The challenges and coping resources of street children

By
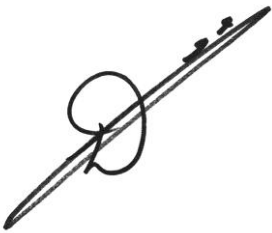
Deon Derek Erwee (03747735)

BSW (Bachelor of Social Work) NDP
Research Project
SCK410B

7 Waterbok Street

La Provence

Bethlehem

9700

0724836119

Submission Date: 30 September 2010

Date: 25 July 2010

I, Deon Derek Erwee, student no 03747735, the undersigned declare that this work is my original creation and that I have not copied over information from any sources without acknowledging them in a proper manner in the text and in the bibliography.

_____

D D ERWEE: RESEARCHER

CHAPTER 1

GENERAL INTRODUCTION AND PROBLEM FORMULATION AND THE APPLICATION OFTHE QUALITATIVE RESEARCH PROCESS

1.1   General introduction and problem formulation

Despite the living conditions on the street, children living on the streets are still children and are different from their adult counterparts living on the streets in the sense that they are still growing and developing towards becoming adults. They experience risks and challenges (such as involvement in sexual behaviour at a very young age and being exposed to the high-risk activities associated with premature sexual exposure and substance abuse). (Tudoric-Ghemo 2005:59). At the same time these risks and challenges may jeopardize their development and promote the acquisition of strategies for dealing with life on the streets. There is some evidence that economic pressures and emotional disturbances in the family (such as poverty, urbanisation over-crowding and emotional separation) (Tudoric-Ghemo 2005:32) expose children to larger risks than do the conditions of the street. Street children often face larger risks than children in general because they are exposed to negative physical, social, and emotional factors at home and still have to deal with the challenges of life on the streets. On the other hand, there is evidence that the conditions of life on the streets lead to the development of coping strategies that are adaptive and that may help to strengthen their cognitive and social skills (Koller & Hutz 2001). It was these challenges faced by children living on the street and the coping resources employed by them to survive living and working on the streets that prompted the researcher's interest to undertake this research project. The research is thusabout the challenges and coping resources used by children living and working on the street.

1.2   Research question

A research question is a type of question that will provide answers that explain, describe, identify, substantiate, predict, or qualify. (http://cbdd.wsu.edu/edev/nettomtot/resources/Other/TOM614/page21.htm).

Brink and Wood (as quoted by Holloway & Wheeler and referred to in Alpaslan, 2010:11) add on to the previous explanation and describe the essence of a research question as follows: "A research question is an explicit query about a problem or issue that can be challenged, examined and analysed and that will yield useful new information. Fossey, Harvey, McDermott & Davidson (2002:723) point to the fact that in qualitative research, relatively broad questions, rather than specific hypotheses to be tested. The research question identifies the initial focus of the study. Creswell (in Adlem 2007:7) concurs and states: "Questions are the most popular form for qualitative and survey projects and hypotheses are for experimental studies."

In view of the proposed research study the following question was formulated to focus this investigation: "*What are the challenges and coping resources of street children?*"

1.3   Research goal and objective

Fouché (in De Vos, Strydom, Fouché & Delport and quoted by Alpaslan 2010:13 and Adlem 2007:8) describe the concept – "goal" as "the end towards which effort or ambition is directed". The one (goal, purpose or aim) is the "dream"; the other (objective) is the steps one has to take, one by one, realistically at grassroots level, within a certain time span, in order to attain the dream. The objectives need to be an offspring of the goal and relate directly to it. (Alpaslan 2010:13 and Adlem 2007:8).

The goal of this research was:

- To discover the challenges experienced (faced) by children living and working on the street and the coping resources they employ to address these challenges.

The objective of this research was:

- To obtain a sample of four street children not connected to a shelter (i.e. street children who are living and working on the street).
- To conduct semi-structured interviews to explore the coping resources of street children and the challenges they employ to address these challenges.
- To sift, sort and analyse the collected data according to the steps of qualitative data analysis as proposed by Tesch (in Creswell), and referred to by Alpaslan (2010:14) in order to interpret it.
- To do a literature control in order to verify data (Alpaslan 2010:14).
- To describe the challenges faced by children while living and working on the street and the coping resources they employ to address these challenges.
- To draw a conclusion and make recommendations to outreach workers. They are appropriately selected and trained persons who are able to work with street children in their life-space (where they live and exist) while they are living and working on the streets. The conclusions and recommendations will be about the challenges and coping resources used by street children.

1.4   Research approach

In this research project, the researcher followed a qualitative research approach. In the discussion to follow, the following will be presented:
- A definition for the concept "qualitative research"
- The characteristics of qualitative research
- When one uses qualitative research
- Motivation for the use of the qualitative approach in this research project.

1.4.1 Definition of qualitative research

Corner (in Adlem 2007:10) describes qualitative research as the method of research that seeks to examine phenomena in contexts, generating theory from the actor's perspective, and accepts and even encourages study designs where the researcher and subjects are part of a two way process in which understanding develops in the development of theory.

According to Fossey et al. (in Alpaslan 2010:15), qualitative research is a broad umbrella term for research methodologies that explore, describe and explain persons' experiences, behaviours, interactions and social contexts without the use of statistical procedures or quantification.

According to Le Roux (2009:76), qualitative research entails a research undertaking which is conducted in a natural setting and where the researcher is an instrument of data collection: gathering words or pictures, analyzing them inductively, focusing on the meaning of participants, and describing a process that is both expressive and persuasive in language.
Creswell in (http://www.socialresearchmethods.net/tutorial/ Mensah/
Default.htm) defines qualitative study as - "an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, report detailed views of informants, and conducts the study in a natural setting."

Qualitative research is more useful for exploring phenomena in specific contexts, articulating participants' understandings and perceptions and generating tentative concepts and theories that directly pertain to particular environments. Thus, policies and decisions based on qualitative information may be more directly suited to the specifics of the milieu from which they were derived. (Schulze 2003:12).

1.4.2 Characteristics of Qualitative research:

According to Patton (2002:40-41) there are twelve characteristics of qualitative research, which are classified under the following three headings:

- Design strategies
- Data collecting and fieldwork strategies
- Analysis strategies.

Each of these will be presented in the discussion to follow:

1.4.2.1   Design strategies

With reference to the design strategies, the following are characteristic of qualitative research:

- Qualitative research entails a *naturalistic inquiry* — qualitative researchers study real-world situations as they unfold naturally; non-manipulative and non-controlling. They adopt openness to whatever emerges (and lack predetermined constraints on findings) and look at the phenomenon under study through explorative eyes.

- In qualitative research the design is *emergent and flexible* — qualitative researchers are open to adapting the inquiry as understanding deepens and/or situations change. The researcher avoids getting locked into rigid designs that eliminate responsiveness and he pursues new paths of discovery as they emerge.

- Qualitative research entails *purposeful sampling* — cases for study (e.g., people, organizations, communities, cultures, events, critical incidences) are selected because they are "information rich" and illuminative, that is, they offer useful manifestations of the phenomenon of interest; sampling, then, is aimed at insight about the phenomenon, not empirical generalization from a sample to a population. (Patton 2002).

1.4.2.2   Data-collection and fieldwork strategies

With reference to the data collection and fieldwork strategies, the following are characteristic of qualitative research:

- *Qualitative data* refers to any information that the researcher gathers that is not expressed in numbers (Tesch in Struwig & Stead and quoted by Le Roux 2008:76). Qualitative data are depicted in the forms of words, pictures, drawings, paintings, photographs, films, videotapes, music and sound tracks.

  Moon (in Wade 2009:69) states that qualitative research, use of multiple data resources, multiple data collection methods, multiple methods of analysis and multiple investigations serves to ensure the "trustworthiness of findings".

- *Personal experience and engagement*—the researcher establishes direct contact with, and gets close to the people, situation, and phenomenon under study. The researcher's personal experiences and insights are an important part of the inquiry and critical to understand the phenomenon (Patton 2002).

- *Empathic neutrality and mindfulness*—An empathic stance in interviewing is pursued, seeking vicarious understanding without judgment (neutrality) by showing openness, sensitivity, respect, awareness, and responsiveness by being fully present (mindfulness) in observation (Patton 2002).

- *Awareness of the dynamics within systems* - attention is given to the process, it assumes change as on-going and that there is nothing permanent except change. Whether the focus is on an individual, an organization, a community, or an entire culture, one must therefore be mindful of, and attentive to, system and situation dynamics. (Dale 2006).

1.4.2.3   Analysis strategies

With reference to analysis strategies, the following are characteristic of qualitative research:

- *The adoption of a unique case orientation* - the researcher assumes that each case is special and unique; the first level of analysis is being true to, respecting, and capturing the details of the individual cases being studied; cross-case analysis follows from and depends on the quality of individual case studies (Patton 2002).

- *Inductive analysis and creative synthesis* — immersion in the details and specifics of the data to discover important patterns, themes, and interrelationships; begins by exploring, then confirming, guided by analytical principles rather than rules, and ending with a creative synthesis. (Patton 2002).

- Adopting a *holistic perspective* — the whole phenomenon under study is understood as a complex system that is more than the sum of its parts. The focus is on complex interdependencies and system dynamics that cannot meaningfully be reduced to a few discrete variables and linear, cause effect relationships (Patton 2002).

- Displaying context *sensitivity-* this strategy allows more systematic and rigorous research in situations where the variations in context and settings are important aspects of data observations. It helps the researcher to be careful of dubious or meaningless generalisations over time and space.   It emphasises careful comparative case analyses and extrapolating patterns for possible transferability and adaption in new settings (Patton 2002).

  Individual cases will have to be folded into a broader spectrum, and cross checked against a broad mosaic of perspectives of other people who had the same experience. This provides a sense of social, historical and temporal context. The result is to place the findings in a specific and detailed framework (Dale 2006).

- Acknowledging the researcher's own *voice, perspective, and reflexivity* - qualitative analyst owns and is reflective about his or her own voice and perspective. The credible voice conveys authenticity, and trustworthiness which will create a safe environment for interviews (Paton 2002:41).

  Complete objectivity is impossible and it is essential for the researcher to have the ability to adapt and remould the interview as

understanding and new insights are obtained in collecting the data. In this way it remains possible to examine new areas of learning as they present themselves

.

1.4.2.4   When one uses qualitative research

According to Donalek and Soldwisch (in Adlem 2007:140) the qualitative approach is used when only a little knowledge about a subject or phenomenon is known.

Qualitative research is more useful for exploring phenomena in specific contexts, articulating participants' understandings and perceptions and generating tentative concepts and theories that directly pertain to particular environments. Thus, policies and decisions based on qualitative information may be more directly suited to the specifics of the milieu from which they were derived (Schulze 2003:12).

Qualitative methods are used to study human behaviour and behaviour changes. Complex behaviour is not well captured by quantitative techniques. Qualitative methods help you study the variations of complex, human behaviour in context.
(http://symptomresearch.nih.gov/chapter 7/sec2/cmss2pg1.htm).

1.4.2.5   Motivation for the use of qualitative approach in this research project

The qualitative approach followed in this research fits in with the person centred approach used by Unisa and the researcher as its theoretical basis (Alpaslan 2010:11).
The researcher aimed to establish the meaning that the street children attach to their environment through the evaluation of subjective data by means of flexible exploratory methods. Through this qualitative research, which consisted of conversations held with them, the researcher established an informed perspective of the challenges encountered by children living

and working on the street and the coping resources used by them to address these challenges.

Based on this exploration, the researcher described the experiences and the normal day-to-day challenges of street children. He endeavoured to understand and analyse rather to explain his observations. Because of the above-mentioned and with specific reference to the explorative and descriptive nature characteristic to qualitative research, the researcher is of the opinion that the qualitative research approach befitted this study.

1.5 Research design

It is important to emphasize the emergent nature of a qualitative research design. Because the researcher seeks to observe and interpret meanings in context, it is neither possible nor appropriate to finalize research strategies before data collection has begun (Paton 2002:41). Qualitative research proposals should, however, specify primary questions to be explored and plans for data collection strategies.

The particular design of a qualitative study depends on the purpose of the inquiry, what information will be most useful, and what information will have the most credibility. There are no strict criteria for sample size (Paton 2002:42). Qualitative studies typically employ multiple forms of evidence, and there is no statistical test of significance to determine if results 'count'. Judgments about usefulness and credibility are left to the researcher and the reader (Paton 2002:42).

According to Yegidis & Weinbach (in Adlem 2007:7), the research design is the plan or steps for the start of a research study. The design is implemented to find answers to the researcher's focused questions. The researcher thus wishes to find answers to, amongst others, the following research activities:

- Where and when will the research be done?
- What is the nature of the information to be gathered?
- From whom the information is to be gathered?
- How the information will be gathered?

- How will the gathered information be organised and analysed?
- How will the research results be disseminated? (Yegidis & Weinbach in Adlem 2007:7)

This researcher decided to use an explanatory, descriptive and contextual research design within the qualitative research paradigm to try and get answers to the formulated questions.

The goal of **exploratory research** is the more precise formulation of problems, clarification of concepts, gathering of explanations, gaining more insight, elimination of impractical ideas, and the forming of hypotheses. This is achieved by the use of literature searches, population surveys about people's experiences and the use of focus groups and case studies. (Yegidis & Weinbach in Adlem 2007:11).

Through exploratory research the researcher attempts to interview those who are knowledgeable and who might provide insight into the relationship between the variables concerned, as opposed to acquiring a fully representative survey. This flexible research design is aimed at developing hypotheses, but not necessarily testing them.

Qualitative research techniques are especially useful for gathering and analysing exploratory data. (Yegidis & Weinbach in Adlem 2007:11).

According to Yegidis & Weinbach (in Adlem 2007:11) exploratory research is used when research problems have already been identified, but the researcher's knowledge thereof is limited.

Given the fact that this researcher's knowledge and understanding of the challenges and coping resources of street children are limited, and the phenomenon is taking on such dimensions in Bethlehem and the Eastern Free State, a proper intervention was of the utmost importance and the researcher needed to use the explorative research design to explore and gain knowledge and understanding about this phenomenon.

Descriptive research aims to observe and describe the behaviour of a subject without influencing it in any way. Many scientific disciplines, especially social science and psychology, use this method to obtain a general overview of the subject. (Shuttleworth: 2008). Descriptive research is also useful where it is not possible to test and measure the large number of samples needed for more experimentation. This type of research is often used by anthropologists, psychologists and social scientists. (http://www.experimentresources.com/descriptive-research-design.html#ixzz0k9pZWG2a).

The results from a descriptive research can in no way be used as a definitive answer or to disprove a hypothesis but, if the limitations are understood, they can still be a useful tool in many areas of scientific research. (http://www.experimentresources.com/descriptive-research-design.html#ixzz0k9pZWG2a).

When applied to social constructs, like street children, we can describe it as a method that seeks to describe the challenges and resources of children on the street. Unlike exploratory research, descriptive research should define questions, people surveyed, and the method of analysis prior to beginning data collection. In other words-: the "who, what, where, when, why", and "how" aspects of the research should be defined. Such preparation allows one the opportunity to make any required changes before the costly process of data collection has begun. (Walonick in Adlem 2007:11).

For the purpose of this research the researcher employs the descriptive design to describe and answer the following questions:

- What are the challenges experienced by children living and working on the street?
- What are the coping resources employed by children living and working on the street to address these challenges?

Terreblanche & Durheim (in Adlem 2007:7) describe contextual research as

"being concerned with making sense of human experiences from within (their) context and perspectives." This design was included as part of the research design as they wanted to understand the challenges and coping resources of street children, from the context of the children looking after themselves while living and working on the street.

1.6 The research population, sampling and sampling techniques

Marlow (in Alpaslan 2010:16) explains population as the "sum of all possible cases that the researcher is ultimately interested in studying. For the purpose of this study the population would be children (under the age of 18 years as defined by the Children's Act, Act No 38 of 2005:14) living and working on the street in the Bethlehem area.

Due to time and money constraints this researcher could not interview all the children constituting the population and therefore a sample of four children (subset of the street children were chosen for inclusion as a sample within this study.

The concept "sample" is defined as a smaller group of the population and is the representative of that population. (Marlow in Abrahams 2009:15).

In quantitative inquiries, the dominant sampling strategy is probability sampling, which depends on the selection of a random and representative sample from the larger population. The purpose of probability sampling is subsequent generalization of the research findings to the population. By contrast purposeful sampling (belonging to the non-random sampling group) is the dominant strategy in qualitative research. Purposeful sampling seeks information-rich cases which can be studied in depth (Paton 2002:41).

According to Donalek & Soldwisch (in Alpaslan 2010:16) quantitative researchers choose participants randomly, while qualitative researchers choose the sample on the grounds of the first-hand knowledge they have about the phenomenon and choose to include prospective participants who meet the criteria formulated for inclusion. Within these parameters the

researcher used the purposeful sampling technique and included children living and working on the street who met the following criteria:

- They had to be Sotho boys under the age 18 years who are living and working on the street. Only boys were included because at the time when the fieldwork was conducted there were no girls on the street in Bethlehem.

- Boys who did not regularly make use of the shelter facilities rendered by Child and Family Welfare Society Bethlehem.

- The children had to be Sotho speaking, because the translator spoke only Sotho and English.

- The children had to be willing to participate in the research project and not be too difficult to find again, if the need be.

I chose this group because I knew that this group represents the biggest group on the street and it was easier for me to obtain a sample.

It is customary, in qualitative research, not to determine the sample size at the outset of the study; the principle of "saturation of data" determines the sample size. This means that the researcher will continue with the collection of data from multiple participants until the information becomes repetitive (Fossey et al. and Donalek & Soldwisch in Alpaslan 2010:16).

1.7   Preparation for data collection and the method of data collection

Participants were handpicked on the streets in Bethlehem by the researcher in person when visiting the places the children frequented. The purpose of the research was discussed with them in detail at the drop in centrum in Bethlehem when they were taken there for a wash and food. I made sure that that they understood their rights of confidentiality and anonymity, and what was expected of them. A place where they felt safe for doing interviews was negotiated with them, and it was decided that my office would be the most suitable. I also discussed with them that an interpreter would be used and made sure that they were comfortable with him. Appointments, stating date and time for interviews was set with the

participants. Participants were also informed about the recording of interviews and what would be done with the recordings after my studies. Their permission to record the interviews was subsequently sought. Participants were also informed at the beginning of the interview that they were always free to refuse to answer any questions, or to withdraw from participating in the research.

Children, whose parents or guardians could not be traced with ease, would be represented by an outreach worker whom they are familiar with. In the research done, none of the participants' (four) parents or guardians could be traced. This outreach worker acted as their guardian for the purpose of this interview. The fact that the outreach worker would act as their guardian was discussed with the participants and they complied with the arrangement.

During interviews I utilised attending skills by making sure that that there were no interruptions during interviews, and I created conditions for the participants where they experienced the feeling that I was "with them" and that they could share their life-worlds with me. I also applied attentive listening by not only hearing what they were saying verbally, but also what they were communicating through their body language, and implied messages.

I made use of probing and questioning to make sure that I understood them correctly, especially because I made use of an interpreter. For this purpose I also used rephrasing when it became clear that questions were not understood.

1.7.1 Method of data collection

Data collection is defined by the Wikipedia body of knowledge as the term used to describe the process of preparing and collecting data, of which the purpose is to obtain information to keep on record, make decisions about important issues or to pass ordered information on to others regarding a specific topic.

Data collection usually involves three main steps:

1. Pre collection activity: agreeing on the goals, definitions, methods

2.   Collection: actual data collection.

3.   Present Findings: involves some form of sorting, analysis and/or presentation.

(http://www.google.co.za/search?hl=en&defl=en&q=define:Data+collection&ei=ooS5S_K0B4n80wTXqJGZAg&sa=X&oi=glossary_definition&ct=title&ved=0CBQQkAE).

According to Fossey et al. (in Alpaslan 2010:17) interviewing, focus-group interviews and participant observation are common modes of qualitative data gathering.

This researcher used interviews and more specific semi-structured interviews as method of data collection. Tutty et al. (in Alpaslan 2010:17) describes an interview as a structured conversation with the purpose to gather information through which the researcher will be able to understand the perceptions and impression of the person being interviewed. The authors refer to "semi-structured interviews" as "guided interviews" because the researcher will be using a few pre-formulated questions or key words as guide during their interview.

The following questions will be used to guide the interview:

(1) How long have you been living on the street?

(2) What made you decide to come and live on the street?

(3) How old were you when you started living on the street?

(4) Do you attend school?

- In what grade are you currently?
- Where/How do you get a school uniform, or the money to buy a school uniform?
- How do you afford all the things you need for school?
- Do the other children know that you are a child living on the street?
- How do they treat you because of this?
- What do you do if they treat you badly?

(5) Where do you sleep at night?

- What do you do in winter when it is cold?
- What do you do when it is raining?

(6) What do you do to get food when you are hungry?

(7) Where do you wash your clothes?

(8) Where do you wash yourself?

(9) Where do you go when you need to go to the toilet?

(10) What do you do when you are angry?

(11) What do you do when your friends/ older children or grown-ups fight with you?

(12) What do you do when you are sad?

(13) Who are your "family" and friends here on the street?

(14) Do you still have contact with your family?

- If so, how often do you see/visit them?
- For what reason(s) do you normally visit your family?

(15) How do you cope on the street? (Here I will focus on basic needs)

- Where do you get food?
- Do you get enough food?
- Where do you get clothing?
- Where do you wash yourself and clothes?
- Do you attend school?
- Where do you get medical care?
- Do you go to church?
- Who comforts you when you are sad?

(16) What are the dangers of living on the street?

(17) What is it about living on the street that scares you?

(18) What is it about living on the streets that you find exciting?

(19) What is good about living on the street?

(20) What is not good about living on the street?

1.8   Method of data analysis

It is important that gathered information be organised into patterns, categories and a basic descriptive units. Creswell (in De Vos and quoted by Niewhoudt 2008:11) suggests a data analysis spiral. The data analysis spiral consists of managing data, of reading and memoing, describing, classifying and interpreting, and the presenting and visualising. The

researcher used his transcribed interviews to reflect on the information gathered. The researcher repeatedly read through the information to get a sense of it as a whole, and made remarks in the margin.

De Vos (in Abrahams 2009:17) notes that data analysis is the process in which order, structure and meaning are brought to a mass of gathered information. Qualitative analysis of data tries to bring together the themes relating to the participants' accounts.

The recorded interviews were transcribed.

After the research, I used the following eight steps suggested by Tesh (in Creswell 1994:155) for the process of data analysis:

- The researcher aimed to form an overview of the gathered information by reading through all the transcriptions and making notes about important information in the margins.
- The researcher read the first transcription and asked himself, "What am I reading here?" "What is it all about?" The generated ideas were noted in the margin.
- The previous step was completed in respect of the rest of the transcriptions and a list comprising of themes, unique themes and left-over themes was compiled.
- With this list I returned to the transcribed data. A fitting abbreviation for each theme was made (for example: "begging" was abbreviated as "beg", "goodwill" as "gw"). The abbreviated codes were written in the margins next to the segments of data that match a particular code.
- Subsequently related themes were grouped together.
- I took a final decision about the abbreviations for each theme and its related code/abbreviation and arranged them alphabetically.
- By using cut-and-paste method, the researcher assembled the data material (storylines) belonging to each theme and category in one place and conducted a preliminary analysis.
- Where necessary the data were re-coded. Hereafter the researcher commenced with the process of reporting the research findings.

1.9 Ethical Considerations

Ethics can be viewed as the norms for conduct that distinguish between acceptable and unacceptable behaviour.
(http://www.niehs.nih.gov/research/resources/bioethics/whatis.cfm).

Strydom (in De Vos et al. 2002:62) describes ethical aspects as a "set of moral values or principles which is suggested by a group or individual, and which is subsequently accepted as the rules and prescriptions of how participants, employers, and researchers should conduct themselves."

In research (especially social work research) that primarily uses human beings as research participants; the following ethical issues must be considered and attended to in every research endeavour:

- informed consent
- anonymity/confidentiality
- management of information

These will be presented in the next section of the report.

1.9.1 Informed consent and voluntary participation

Holloway and Wheeler (in Adlem 2007:7) mention that participants in research should make a voluntarily informed decision about their participation, without irregular influencing or threats of any kind. (Alpaslan 2010: 27) .

The children being used as a sample in this research were given all the relevant information, and informed about the possible risk and expectations concerning the research. The researcher conveyed this information verbally and in writing (Addendum A) and worked through it with the participants. The participants were informed that their participation was voluntary, and they were free to withdraw from the research at any time, without any penalty. They were informed that they could at any time ask for more

information, or contact Child and Family Welfare Bethlehem under whose auspices this research was done.

Where the children still had parents, their written consent was obtained. In instances where no parents were available, the researcher obtained the consent of any other significant others of the child.

In this research study all four the boys agreed that the outreach worker whom they trusted could act as a guardian with regard to the consent form that had to be signed by a parent/guardian. The consent form (Addendum A) was adjusted accordingly to enable the co-signature of the guardian. This means that both the child and his guardian signed the consent form.

1.9.2 Anonymity/Privacy/Confidentiality

For the sake of scientific progress, many people are prepared to divulge information of a very sensitive nature on condition that their names and identity are not mentioned or disclosed to other people (Bless & Higson-Smith in Kgole 2007:14).

Neuman and Bless and Higson-Smith (in Kgole 2007:14) agree that confidentiality generally does not constitute a serious constraint in research, thus names of participants can be omitted altogether, or participants can be identified by numbers instead of names. The participants must be convinced that it will be respected.

The researcher made sure that the participants' identities were not disclosed or accessed by other people and that their identities were treated with respect and protected. The code names chosen by the participants in the preparation stage were used during the interviews.

Strydom (in Kgole 2007:14) defines privacy as "…that which normally is not intended for others to observe or analyse".

The researcher was aware that it was important to safeguard the privacy and identity of the participants and acted with the necessary sensitivity where the privacy of the subjects was relevant. Strydom (in Kgole 2007:14)

views confidentiality as a continuation of privacy, which refers to an agreement among people that limits others' access to private information. Confidentiality and anonymity usually go together. Confidentiality without anonymity means that information is not made public, but the researcher privately links individual names to specific responses. Anonymity without confidentiality also means that all details about a specific individual are made public, but the individual's name is withheld (Neuman in Kgole 2007:14).

The data collected were used for the stated purpose of research and no other person had or will have access to the empirical data.

1.10   Clarification of key concepts

The following key concepts were deemed central to this research project and will be clarified:

- Challenges
- Coping resources
- Child
- Street child

1.10.1 Challenges

According to the Oxford Dictionary a challenge is: "a task or situation that tests someone's abilities" .
(http://www.oxforddictionaries.com/view/entry/m_en_gb0136310#m_en_gb0 136310).

For children living and working on the street, challenges are the obstacles and hardships faced by them while on the street that have an influence on their mental, physical and developmental well-being.

1.10.2 Coping resources

The construct, coping resources, refers to a range of psychological coping capacities such as the following:

• **Cognitive resources:** these relate to the extent to which individuals maintain a positive sense of self-worth, a positive outlook towards others and optimism about life in general.

• **Social resources:** these involve the degree to which individuals are embedded in social networks that are able to provide support in times of stress.

• **Emotional resources:** these have to do with the degree to which individuals can accept and express a range of effects, based on the premise that a range of emotional responses helps to ameliorate long-term negative consequences of stress.

• **Spiritual/philosophical resources:** these entail the degree to which an individual's actions are guided by stable and consistent values derived from his or her religious, familial or cultural tradition, or from personal philosophy. These values may actually define the meaning of potentially stressful events and prescribe strategies that enable the individual to respond effectively.

• **Physical resources:** these have to do with the degree to which individuals enact the health-promoting behaviours believed to contribute to increased physical wellbeing. Physical wellbeing is thought to decrease the level of negative response to stress and to enable individuals to recover faster (Hammer in Coetzee & Esterhuizen 2010:3).

1.10.3 Child

A child is a younger person from birth to the age of a fully developed person; and can either be a boy or a girl (Hornby in Kgole, 2007:18). The Convention on the Rights of the Child (1997:26) and Children's Act, (Act No 38 of 2005) sees a child as a person under the age of eighteen years.

In this research study a child can be any person under the age of eighteen years and according to Agrawal (in Harper 2003:13) is one who:

- lives on the street, waste land, public place most of the time

- works in the street on jobs of low status and low income
- lives in the exposed conditions of the street
- has no or little parental protection and supervision
- has either continuous, intermittent or no family contact at all
- is vulnerable to the hazards of urbanisation and urban living conditions.

The Children's Act 38 of 2005 defines a street child as a child who-

(a) because of abuse, neglect, poverty, community upheaval or any other reason, has left his or her home, family or community and lives, begs or works on the streets, or

(b) because of inadequate care, begs or works on the streets but returns home at night

1.10.4 Street child

According to the Children's Act, (Act No 38 of 2005:20) a 'street child' means a child who-

(a) because of abuse, neglect, poverty, community upheaval or any other reason, has left his or her home, family or community and lives, begs or works on the streets, or

(b) because of inadequate care, begs or works on the streets but returns home at night

Schurink (in Harper 2003:13) describes street children as follows: "a street child or street youth as any girl or boy who has reached adulthood, for whom the street (in the widest sense of the word, including and occupied dwellings, waste land etc.) has become his or her habitual abode and/or sources of livelihood, and who is inadequately protected, supervised order directed by responsible adults."

1.11 Problems/challenges experienced during the implementation of the research

The one challenge the researcher had to cope with was that of language. Children on the street in Bethlehem know enough English and Afrikaans to beg but are not conversant enough to express themselves in this kind of research interview. The problem was solved by making use of a reliable interpreter. Although reliable, I had to, on more than one occasion remind the interpreter not to draw his own conclusions, but only to act as a go-between the participants and the researcher. The researcher arrived at the conclusion that the integrity of the accumulated data has not been negatively influenced due to the language challenge encountered.

The researcher also experienced that the street children do not understand fancy English words like," alias, anonymity and confidentiality". To aid the participants' understanding in what I had to say, I had to speak to them on their level using words like "Codes and secrets".

In other aspects of the researcher's learning at Unisa, like case work, he was made attentive of fact that he was not a detective anymore and should not ask as many probing questions. With this in mind the researcher fell into the trap of not probing enough during interviews to deeper explore the meanings and feelings of participants.

1.12 Outline of the research report

This research report will be divided into the following chapters.

In Chapter 1 an introduction and general orientation to the research report will be provided with specific focus on the following: introduction and problem formulation, and problem statement.

Furthermore, the researcher's application of the qualitative research process will be discussed with reference to the following: the research question, goal and objectives of the research, the research approach and design, ethical considerations, problems/challenges/limitations of the

research, clarification of key concepts, and the content plan of the research report.

In *Chapter 2* the research findings will be presented and discussed and compared and contrasted with existing literature related to the topic (i.e. a literature control will be undertaken).

In Chapter 3 the overall conclusions and recommendations will be provided. (Alpaslan 2010:49).

CHAPTER 2

**THE PRESENTATION OF THE RESEARCH FINDINGS AND A
LITERATURE CONTROL**

2.1 Introduction

Recent years have indicated an alarming increase in the number of street children around the world, especially in poor and developing countries such as is evident in Thailand, Brazil, India and here in South Africa (Naidoo 2008:1).

Panicker (in Tudoric-Ghemo 2005:1) has pointed out that many of the street children in South Africa are basically rootless, mostly because they exist without resources, homes, education and guidance, or care and affection. They are often brutalised by police, older street youths or gang members, and are often exposed to drug dealers and pimps. In a nutshell they are exploited by all levels of society. Maphatane (in Tudoric-Ghemo 2005:1) maintains that the more these children are exposed to street life, the more they are assimilated into the street culture, and therefore the greater their chances of staying on the street exist.

In this chapter of the research report a biographical profile of the four participants in this research project will be provided. Hereafter, the themes that emerged from the process of data analysis will be presented and the findings will be compared and contrasted to other available literature (i.e. a literature control will be conducted). The chapter will be concluded with a brief summary of what was discussed and linked to chapter three.

2.2 The biographical profile of the participants

In the table below a biographical profile of the participants will be presented.

Table 2.1 Biographical profile of participants

Participant Alias	Lerato	Thabo	Rock	Cena
Age	16	14	16	17
Language	Sotho	Sotho	Sotho	Sotho
Period on street	12 Years	2 Years	2 Months	4 Months
Race	Black	Black	Black	Black
Gender	Male	Male	Male	Male
Highest school grade	4	8	8	6
Where-about of family	Mother dead, father in Johannesburg	Father and mother in Johannesburg	Father in Orkney	Unknown father. Mother dead
Town, they first went to the street	Qwa Qwa	Qwa Qwa	Qwa Qwa	Bethlehem
Living Family	Father, uncle	Father and mother	Father and siblings	Grandmother
Contact with family	Very seldom	Yes frequently	None at all	No contact
Reason for leaving home	Neglect	Neglect	Domestic violence	Neglect

As seen in the profile above the boys are all between the ages of 14 and 17. This is also in accordance with the findings of Rai, Ghimire, Sherestha & Tuladhar 2002:12) where he found that 44.1 % of children in the street were between the ages of 14 and 16 years. Le Roux (1996) shows that the average age in South Africa is between 13 and 14 years. While Cockburn (in Le Roux 1996) found that, the majority of children were between the ages of 13 and 16. Richter (in Le Roux 1996) states that the ages of street children in poor *Third* World countries is between 11 and 16 years, which

differ significantly from those in *First* World countries where the age is older than 16 years.

All of the participants in this research were black boys. As far as could be established no white children were on the street in Bethlehem. Ross in (Le Roux 1996) said that the street child phenomenon in South Africa was merely the outcome of the political system of racial segregation that had been in place sense the 1940s. Street children I'll simply describe as the victims of the former policy of apartheid. She illustrates her statement as follows:" the vast majority of an estimated 9000 street children in South Africa are black. There are virtually no white street children in South Africa, but there are 10,000 white children in 160 state-registered and subsidized children's homes."

The comment by Ross might be questionable, because it does not explain the street child phenomenon in countries where no policy of apartheid exists.

As in this study, Le Roux (1996) also found that males predominate amongst the children living and working on the streets, although females are also present, especially in Asian countries.

In the profile of the sample none of the children were living with their parents at the time of going to the street. This is also supported by Rai et al. (2002:12) who found that 73.8% of children going to the street were not living with their parents.

All four the subjects in this study had apparent low scholastic qualifications. This finding is in accordance with those of Ayuku (2005:6) stating that the majority of the 400 children in his study did not go further than lower primary school.

Three of the four participants in this study had lost contact with their parents. Ayuku (2005:6) maintains that in his study 97% of street children have lost contact with their parents, which thus confirms the findings by this researcher.

In the next section of this chapter, the themes that emerged from the process of data analysis will be presented and subjected to a literature control.

2.3 Presentation of the themes and literature control

The five main themes with related sub-themes (where applicable) will be presented under this heading.

2.3.1   Theme 1:   Reasons for being on the street

From the interviews conducted it is clear that the participants are working and living on the streets due to family breakdown and neglect at home. Family breakdown seems to be the biggest reason for this phenomenon. Participant A said: "*My mother passed away. Then it was only me and my dad, he lives in Johannesburg*".

Participant D said: "*I was staying with my grandmother after my mother died. I grew up not knowing my father. My grandmother chased me away and told me that she will call the police if I come back*".

Kopoka (2000:2) said that the family, which is supposed to be the bedrock of children's welfare and protection, is today becoming a major cause of the problem of street children. Parents are sending their children into the streets to beg, steal or engage in petty trade. Children are leaving their homes to escape domestic violence or because of the breaking up of family structures. The executive summary on street children and gangs in Africa Cities (2000) confirms that most street children are completely detached from their families and live in gangs in temporary makeshift shelters.

The family breakdown, and living with the extended family members, seem to go hand in hand with neglect of children. This forces them to live on the street. Participant B said: *"my sister does not come home on time, and then they leave me to sleep outside. That is why I decided to come to the street."* Module 1 of the World Health Organization's Training Manual, Working with Street Children (2000:7), confirms participant B's attitude, as it states that many children feel that living on the street is better than coping with problems in their homes.   These problems can include conflicts with parents, physical or sexual abuse or neglect. According to Schimmel (in Naidoo 2008:16) in situations of poverty, neglect, abuse, and exploitation,

children run away from home and seek a better life on the street. It is normal human reaction to escape pain and suffering and to seek freedom and safety.

2.3.2 Theme 2: The living conditions of street children

Consideration of the lifestyle of street children provides insight into how they function, as well as the strategies they employ for survival.

All children need life-skills, the ability that enables individuals to deal with the demands and challenges of everyday life. These include decision-making, problem solving, creative thinking, effective communication, interpersonal relationships, self-awareness, empathy and coping with emotions and states. (Module 1 of the World Health Organization's Training Manual Working with Street Children (2000:7).

A discussion of the sub-themes related to the living conditions of street children, follows.

2.3.2.1 Sub-theme: Street children's shelter arrangements and finding food while living and working on the streets

Swart, Gebes & Le Roux (in Tudoric-Ghemo 2005:55) said the primary purpose of street children was to find food and shelter.

All the participants in this research stayed in the open. None of them stayed in permanent structures. Participant A said: *"under the fallen tree near Pick and Pay",* while participant B remarked: "*I am sleeping near Nandos"*, and participant C stated: "*In the bushes near Nandos"* Participant D remarked: "*I am sleeping under the trees."*

All the participants said that they made a fire when it was cold. The following storylines are quoted in confirmation of this: Participant A said:

"We make a fire." Participant C said: *"Yes it was cold, but sometimes we made a fire to warm us."*

Participant B also added the following: "*there is another guy from the location that gives us blankets."*

If it was raining they all had some kind of shelter or roof to go to, or they took cover at filling stations.   The following storylines attest to this: Participant A said: *"We hide at Nandos; there is a shelter roof there."*

From this study it is obvious that children on the street do not have a reliable shelter in which to stay while on the street. These findings are in accordance with what was found by Swart, Gebes & Le Roux (in Tudoric-Ghemo 2005:55) According to them, children living and working on the streets do not have permanent shelter and live a nomadic lifestyle. They often use drainpipes, alleyways, vacant lots, parks, abandoned cars, shop entrances, stairways, for shelter and places to sleep or will erect makeshift shelters or sleep under cardboard boxes and newspaper covers. Sometimes they go to a place of safety at night during the winter months to sleep and eat while they work and beg on the streets during the day. (Swart, Gebes & Le Roux in Tudoric-Ghemo 2005:55).

Kopoka (2000:5) said that one of the main characteristics of children of the street is that they live alone in streets, without proper or reliable shelter.

This researcher's general impression through observation, concerning the children, was that they were not obviously malnourished, and that they got adequate food while on the street. Participant D said that other children (not street children) who recognised him as a street child did not treat him badly, and that they bought him bread and food.

Participant A said: "*if we have money we buy food, bread and chips*" while participant B said: "*I ask people money, and then I buy food*". Participant C stated that "*I am begging for food from the people*".   Participant D remarked:" *I ask white guys for money sometimes I just ask them to buy me food which they do.*"

Not during one interview was it suggested by the children that they rummaged through rubbish bins for food. This is partly in contrast with what

Swart, Gebes & Le Roux (in Tudoric-Ghemo 2005:55) said. They claim that while the children may decide to rummage through rubbish bins for food, they are careful as to what they eat to avoid food poisoning and illness. Swart also found that the purchasing of food was not a primary concern, however if they do decide to purchase food it was usually bread and milk in the mornings and 'russians and slap chips' later in the day. This was exactly what was told to this researcher by participant A and he stated: *"Yes I buy bread and chips."*

During the interview it also became clear that although the children did not look starved, they went to sleep hungry sometimes. Participant A indicated that he got enough to eat, while participant B said: *"no, not enough food"* Later on, he stated:*"the bad thing on the street is that I do not eat enough or regularly."* Participant C said: " *sometimes we get enough but other times not. Sometimes I go to sleep with an empty stomach and hungry.*" Participant D stated: *"I don't get enough [food] and we fight for food."*

In the Baseline survey of street children in Bangladesh conducted by Kazi , Uddin, Islam, Huq, Nehar, Nessa & Huq (2003:24) the findings revealed that 60% of the children went to bed without food during the previous week at least one night or more. More than one-fourth of the children didn't have food for two nights.

2.3.2.2 Sub-theme: The nature of the social structures and support amongst street children

The four participants in this research project were part of the group of seven. They had no leader, but participant A had been on the street for a long time and usually took the initiative, and taught the others the art of surviving on the street. Tudoric-Ghemo (2005:57) found that the street groups generally consisted of five to seven youths and a degree of social structure existed among them. This confirms the size of the one group recently found in Bethlehem.

All the participants stated that they had received help from the petrol attendants at the filling station at Nandos. Participant A said: *"I go to somewhere near Nandos, at the garage and tell the people working there. … they [petrol attendants] help me and give me food and when we are in trouble we go to them."* When asked if the petrol attendants were their friends, participant A said: *"the petrol attendants are not my friends they are just people*". Participant B said:" *no they are not friendly with me."*

From the research, it was also obvious that the children looked out for one other and stuck together. During the interviews, it was seldom that they talked in the singular person and mostly spoke about 'we' and 'us'.

Participant A remarked: "*since I was four years old I have been living with Nxolixe on the street in QwaQwa."* He also stated that some other children on the street are his friends. Participant B said: *"the children that has been on the street for a long time teaches me how to live on the street.*" This is confirmed by Swart, Gebes & Le Roux (in Tudoric-Ghemo 2005:56) that many groups do not have an leader *per se* but for those who are more established and who have existed over a longer period of time, are those who guide and direct the group.

Participant B later stated that "*other children from the street are my friends and family."*
Participant C said: "*some* [referring to children not on the street] *accepted me, others are not, and those who accepted me usually assist me when I am hungry or something."*
Participants D said: " *I have friends but not family. My friend is now staying at the shelter."*

Richter (in Naidoo 2008:33) postulates that while the role of the street groups in terms of physical survival is relatively clear, the role this street group may have in terms of developmental significant emotional support, is not certain. The street child's 'substitute family 'helps to provide for their survival needs, protection, companionship and support. The relationships

within a street group are erratic, temporary, and are constituted at a different emotional level to those of adults and children within families. This suggests that when street children lack warm, trusting relationships this contributes negatively to their psychological wellbeing.

Significantly the researcher also found that adults known to the participants, like uncles grandparents or adult siblings do not play a role in their support system on the street. Unknown adults (adults that are not family) sometimes do.

Participant A said:" *I tell the people working there*" referring to the garage at Nandos. He also referred to a "*white guy* [who] *helped* [him]" when he was injured and had to be taken to hospital. Participant B said: *"there is another guy from the location who gave us blankets.*"

It is also obvious that they had no adult supervision. Swart (in Ayuku 2005:8) notes that the groups that street children living and working on the street belong to, are often described as 'pseudo families'. The groups provide all the functions that sociologists expect of the family, namely: economic support, protection, emotional and effective relationships, health care and so forth. These findings also supported the view that, adults do not exclusively moderate the form and integrity of relationships amongst children. Children form relationships among themselves independent of adult guidance and outside adult norms and models available to them.

2.3.2.3   Sub-theme: Generating and income while living on the street

The researcher found that the only means of generating an income applied by the participants, was that of begging on the street. The following utterances testify to this:

Participant A said: "*we ask money from white people."*

Participant B remarked: "I *ask people money, and then I buy food."*

Participant C said: "*I beg for money from Black and white people who come to Nandos."*

Participant D also indicated that he begged from white people, and stated*:" I ask white guys for money."*

Participant A gave an indication that they sometimes utilised written requests to complement their verbal request to beg for money and explained: "*if we have money, we buy food. If we don't have money we write on something and ask for money."* Participant D also made reference to this when he said: "*I ask white people or write on a piece of cardboard and ask for assistance to buy me the food."*

An observation made by the researcher contrary to his frame of reference is that the two boys that have been on the street for the shortest time made the most money by begging. Participant D said: "*on a month end R50.00 per day.*" Participant C confirmed this information and said: "*R50.00 per day.* Participant A and B who had been on the street the longest said that they only make R10.00 and R20.00 per day.

The Human Rights Watch (in Tudoric-Ghemo 2005:5) confirms that begging, stealing and prostitution are the main source of income for street children. Swart, Gebes & Le Roux (in Tudoric-Ghemo 2005:55) also confirms it by saying that the common ways of earning money on the street include begging, selling cigarettes, odd jobs, carrying customers' parcels, guiding cars into a parking area, and selling newspapers fruit and flowers.

2.3.2.4   Sub-theme: The   dangers,   violence   and   abuse encountered by street children

The perception of most adult people and children living in the confines of a safe and family home is that the street is a dangerous place to stay and for children working and living on the street violence and abuse are part of their daily lives. There is also a notion that street children fight all the time. Another common notion in society is that the street children make the streets dangerous.

Participant A, when asked about the dangers on the street said: "*there is nothing."* Participant B reacted to this question as follows: "*yes it is*

[dangerous] *when we sleep on the street people come and fight with us."* Participant C's utterance concurs with that of Participant B when he stated: "*it is dangerous because I was stabbed. When we have money the older ones takes it from us.*"

A cumbersome remark was made by participant D who said that the biggest danger is, "*the people from Wulf* [referring to a local security company] *comes and pepper spray us.*" Scharf et al.Swart, Geber, & Cockburn, (in Naidoo 2008:34) corroborate that physical exposure to cold and damp due to lack of shelter and insufficient protective clothing, vulnerability to pedestrian traffic accidents and exposure to violence and physical abuse by gangs, criminal elements, other adult street dwellers, and the police themselves, are all common physical risks street children must endure.

Motala and Smith (in Tudoric-Ghemo 2005:58) confirm that street children falling prey to physical assault is reported to be very common in that the younger boys are often beaten by older boy or by gang members. Street youths also report being beaten by other homeless adults, security guards and police officials.

Although violence is part of the street child's life, can be seen above that they do not perceive it as being one of the dangers. Violence does occur while living and working on the street.

Participant A, when asked about other children's treatment towards him remarked: "*some of them from the location comes on Saturday and we have a fight, and they stabbed me with a knife.*" Participant B said: "when *I have money the other children beat me.*" Participant C stated: "of *those that did not except me, stabbed me with a knife."*

Schimmel, (in Naidoo 2008:19) confirms that violence is the struggle for dominance. Violence becomes the child's main mode of living on the street and contributes to his psychological distress.

Sexual abuse was never discussed or mentioned during the interviews in this research.

Donald and Swart-Kruger in Koller & Hutz (2001:1519) found that exposure to drugs and unprotected sexual activities are important risks

to street children's health and physical integrity. They also found that sexual abuse at home is sometimes the reason for children going to the street.

2.3.2.5 Sub-theme: Street children's contact with their extended families

Contact with their families did not seem to be a high priority for street children. It was apparent that contact only happened very seldomly or not at all.

Participant B said: "*on Saturday my sister called me and I spoke to my mother."* Answering the question whether he has contact with his family, participant C said: "not *at all.*" and participant D said: "there *is no contact."* These findings pointing to the "irregular" and/or "no contact" of street children with their families are confirmed by Le Roux (in Tudoric-Ghemo 2005:62) who found that some street children had completely severed ties with their families. It is also confirmed by Lugalla and Mbwambo (in Kopoka 2000:5) stating that the one main characteristic of children off the street is that they live alone in streets, without proper or reliable shelter; they have lost contact with their parents and, as such, they do not enjoy parental protection, love and care.

During the interviews two participants indicated that they would like to go home. Participant A said: "I *want to go home but I can't because they are two other children living there with the aunt, and she does not give them food and it makes me sad to see the other two younger ones going to school without food, and then I must support them."* This desire is confirmed by Le Roux (in Tudoric-Ghemo 2005:62) stating that street children generally wish to go home again, although, many feel that this would only be possible if the factors that caused them to leave home in the first place were to change.

2.3.2.6 Participants' views about the excitement of living and working on the streets

The normal perceptions amongst the community at large including children living in the confines of a secure and intact family structure are that it is very exciting to live and work on the street. These children do not have to obey any rules and can do whatever they wish.

What was shared by the participants were far from this aforementioned perception. The children on the street have not found it exciting and exhilarating Participant A said: " *there is nothing nice and exciting but I want to go back home.*" answering another question he said: *"there is nothing good but it is better than having to my own place because they burn my clothes there."*

Participant C said that it was not exciting to live on the street, but the good thing was that he could generate his own money. He said: *"it is good to stay on the street and get the money. But on the other hand I find it not good."*

Participant D agreed that it was not exciting to live on the street and he said: *"There is nothing good, and we are influencing each other to do things that are not good for us."*

This was confirmed in a study by Le Roux (in Tudoric-Ghemo 2005:70) where it was found that 56% of the sample in that study found nothing positive on the street, 18.75% found positive leisure activities,12.5% saw street life as an opportunity to earn money.

2.3.3 Theme 3   The personal hygiene and medical care of children living and working on the street

Being health conscious seemed to be the last thought in the participants' minds. What was foremost in their minds was whether they had enough food to eat and the struggle to get food or obtaining money to buy food. (This aspect was discussed in paragraph 2.3.2.1 above.)

It was only participant B that complained that he did not eat regularly enough. He said: " *the bad thing on the street is that I do not eat enough or regularly."*

The nutritional value of what they ate was never discussed.

2.3.3.1   The personal hygiene of street children

Personal hygiene was something that they attended to, but it was not high on the priority list. Participant B said: "*I cannot wash myself and my clothes regularly."* Participant continued and stated: *"[I wash myself] in a bucket at the garage,"* and added: *"I do not wash my clothes."*

Participant C said: *"no I do not wash my clothes; at times we wash ourselves at the garage."*

These findings about personal hygiene contradict the Baseline survey on street children in Bangladesh (2003:23) where it was found that about 2/3 of street children mentioned that they took a bath every day. About 30% took a bath every two days and some took a bath once a week or twice every week.

This researcher also noted during the interviews, that the participants' bodies and clothes were not very clean and they smelled of fire smoke.

All the participants indicated that they are used the toilet facilities at fuelling stations.   This finding corresponds with the Baseline survey on street children in Bangladesh (2003:24) in which it was found that the majority (42.2%) of street children made use of public toilets. In that study it was also found that a significant number of street children (35.1%) used open spaces as toilets. This second finding did not correspond with the research done in Bethlehem.

2.3.3.2   The participants' utilisation of medical care

The regular routine medical check-ups of the participants seemed to be something that is not addressed at all. The researcher learnt that where injuries occurred medical care was obtained, but not because the participants sought it, they received it through the goodwill of the

community. Participant A said: "*One time I had burned myself and went to Dihlabeng hospital. A white guy helped me. At this hospital they said they could not help me and that guy took me to Pekolong hospital, we they helped me and gave me medicine.*"

No literature could be found to confirm or contrast the goodwill of unknown persons with regard to providing for the medical care of street children.

Participant C was asked by the researcher about a stab wound on his arm and whether the obviously infected wound, had been medically attended to. He replied: "*No, I have not been to the doctor.*" He also said: *"since I've been on the street I did not get medical care."* Schurink (in Van Rooyen and quoted by Tudoric-Ghemo 2005:110) identified the needs of street children to include amongst others the need for medical care.

2.3.4. Theme 4   Emotions experienced by street children in relation to their living and working on streets (i.e. being street children)

During the interviews, the participants mentioned a few emotions, and the researcher identified emotional responses related to their living and working on the streets.   It was clear that sadness on the street was a recurring emotion felt by them all. Participant C and D said: "*Yes I do get sad.*"
When asked how they responded to sadness different answers came up. Participant A seemed to respond actively to his sadness when he said:" *I sometimes cry.*"
The researcher also found that some of the participants responded passively to their sadness. Participant B said: "*I just sit there at Nandos.*" Participant C said: "*I just sleep when I'm sad,*" while participant D said*:" I isolated myself from others."*
The findings of this research that the children withdraw themselves is confirmed by Bassuk & Rubin, Vostanis, Grattan & Cumella (in Tudoric-Ghemo 2005:66) who found that a higher rate of behavioural problems such as sleep problems, aggression, other activity, shyness, withdrawal and

emotional problems such as depression, anxiety, sadness, low self-esteem and self-harm were also common in street youth in London.

When asked if they had someone to comfort them when they were sad, they responded as follows: Participant D said: *"the one that used to comfort me is X, he has gone back to QwaQwa streets."*

When participant A was asked if he had anybody to go to that could comfort him when he was sad, he said: "*I dream a lot about my mother and when I wake up in the morning I cry. For example once in QwaQwa I had a dream about my mother and father and I was very happy in the family, but when I woke up I was sad and cried."* He also said about his mother's sister, "*when I go to her, she tells me, 'no!' So there is nobody I can go to for comfort."*

This reaction of participant A, who had some contact with his family is typical of the results found by Richter in (Naidoo 2008:36) where it was found that street children who retained some link with their families, like participant A, showed more signs of emotional disturbance than those who had broken off completely, like participant C and D.

In the research it was also found that the participants acted in two ways when aggressive or when they were angry with someone.

Participant A said that when he was angry, "*I do not to do anything, I'd just tell the person to stop it."* When asked what he did when his friends or grownups fought with him, he said, "*I run away.*"

Participant B said: "*I don't get angry,"* later in the interview he said that when other children fight with him he got angry. Asking him what he did when he was angry he said: "I *fight back, if they are bigger I don't fight back.*"

When asked how his sadness and anger made feel he said: "*My heart is sore because I have no one to talk to... I do need someone to talk to.*"

Participant C admitted that he got angry sometimes but when asked what he did when angry he said, *"I just keep quiet."*

Participants D said that he never got angry on the street.

When the participants were asked about being scared on the street, participant A said: "*where we sleep is a very safe place beneath two fallen trees nobody can see us... nothing scares me."* Participant B said the same. Participant C said: *"What scares me the most is that I can get cold and die."*

Participant D was scared of being attacked while he was asleep, he said: *"we are stabbed with knives when we are asleep at night trying to rob us of our money."*

In her study with street children in Johannesburg, South Africa, Richter (in Naidoo 2008:36) found higher rates of enuresis, regressive behaviours, anxiety and depression amongst street children. Although the role of the street group in terms of physical survival was relatively clear, the role it might have in terms of developmentally significant emotional support was not certain. The street child's substitute 'family' helped to provide survival needs, protection, companionship, and support. The relationships within a street group were erratic, temporary, and constituted at a different emotional level to those of adults and children within a family.

2.3.6 Theme 5   Education and religion as resilience factor of surviving on the street

All four the subjects in this study had apparent low scholastic qualifications. This finding is in accordance with those of Ayuku (2005:6) stating that the majority of the 400 children in his study did not go further than lower primary school.

The findings in this research that all the boys were previously attending school, is in sharp contrast with the findings of a Baseline survey on street children in Bangladesh (2003:12) which found that 60.7% of street children never attended any formal and non-formal school.

Two of the participants, A and B mentioned that they wanted to go back to school and articulated it as follows:

Participant A stated: *"I want to go back to school...."*

Participant B answered that his biggest wish is: *"I want to go back to school."*

These statements correlated with the findings in the Baseline survey on street children in Bangladesh (2003:13). The participants in that study harboured ambivalent ideas about the importance of education. However, they considered that it helped people to acquire life skills. Among all participants 80.2% reported that they gave importance to education, while 19.8 % reported that education and schooling "is not so important". However, when asked, would you go to school if you are given an opportunity, as high as 83% readily agreed that they would definitely go to school.

Not one of the participants in this research was attending school while they were on the street. These findings correlated with those in the Baseline survey on street children in Bangladesh (2003:13) which found that 91.6% of street children were not attending school.

Participants in this research project did not attend church since they have been living on the street. No literature could be found about church attendance of street children while on the street.

2.4 Conclusion of the chapter

Aptekar in Naidoo (2008:40) argued that street life challenged children to develop skills that would be useful.

In this chapter a glimpse was provided on how the street children in Bethlehem functioned on the street and the various challenges they had to face on a daily basis. Examining factors such as food and shelter, income generation, begging, the social structure on the street, violence and abuse and of the contact they had with their family provided better insight into their challenging lives (Tudoric-Ghemo 2005:62).

It is also evident that street children counter balanced some of the risks on the street with adaptive strategies which related to ingenuity in income generation and the securing of food and shelter under trying circumstances. Cockburn, Keen and Richter in (Naidoo 2008:34) concur but postulate that although this is opportunistic behaviour, it is generally successful as a survival strategy and the street children often claim that they are better off under these circumstances, than what they were at home.

The generated themes and findings of the qualitative research study in this chapter must be concluded upon, and recommendations must be made, for it to be of value to the research process. In the next chapter these conclusions and recommendations will be discussed in greater depth.

CHAPTER 3

CONCLUSIONS AND RECOMMENDATIONS

3.1 Introduction

In chapter two, the findings of the qualitative research study, supported by the explanatory and descriptive data in the form of quotations gained from semi structured interviews with the four participants, were reported on. This study was conducted with the goal of answering the research question which was as follows: What are the challenges and coping resources used by children living and working on the street? The data were analysed and interpreted according to five themes. A literature control was conducted by reviewing existing literature and research relating to street children in order to verify or contradict the findings of this study (Stofberg 2007:110).

In this third chapter of the research report the conclusions based on the research process and findings will be presented in relation to the qualitative research process and findings related to the goal. Based on these conclusions recommendations pertaining to the qualitative research process and the research findings will be made. Recommendations for future research with regard to the findings on the challenges and coping mechanisms of street children will also be done.

3.2 Conclusions based on the research process and the research findings

3.2.1 Conclusion based on the research process

For the purpose of this research a qualitative research approach was used because the researcher needed to gain an in-depth understanding of the challenges and coping resources of children living and working on the street (Strydom Denzin & Lincoln in Hanekom 2006:99). An exploratory, descriptive and contextual research design was used to answer the

research question. Semi-structured interviews were conducted; thereafter, Tesch's eight steps (in Creswell and cited by Alpaslan 2010) were used to conduct a data analysis. The findings were described according to themes and sub-themes and subsequently verified.

An integral part of the research process and methodology in this study was the use of the available literature in order to support or contradict assumptions and findings. When a literature control is used in research, themes are highlighted and supported by direct quotations or stories from transcribed interviews, as well as appropriate literature that supports or contradicts a theme (Alpaslan in Esterhuizen 2009:131). This guideline has been adhered to throughout the study, but especially in Chapter 2, where the participants were introduced and the phenomenological themes were discussed and supported by appropriate literature and direct quotations. Upon reflection, the choice of a literature control added to the epistemological integrity of this study, since social constructivism advocates holistic and contextual integration, rather than separated summaries of objective truths.(Esterhuizen 2009:131)

A comprehensive research report could be compiled in which the findings and recommendations were presented. Thus, the researcher was able to accomplish the research goal and objectives for this study.

The research study and method succeeded in satisfying the research objectives as formulated. It was an appropriate approach to be used with children and especially with street children because resilience and coping mechanisms are not a measurable (quantifyable) subject and can only be understood through empathetic understanding. According to Schurick as quoted by De Vos in Hanekom (2006:99), qualitative research presents a wider perspective of social integration and is focused on the understanding and interpretation of human interaction.

The questions which were asked as data-gathering method, succeeded in gathering concentrated amounts of information which was focussed on the research objectives. (Babbie & Mounton in Hanekom 2006:100).

It was also found that the method of personal interviews was appreciated and successful (user-friendly) due to the fact that the children who had been selected, enjoyed talking and being the centre of attention.

3.2.2 Conclusions based on the Research findings

In chapter two the content of the four semi-structured interviews was discussed according to the five identified themes and sub- themes. Given the qualitative nature of the study the findings was literally reflected by noting down the participants' direct words, in order to support the theme or sub-theme. The support of this themes was not done statistically like in the case of quantitative research. (Creswell in Adlem 2007:150).   Where possible the quotations and themes were supplemented, contrasted and compared with literature, as literature control.

The five themes that were identified during the interviews are as follows:-

- Reasons for being on the street
- The living conditions of street children
- The personal hygiene and medical care of children living and working on the street
- Emotions experienced by street children in relation to their living and working on streets (i.e. being street children)
- Education and religion as resilience factor for surviving on the street

3.2.2.1   Reasons for being on the street

From the data presented the research concluded two main reasons for children living and working on the street in Bethlehem, namely:

- Breakdown of normal family life due to either the death of a parent, or because of the absence of parents staying in the big cities
- Neglect of the basic needs of children when they were staying with the extended families

3.2.2.2 The living conditions of street children

The findings with regard to the living conditions of street children were divided into the following sub-themes:-

- Street children's shelter arrangements and finding food while living and working on the streets;
- The nature of the social structures and support among street children;
- Generating and income while living on the street;
- The dangers, violence and abuse encountered by street children;
- Street children's contact with their extended families;
- Participants' views about the excitement of living and working on the streets;

The researcher concluded the following:

- Street children's shelter arrangements and finding food while living and working on the streets:

  The participants all stayed out in the open. Nandos was the focus point of their temporary 'shelter'.

  They made a fire when it was cold and utilised different accessible 'roofs' to stay dry when it is raining.

  They secured food mainly through begging, but would utilise begged money to buy food. The amount of food they received seemed to be adequate.

  Clothes were obtained from the community.

- The nature of the social structures and support among street children. In respect of this sub-theme the research arrived at the following conclusions:

  The children learned from one other and supported one another whether it was emotionally, physically or by comforting one another.

The petrol attendants supported these children with regard to the use of the public toilets, shelter during the rainy days, or protection. But the children did not regard them as their 'friends' or 'family'.

- Generating income while living on the street:

  With reference to this sub-theme the researcher concluded that:
  Street children in Bethlehem generated income purely by begging. Nowhere was it found that they did work or anything else to generate an income. They targeted white people the most when begging. On an average amoung the four of them they generated R40.00 each per day, but some periods were better than others.

- The dangers, violence and abuse encountered by street children:
  In respect of this sub-theme the research came to the conclusion that:
  Sexual abuse was never mentioned during interviews in this research.
  Violence formed part of the life of a street child and stab wounds were not unknown to them. However, the street children did not perceive this violence as being one of the dangers of staying on the street. From the findings the researcher concluded that the participants would rather avoid violence and that they, contrary to popular belief, did not make the streets unsafe, neither were they a danger to other people.

- Street children's contact with their extended families:
  The researcher came to the conclusion that the participants' contact with family members, was virtually non-existent, but that they would like to return home if the circumstances could change for the better.

- Participants' views about the excitement of living and working on the streets:

The researcher concluded that the participants in this study did not find it exciting on the street at all. They acknowledged that they were influencing one another to do things that were not good for them.

3.2.2.3   The personal hygiene and medical care of children living and working on the street

The findings of this research were that health considerations were not a very high priority for street children. Personal hygiene and medical care were discussed.

- It was found that the children washed themselves intermittently. For this they utilised the water taps at the filling stations or streams in the fields. Their clothes were seldom washed
- Public toilets were utilised randomly
- With reference to the utilisation of medical care the researcher concluded that the street children's injuries and illnesses did not receive medical care, unless volunteers from the community assisted them
- They did not utilise public medical facilities on their own;

3.2.2.4   Emotions experienced by street children in relation to their living and working on streets (i.e. being street children)

The following emotions were found to be the prevalent ones of children on the street:

- Sadness. This usually manifested in crying
- Anger. Which usually manifested in fighting
- Being scared. The researcher got the impression that the boys tried to hide this emotion, probably because iy might make them look bad

It was also found that they were all in need of comfort, whether from one another, or any available source.

An interesting finding during this research was the fact that the children had reacted to their emotions by isolating themselves. This isolation manifested

either in sleeping, being alone somewhere, or not having contact with the others on the street for a while.

During the interviews the researcher also came to the conclusion that the boys did not really want to fight and would rather turn their backs than to go into confrontation.

3.2.2.5 Education and religion as resilience factors for surviving on the street

It was found that all the participants in this research study attended school before they started living on the street. Not one of them had attended school since living on the street. They all had low scholastic achievements.

It was also found that they would like to go to school or have some kind of training.

The research found that while on the street, the children had no religious interaction with churches.

3.3 Recommendations

Recommendations with regard to the qualitative research process the research findings and further research is set forth.

3.3.1 Recommendations pertaining to the qualitative research process

Based on the above this researcher would like to make the following recommendation: When the research subject is unknown, or research is done on a subject for which only a little knowledge and literature are available, a qualitative research approach is recommended (De Vos & Fouche in Adlem 2007:143).

Before students or a novice researcher starts using the qualitative research approach they need to ensure that they understand the approach and get enough knowledge about the application thereof.

It is also recommended that students do more workshops on how to apply the qualitative research process in practice.

The success of the qualitative research approach depends largely on the understanding and knowledge of the method with which the research is done.

3.3.2 Recommendations pertaining to the research findings

3.3.2.1 Reasons for being on the street

Not much can be recommended to change the found reasons for the children being on the street.

I recommend that outreach work by organisations specialising in service delivery to children working and living on the street, be done much more effectively with the aim to establish the reasons for children being on the street, also to identify those that still sleep at home but are on the streets during the day. Services to these families must be directed to prevent these children from making the street their home permanently.

It is also recommended that the reunification services with families, rendered by organisations to street children, are better monitored, and that social workers play a much bigger role in services to the family or extended family. This can prevent children from returning to the street.

3.3.2.2 The living conditions of street children

The recommendation made with respect to the living conditions of street children will not be discussed under the subheadings in which the findings were discussed. The recommendations following hereafter will therefore be detailed and inclusive. Specific matters will be highlighted where necessary.

It is recommended that services to street children still living and working on the street, not those already accommodated in the shelter, must be reviewed by organisations that are currently rendering these services. One aspect of the service, the outreach work in particular, must be enhanced to

include "on the street life skills training and basic education like writing their own names". This enhancement can either be done through training of existing personnel or by the appointment of more competent personnel.

It is also recommended that the organisation rendering services to children on the street train and make use of volunteers who can become the ears and eyes of the organisation, on the street.

It is also recommended that an awareness campaign be instituted not only amongst street children, but also among the community at large. The purpose will be to inform everybody involved of the services that are rendered to street children, and how contributions can be made to address this phenomenon.

3.3.2.3 Recommendations focusing on the personal hygiene and medical care of children living and working on the street

A drop-in centre catering for all the basic needs of street children in the Bethlehem area is available. Ablution facilities, hot water, soap, basic medical care, washing powder and toilets, are available free of charge to the street children. During interviews the participants also indicated that they knew about the facilities.

It is recommended that research be done to determine why some street children refuse to make use of the facility.

It is also recommended that research be done to establish the effectiveness of the outreach programmes developed and applied by organisations rendering services to children on the street.

3.2.2.4 Recommendations about emotions experienced by street children in relation to their living and working on the streets

My recommendation would to be that the outreach workers of organisations utilise the need for comfort by street children, to build emotional relationships with them. These relationships can then be used to persuade them to attend drop-in shelters and the programmes presented by the organisations.

It would also be recommended that community awareness campaigns be launched. These campaigns should educate the community about available resources they can refer street children to when they encounter them. It should also educate the community against the dangers of unstructured and one dimensional support to street children, meaning, just providing in physical needs and not emotional, educational and psychological needs. Through my own experience, I have found over the past eight years of working with street children, that uncoordinated, unstructured and one dimensional support, are the reasons why the attempt at rehabilitation, reunification and successful integration of street children back into the community is not working. I found these aspects mentioned above were the reasons for their remaining on the street.

3.3.2.5 Education and religion as resilience factors for surviving on the street

It is recommended that some form of the education is available to children living on the street, at drop-ins. The curriculum should be adaptable to accommodate infrequent visits and attendance.
With regard to church attendance it is recommended that organisations utilise church youth groups to accompany them during outreach work**.**

3.3.3 Recommendations pertaining to further and future research

In view of the fact that this research study was only done on a sample of the street children in the Eastern Free State, the researcher whishes to recommend a follow-up study in this regard that would give a better reflection of a bigger sample of street children.

Recommendations pertaining to further and future research relating to this study will be made with regards to the local level and national level.

On the local level it is recommended that the reasons for the return of street children to the streets after they have been reunified with family members,

be researched. The role of the organisation that facilitates the reunification should be scrutinised in this research.

Seeing that the petrol attendants seem to play a big role in the lives of street children, combined with the social responsibility of filling station owners and petrol companies towards the community, it is recommended that research be done on how to train, utilise and manage petrol attendants as volunteers to do street work. This research could be utilised on a national level.

Research should be done to investigate the government's "open door policy" with regard to shelters and drop-ins. It seems that this policy is assisting children to stay on the street without them having to commit to the reunification, programmes or any of the rules.

3.4   Conclusion of the chapter

In this chapter a conclusion was drawn with regard to the research process and the research findings.

The research findings were summarised under the five identified main themes, and recommendations based on these findings were made. The chapter concluded with recommendations of three aspects of further research that can be done on local and national level.

The researcher concluded that the research question were answered and that their findings related to the goal.

BIBLIOGRAPHY

Abrahams EE. 2009. <u>Prestasiebeoordeling as funksie van
 maatskaplikewerk supervisie.</u> Ongepubliseerde MA-verhandeling,
Universiteit van Suid Afrika, Pretoria.

Adlem AG. 2007. <u>Retensiestrategiee as teenvoeter vir vroee
beroepsverlating onder maatskaplike werkers.</u> Ongepubliseerde MA-
verhandeling, Universiteit van Suid Afrika. Pretoria.

Alpaslan AH. 2010. <u>Tutorial letter 501/2010. SCK410B. A step-by-step
guide on how to conduct your4th year research project and write the
research report: Social work research</u>. Unisa Pretoria:

Ayuku D. 2005. Family networks of street children and schoolchildren of
Eldoret, Kenya. East African Journal of Public Health, 2(1):6-9

<u>Children's Act, 38 of 2005 (as amended) together with regulations</u>. Pretoria
Government Printer.

Coetzee M. & Esterhuizen K. 2010<u>. Psychological career resources and
coping resources of the young unemployed African graduate: An exploratory
study. SA Journal of Industrial Psychology/SA Tydskrif vir Bedryfsielkunde</u>,
36(1), Art. #868, 9 pages. DOI: 10.4102/sajip.v36i1.868 [Online] Available:
http://www.sajip.co.za. (Accessed 20 June 2010)

Creswell JW. 1994. <u>Research design: qualitative and quantitative
approaches</u>. Thousand Oaks: Sage

Dale D. 2006. <u>Qualitative research characteristics</u>. [Online] Available:
http://www.associatedcontent.com/article/26196/qualitative_research_chara
cteristics_pg2.html?cat=9 (Accessed 3 July 2010).

Esterhuizen EL. 2009. <u>Making meaning in anticipatory mourning:</u>
<u>Reflections caregiving spouse of cancer patients.</u> Unpublished M Theology
dissertation, Pretoria, University of South Africa. [Online] Available:
http://uir.unisa.ac.za/dspace/handle /10500/3384. (Accessed 3 July 2010)

<u>Free State Provincial Policy on Street Children.</u> 1996. Free State
Department of Social Development. Bloemfontein.

Hanekom W. 2006. <u>Kriteria vir prestasiebeoordeling van</u>
<u>gemeenskapsontwikkelaars: 'n Kwalitatiewe studie</u>. Ongepubliseerde
M Diac verhandeling. Pretoria, University of South Africa.[Online] Available:
http://uir.unisa.ac.za/dspace/handle/10500/552. (Access 20 July 2010.)

Harper ML. 2003. <u>Teaching street children in a school context: some</u>
<u>psychological and educational implications.</u> Unpublished D Lit Et Phil
dissertation, Pretoria, University of South Africa.

<u>Initial report on the Convention on the rights of children</u>. November 1997.
South Africa: Gov. of National Unity. [Online] Available:
http://www.hrweb.org/legal/child.html. (Accessed 18 July 2010)

Kazi SA. Uddin M. Islam S. Huq N. Nehar S. Nessa Z & Huq O<u>. A baseline</u>
<u>survey of street children in Bangladesh</u>. 2003. The Bangladesh Buro of
Statistics National Child Labour Survey. Agargaon: Dhaka.

Kgole ME. 2007. <u>The needs of caregivers of abandoned children.</u>
Unpublished MSD dissertation, University of Pretoria,Pretoria

Koller SH. & Hutz CS. 2001. <u>Street children: Psychological perspectives</u>
http://www.msmidia.com/ceprua/artigos/clau_sil.pdf. (Accessed 15 May
2010).

Kopoka PA. 2000. <u>The problem of street children in Africa: an ignored tragedy.</u> Paper presented to any international conference on street children and street Children's Health in East Africa. Dar-es-Salaam, Tanzania**.**

Le Roux A. 2008. <u>An analysis of psychological wellbeing from an educational psychological perspective</u>. Unpublished MA dissertation, University of South Africa, Pretoria

Naidoo B.2008. <u>And evaluation of a Tai Chi programme with street children in South Africa.</u> Unpublished D Phil dissertation, University of Zululand, Durban.

Oxford University Press. 2010 [Online] Abvailable <u>http://www.oxforddictionaries.com/view/entry/m_en_gb0136310#m_en_gb0136310</u>. (Accessed 20 August 2010)

Patton MQ. <u>Qualitative Research and Evaluation Methods</u>, Third Edition, pp. 40–41, copyright 2002 by Sage Publications, Inc. [Online] Available: http://www.southalabama.edu/coe/bset/johnson/oh_master/Ch12/Tab12-01.pdf. (Accessed 20 March 2010)

Rai A. & Ghimire KP. & Sherestha P. & Tuladhar S. 2002. <u>Glue sniffing among street children in the Kathmandu Valley.</u> Indereni Offset Press, Anamnagar: Kathmansu.

Schulze S. 2003. <u>Views on the combination of quantitative and qualitative research approaches.</u> Progresso 25(2):8-20. University if South Africa, Pretoria.

Shuttleworth M. 2008. <u>Descriptive Research Design</u>. [Online] Abvailable http://www.experiment-resources.com/descriptive-research-design.html#ixzz0j 14xyLJU (Accessed 21 June 2010)

Stofberg R. 2007. Employer's attitudes and experiences regarding
employees with intellectual disability. Unpublished MA dissertation,
University of South Africa, Pretoria. [Online] Available:
http://uir.unisa.ac.za/dspace/handle/10500/1676. (Accessed 12 July 2010.)

Tudoric-Ghemo A. 2005. Life on the street and the mental health of street
children-the developmental perspective. Unpublished MA dissertation.
University of Johannesburg, Johannesburg

Urban management programme. Street children and gangs in African
cities: Guidelines for local authorities. 2000. [Online] Available:
www.unhabitat.org/downloads/.../1901_41571_Streetchildren1.pdf
(Accessed 12 June 2010).

Wade BL. 2009. Unisa social work students' experiences of drama: an
exploratory study from a person-centred perspective. Unpublished D Phil
dissertation, University of South Africa, Pretoria.

White V. 1995 A systems theory technique in group work with siblings.
Unpublished MA dissertation, University of South Africa, Pretoria.

World Health Organisation. 2000. Working with street children module 1 a
profile of street children. Department of Mental Health and Substance
Dependence. Geneva: Switzerland. [Online] Abvailable:
www.unodc.org/pdf/youthnet/who_street_children_module1.PDF.
(Accessed 20 June 2010.)

ADDENDUM A

LETTER REQUESTING PARTICIPANT'S PARTICIPATION IN THE RESEARCH PROJECT
AND THE INFORMED CONSENT FORM

DEPARTMENT OF SOCIAL WORK
UNIVERSITY OF SOUTH AFRICA

01/05/ 2010

Dear research participant

Research project on the challenges and coping resources of street children.

My name is Deon Erwee, and I am a fourth year Student Social Worker in the Department of Social Work at the University of South Africa. As part of my studies I have to undertake a research project and for this reason I have decided to do an investigation into the challenges and coping resources of street children.

The reason for undertaking this research project is that so little is known about this topic.

Since you have personal experience about this subject, I regard you as an expert who can provide me with valuable information on this topic.

In this letter, I would also like to explain to you what your participation in this research project will involve (if you agree to participate).

Should you agree to participate in this research project, I would like to have one (1) interview with you at a time and place that would best suit you. This interview will not be longer than 90 minutes. If necessary, arrangements will

be made with you for follow-up interviews. During the interview(s) the following questions will be directed to you:

(1) How long have you been living on the street?

(2) What made you decide to come and live on the street?

(3) How old were you when you started living on the street? In

(4) Do you attend school?

- In which grade are you currently ?
- Where/How do you get a school uniform, or the money from to buy a school uniform?
- How do you afford all the things you need for school?
- Do the other children know that you are a child living on the street?
- How do they treat you because of this?
- What do you do if they treat you badly?

(5) Where do you sleep at night?

- What do you do in winter when it is cold?
- What do you do when it is raining?

(6) What do you do to get food when you are hungry?

(7) Where do you wash your clothes?

(8) Where do you wash yourself?

(9) Where do you go when you need to go to the toilet?

(10) What do you do when you are angry?

(11) What do you do when your friends/ older children or grown-ups fight with you?

(12) What do you do when you are sad?

(13) Who is your "family" and friends here on the street?

(14) Do you still have contact with your family?

- If so, how often do you see/visit them?
- For what reason(s) do you normally visit your family?

(15) How do you cope on the street? (Here I will focus on basic needs)

- Where do you get food?
- Do you get enough food?
- Where do you get clothing?
- Where do you wash yourself and clothes?

- Do you attend school?
- Where do you get medical care?
- Do you go to church?
- Who comforts you when you are sad?

(16) What are the dangers of living on the street?

(17) What is it about living on the street that scares you?

(18) What is it about living on the streets that you find exciting?

(19) What is good about living on the street?

(20) What is not good about living on the street?

Given that I would like to give you my full attention during the interview(s), and in view of the fact that I might forget some of the valuable information that you share, I would like (with your permission) to record the interview(s) on tape. After the interview(s), this tape-recording will be written out word-for-word. When writing the interview out, all information that might identify you personally will be removed so that no one will be able to link you to any of the information that you have shared during the interview(s). The tape recording will then be erased. Some of the information that you have shared will be documented in a research report and nowhere will your name or any personal information be shared; this will make it impossible for anybody to identify you.

Please note that participation in the research is completely voluntary (you are free to participate or not participate). You are not forced in any way to take part in this research project. Your decision to participate, or not to participate, will not affect you in any way now or in the future.

If you agree to take part, you still have the right to change your mind at any time during the study and to withdraw from the study.
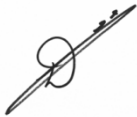
If I see that the information that you have shared has left you feeling emotionally upset, or anxious, I am required to refer you to a counsellor for debriefing or counselling (should you agree).

You have the right to ask questions concerning the study at any time. Should you have any questions or concerns about the study, please contact the following numbers.

- Work   058-3034701
- Cell   0724836119

If you do agree to participate in this study, I would like you to sign the consent form that follows.

Yours sincerely

_____

Researcher: Deon Erwee

1 May 2010

Consent form

I, _____, agree that out of my free will to participate in the research topic, which focuses on the resources I engage and the challenges I have in living on the street. I understand that the information I will share will be used for research purposes only and that nowhere will my identity be made known in any research report/publication. I am also aware that I can withdraw at any time during the study without incurring any penalty.

_____

Signature of the research participant

_____

Date

_____

Signature of the research participant's parent or guardian

_____

Date

Interview 1 (Alias Lerato)

A1   Researcher: "Okay what name shall I call you for the recording on
tape?"

A2   Participant: "Lerato."

A3   Researcher: "Okay Lerato."

A4   Researcher: "How long have you been living on the street?"

A5   Participant: "2 to 4 years."

A6   Researcher: "Why did you come and live on the street?"

A7   Participant: "My mother passed away. Then it was only me
my dad lives in Johannesburg."

A8   Researcher: "How old were you when you started living on the
street?"

A9   Participant: "Four years"

A10   Researcher: "Were you 4 years old when you started living on the
street?"

A11   Participant: "Yes."

A12   Researcher: "So small? And how old are you now?"

A13   Participant: "16 years."

A14   Researcher: "So how long have you been on the street?"

A15   Participant: "Since I was four years old I have been living with
Nxolixe on the street in QwaQwa."

A16   Researcher: "OK. So you've been on the street actually for about 12
years?"

A17   Participant: "Yes."

A18   Researcher: "Okay."

A19   Researcher: "Did you go to school?"

A20   Participant: "Yes, at Lebohang school in QwaQwa."

A21   Researcher: "Okay."

A22   Researcher: "Are you currently going to school?"

A23   Participant: "No."

A24   Researcher: "Not going to school?"

A25   Participant: "I was attending school last year locally but they said I
must get the papers from QwaQwa.

A26		In QwaQwa they refuse to give it to me."
A27	Researcher:	"What grade did you do? What was the last grade that you went to in the school?"
A28	Participant:	"Grade four."
A29	Researcher:	"Did you have a school uniform when you were attending the school?"
A30	Participant:	"Yes I did, but now I have nothing."
A31	Researcher:	"And you are not going to school now?"
A32	Participant:	"Yes"
A33	Researcher:	"When you did go to school, where did you get the money for school uniform?"
A34	Participant:	"My mother bought it for me."
A34	Researcher:	"Where did your mother get the money from?"
A35	Participant:	"I don't remember, she died a long time ago. My mother was very ill."
A36	Researcher:	"Very sick, okay. So, your mother bought things for you."
A37	Participant:	"Yes."
A38	Researcher:	"When you're walking in town, do the other children see and know that he is living on the street?"
A39	Participant:	"Yes, they do know."
A40	Researcher:	"And do they treat you differently?"
A41	Participant:	"They do treat me differently."
A42	Researcher:	"How do they treat you?"
A43	Participant:	"No they just walk, they don't to do anything. But some
A44		of them from the location comes on Saturday and we have a fight,
A45		and they stabbed me with a knife."
A46	Researcher:	"What do you do when people treat you badly? Where do you go and what do you do?
A47	Participant:	"I go to somewhere near Nandos, at the garage tell the people working there."
A48	Researcher:	"So of the people at the garage sort of look after them?"
A49	Participant:	"Yes they help me and give me food and everything

and A50 when we are in trouble we go to them."

A51   Researcher: "Where do you sleep at night?"

A52   Participant: "At Nandos or under the fallen tree near Pick and Pay."

A53   Researcher: "What do you do in the winter when it is cold?"

A54   Participant: "We make a fire."

A55   Researcher: "And when it is raining?"

A56   Participant: "We hide at Nandos; there is a shelter roof there."

A57   Researcher: "What do you do to get food when they are hungry?"

A58   Participant: "We ask money from white people."

A59   Researcher: "Do you wash your clothes?"

A60   Participant: "When we have money we only buy glue.

A61   We don't buy something to wash our clothes."

A62   Researcher: "So you don't wash the clothes, and you don't have a
place to wash your clothes?"

A63   Participant: "We have a place to wash our clothes; it is in the
veld near a stream."

A64   Researcher: "I know where it is."

A65   Researcher: "If you need a toilet, where do you go?"

A66   Participant: "I go to the garages."

A67   Researcher: "What do you do when you are angry?"

A68   Participant: "I do not do anything."

A69   Researcher: "Do you do nothing?"

A70   Participant: "No I just tell the person to stop it."

A71   Researcher: "What do you do when your friends or grownups fight
with you?"

A72   Participant: "I run away."

A73   Researcher: "You run away? Okay."

A74   Researcher: "And when you are feeling sad? What do you do then?"

A75   Participant: "I sometimes cry, like the time they stabbed my friend"

A76   Researcher: "Who are your family on the street?"

A77   Participant: "I don't have."

A78   Researcher: "Who are your friends on the street?"

A79   Participant: "Some other children on the street."

A80   Researcher: "And the petrol attendants?"

A81   Participant: "The petrol attendants are not my friends they are just people."

A82   Researcher: "Do you have any contact with your family?"

A83   Participant: "Yes in QwaQwa."

A84   Researcher: "Who?"

A85   Participant: "My uncle"

A86   Researcher: "How often do you see your uncle?"

A87   Participant: "Sometimes but he does not stay in QwaQwa, he stays in Johannesburg."

A88   Researcher: "When was the last time you saw your uncle?"

A89   Participant: "On the funeral of my other Uncle."

A90   Researcher: "How long ago was that?"

A91   Participant: "Could not answer but implied that it was a long time ago."

A92   Researcher: "So, you went to your uncle just for the funeral?"

A94   Participant: "Yes."

A95   Researcher: "So you don't visit him for other reasons?"

A97   Participant: "I have gone to my uncle to ask for milk because he has cows there."

A98   Researcher: "I need to understand how you live on the street. Where do you get food do you get enough food?"

A99   Researcher: "Let us start by you telling me how you live on the street, where do you get food?"

A100   Participant: "If we have money we buy food. If we don't have money,

A101   we write on something and ask for money."

A102   Researcher: "How much money goes you make on a day?"

A103   Participant: "R20.00"

A104   Researcher: "Do you get enough food to eat?"

A105   Participant: "Yes I buy bread and chips."

A106   Researcher: "Are you eating enough?"

A107   Participant: "Yes I eat enough."

A108   Researcher: "Where do you get clothes?"

A109 Participant: "These clothes I got from my friend's mother when she came from Johannesburg."

A110 Researcher: "Do you get clothes from the people on the street?"

A111 Participant: "Yes they do and another lady promised to give me more clothes."

A112 Researcher: "Do you wash yourself, and if you do we do you do it?"

A113 Participant: "I wash at Caltex garage."

A114 Researcher: "Do you wash your clothes there as well?"

A115 Participant: "No."

A116 Researcher: "You said that you do not attend school at the moment."

A117 Participant: "Yes."

A118 Researcher: "If you need medical care where do you go?"

A119 Participant: "One time I had burned myself and went to Dihlabeng hospital.

A120 A white guy helped me. At this hospital they said that they could not help me and that guy took me to Pekolong hospital, here they helped me and gave me medicine."

A121 Researcher: "If you are sad, is there anybody that you can go to that can comfort you?"

A122 Participant: "I dream a lot about my mother and when I wake up in the morning I cry. For example once in QwaQwa I had a dream about

A123 my mother and father and I was very happy in the family, but when I woke up I was sad and cried."

A124 Researcher: "So now we know you are sad there is nobody you can go to?"

A125 Participant: "No, no one I call my sister, it is my mother's sister, and. when I go to her she tells me no. So there is nobody I can go to for comfort."

A126 Researcher: "Do you go to church?"

A127 Participant: "When my mother was alive yes, but not anymore."

A128 Researcher: "What are the dangers of living on the street?"

A129 Participant: "There is nothing."

A130 Researcher: "Is there nothing that scares you?"

A131 Participant: "Where we sleep is a very safe place beneath two fallen
trees nobody can see us."

A132 Researcher: "Is there nothing that scares you? Nothing dangerous?"

A133 Participant: "No nothing."

A134 Researcher: "What is nice and exciting about living on the street?"

A135 Participant: "There is nothing nice and exciting but...

A136   I want to go back home but I can't because they are
two other children living there with the aunt, and she
does not give them food

A137   and it makes me sad to see the other two younger
ones going   to school without food, and then I must
support them. One of them went to the father, but the
younger one is still with the aunt."

A138 Researcher: "What is good for him to live on the street?"

A139 Participant: "There is nothing good but it is better than going to my
own place because they burn my clothes there."

A140 Researcher: "So it is the better of two bad things?"

A141 Participant: "No answer."

A142 Researcher: "What is not good about living on the street?"

A143 Participant: "Nothing, it is very nice.

A144   I want to go back to school but those people say that I must come
there with the things, and then they will take me."

A145 Researcher: "Why do you not use the shelter?"

A146 Participant: "I cannot get the remove (school transfer) from
Qwaqwa."

A147 Researcher: "Is there anything that he wants to ask me?"

A148 Participant: "No nothing."

A149 Researcher: "Thank you for participating and your honesty, I am
going to put of the recording now."

Interview 2 (Alias Thabo)

B1 Researcher: "Thabo, how long have you been living on the street?"

B2 Participant: "I came from QwaQwa last week and Thursday."

B3 Researcher: How long has he been on the street in your life?"

B4 Participant: "It is the first time that I am on the street in Bethlehem."

B5 Researcher: "In QwaQwa, were you not on the street?"

B6 Participant: "Yes, two years"

B7 Researcher: "Did you run away from home?"

B8 Participant: "No I did not run away."

B9 Researcher: "What made you decide to come and live on the street then?"

B10 Participant: "My sister does not come home on time, and then they leave me to sleep outside. That is why I decided to come here to the street."

B11 Researcher: "When did that happen?"

B12 Participant: "It was two weeks ago that I started living on the street here in Bethlehem"

B13 Researcher: "How old are you now?"

B14 Participant: "14 years"

B15 Researcher: "Did you go to school before going to the street?"

B16 Participant: "Yes I was at school"

B17 Researcher: "What grade are you in?"

B18 Participant: "Grade eight."

B19 Researcher: "Where did you get your school uniform?"

B20 Participant: "My parents bought it for me."

B21 Researcher: "Where are your parents are now?

B22 Participant: "My parents are staying in Johannesburg."

B23 Researcher: "Who paid for everything needed for school like stationery?"

B24 Participant: "My parents did."

B25 Researcher: "What made you decide to stay on the street? Was there nowhere else to go?"

B26	Participant:	"There was no place else to go because I do not know people in QwaQwa".
B27	Researcher:	"Were you not born in QwaQwa?"
B28	Participant:	"No I was born in Johannesburg."
B29	Researcher:	"When he is walking around in town does the other child know that he is living on the street?"
B30	Participant:	"Yes there are some children that know that I am staying on the street."
B31	Researcher:	"How do the children treat you when they know that you are staying on the street?"
B32	Participant:	"When I have money the other children beat me."
B33	Researcher:	'Who beats you other street children, or children not staying on the street?"
B34	Participant:	"Children on the street".
B35	Researcher:	"How does children that is not on the street treat you?"
B36	Participant:	"They do nothing to me."
B37	Researcher:	"What do you do when the other children is treating you badly?"
B38	Participant:	"If they fight with me, I fight back, and I will go and tell Ntati Deon."
B39	Researcher:	"Where do you sleep at night?"
B40	Participant:	"I am sleeping near Nandos."
B41	Researcher:	"Inside the building?"
B42	Participant:	"No, outside."
B43	Researcher:	"Is it not outside?"
B44	Participant:	"Yes it is."
B45	Researcher:	"So what do they do when it is cold?"
B46	Participant:	"There is another guy from the location that give us blankets."
B47	Researcher:	"So you got some blankets?"
B48	Participant:	"Yes, one blanket."
B49	Researcher:	"When it starts to rain what do you do?"
B50	Participant:	"When it rains we sleep in the garage."

B51   Researcher: "The fuel station?"

B52   Participant: "Yes."

B53   Researcher: "Where do you get food when you are hungry?"

B54   Participant: "I ask people money, and then I buy food."

B55   Researcher: "Do you get money?"

B56   Participant: "Yes I do."

B57   Researcher: "You have now only been on the street in Bethlehem for two weeks and you know all these things?"

B58   Participant: "The children that has been on the street for a long time in Bethlehem teaches me"

B59   Researcher: "Where do you wash your clothes?"

B60   Participant: "At the shelter."

B61   Researcher: "Before you started going to the shelter, where did you wash your clothes?"

B62   Participant: "I did not wash my clothes."

B63   Researcher: "When was the first time you washed at the shelter?"

B64   Participant: "Last week."

B65   Researcher: "Where did you wash yourself before you started washing at the shelter?"

B66   Participant: "In a bucket at the garage."

B67   Researcher: "If you need to go to the toilet, where do you go?"

B68   Participant: "I also go to the garage."

B69   Researcher: "Also at Nandos?"

B70   Participant: "Yes."

B71   Researcher: "When he is on the street and you get angry, what do you do?"

B72   Participant: "I don't get angry."

B73   Researcher: "Has he never been angry while he was on the street?"

B74   Participant: "When they fought with me I got angry."

B75   Researcher: "So, what do you do when you get angry?"

B76   Participant: "I fight back."

B77   Researcher: "So, when the older children or other people or

B78   grown-ups fight with him, he always fights back. "

B79 Participant: "If they are bigger I don't fight back."

B80 Researcher: "When he is sad what do you do, or where do you go?"

B81 Participant: "I just sit there at Nandos. "

B82 Researcher: "Do you have nobody to talk to?"

B83 Participant: "No one."

B84 Researcher: "And how does that make you feel?"

B85 Participant: "My heart sore because I have no one to talk to."

B86 Researcher: "So you do need someone to talk to even if you are on the street?"

B87 Participant: "Yes I do need someone to talk to".

B88 Researcher: "Am I correct? Your father and mother stays in Gauteng, your sister's walk around and don't feed you. So who is your family and friends while you are on the street? "

B89 Participant: "Other children from the street are my friends and family."

B90 Researcher: "Do I understand correct, that the petrol attendants at the garage at Nandos are also your friends?"

B91 Participant: "No they are not friendly with me."

B92 Researcher: "Do you have any contact with your father and mother and sisters?"

B93 Participant: "On Saturday my sister called me and I spoke to my mother."

B94 Researcher: "The last time you spoke to your family was with your mother last Saturday, is that correct?"

B95 Participant: "Yes"

B96 Researcher: "How do you cope and live on the street?"

B97 Participant: "Yes only ....?... is my problem" (cannot hear)

B98 Researcher: "I understand, but is everything OK for you do you have enough food, water and heat?"

B99 Participant: "Yes I have."

B100 Researcher: "Do you cope?"

B101 Participant: "Yes I do."

B102 Researcher: "Where do get food?"

B103 Participant: "I ask money from people."

B104 Researcher: "How much money do you get on a day?"

B105 Participant: "Sometimes R10.00 per day."

B106 Researcher: "Do you eat enough?"

B107 Participant: "No, not enough food."

B108 Researcher: "Where do you get clothes?"

B109 Participant: "I've got some clothes from the outreach workers."

B110 Researcher: "Do you go to church?"

B111 Participant: "No I don't."

B112 Researcher: "What makes it dangerous to live on the street?"

B113 Participant: "The older boys."

B114 Researcher: "Is it dangerous to live on the street?"

B115 Participant: "Yes it is when we sleep on the street people come and fight with us."

B116 Researcher: "So, the danger is that people can come and fight with you?"

B117 Participant: "Yes people can come and fight with us."

B118 Researcher: "What is there that scares you on the street."

B119 Participant: "Nothing."

B120 Researcher: "Is there nothing on the street that scares you?"

B121 Participant: "No."

B122 Researcher: "You are brave, Hey?"

B123 Researcher: "Is it exciting for you to live on the street?"

B124 Participant: "Yes it is exciting because when I was staying at home I was not free."

B125 Researcher: "So what you are saying is that it is better to live on the street than what it was while you were staying with your sister's in QwaQwa?"

B126 Participant: "Know it is not nice on the street."

B127 Researcher: "What I mean is, was it better to stay with your sister's or worse?"

B128 Participant: "It is better to stay with my sisters, sometimes they come back home."

B129 Researcher: "Is there nothing good for you about living on the
street."

B130 Participant: "No."

B131 Researcher: "Why don't you go back home?"

B132 Participant: "When I spoke to my mother on Saturday she said   it
is OK if I go to the shelter, and I must sometimes go
back home to see what is going on."

B133 Researcher: "What is bad about living on the street? Why is it
not nice?"

B134 Participant: "The bad thing on the street is that I do not eat enough
or her regularly.

B135   I cannot wash myself and my close to the
regularly."

B136 Researcher: "Is there anything else that you experience on the
street would you want to tell me?"

B137 Participant: "No nothing."

B138 Researcher: "Are you satisfied with the answers you gave me?"

B139 Participant: "Yes I am."

B140 Researcher: "Have you started using glue?"

B141 Participant: "Yes they gave me some."

B142 Researcher: "You must not start using it and can make you stupid."

INTERVIEW 3 (Alias Rock)

C1   Researcher: "How long have you been living on the street?"

C2   Participant: "Two months."

C3   Researcher: "We are you from?"

C4   Participant: "I am from QWAQWA."

C5   Researcher: "What made you decide to live on the street?"

C6   Participant: "I am originally from Orkney, and was transferred to QwaQwa to live with my brother and sister. My brother's wife, when she's drunk always accuses me of stealing or money. Those made me decide to live on the street."

C7   Researcher: "Am I correct that the circumstances at home forced you to the street?"

C8   Participant: "Yes it is."

C9   Researcher: "Were you living on the street in Orkney?"

C10   Participant: "No I was living at home."

C11   Researcher: "How old are you now?"

C12   Participant: "Sixteen years."

C13   Researcher: "So you started on the street at 16"

C14   Participant: "Yes."

C15   Researcher: "Do you go to school now?"

C16   Participant: "No I am not."

C17   Researcher: "What grade were you in when you were at school?"

C18   Participant: "I was in grade eight."

C19   Researcher: "When was the last time you attend school?"

C20   Participant: "Last a year in December."

C21   Researcher: "Was that when you completed grade eight?"

C22   Participant: "Yes."

C23   Researcher: "When you were at school who bought your school clothes for you?"

C24   Participant: "My father."

C25   Researcher: "We are your father now?"

C26   Participant: "In Orkney."

C27   Researcher: "Does the other children know that you are living on the street?"

C28   Participant: "Yes they are."

C29   Researcher: "Do those children treat you differently? Or how do they treat you?"

C30   Participant: "Some expected me, but others are not."

C31   Researcher: "The children that accepted you, is it also children living   on the street?"

C32   Participant: "Yes they are."

C33   Researcher: "And those that does not accept you, is that the children are not living on the street?"

C34   Participant: "Some of them are from the street and others from the location."

C35   Researcher: "The children that accepted you, how are they treating you?"

C36   Participant: "Those   that accepted me usually assist me when I him hungry or something."

C37   Researcher: "Those that are treating you badly, how are they treating you badly?"

C38   Participant: "Those that did not accept me stabbed me with a knife."

C39   Researcher: "Is that the stab wound on your arm?"

C40   Participant: "Yes it is."

C41   Researcher: "Have you been to the doctor?"

C42   Participant: "Know I have not."

C43   Researcher: "Let me see? Is it still sore (painful)'

C44   Participant: "Yes but not too much."

C45   Researcher: "I will make arrangements to take you to the clinic because that wound is infected."

C46   Participant: "Yes thank you."

C47   Researcher: "Where do you sleep at night?"

C48   Participant: "Presently I am sleeping at the shelter"

C49   Researcher: "For how long have you been sleeping at the shelter?"

C50   Participant: "For two days."

C51	Researcher:	"I want to know where you slept, before you went to the shelter."
C52	Participant:	"I was sleeping near Nandos"
C53	Researcher:	"Where at Nandos?"
C54	Participant:	"I was sleeping in the bushes near Nandos."
C55	Researcher:	"Was it not cold there?"
C56	Participant:	"Yes it was cold, but sometimes we made a fire to warm us."
C57	Researcher:	"Did you have blankets in the bush?"
C58	Participant:	"No."
C59	Researcher:	"What do you do when people treat you badly?"
C60	Participant:	"Sometimes I defended myself if we are of the same age. If they are bigger I just surrender."
C61	Researcher:	"When you surrender yourself, what happens?"
C62	Participant:	"I just surrender myself, but sometimes I tell them that I will go to the police. They always say I can go they are not afraid of the police."
C63	Researcher:	"What to do you do when it is raining?"
C64	Participant:	"I am having a hiding spot just outside Auto Pedigree."
C65	Researcher:	"So, you have places to go when it is raining or cold?"
C66	Participant:	"Yes, if it is raining we go to Auto Pedigree, otherwise we are staying near Nandos."
C67	Researcher:	"What are you doing for food, we do get food?"
C68	Participant:	"I am begging for food from the people."
C69	Researcher:	"Do you wash your clothes, and where?"
C70	Participant:	"No I am not washing my clothes."
C71	Researcher:	"Where do you wash yourself?"
C72	Participant:	"At times we wash ourselves at the garage."
C73	Researcher:	"In the public toilets?"
C74	Participant:	"No, under a tap with cold water."
C75	Researcher:	"If you need a toilet we do you go?"
C76	Participant:	"I make use of the toilets at the filling station."
C77	Researcher:	"Do you ever get angry while you're on the street?"

C78	Participant:	"Yes at times."
C79	Researcher:	"What do you do when you are angry?"
C80	Participant:	"I just keep quiet."
C81	Researcher:	"So you keep the anger within yourself?"
C82	Participant:	"Yes I do that."
C83	Researcher:	"Do you get sad on the street?"
C84	Participant:	"Yes I do get sad."
C85	Researcher:	"What do you do when you are sad?"
C86	Participant:	"I just sleep when I'm sad."
C87	Researcher:	"Do you use glue?"
C89	Participant:	"I did use it but not anymore."
C90	Researcher:	"Who is your family and friends on the street?"
C91	Participant:	"Gives a name. X"
C92	Researcher:	"Is X also a street child?"
C93	Participant:	"Yes."
C94	Researcher:	"How old is X?"
C95	Participant:	"14 years."
C96	Researcher:	"Do you still have contact with your own family?"
C97	Participant:	"No, not at all."
C98	Researcher:	"So you do not have any contact with any of your blood relatives?"
C99	Participant:	"Not at all."
C100	Researcher:	"How do you cope on the street, where do you get food?"
C101	Participant:	"I beg from white and black people who come to Nandos where we beg."
C102	Researcher:	"Do you get enough food to eat?"
C103	Participant:	"Sometimes we get enough but other times not."
C104	Researcher:	"Do you go hungry?"
C105	Participant:	"Sometimes I go to sleep with an empty stomach and hungry."
C106	Researcher:	"Where do you get clothes while you are on the street?"

C107 Participant: "People who are merciful to us give us clothes, or we go to a place next to Cash and Carry and get clothes there."

C108 Researcher: "People give you clothes?"

C109 Participant: "Yes. There at Cash and Carry."

C110 Researcher: "Do you get the clothes for free or do you buy it."

C111 Participant: "Sometimes it is free of the times we have to pay if we have money."

C112 Researcher: "Where do you get money?"

C113 Participant: "I beg for money from black and white people who come to Nandos."

C114 Researcher: "How much money do you get per day?"

C115 Participant: "R50.00 per day."

C116 Researcher: "Why do you do with that money?"

C117 Participant: "I'd buy clothes and if there is money left, I'd buy food."

C118 Researcher: "So you buy clothes first and then food"

C119 Participant: "No, I first buy food."

C120 Researcher: "Are you attending school?"

C121 Participant: "No."

C122 Researcher: "Do you go to church?"

C123 Participant: "No I do not go to church."

C124 Researcher: "Where do you get medical care?"

C125 Participant: "Since I've been on the street I did not get medical care."

C126 Researcher: "Who assisted you with the stab wound on your arm?"

C127 Participant: "No one assisted me."

C128 Researcher: "When you are on the street and feel sad and do not feel good who comforts you?"

C129 Participant: "X comforts me. "

C130 Researcher: "Is it dangerous to live on the street?"

C131 Participant: "Yes it is."

C132 Researcher: "What is dangerous what makes it dangerous?"

C133 Participant: "It is dangerous because a I was stabbed. When we have money the older ones takes it from us."

C134 Researcher: "What scares you the most on the street?"

C135 Participant: "I am mainly scared of getting cold."

C136 Researcher: "Is it exciting to live on the street?"

C137 Participant: "Not at all."

C138 Researcher: "What is good about living on the street?"

C139 Participant: "I can generate my own money."

C140 Researcher: "Is that good or exciting?"

C141 Participant: "It is good to stay on the street and get the money. But on the other hand I find it not good."

C142 Researcher: "You do not want to live on the street, but it is good for you to get the money?"

C143 Participant: "Yes it is not OK for me on the street."

C144 Researcher: "Why is it not good for you to live on the street?"

C145 Participant: "What scares me the most is that I get cold and C146 die. It is also dangerous because there are people that can attack us at night."

C147 Researcher: "What is your biggest whish?"

C148 Participant: "I want to go back to school."

C149 Researcher: "And where would you like to stay then?"

C150 Participant: "I will be happy to stay at the shelter."

C151 Researcher: "Do not want to go back to your family?"

C152 Participant: "Yes I am willing if I can by the reunited with them."

C153 Researcher: "I will assist you to go to the shelter until we can find your family but you must understand there are the rules at the shelter."

C154 Participant: "I want some clothes."

C155 Researcher: "We will look for some at the shelter."

INTERVIEW 4 (Alias Cena)

D1   Researcher: "How long have you been on the streets?"

D2   Participant: "It's four months now."

D3   Researcher: "How did you get on the street, what was the reason for you to go to the street?"

D3   Participant: "I was staying with my grandmother who chased me away and told me that you will call the police if I come back."

D4   Researcher: "Where did you get on to the street?"

D5   Participant: "In Bethlehem."

D6   Researcher: "Were you staying with your grandparents?"

D7   Participant: "Yes I was staying with my grandmother after my mother died."

D8   Researcher: "Your mother is dead, where is your father?"

D9   Participant: "I grew up not knowing my father."

D10   Researcher: "Why did your grandmother to chase you away."

D11   Participant: "We were two boys staying with my grandmother used to steal her money, and she decided to chase us away."

D12   Researcher: "How old were you when you started staying on the street?"

D13   Participant: "17 years."

D14   Researcher: "Do you attend school now?"

D15   Participant: "No."

D16   Researcher: "Were you attending school before you went to the street?"

D17   Participant: "Yes I did."

D18   Researcher: "What grade were you in?"

D19   Participant: "I was in grade six."

D20   Researcher: "Who paid for the school things while he was in school?"

D21   Participant: "It was my grandmother because I was then still staying with her."

D22   Researcher: "So your grandmother bought everything?"

D23   Participant: "She was the one that ...... it to me."

D24   Researcher: "Does the other children in town know that you are on
the street?"

D25   Participant: "There are some that know."

D26   Researcher: "Do they treat you differently when they know that
you are on the street."

D27   Participant: "They give me money and buy me bread."

D28   Researcher: "So they do not treat you badly just because you
are on the street?"

D29   Participant: "They just buy me food, and do not treat me bad."

D30   Researcher: "Where do you sleep at night?"

D31   Participant: "In town."

D32   Researcher: "In a building under a roof?"

D33   Participant: "No on the other side of Shoprite."

D34   Researcher: "So, it is not in a building, not under a roof?"

D35   Participant: "I am sleeping under the trees".

D36   Researcher: "So what do you do when it is cold like now?"

D37   Participant: "I make a fire."

D38   Researcher: "And when it starts raining?"

D39   Participant: "Then I go to the garage."

D40   Researcher: "Where do you get food when you are hungry?"

D41   Participant: "I ask white guys for money."

D42   Researcher: "Then you buy food with the money, do I
understand   correctly?"

D43   Participant: "Sometimes I just ask them to buy me food which
they do."

D44   Researcher: "So you get food and money?"

D45   Participant: "Yes"

D46   Researcher: "We have do you wash your clothes?"

D47   Participant: "At the shelter."

D48   Researcher: "For so long now?"

D49   Participant: "I started last week."

D50   Researcher: "And before that where did you wash your clothes?"

D51	Participant:	"In the toilet at the garage."
D52	Researcher:	"Where do you wash yourself?"
D53	Participant:	"At the garage."
D54	Researcher:	"Where do you go to the toilet if you need a toilet?"
D55	Participant:	"To the garage near KFC."
D56	Researcher:	"Do you ever get angry while you are on the street?"
D57	Participant:	"No."
D58	Researcher:	"So you never get angry while you on the street?"
D59	Participant:	"I don't get angry; it is the other guys that get angry."
D60	Researcher:	"So you never get angry on the street?"
D61	Participant:	"No."
D62	Researcher:	"What to do you do when your friends, older children or adults fight with him on the street?"
D63	Participant:	"I just ignore them and ran away."
D64	Researcher:	"Do you ever get sad on the street?"
D65	Participant:	"Yes I do."
D66	Researcher:	"What do you do when you get sad?"
D67	Participant:	"I isolate myself away from the others."
D68	Researcher:	"Do you have family and friends on the street?"
D69	Participant:	"I have friends but not family. My friend is now staying at the shelter."
D70	Researcher:	"So your friend is also a street child?"
D71	Participant:	"Yes, but he is now staying at the shelter."
D72	Researcher:	"Do you still have contact with your family, your grandmother?"
D73	Participant:	"There is no contact."
D74	Researcher:	"Don't you visit her at that all?"
D75	Participant:	"No."
D76	Researcher:	"Where do you get food on the street?"
D77	Participant:	"I asked white people or write on a piece of cardboard and ask for assistance to buy in the food."
D78	Researcher:	"Do I understand correctly. You beg by utilizing a piece of paper or cardboard which you messages."
D79	Participant:	"Yes."

D80   Researcher: "What do you write?"

D81   Participant: "Please help me to buy some bread"

D82   Researcher: "Do you get enough food on the street?"

D83   Participant: "I don't get enough and we ...?. fight for food"

D84   Researcher: "Do you get money?"

D85   Participant: "Yes but not much."

D86   Researcher: "How much?"

D87   Participant: "On a month end R50.00 per day."

D88   Researcher: "Where do you get clothes?"

D89   Participant: "When I get some money I can take R40.00 and buy from the Chinese"

D90   Researcher: "We do you wash your clothes?"

D91   Participant: "In the toilet."

D92   Researcher: "Are you going to school?"

D93   Participant: "No."

D94   Researcher: "Are you going to church?"

D95   Participant: "I used to attend the Christian church."

D96   Researcher: "You said that when you are sad you isolate yourself and don't go to someone to comfort you. Is that correct?"

D97   Participant: "The one that used to comfort me is Y but he has gone back to Qwa Qwa streets."

D98   Researcher: "Is he still on the street in Qwa Qwa?"

D99   Participant: "Yes."

D100 Researcher: "Is it dangerous to live on the street?"

D101 Participant: "Yes."

D102 Researcher: "What is dangerous about living on the street?"

D103 Participant: "The people from Wulf come and pepper spray us."

D104 Researcher: "Aau. Is that the security people?"

D105 Participant: "Yes."

D106 Researcher: "What scares you living on the streets?"

D107 Participant: "We are stabbed with knives when we are asleep at night   trying to rob us of our money."

D108 Researcher: "So what scares you is people attacking you and robbing you of your money?"

D109 Participant: "Yes, another group also on the street."

D110 Researcher: "Is there anything exciting, living on the street?"

D111 Participant: "Nothing."

D112 Researcher: "What is good about living on the street then?"

D113 Participant: "There is nothing good. And we are influencing each other to do things that are not good for us."

D114 Researcher: "The thing not good on the street is that you are influencing each other to do bad things?"

D115 Participant: "Yes, there is nothing building me and I might end up in jail."

D116 Researcher: "Thank you for answering the questions. Is there anything you need to know, and are you satisfied?"

D117 Participant: "Can Ntate Deon help me to get out of the street.?"

D118 Researcher: "My personnel will attend to it and we will look at reunifying you with your family or doing a foster placement."

D119 Participant: "Okay."

ADDENDUM C – ASSESSMENT CRITERIA/CHECKLIST FOR EVALUATING THE FINAL RESEARCH REPORT

UNISA
DEPARTMENT OF SOCIAL WORK
ASSESSMENT CRITERIA FOR EVALUATION THE FINAL RESEACH REPORT [ASSIGNMENT 3]
[MODULE SCK410-B]

Surname:	ERWEE
Initials:	DD
Student number:	03747735

Mark Internal	
Examiner	Signature
Examiner	Name in Print

Mark External	
Examiner	Signature
Examiner	Name in Print

CRITERIA [Please tick (✓) appropriate block under options provided) →→→→→→→→→→→→→→→→→	YES	NO	N/A	COMMENTS
Title page				
Is a title page (as per example) provided?				
Title				
Is the title concise?				
Is the title descriptive of the research focus/problem discussed in the research report?				
Table of contents				
Is a table of contents provided?				

CRITERIA [Please tick (✓) appropriate block under options provided) →→→→→→→→→→→→→→→→→→→→	YES	NO	N/A	COMMENTS
Method of data collection				
Is the method chosen for data collection clearly described and justified?				
Is the method of data collection appropriate, given the research approach				
Is an interview-guide provided?				
Are the questions in the interview guide in line with and linking to the research problem, question goals and objectives?				
Data analysis				
Is the method of data analysis clearly described?				
Research findings and presentation and literature control				
Are the research findings clearly described?				

	YES	NO	N/A	Comment
Do the headings, sub-headings and page numbers in the table of contents correspond with the ones in the text?				
Introduction/ background/ rationale/ problem formulation/ problem statement				
Is the research problem clearly and logically presented?				
Are facts concerning the research problem theoretically supported /justified by literature and/or based on previous research findings/policies?				
Is a problem statement provided?				
Is the problem statement clear and in accordance with the introduction and background to the study?				
Research questions				
Is a research question formulated?				
Does the research question tie in with the research title?				
Does the research question tie in with the goal and objectives of the research?				
Goals and objectives of the research				
Are goal(s) and/or objectives formulated?				
The formulated goal(s) and objectives: are they clear, concise and focused?				
Are they in line with the title, introduction and problem formulation and the research question?				

	YES	NO	N/A	Comment
Do the research results/findings relate to the goal/objective/hypothesis/research question?				
Literature control				
Are the research findings complemented by or subjected to a literature control?				
Is the literature control presented in a logical, well-structured and integrated manner?				
Does the literature tie in with or fit the research findings?				
Conclusions and recommendations				
Are conclusions provided?				
Are recommendations provided?				
Are conclusions made in relation to The research process? The research findings?				
Are recommendations made in relation to 1. The research process? 2. The research findings? 3. Future research?				
Is a logical line of reasoning evident in the discussion of the conclusions and recommendations?				
Do the conclusions and recommendations relate to the purpose/objective/research question?				
Are there traces of literature present in the discussion of the conclusion and recommendations?				
Technical and Editorial aspects				
Is the style of in-text referencing consistent throughout and according to the prescribed method?				

Research approach

	YES	NO	N/A	Comment
Is the research approach explained?				
Is this approach explained/described by means of a definition?				
Is a justification provided for why this particular research approach was best suited for the research undertaking?				

Research design

	YES	NO	N/A	Comment
Is the concept "research design" explained?				
Is the research design indicated?				
Is the research design explained/described?				
Does the research design fit within the qualitative research approach?				
Is a description provided of how this research design was applied to this study?				

Population/sampling

	YES	NO	N/A	Comment
Is the concept "population" explained?				
Is the concept "sampling" explained?				
Are the sampling techniques utilised, identified and described (ie explained)?				
Is the sampling technique(s) utilised appropriate given the research design?				

Final comments and recommendation:

	Yes	No	N/A	Comment
Are the in-text references used in an integrated manner?				
Are some sources used too much?				
Are the sources used presented in an alphabetical order in the bibliography?				
Are the references correctly and consistently reflected in the bibliography?				
Are all in-text references in the bibliography and vice versa?				
Are the sources recent? (Published within the last 10 years)				
Are a variety of sources utilised (ie books, journal articles, Internet references, policy document, newspaper clippings)?				
Are the layout and the presentation of the report logical?				
Are the headings, sub-headings and numbering in the report consistent and do they correspond with the table of contents?				
Are tables clear, understandable and accurate?				
Is information presented in a flowing manner (ie is the report easy to read)?				
Are there any grammatical errors?				
Is the report neatly bound?				
Are there any typing errors?				