ages of 51-60 strongly agree with the idea that educators should be included in the discussion, as it benefits the learners.

The table also indicates that 50% of parents falling within age categories of 26-30 and 31-40 strongly agree that educators are to be invited and that they should be the part of the meetings for information sharing.

Table 4 27: Marital status

	Educators			S/workers			Parents		
	M	D/W	S	M	D/W	S	M	D/W	S
SD	4	2	7	1	-	2	2	6	2
D	-	-	-	-	-	-	-	2	-
SA	5	3	10	3	2	2	2	6	2
A	3	1	5	-	-	-	2	2	3
Total	12	6	22	4	2	4	6	20	14

The above table indicates 100% of divorcees or widowed social workers, 75% of married social workers and 70% of single social workers strongly agree with the above statement. Sixty-four percent of single parents and 50% of widowed parents strongly agree with involving educators in the meetings with care-givers, learners and social workers.

Statement: 9

Social workers need to attend parents meetings, so as to understand the care-givers better and meet them frequently.

Table 4 28: Gender

	Educators		Social workers		Parents	
	M	F	M	F	M	F
SD	4	5	-	2	3	7
D	-	2	-	-	-	3
SA	4	13	3	5	5	12
A	2	10	-	-	2	8
Total	10	30	3	7	10	30

One hundred percent of male social workers ,71% of female social workers and 50% of male parents , strongly agree that social workers should attend parent meetings on a quarterly basis.

Table 4 29: Age

	Educators			S/workers			Parents			
	31-40	41-50	51-60	31-40	41-50	51-60	26-30	31-40	41-50	51-60
SD	4	2	6	1	2	-	1	4	3	4
D	-	-	-	-	-	-	-	-	-	-
SA	6	3	7	2	2	2	3	8	5	5
A	2	1	5	-	1	-	-	3	2	2
Total	12	6	22	3	5	2	4	15	10	11

Hundred percent of social workers falling within 51-60 years of age as well as 75% of parents from the ages of 26-30 strongly agree that social workers need to arrange and meet with caregivers in parent meetings. This will definitely reduce home visits, which might be time consuming.

Table 4 30: Marital status

	Educators			S/workers			Parents		
	M	D/W	S	M	D/W	S	M	D/W	S
SD	2	2	7	-	-	2	2	5	3
D	1	-	2	-	-	-	1	3	2
SA	7	3	9	4	2	2	2	9	6
A	2	1	4	-	-	-	1	3	3
Total	12	6	22	4	2	4	6	20	14

The above table shows that 100% percent of both married and divorced or widowed social workers strongly agree about the involvement of social workers in the parent meetings.

Statement: 10

Social development officials need to be included in the school’s annual programmes.

Table 4 31: Gender

	Educators		Social workers		Parents	
	M	F	M	F	M	F
SD	3	5	-	2	-	7
D	1	3	-	-	1	5
SA	3	12	3	5	7	10
A	3	10	-	-	2	8
Total	10	30	3	7	10	30

The above table indicates that 100% percent of male social workers , 71 % of female social workers and 70% of male parents, strongly agree with the statement regarding social development officials getting involved in the school’s year activities.

Table 4 32: Ages

	Educators			S/workers			Parents			
	31-40	41-50	51-60	31-40	41-50	51-60	26-30	31-40	41-50	51-60
SD	1	5	4	1	1	-	2	5	2	3
D	1	3	1	-	-	-	-	-	-	-
SA	5	7	5	2	4	2	2	10	8	8
A	2	4	2	-	-	-	-	-	-	-
Total	9	19	12	3	5	2	4	15	10	11

The table shows 100% of the social workers from the ages of 51-60 years, 80% of social workers falling within ages of 41-50 and 80% of parents falling in the age group of 41-50, strongly agree that social development officials be included in the annual school activities.

Table 4 33 Marital status

	Educators			S/workers			Parents		
	M	D/W	S	M	D/W	S	M	D/W	S
SD	3	2	7	1	1	1	1	5	3
D	-	-	-	-	-	-	-	2	2
SA	7	3	10	3	1	3	3	10	7
A	2	1	3	-	-	-	2	3	2
Total	12	6	22	4	2	4	6	20	14

The table shows that seventy-five percent of both married and single social workers and 50% of married, widowed and single parents strongly agree that social development officials should work together or as a team with parents, educators and caregivers.

Statement: 11

There is a need for improving communication channels among role players, who include social workers, educators, learners, parents, Home Affairs and Social Development officials.

Table 4 34: Gender

	Educators		Social workers		Parents	
	M%	F%	M%	F%	M	F
SD	2	9	1	2	1	5
D	1	2	-	-	1	2
SA	5	15	2	5	6	15
A	2	4	-	-	2	8
Total	10	30	3	7	10	30

The table indicates that 71% of female social workers and 67% of male social workers and 67% of male parents strongly agree with the idea of improving communication.

Table 4 35: Ages

	Educators			S/workers			Parents			
	131-40	41-50	51-60	31-40	41-50	51-60	26-30	31-40	41-50	51-60
SD	2	4	3	-	1)	-	2	4	4	2
D	-	4	-	-	-	-	-	-	-	-
SA	5	9	6	3	4	2	2	6	6	
A	2	2	3	-	-	-	-	-	-	-
Total	9	19	12	3	5	2	4	15	10	11

The table shows that 100% of social workers falling in the age groups of 31-40 and 51-60 and 80% of social workers falling under the ages of 41-50 and 60% of parents of the ages of 41-50, strongly agree with improving communications among all the involved stakeholders.

Marital status

Table 4 36

	Educators			S/workers			Parents		
	M	D/W	S	M	D/W	S	M	D/W	S
SD	3	1	5	1	1	1	2	6	6
D	-	-	-	-	-	-	-	-	-
SA	9	5	15	3	1	3	4	10	4
A	-	-	-	-	-	-	-	4	4
Total	12	6	22	4	2	4	6	20	1

The table indicates that 83% of divorced educators, 75% of both married and single educators as well parents and 68% of single educators strongly agree with the idea of improvement of communication.

Statement: 12

Nearby Saturday pay stations for school mothers to be opened

Table 4 37: Gender

	Educators		Social workers		Parents	
	M	F	M	F	M	F
SD	2	6	-	3	-	-
D	-	-	-	-	2	4
SA	5	12	3	4	8	26
A	3	8	-	-	-	-
Total	10	30	3	7	10	30

The table shows that 100% of male social workers ,87% of female parents and 80% of male parents strongly agree with the pay stations to be opened on Saturdays.

Table 4 38:Age

	Educators			S/workers			Parents			
	131-40	41-50	51-60	31-40	41-50	51-60	26-30	31-40	41-50	51-60
SD	2	5	5	-	-1	1	-	5	3	3
D	-	-	-		-	-	-	-	-	-
SA	4	8	5	4	1	3	3	8	7	8
A	3	4	2	-	-	-	1	2	-	-
Total	9	19	12	4	2	4	4	15	10	11

In the above table 100% of social workers falling within ages of 31-40, 75% of social workers with ages of 51-60, 73% of parents falling in ages of 51-60 and 70% of parents with ages of 41-50 ,strongly agree with the idea of pay stations to be opened on Saturdays.

Table 4 39:Marital status

	Educators			S/workers			Parents		
	M	D/W	S	M	D/W	S	M	D/W	S
SD	4	2	8	-	1	1	2	6	4
D	-	-	-	-	-	-	-	-	-
SA	5	4	10	4	1	3	4	8	5
A	3	-	4	-	-	-	-	6	5
Total	12	6	22	4	2	4	6	20	14

The table indicates that 100 % of married social workers, 75% of single social workers and 67% of both divorced educators and married parents, strongly agreed with the grants pay stations to be opened on Saturdays.

4.2.1.2.3 Personal accomplishment responses

The personal accomplishment subscales assesses feelings of competence and successful achievement in one’s work with people.

Tables 4. 4 – 4.6 indicate that educators, social workers and parents agree that the current systems mechanism in handling grants are not effective in schools.

Tables 4 7-4.9 reveal that there is a great need of social workers to visit schools on a regular basis, to check whether grants are well handled with no complains.

Tables 4 10-4.12 indicate that area social workers are not known to educators and parents in their respective areas as required.

Tables 4 13-4.15 show that parents and educators are not effectively assisted in getting assistance from social workers so as to access birth certificates from Home Affairs.

Tables 4 16- 4.18 reveal that uneducated caregivers are not invited to attend empowering meetings , and invites should be given on time and to the right channel.

Responses for tables 4 19- 4.21 indicate that grants are not yet fully utilized effectively for learners' needs., there are caregivers who are not trustworthy.

The second research question to be answered in this study deals with the strategies of improving partnership between Department of Social Development and the Department of Basic of Education in monitoring the handling of social grants in schools.

According to Naicker & Waddy (2003: 89), partnership is viewed as a special kind of relationship between a school as an organization characterized by mutual respect, mutual benefit, transparency and trust, equality between the partners, shared or overlapping visions, acceptance of shared responsibility with regard to issues and concern for the development of a better society.

The profile in tables 4.22 to 4.24 indicate that the result is to establish a welfare desk in each school, concerning the handling of social grants.

In tables 4.25 to 4.27 it indicated that educators should be invited to welfare meetings, so that they have an input regarding with their daily involvement with learners.

Tables 4 28-4.30 recommended that parents meetings must be attended by social workers , so as to understand the caregivers better and to meet them frequently, on one-on-one basis.

Tables 4 31-4.33 reveal that Social Development officials need to be included in the school activities and year programmes with their activities.

In tables 4 34-4.36, the importance of improving communication between all stakeholders is being the solution

In the last tables, 4.37- 4.39 ,the idea of social grants pay stations are to be opened on Saturdays, for school mothers not to be disturbed during school days.

4.3 Conclusion

In this chapter the following was provided : tables reflecting the analysis of the frequency of responses for each social grants handling factor/sub scale and a brief discussion, tables reflecting the analysis of biographical information. The next chapter will contain the summary of findings, recommendations, avenues for future research and conclusion following from this study.

CHAPTER 5

Summary, Conclusion and Recommendations

5.1. Summary

5.1.1 The problem

The study evaluated handling of social grants in schools as well as ways of improving partnership between the Department of Social Development and the Department of Basic Education. In order to facilitate the evaluation , the research questions were formulated as follows:

1. How effective are the current systems in handling social grants in schools?
2. What strategies can be adopted to improve partnership between the Department of Social Development and the Department of Basic Education in monitoring in the handling of social grants in schools?

5.1.2 The objectives of the study

- 1.To evaluate the effectiveness of the current systems in the handling of social grants in schools
- 2.To propose strategies of improving partnership between the Departments of Social Development and of Basic Education in the handling of social grants in schools.

5.1.3 Methodology

As a research instrument, the study made use of a questionnaire, which was administered by the researcher. The instrument was administered to a randomly selected population sample of 90 participants. Out of this number, four were spoiled or did not have sufficient information to contribute to the study, therefore they had to be discarded.

The final sample then consisted 90 participants, including. .Participants or respondents were educators, social workers and parents.

Questionnaires for educators and social workers were written in English whereas the questionnaires for parents were written in IsiZulu.

5.2 Discussion of the findings

In the previous Chapter, the data gathered for this study were presented and analyzed by means of tables. In order to determine whether the objectives of this study have been achieved or not, the aims of the study were revisited.

First, there will be an interpretation of the findings with regard to biographical data followed by the discussion and interpretation of results. The discussion on the frequency of responses

with regard to the handling grants was presented in the previous chapter together with the relevant tables, therefore it won't form part of chapter five.

5.2.1 Discussion of findings regarding the biographical data

The purpose of presenting the analysis of the biographical profile is to give a clearer picture of the distribution of respondents in the sample.

This profile is provided in tables 4.1 to 4.3 of chapter four and indicates the following:

The majority of respondents were female, as opposed to 25% males. This might possibly be an indication that the majority of people who are mostly concerned about the welfare of the children are females.

The majority of the respondents in this study were rather matured, or middle age, between the ages of 41 and 50 at 50%. Furthermore, 60% of the respondents were single

The researcher ,therefore, argues that educators and parents are so much in need of the evaluation of the handling of grants in schools and the proposal of the strategies of improving the partnership between the department of social development and the department of Basic education, in order to safeguard the best performance of learners in schools to be maintained at all times.

5.2.2 Discussion of findings regarding the objectives of the study

In the previous chapter the data gathered for this study were presented and analyzed by means of tables. In order to determine whether the objectives of this study have been achieved or not, the aims of the study will be examined through the responses presented and interpreted in the findings of objective number one as well as number two. Frequency of responses on handling grants in schools items was presented in the previous chapter together with the relevant tables, therefore it won't form part of chapter five.

5.2.2.1 Findings with regard to objective number one:

Data revealed that social workers are not known to educators or parents, and that makes it difficult for the educators with regard to referral cases and causes problems for parents trying to access relevant assistance as far as grants are concerned with a 100% of social workers and

67% of parents. All population groups agree that there is a need for increasing the number of social workers to service schools. It concludes the poor service delivery of area social workers.

The present study has further revealed that social development officials send progress and attendance checklist forms to schools with parents then they end up drawing false conclusions and giving false results. Hundred percent of social workers agree that they do sent forms and rely on that information which is not reliable.

Onford (2004:30) argues that children heading households are at risk of ending up stealing in order to improve their living conditions and, as a result, they sometimes end up in jail, feeling unloved and unwanted. It is very difficult for such children to cope better with their studies without support.

Household responsibilities are demanding and are above their powers. This results in a great deal of stress, leading to the making of wrong decisions and the cultivation of a negative attitude towards life. Teachers identify such learners and submit their names to social workers, but few learners get screened in order to be given vouchers without the involvement of the educators.

Grants are not used to the full benefit of learners with special needs , in the study 67% of social workers an 60% of parents reveal that effective strategies to be implemented to avoid The grants serve as a source of income to all family members. Learners on disability grants have to walk long distances to schools that are not suitable to their needs. A follow up is required.

The majority of respondents suggest that social workers, together with educators and school governing bodies, should organize meetings to cascade relevant and updated information as well as changes in arrangements to those who need to know, so as to ensure that everybody understands what is happening.

Educators suggest that social workers need to support and accommodate illiterate caregivers. Illiterate caregivers need assistance in the renewal of grants. Caregivers need to be updated beforehand with the requirements concerning grant renewal.

Motivations need to be submitted for grants to be awarded up to the age of 18 years, so as to accommodate needy learners and especially those who head families and households. The findings also highlight that meetings need to be held between social workers and learners at specified times in order to offer guidance, promote open communication with the caregivers on time, and to balance the requirements of individuals so as to avoid disappointment.

Saturday pay stations are suggested as a means to accommodate mothers who are still attending school and to lower absenteeism of learners at schools.

5.2.2.2 Findings with regard to objective number two

The researcher is of the opinion that each school has to have a welfare desk with a teacher in charge, so as to enable parents and learners to communicate directly in order to specifically cope with the challenges that face grant recipients and their parents.

Karen (2004:152) emphasizes that the primary purpose of the support grants is to provide a regular source of income to caregivers of children and parents living in poverty and to assist them to meet the needs of the children in their care. The welfare desk teacher will be working hand in hand with social workers helping parents with the grant queries.

Furthermore, the findings conclude that teachers are to be invited to social development meetings so as to be informed about policy changes and to share ideas. Oliver and Smith (1999:268) explain that care dependency grants lapse when a care dependent child dies or turns 18 years of age, or when the child is admitted into a psychiatric care and rehabilitation centre. Such information changes without the knowledge of caregivers; there is therefore a need to involve teachers so as to ensure that the necessary information is passed on to parents. Notices and invitations can be given to children to hand over to their parents/caregivers.

Social workers should attend parents school meetings so as to meet parents and caregivers. Important notices and announcements can be given to caregivers at such meetings and the parents/caregivers can also make use of such meetings to submit outstanding documents in order to avoid unnecessary delays with regard to grants.

Moolan and Waylie (2003:96) emphasize that government's priority is to reduce poverty and vulnerability in children by providing schools with nutrition programmes and support programmes for vulnerable orphans in schools. Most parents support the involvement of social workers in parent meetings. Social development officials should also be involved in year plan programmes for schools, featuring in celebratory days and other important occasions during which they can be scheduled to deliver input on topics such as, for example, HIV/Aids awareness, human's rights and children's issues.

Communication channels need to be opened and developed between all stakeholders. Parents, caregivers, teachers, learners and social workers need to communicate regularly.

Saturday pay stations need to be established for mothers who are still at school. Grants are paid by means of cash payments and require an individual's presence. Absenteeism of school-going mothers from school will decrease, as Saturdays are non-school days.

Social workers should arrange time to follow up on the performances of grant recipients with regard to schoolwork.

Both educators and social workers may offer counseling and support programmes to both learners and parents.

Strydom & le Roux (2001: 20) conclude that the ongoing retrenchments, lack of new jobs as well as the HIV/Aids pandemic increase the strain on the budget of social development. Due to stress parents become harsh and abusive. They lose interest in supervising homework and tend to block communication channels with their children. Most of the caregivers have negative attitudes towards orphans and needy children.

The main concern is about existing grants. An intervention is needed to provide an environment that is healthy and conducive to the wellbeing of children.

Learners' performances need to be checked and a thorough follow-up should be done to ensure assistance and support. At present, a form is sent by social workers to parents in order to keep a check on schoolwork.

Monitoring instruments need to be explained and should be known by all relevant stakeholders.

A time-frame needs to be established for the submission of urgent relevant documents regarding grants as well as relevant information and this time-frame should be made known prior to events, by means of learners' notebooks, notices and verbal announcements.

+Mobile Home Affairs stations should be established to assist in accessing birth certificates and ID documents.

5.3 Conclusions

The study was conducted to investigate the handling of grants in schools, and to promote partnership between social development and school officials, and to make recommendations for improved strategies in handling these grants, in collaboration between Department of Basic Education. After the data was captured and analyzed, the study came to the following conclusions:

1. The majority of educators feel the manner in which school grants are handled is ineffective, as learners on grants continue to experience problems.
2. The study also concluded that caregivers are only interested in social grants and not in assisting and motivating learners with their school work.
3. The majority of learners on grants do not perform well in schoolwork because of conflict between the relatives, caregivers and learners, and as a consequence, their performance and progress in their schoolwork is affected.
4. Most parents that are caregivers lack support and assistance from the Department of Social Development with regard to the challenges that they face owing to lost or misplaced documents.

5. The study indicates that there are households that are unattended and where orphans suffer because it is not clear who is responsible for them.
6. The study also concludes that schools do not clearly provide support with regard to the learners and caregivers as far as grants are concerned.
7. Social development officials do not visit schools as required; they collect information about the learners by means of forms submitted by parents.
8. Learners who are mothers that are still attending school are left behind with schoolwork as they have to collect their grant payments during school time.
9. There is a need for improvement in the present monitoring mechanisms or systems pertaining to the handling of grants at schools.
10. It is necessary to develop close partnership and teamwork between government departments for the benefit of the learners
11. The current ways of handling grants in schools are not effective and efficient.
12. The Department of Home Affairs needs to work closely with Department of Social Development to find ways to improve accessibility to birth certificates in order to reduce delays in processing new registrations and renewal of grants.

5.4 Recommendations

Based on the findings of the study, the following recommendations are made and discussed below.

5.4.1 Recommendations regarding objective number one:

The recommendation based on the evaluation of effective systems currently used in handling grants in schools are discussed as follows:

Service delivery of area social workers

Social workers are grouped to work according to demarcated areas, but due to being understaffed, monitoring becomes impossible. A number of schools are grouped and allocated to each social worker. Social workers are not known to educators or parents, and that makes it difficult for the educators with regard to referral cases and causes problems for parents trying to access relevant assistance as far as grants are concerned. All population groups agree that there is a need for increasing the number of social workers to service schools.

School visitation by social workers

Educators and parents disagree on the issue whether social workers visit schools to their satisfaction. Social development officials are used to sending progress and attendance checking forms to schools with parents. They draw false conclusions and give false results.

Visitation of children heading households

Onford (2004:30) argues that children heading households are at risk of ending up stealing in order to improve their living conditions and, as a result, they sometimes end up in jail, feeling unloved and unwanted. It is very difficult for such children to cope better with their studies without support.

Household responsibilities are demanding and are above their powers. This results in a great deal of stress, leading to the making of wrong decisions and the cultivation of a negative attitude towards life. Teachers identify such learners and submit their names to social workers, but few learners get screened in order to be given vouchers without the involvement of the educators.

Receiving of required documentations

Accessibility of birth certificates and other required documentation for grants is still an area of concern which delays the process of accessing grants. Home Affairs only provides mobile stations during voting times, but no support to parents needing social development documentation. Partnership between the Department of Social Development, the Department of Basic Education and the Department of Home Affairs is necessary for effective accessibility to grants.

Support to illiterate care-givers

Most parents and caregivers are illiterate. This poses problems as far as processes in the renewal of grants are concerned and remains a challenge to illiterate parents. Meetings need to be organized on time for parents in order to renew grants when necessary. Parents cannot afford the transport costs to visit Social Development offices. One-on-one correspondence and interviews need to be instituted in order to improve communication.

Disabled children on grants

Grants are not used to the full benefit of the disabled children. The grants serve as a source of income to all family members. Learners on disability grants have to walk long distances to schools that are not suitable to their needs. A follow up is required.

The majority of respondents suggest that social workers, together with educators and school governing bodies, should organize meetings to cascade relevant and updated information as well as changes in arrangements to those who need to know, so as to ensure that everybody understands what is happening.

Educators suggest that social workers need to support and accommodate illiterate caregivers. Illiterate caregivers need assistance in the renewal of grants. Caregivers need to be updated beforehand with the requirements concerning grant renewal.

Motivations need to be submitted for grants to be awarded up to the age of 18 years, so as to accommodate needy learners and especially those who head families and households.

The findings also highlight that meetings need to be held between social workers and learners at specified times in order to offer guidance, promote open communication with the caregivers on time, and to balance the requirements of individuals so as to avoid disappointment.

Saturday pay stations are suggested as a means to accommodate mothers who are still attending school and to lower absenteeism of learners at schools.

5.4.2 Recommendations regarding objective number two

The researcher is of the opinion that each school has to have a welfare desk with a teacher in charge, so as to enable parents and learners to communicate directly in order to specifically cope with the challenges that face grant recipients and their parents.

Karen (2004:152) emphasizes that the primary purpose of the support grants is to provide a regular source of income to caregivers of children and parents living in poverty and to assist them to meet the needs of the children in their care. The welfare desk teacher will be working hand in hand with social workers helping parents with the grant queries.

Teachers are to be invited to social development meetings so as to be informed about policy changes and to share ideas. Oliver and Smith (1999:268) explain that care dependency grants lapse when a care dependent child dies or turns 18 years of age, or when the child is admitted into a psychiatric care and rehabilitation centre. Such information changes without the knowledge of caregivers; there is therefore a need to involve teachers so as to ensure that the necessary information is passed on to parents. Notices and invitations can be given to children to hand over to their parents/caregivers.

Social workers should attend parents school meetings so as to meet parents and caregivers. Important notices and announcements can be given to caregivers at such meetings and the parents/caregivers can also make use of such meetings to submit outstanding documents in order to avoid unnecessary delays with regard to grants.

Moolan and Waylie (2003:96) emphasize that government's priority is to reduce poverty and vulnerability in children by providing schools with nutrition programmes and support programmes for vulnerable orphans in schools. Most parents support the involvement of social workers in parent meetings. Social development officials should also be involved in year plan programmes for schools, featuring in celebratory days and other important occasions during which they can be scheduled to deliver input on topics such as, for example, HIV/Aids awareness, human's rights and children's issues.

Open communication channels for all involved

Communication channels need to be opened and developed between all stakeholders. Parents, caregivers, teachers, learners and social workers need to communicate regularly.

Feedback and learners' schoolwork analysis

Social workers should arrange time to follow up on the performances of grant recipients with regard to schoolwork.

Counseling and support programmes in place

Both educators and social workers may offer counseling and support programmes to both learners and parents.

Poor family conditions

Strydom & le Roux (2001: 20) conclude that the ongoing retrenchments, lack of new jobs as well as the HIV/Aids pandemic increase the strain on the budget of social development. Due to stress parents become harsh and abusive. They lose interest in supervising homework and tend to block communication channels with their children. Most of the caregivers have negative attitudes towards orphans and needy children. The main concern is about existing grants. An intervention is needed to provide an environment that is healthy and conducive to the wellbeing of children.

Report on schoolwork.

Learners' performances need to be checked and a thorough follow-up should be done to ensure assistance and support. At present, a form is sent by social workers to parents in order to keep a check on schoolwork.

Monitoring instruments need to be explained and should be known by all relevant stakeholders. A time-frame needs to be established for the submission of urgent relevant documents regarding grants as well as relevant information and this time-frame should be made known prior to events, by means of learners' notebooks, notices and verbal announcements.

Mobile Home Affairs stations should be established to assist in accessing birth certificates and ID documents.

5.5 Final remarks and avenue for future research

The limitations of the study, outlined below, should assist in directing future research studies.

- (a) In the study the target population groups were educators, parents and social workers. There is a need for future research to focus on school-going mothers in high schools
- (b) The sample of the study was drawn from the black primary schools and very few secondary schools. There is a need to focus on racially mixed high schools in future.
- (c) The Department of Social Development and the Department of Basic Education were the focus of the study. There is a great need for including the Home Affairs Department as well.
- (d) The study was drawn from educators, social workers and parents only. Further research focusing on school management teams and community ward structures is needed.
- (e) The study was drawn from schools around the Groutville area in kwaDukuza. Further studies need to be conducted in the other districts of KwaZulu-Natal.

Partnerships of schools with Social Development in involving school officials to work together for the benefit of the child will ensure a more effective education system.

Effective partnership can be characterized by open communication, good teamwork, shared decision making, shared goals and values, communication and mutual trust and respect between the two departments, in the best interests of the learners.

Open communication can be seen when the teacher gives a report about the child to a social worker in the presence of the foster parent. The school democratically elects the teacher who will become a 'welfare teacher.' Onford (2004: 30) emphasizes the importance of partnership in communities as the best supporting tool, which needs to be used in overcoming problems.

5.6 Conclusion

The study was an attempt to investigate the effectiveness of the current systems in handling of social grants in schools and to propose strategies to improve partnership between the two government Departments as far as handling social grants is concerned.

To this end the sample was drawn from the educators, social workers and parents in the province of KwaZulu- Natal. The questionnaire was used as an instrument for collecting data. Data was analysed and interpreted.

The study came to the conclusion that Department of Basic education and Department of Social Development should form partnership in order to handle the social grants and give the best service delivery to the community as required.in schools in the province of KwaZulu Natal.

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ANNEXTURE A

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

P.O. Box 1564
Tongaat
4400
30/08/08

The Circuit Manager: Mrs L.E. Khoza
Lower Tugela Circuit
Ilembe District
Kwa Dukuza

Request for permission to conduct research in the Umhlali Ward and KwaDukuza selected schools.

I hereby request for the permission to conduct research to sampled schools from the above mentioned Circuit / District. The research topic is: **An evaluation of social grants in schools in KwaDukuza District of KwaZulu Natal.**

I am a Master's student at the University of Zululand (035771).

Teachers, social workers and parents will be given questionnaires so to highlight their responses.

Yours faithfully

Shabalala Sthembile Princess

ANNEXURE B

REQUEST FOR THE PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOLS

Dear Sir/ Madam

I hereby request permission to conduct a research among educators in your school. I am a Masters' student at University of Zululand. Questionnaires will be given to educators as the instrument of the research.

The topic of my study is : **An evaluation of social grants in schools in KwaDukuza District of KwaZulu Natal.**

I will appreciate if the request is considered.

Yours faithfully

Shabalala Sthembile Princess (20035771)

ANNEXURE C

**REQUEST FOR PERMISSION FROM THE SOCIAL
AFRICAN SOCIAL AGENCIES-
(SOCIAL DEVELOPMENTS) TO CONDUCT
RESEARCH WITH SOCIAL WORKERS**

TO: District Manager
Social African Social Agencies
KwaDukuza Local Office
KwaDukuza
4450

Dear Sir/ Madam

I hereby request the permission to conduct research to Social Development officials. I am currently studying towards a Master's degree at University of Zululand (035771). I am an educator at Zilungisele Primary school situated in Mnyundwini, Groutville area.

The topic of my study is : **An evaluation of social grants in schools in KwaDukuza District of KwaZulu Natal.**

The social workers will be given the questionnaires to complete according to their views.

Your co-operation will be always appreciated.

Yours faithfully

Shabalala Sthembile Princess

ANNEXURE D :

**AN EVALUATION OF SOCIAL GRANTS IN
SCHOOLS IN KWADUKUZA DISTRICT OF
KWAZULU NATAL —RESEARCH INSTRUMENT**

Research instrument (English version):. AN EVALUATION OF SOCIAL GRANTS IN SCHOOLS IN KWADUKUZA DISTRICT OF KWAZULU NATAL.

1. You are kindly requested to complete this questionnaire. You need not reveal name and information will be kept confidential.

Please circle one number next to each statement using the given scale:

- 1. Strongly disagree**
- 2. Disagree**
- 3. Strongly agree**
- 4. Agree**

No	Statements				
1	Learners on grants are monitored regularly by social development.	1	2	3	4
2	Teachers know the area social workers responsible for their schools.	1	2	3	4
3	Social workers often visit schools or when there is an urgent need.	1	2	3	4
4	Social workers help caregivers to access birth certificates easily from Home affairs for the benefit of the child.	1	2	3	4
5	Illiterate caregivers are identified and special meetings are organized next to where they live to avoid unnecessary grant delays.	1	2	3	4
6	Grants are used specifically for the children's needs.	1	2	3	4
7	Each school must have a welfare desk, with a teacher in charge to address the challenges facing children concerning grants.	1	2	3	4
8	Teachers in charge to be invited to welfare meetings and updated with the changes in policy by relevant Area social worker.	1	2	3	4
9	Social workers to attend parents meetings in schools so as to meet the caregivers.	1	2	3	4
10	Social Development officials to arrange with school principals to be included in school programmes for the update and follow up information.	1	2	3	4
11	Caregivers and foster parents to report to teachers at schools through the learners' communication books or personally for any difficulty relating to grants and the teacher to report or consult the official on parent's behalf,	1	2	3	4
12	Nearby pay stations to be opened on Saturdays for school mothers who are accessing grants.	1	2	3	4

Gender: -----

Age:-----

Marital status:-----

RESEARCH INSTRUMENT IN ISIZULU

Ukubhekela nokucwaninga ukusetshenziswa kwemali yesondlo sikahulumeni kubantwana besikole esifundeni saKwaDukuza, kwelakwaZulu- Natali.

Kokolozela ufake uphawu empendulweni ovumelana nayo usebenzisa incazelo elandelayo:

1. Angivumelani nhlobo
2. Angivumelani
3. Ngiyavumelane
4. Ngiyavumelana kakhulu

No.	Izitatimende				
1	Izingane zesikole ezihola imali yesondlo ziyalandelwa njalo oSonhlalakahle.	1	2	3	4
2	Othisha bayabazi oSonhlalakahle abasebenzela izikole zabo ngokwemincele yezindawo.	1	2	3	4
3	OSonhlalakahle bavakashela izikole njalo, noma kunesidingo bayashesha bafike.	1	2	3	4
4	OSonhlalakahle bayabasiza ababheki izingane ezihola imali yesondlo ukuthola izitifiketi zokuzalwa emnyangweni wezeNhlalakhle ukuphuthuma usizokubafundi abahola imali yesondlo.	1	2	3	4
5	Ababheki bezingane abangafundanga okutheni , bayafundiswa babizelwe emhlanganweni ukuze bathole ulwazi olufanele.	1	2	3	4
6	Imali yesondlo kumele isize ukuletha izidingo eziqondene nomfundi ngqo.	1	2	3	4
7	Isikole ngasinye kuhle sibe nothisha obhekele izinkinga zabafundi abahola imali	1	2	3	4
8	Kungancomeka uma othisha ababhekela abafundi bengahlanganyela noSonhlalakahle emhlanganweni ethize ukuze bahlale benolwazi olungadlulelwe isikhathi.	1	2	3	4
9	OSonhlalakahle kungaba wusizo ukuhlanganyela nabazali noma ababheki babafundi emhlanganweni yabazali ebizwe esikoleni ngokohlelo lonyaka.	1	2	3	4
10	Othishanhloko ngokubambisana noSonhlalakahle bangavumelana ngokwenza uhlelo olungashayisani nohlelo lokufunda ukulandela ukuqhubeka kahle kwabafundi.	1	2	3	4
11	Ababheki nabazali bezingane ezithola isondlo kunganciphisa izindleko konge nesikhsthi ukubika kothisha ababhekeli lababafundi.	1	2	3	4
12	Ukuvulwa kwezinyei zikhungo ngemiGqibelo, kungancipha ukulova nokusalela emuva komama abangafundi abaholayo.	1	2	3	4

Ubulili: ----- Iminyaka: -----

ANNEXTURE E

EDITOR'S CERTIFICATE

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6 December, 2010

TO WHOM IT MAY CONCERN: Editing of document

I hereby confirm that I, the undersigned, have proofread and edited (with special regard to English language usage) the Masters dissertation entitled: "Partnership between government departments in monitoring social grants in schools" by Mrs Sthembile Shabalala (Student no. 035771).



R. Wilkinson