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**CHILD-HEADED HOUSEHOLDS AND COMMUNITY SOCIAL NETWORKS IN
HOGSBURG AREA, SOUTH AFRICA: DYNAMICS AND IMPLICATIONS FOR
SOCIAL WORK INTERVENTIONS**



BY

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**A DISSERTATION SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF SOCIAL WORK (MSW)**

IN THE

DEPARTMENT OF SOCIAL WORK AND SOCIAL DEVELOPMENT

FACULTY OF SOCIAL SCIENCES AND HUMANITIES

UNIVERSITY OF FORT HARE

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NOVEMBER 2016

DECLARATION

I, MABEMBA T the undersigned candidate declare that the content of this dissertation is my own original work and has not previously been submitted to any other University for the award of a degree, either part or in its entirety.

Signature T Mabembe

Date 18 July 2017



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ACKNOWLEDGEMENTS

The compilation of this study could have ended a complete fiasco with all dreams of graduating sinking in the mud of nothingness had it not been of the incredibly plentiful support, guidance that I received from some wonderful people around me. I hereby acknowledge my indebtedness to the following persons without whose incredible support and tremendous patronage this could have dilapidated even before its infancy.

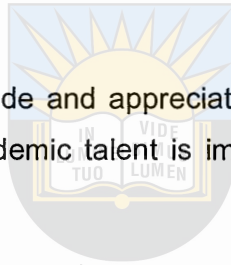
First and foremost, I thank the Almighty God for the strength, motivation and courage given to me, particularly during this study. Without Him I would not have completed this dissertation.

I extend my sincere thanks, gratitude and appreciation to my mentor and supervisor, Professor P. T. Tanga whose academic talent is impeccable, his support will forever remain immaculate.

My appreciation goes to my parents (Mr and Mrs Mabemba) for their priceless continuing support and assistance during my studies.

I also thank, Chief Krwakrwa, Child-headed households in Hogsburg area, Social Development Alice and Hogsburg Community for their assistance, May God bless you.

Finally, I thank all my friends for their support, may you too be blessed.



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DEDICATION

To my family and my son Henry



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ABSTRACT

Child-headed households consist of children who stay alone below the age of 17. The eldest child is responsible for other sibling's support and care rather than by an adult who is responsible for the wellbeing of children. This study aimed at exploring the dynamics of child-headed households and community social networks as well as the implications for social work interventions. The work was guided by resilience theory and sustainable livelihoods approach. The study adopted qualitative research design using purposive and theoretical sampling.

The data was specifically drawn from Hogsburg area through in-depth interviews and focus group discussions. The participants for the study were child-headed households from the age of 10 to 17 years, community members and social workers. An analysis of in-depth interviews and focus group discussions shows that child-headed households in Hogsburg area face various challenges including social, economic, psychological and mental problems, which affects their livelihoods. The findings revealed that child-headed household encounter various challenges as a result of inadequate provision of community social networks and social work interventions.

It was therefore, concluded that in order for child-headed households to have an improved way of living, there is need of partnership and collaboration between informal and formal community social networks. It is recommended that the government through social development department and civil organizations working with children should enhance a good working relationship that contributes to the development of child-headed households. Additionally, non-governmental organizations should be linked and allowed to work with child-headed households in Hogsburg area regardless of the area's political affiliations.

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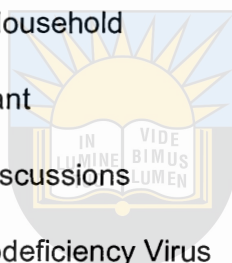
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ACRONYMS

ACRWC	The African Charter on the Rights and Welfare of the Child
AIDS	Acquired Immune Deficiency Syndrome
CRC	Convention on the Rights of the Child
CSG	Child Support Grant
CDG	Care Dependence Grant
CHH	Child-Headed Household
FCG	Foster Care Grant
FGD	Focus Group Discussions
HIV	Human Immunodeficiency Virus
NGO	Non-Governmental Organization
SALRC	South Africa Law Reform Commission
SMG	State Maintenance Grant
SABC	South Africa Broadcasting Cooperation
SLA	Sustainable Livelihoods Approach
UDHR	Universal Declaration of Human Rights
UNICEF	United Nations Children Education Fund
UN	United Nations
UREC	University Research Ethics Committee



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CHAPTER ONE

GENERAL OVERVIEW

1.1 Introduction

Child-headed households are becoming a nerve wracking in South African society albeit it is still a new spectacle to the society. The growing number of adults dying as a result of HIV/AIDS pandemic, poverty and motor accidents has caused a negative impact on the life of children in South Africa (Germann, 2005). Wrong information concerning children without parents as a result of above mentioned causes reduces the eagerness of communities to protect the orphans. South Africa is among the African countries encountering high growth of children who are vulnerable or orphaned due to the pandemic that lead to the formation of child-headed households (Van Breda, 2010).

As a result orphaned children are forced to look for other life coping skills which are devastating to their social life. Child-headed households are facing a lot of challenges and being the head of a household at a tender age is very difficult. A number of these children heading households look after themselves, are school drop outs, encounter all forms of abuse and provide cheap labour in order to earn a better living (Crawford et al, 2005). The issue of child-headed households is very versatile. It affects the structure, norms, tradition and values of the society. However, it has thoughtful results towards the welfare of children and the recognition of their rights (Case et al, 2004).

1.2 Background to the study

The tragedy of child-headed household is very alarming if left without proper control engaged by various governments and private sectors towards families affected it will result in uncontrollable formation of child-headed households. Child-headed households are mostly found in developing countries and war zone areas. The first case to be reported was during the 1980s in Uganda, Reikai district as well as in Tanzania, Kagera district (Luzze, 2009). More so, not only the above countries has cases of child-headed

households, in Zambia child-headed households were noted in 1991 and in Zimbabwe it was noted in 1992, Manicaland Province (Zhangazha,2014).

In Swaziland an estimation of 10% of children were found in child-headed households this is as a result of the traditional living setup found in Swaziland (Zhangazha, 2014). Of the above cases of child-headed household the main contributing factor to the formation of such household is the death of parents due to AIDS related diseases. However, an interesting cross-cultural example of children looking after themselves does not only found in Africa but several cases were reported in the United States in 1994 (Awino, 2010). Child-headed households in most African countries are caused by the death of parents or caregivers due to AIDS related diseases, civil strife, war and natural disasters (Aid Workers Network, 2012). The adult generation is widely affected by HIV/AIDS diseases to the point that they die early leaving children with no one to provide protection thus resulting in the development of child-headed household (Meintjes et al, 2010).

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During the time when HIV/AIDS was unheard off, the extended family posses all the responsibility of orphaned children however, things have changed now extended family can no longer possess the caring skills they used to have. This is because of change in life styles and also many are afraid to look after the children whose parents died of HIV/AIDS in fear of contracting the disease. Extended families' potential to look after orphaned family is very limited thus child-headed households have left with no option but to form their own household. Statistically, as a result of AIDS 11% of children found in Uganda are orphans, 9% found in Zambia and 7 % found in Zimbabwe (Rosa, 2004). AIDS has a great impact as compared to other factors contributing to the formation of child-headed households.

Human Science Research Council's (HSRC) National HIV Prevalence, Incidence and Behaviour Survey (2014) states that there is an increase of infected South Africans from 10.6% in 2008 to 12.2% in 2012. Currently, the entire number of South Africans with HIV/AIDS is 6.4 million, given with above AIDS statistics it shows that there is growing number of orphans' everyday due to HIV/AIDS related diseases in South Africa. More

so, there is an estimation of 3.7 million children without one or both parents in South Africa.

With the information from UNICEF (2014) shows that child-headed households in South Africa are growing fast than as expected. UNICEF is supporting community child care forums that are providing care and support for such children. Foster care has hugely expanded due to the policy implemented in 2000 which legalise the placement of children with extended family members. Data from the South Africa Social Security Agency (2008/9) shows that close to half a million children were in formal, court-ordered foster care and 80% of the children are placed with relatives. In South Africa, there is an alarming growing number of children living in such kind of households and thus showing great attention needed for child-headed households. They are 150 000 child-headed household (Statistics South Africa, 2012). KwaZulu Natal province has the highest number of child-headed households with a figure of around 24 000 children heading households (SABC, 2013).

Minister for Social Development, Bathabile Dlamini states that the department has developed an electronic web which helps youth and child-headed households all over South Africa to register online so as to help to come up with accurate statistics and ways of helping these households in all provinces of South Africa (SABC, 2013). Of the main contributing factors to child-headed households is the prevalence of HIV/AIDS related disease (Aid Workers Network, 2012). However, factors such as war, conflicts between races, genocides, migration and vehicle accidents contribute to the development of child-headed households in South Africa.

1.3 Problem statement

A family serves as a socialisation agent for the society as a result they are specific societal roles that the family is expected to carry out. The societal functions expected to be carried out by the family are adhering to societal norms, customs and values (Le Roux-Kemp, 2013). A family is supposed to protect, promote and enhance the good upbringing of children to become mature adults.

In this regard, parents and the community are supposed to take good care of the children to avoid family malfunctioning. The survival of the family unit is very dependable on its ability to absorb internal and external challenges and adapt to them very well (Mahoney and Filer, 1996). The external and internal challenge faced by a family unit is survival without a parental subsystem in this case is the child-headed household.

Previous researchers have exhausted on the challenges, life experience, prevalence of child-headed households but this study will look at a different spectacle which is child-headed households and community social network and how they are helpful in the lives of these children, the role and need of social work interventions in enhancing the livelihoods of child-headed households. The circumstances under which these households are living are not good but devastating and very dangerous.

The children continue to be stuck under very mean conditions of poverty and there seems to be no instant resolution to their predicament. The decease of parents usually signs the collapse of the livelihoods strategies primarily because these children are not able to implement and continue with livelihoods tailed by their parents. Thus the study seeks to examine the child-headed households and community social networks in Hogsburg, South Africa, the dynamics and implications for social work interventions.

1.4 Research questions

This study is guided by the following research questions:

1. What are the dynamics surrounding child-headed households in Hogsburg Area?
2. What is the relationship between community social networks and child-headed households in Hogsburg area?
3. What are the implications of child-headed households phenomenon in Hogsburg area to social work interventions?

1.5 Research aim and objectives

1.5.1 Aim of the study

The major aim of this study is to examine child-headed households and community social networks in Hogsburg area as well as the dynamics and implications for social work interventions.

1.5.2 Objectives of the study

This study is guided by the following research objectives:

1. To examine the dynamics regarding child-headed households in Hogsburg area.
2. To investigate the role of community social networks in providing help to child-headed households.
3. To find out the implications of social work interventions regarding child-headed households.

1.6 Significance of the study

A number of related studies have been carried out but this area has specifically not been adequately covered to provide extensive literature and it is under this premise that this research is undertaken. The findings from the research would be integral in providing assistance to the government's understanding on the examination on the life of children living under child-headed households in Hogsburg area.

The study therefore adds on the ongoing debate to seek the best intervention strategy to assist such child-headed household so that they live a normal life like other children. Furthermore, the study is expected to come up with ways that aid children to obtain a better standard of life through influencing policy and service providers to include child-headed households in all policy formulation concerning children.

1.7 Definition of terms

In this chapter some key concepts that were used in this study were reviewed such as family, household, child and child-headed households. The use of these concepts helps to have an in-depth understanding of child-headed households and other surrounding

issues. Defining key concepts also helps to have a clearer understanding on what is included in the study. Below is a brief explanation of these concepts:

1.7.1 Family

According to Powel et al, (2010) contend that “the traditional definition of family is a unit or set-up involving a couple-usually a man and a woman running a household and producing and raising children together”. However, due to “postmodernism” they are other types of families such as single-parent families, families involving same-sex couples, cohabitation and child-headed household (Cabrera et al, 2000). White Paper (2012) defines “a family as a societal group that is related by blood (kinship), adoption, foster care or the ties of marriage (civil, customary or religious), civil union or cohabitation and go beyond a particular physical residence. For the purpose of this study, the definition by White Paper (2012) is adopted.

1.7.2 Household

A household consist of individuals who are staying in one dwelling for at least four nights a week in a month (Statistics South Africa, 2010). For the purpose of this study, the definition by Statistics South Africa (2010) is adopted.

1.7.3 Child

Section 28 (1) of the South African Constitution (1996) defines a child as any person under the age of 18. For the purpose of this study, the definition by South African Constitution (1996) is adopted.

1.7.4 Child-headed households

Is any household without an adult member who look after the children, children look after themselves (Hosegood, 2009; Mentjies et al, 2009). For the purpose of this study, the definition by Hosegood (2009) is adopted.

1.8 Structure of the dissertation

Chapter 1: General overview of the study

The chapter provides a general introduction and background to the study, the problem statement, research questions, rationale of the study and objectives as well as the significance of the study.

Chapter 2: Theoretical and legal framework

The chapter gives a comprehensive theoretical and legal framework underpinning the study.

Chapter 3: Literature review

The focus of this chapter is to give comprehensive literature on child-headed households and community social networks as well as implications of social work interventions to these households.

Chapter 4: Research methodology

This chapter discusses the research design and methodology, data collection techniques, sample, scope of the study area, target population, sampling method as well as challenges encountered and how the challenges were resolved.

Chapter 5: Data presentation, analysis and discussion

This chapter five presents the results/ findings interpret and analyze them. Themes of the study are outlined and discussed. It is here that the researcher can determine if the findings are similar or different to those of other researchers.

Chapter 6: Summary of findings, conclusions and recommendations

This chapter provides the summary and conclusion of the study as well as bringing suggestions for further studies.

CHAPTER TWO

THEORITICAL AND LEGISLATIVE FRAMEWORK

2.1 Introduction

The Universal Declaration of Human Rights (UDHR) was implemented in 1948 in a way to recognise the rights of children globally. Soon when it was declared as UDHR, Declaration of the Human Rights of the Child was then adopted in 1959 by United Nations General Assembly in which all countries around the world ratify it (Mturi et al, 2012). In a way to strengthen the declaration, the United Nations General Assembly uphold the guiding principle based on the Care of Children in support of every child to have legal support including children from child-headed households (United Nations, 2010).

With the support from these interventions many children receive protection across various countries however, children from developing countries for instance South Africa faced many challenges in attaining their rights, protection and needs (UNICEF, 2012). The Republic of South Africa's government is very apprehensive on the livelihoods of child-headed households thus it is mandated to put forward legal frameworks that protect children from child-headed households.

2.2 Theoretical framework

Awoniyi et al (2011) explains that a theoretical framework involves presentation of different theories showing the generalizations already accumulated in reaction to the problem. The study uses two theories resiliency theory and sustainable livelihoods approach (SLA) as to gain much understanding and wider knowledge. While one theory could have been used to examine the phenomenon, by using a combination of two theories it was necessary as to examine complex issues surrounding the study.

2.2.1 Resilience theory

Linda (2015) indicates that resilience is when a child shows a rational adjustment to the stressful daily life events. Children who adapt so well despite facing major life events on their developmental process are regarded as resilient. This study use the definition

propounded by Grotberg (1995) points out that resilience is when a person is able to encounter and overcome the challenge and able to make decisions that necessitate his/her development.

Resilience helps child-headed households to be strong when facing difficult life events and be able to find solutions to overcome those challenges (Linda, 2012). It also helps to change their perceptions and centre of attention from the malfunctioning and anarchy attributed to the underline of traumatic environments, individual character and social functioning linked to normal or unpredictably optimistic psychosocial growth. Garcia et al (2013) further postulates that resilience is looking for knowledge that results in bringing positive development and adaptation when encountering adversity.

A household to be resilient it depends on the environment in which they are situated in. Environment must provide services that meet the requirements of the children and families that are at risk and vulnerable (United Nations Office for Disaster Risk Reduction (UNISDR), 2015). Child-headed households encompass various circumstances however, they are in a position to manipulate, contour their situation so as to overcome the pressure successfully and to abide by its demands. Linda (2012) notes that children from child-headed households are drivers of change in their families and other different socio-economic contexts as they adapt quickly to new situations, act amenably and have the sight and vision of positive outcomes.

Mastern's (2016) study illustrates that resilience theory is based on two core concepts risk factors and competence. Risk factors are environmental stressors that intensify the prospect of the child to experience negative outcomes such as physical health, mental health, academic achievement and social adjustment. Kaplan (1999) comments that risk factors include shocking life events such as death of a parent, socioeconomic problems, family conflict, exposure to violence and substance abuse. Child-headed households grow up in challenging households thus posing risks to the children because they are unable to get access to health facilities, more so, economic impediments encountering the family increases exposure to environment perils thus reduces employment opportunities (Mastern, 2016).

Competence refers to various adaptive behaviors used by children in child-headed households permitting them to attain resilience outcomes (Mastern and Coatsworth, 1998). Children who show competence are characterized by good adaptation to harsh livelihoods by showing competence in limited exact areas for instance social performance, intellectual success and emotional wellbeing. Von Akademie (2014) advocate the view that child-headed households who reveals resilience integrates two mechanisms which is the exposure to major stressors and demonstration of competence and successful adaptation under harsh conditions. It is a set of progressions other than a static trait of the child. A child who is very strong at another age might not remain that boldness as this is affected by changes in circumstances they face in their lives.

Weiner et al (2015) additionally emphasize that the approach focus on positive child development, policy and program intervention to households showing developmental assets. Parents exert a significant influence over a child's development of resilience and the quality of care a child receives as infants contribute to resilience (Mastern, 2016). Children who grow up with supportive parents, who set rules and routines for behavior at home, act in ways that promote stability and cohesion of the family, enhance resilience in children.

Hope (2010) states that child-headed households involve themselves in many different activities in a way to provide sustainability to their young sisters and brothers at the height of the country which have inherited a bequest of violence, extreme disparity and social dislocation from the former apartheid regime. Furthermore, it is imperious to comprehend that the resilience theory covers most of the aspects in the study area on child-headed households in South Africa however the theory does not fully enhance capabilities within the children and the assets (material, economic and social) within their environment can connect to earn a living. Thus the theory on sustainable livelihoods approach compliments resilience theory.

2.2.2 Sustainable livelihood approach (SLA)

For the resolve of this inquiry a livelihood is defined as a means of securing the necessities of life (Oxford English Dictionary, 2016). Hence, a livelihood is usually

connected with a prime means of living for instance a job, any monetary forms of income, ways in which a person have food, shelter and clothing (De Silva, 2013).

However, Moriarity (2002:124) is of the opinion that the above only entails that individual should have sufficient cash to deliver for essential niceties for instance, foodstuff, clothing and shelter to survive properly and have a good living. The approach has been explained as “practical common sense” because sustainable livelihoods provide suggestive work that achieves social, economic, cultural and spiritual requirements of children in the society, human or non-human, present and future, safeguards cultural and biological diversity.

More so, the definition of SL goes outside the basic necessities for incarnate; it is concerned on attaining excellence of life rooted inside the rich inherent viewpoints of various societies (Petersen and Pedersen, 2010). Commonly known, sustainable livelihoods approach delivers an outline of addressing dearth and susceptibility in both growth and humanitarian setup. Sporton and Thomas (2002) hold the view that the approach came into being after the emergent understanding of the necessities to consign the underprivileged, various aspects of their lives, way of living at the core of growth and charitable work at the same time preserving innate wherewithal for the current and upcoming generation.

Furthermore, the sustainable livelihoods approach was used to find out various ways on how child-headed households survive by implementing their capabilities and assets so as to alleviate socioeconomic ills. More so, the approach was used to find out what projects and institutions being implemented by both formal and informal community social networks in enhancing their livelihoods of the households (Dymond and Oestmann, 2002).

De Silva (2013) further alludes that capabilities involves of work done by a particular household or individual in a way to cope with stress and shocks as well as being to dynamically adapt, explore and exploit opportunities. Assets are resources and stores (tangible assets) and claims and access (intangible assets) which a person or household commands and can use towards a livelihood.

De Silva (2013) further suggests that the implementation of these strategies within the circles of sustainable livelihoods framework was also helpful in poverty alleviation by linking assets and resources which are available to the children and making their environment sustainable to generation to come (Petersen and Pedersen, 2010). Many households depend on the informal community social networks in sustaining their living with the use of this approach it enhances the projects, assets and capabilities to be more functional by linking to and using available resources within their community.

The approach examines the livelihoods of child-headed households in Hogsburg area. The use of this approach was to make child-headed households to realize and develop coping strategies within themselves and effectively use them in time of facing socioeconomic hardships. The approach was also used because it takes into account the assets and capabilities that child-headed households depend on to produce a feasible livelihood strategy.

2.3 Principles of sustainable livelihoods approach

2.3.1 People-centered

Goldman (2004) noted that communities are different and so are people. In order to provide effective support for child-headed households what is important is to understand their way of life and work with them in a way that satisfy them not what other people are satisfied and help should suit their social environment, ability to adapt and livelihood strategies. Factors that affect child-headed households should be of paramount importance rather than facilities and resources they use.

2.3.2 Responsive and participatory

Toner (2002) maintains that child-headed households really knows their problems and are supposed to identify and address livelihood priorities suitable for them. As a result they should not be treated like passive objects when dealing with their life circumstances and must participate fully (Dante et al, 2011). Participation would evolve them so that they would know the importance of it and thus breaking through the chains of poverty at all level within themselves. More so, they understand their situation better

than anyone thus enabling them to be main actors in coming up with solutions, identifying and addressing what they want in their lives.

2.3.3 Holistic

Scoones (2015) observes that for initiatives to be carried out in a more successful way there should be cooperation between the departments (formal and informal community social networks). People also need to consider the implications of using different strategies. In order for cooperations to be successful there is need to understand child-headed household's livelihood and how these can be enhanced in a holistic way that would recognize the interrelationships between the different aspects of their lives (Krantz, 2001).

2.3.4 Micro-macro link

Child-headed households lack access to resources and services as this is usually controlled by policies and institutions at local, regional and central level (De Silva, 2013). Child-headed households should be linked to macro level as it emphasizes policy formulation and institutional analysis should take place at all levels. In most cases resources and services do not reach the most designated people and thus this principle emphasize that the resources and services must be made accessible, effective and responsive to child-headed households through micro-macro link (Toner, 2002).

2.3.5 Conducted partnership

Informal and formal community social networks need to work together so as to achieve touchable and defined goals. When there is a strategy that needs a wide range of elements working together must be put in place (Dante et al, 2011). Partnership should include the community, child-headed households and other professions that enhance the livelihoods of children from child-headed household. Scoones's (2015) study suggests that partnership should be transparent basing on clear and understandable goals and objectives. For instance, child-headed households should partner with community social networks and social workers in upholding their wellbeing.

2.3.6 Sustainability

According to Pontignano (2000) remarks that the approach was used to gain much in-depth information to aid the lives and enhance socioeconomic wellbeing of the household. The use of this framework was to allow child-headed households to resilience over related stresses and shocks that can be established when using SLA. This was to guide social workers in suggesting proper implementation of social work intervention in child-headed households.

Comparing the livelihoods of child-headed households in Hogsburg area and other households in South Africa it makes one to understand how they live in the era whereby the country is currently hit by extreme inequality, violence and social dislocation. Getting to know the livelihoods of child-headed households in Hogsburg area enables the researcher to know how they are living in a province whereby unemployment is escalating, poverty is raising and at the same time government is not fully playing its role in helping these households.

2.4 Legislative framework

This section discusses the international and national legislations pertaining to children. It begins with the international legislation and later to the national legislation.

2.4.1 International framework

2.4.1.1 Convention on the rights of the child (CRC) (1989)

In 1989, United Nations (UN) embraced CRC as an essential worldwide law, preordained that all countries that are endorsed must stand by its bequest. United Nations in a way to launch the system it ensures that all reports from different governments should be submitted to the committee based on the rights of a child. By embracing this system it enables the UN to observe the progress that governments are doing in understanding the accountabilities under the CRC (Treadwell, 2011).

A right is what one is entitled to and best ensures just and fair treatment of individuals (Masuka et al, 2012). Right aims at safeguarding services to be delivered at the right time to children, meet children's needs and that they do not fall within the cracks. Child-headed households rights in several cases are broken and no one recognize them. In

order to achieve the delivery of the rights of every child, CRC upholds the following children's right;

Fundamental Rights to Survival and Development (Article 6) – every child have the right to live. The government's mandate is to ensure that children stay alive and grow healthily.

Right to an identity (Article 8)-every child have the right to nationality and identity. As soon as children are born they have to have a nationality from their parents. It is an offence when a birth or death happened without being registered to South Africa's Births and Deaths Registration Act.

Right to protection against abduction and illicit transfer (Article 11) – every child have the right to protection by the state against unlawful relocation.

Right to respect for the views of the child (Article 12) – every child have the right to make decision that affect her/himself regardless of adult opinion and they have the right to say what they think should happen and have their opinions taken into account.

Protection from violence, abuse and neglect (Article 19)-every child has the right to be protected against all forms of violent treatment, negligence and exploitation.

Protection of Children without families (Article 20)- every child have the right to special protection and assistance against deprivation from family environments. Alternative care that supports the upbringing of children, their religious and cultural backgrounds should be provided to them so that they grow up like any other children within the proper family setup.

In order for children to grow up into adults they have to develop in a harmonious family environment that promotes love, understanding and happiness. Family is the primary caregiver of children so when it does not function well thus negatively impacting of the growth and development of children. The CRC is there to deliver protection and assistance to family that fails to provide full support and responsibilities to their children.

Right to health and health services (Article 24)-according to CRC it postulates that children should get the highest and good standard of health and facilities as to avoid illness and enhance good health. As a result the government of South Africa is urged to implement appropriate measures to decrease deaths of children, deliver the required medical cover and healthcare especially primary health to all children.

Right to social security (Article 26) – every child have the right to benefit from social insurance and social services assistance in the form of material and monetary grants subject to circumstances and resources of the child together with the person responsible for the child's upkeep.

Right to adequate standard of living (Article 27)-every child have the right to good way of living that promote physical, mental, moral and social development. Welfare programme should be made available to children by the government to secure these rights. Failure to adhere to this will result in committing an offence in failing to obey maintenance order without a lawful order.

Right to education (Article 28 and 29)-every child have the right to education and South Africa is one of the countries that prioritize education to every child. Children are encouraged to go to school as their future will be laid by the will of attending school. Education helps children to shape and achieve anything they want so depriving them their right to education that is killing their future and development.

Right to leisure, play and culture (Article 31)-child laboring and abuse is not allowed at all by the CRC as this will affect the physical, psychological wellbeing of children. Children have the right to rest and leisure, play and recreation that go along with their age. Children have the right participate in making and implementation of decision that affect them

Freedom from economic exploitation (Article 32)-the most common economic exploitation in children is child labor. Children have the right to be protected against economic exploitation, carrying out work that is dangerous to their health and hinder with their education.

Protection from sexual exploitation (Article 34) - Children have the right to be protected against all systems of sexual exploitation and abuse.

2.4.2 The African Charter on the Rights and Welfare of a Child (ACRWC) (1990)

On 29th November 1999, Organization of African Unity embraced the African charter on the rights and welfare of the child. The endowment of African charter is alike to those of CRC however with a little difference. The difference being that African charter, children have the provision on the responsibilities for instance article 31 states that every child is responsible to a family, society, the state, lawfully recognized communities and international communities (UNICEF, 2010).

The charter upholds every child as a person below the age of 18 years and enjoys each and every right mandated to them. Children from child-headed households fall under this convention charter on the welfare and rights of children and they have the right to every right stated by this convention. In order for child-headed households to enjoy the benefits of this convention, the government of the Republic of South Africa should emphasize the recognition of child-headed households found in the national legislative framework that would be discussed below.

2.4.2 National legislative framework

2.4.2.1 The Constitution of the Republic of South Africa (1996)

Various socio-economic rights for children are contained from this constitution. According to section 28(1) (c) alludes that every child has the right to basic nutrition, basic health care services, social services and shelter. Socio-economic rights are appropriate to everyone however, have inside restrictions as the constitution require the state to take rational legislative and other ways surrounded by available resources so as to uphold the understanding of these constitutional rights (Abrahams and Matthews, 2011).

More so, the constitution enhances the rights of children to be protected against abuse, degradation and neglect. Abrahams and Matthews (2011) alludes to the fact that amongst the rights is that children are not allowed to work under age, do work that stops furthering their education, children should only jailed as the last resort without sharing

cells with adults, children should not participate in wars and should be protected during such times of turmoil. Whatsoever is carried out should be in the best interests of the child.

This legal framework aims at ensuring equal access to civic goods however not everyone receive or afford to get access to it. Children from child-headed households are amongst citizens who do not have enough access to public goods (Phillips, 2011). However, the government of South Africa is routing itself to provide social change to ensure equal access to housing, healthcare, primary education and social security to children from child-headed households.

2.4.2.2 Children's Act 38 Of 2005 as amended

The re-examination of the Child Care Act was proposed in 1997 by Minister of Social Welfare, the request was to make endorsements to the current legislation by the South African Law Reform Commission (SALRC). SALRC enlisted its obligation of the children's bill centred on wide consultation (SALRC, 2002). Children's Act and Children's Amendment Act were supposed to be one act so as to substitute Child Care Act and arrange a number of areas of current family law.

The Bill was fragmented into two, due to technical issues rather than its contents. Under section 75, the constitution controls matters over which national government have exclusive legislative competences and the provision of national and provincial government have legislative capability of section 76. The original bill contains all sections however, due to Parliament request the Bill was then spitted into section 75 became Children's Act and section 76 became Children's Amendment Act (Skelton and Proudlock, 2007).

Much focus on Children's Act is on section 137 on child-headed households. Due to an augment in figure of deaths of adult care givers to related AIDS illness and other social ills affecting the country many child-headed households are being formed. The commission endorsed lawful acknowledgement of child-headed households "as a placement of option for an orphaned child in need of care".

According to section 137 of the Children's Act, "a household to be called child-headed households there should not be a *de facto* head of household who is an adult who can look after the children and provide care". Section 137(1) points out that when an adult care giver is very ill and unable to provide care for the children that household is being led by a child which qualifies to be child-headed households (Republic of South Africa, 1996).

More so, in such a set-up there is no grown up family member on hand to look after children from child-headed households. The person who is looking after the household go under examination to see if the person qualifies to look after that household which is regarded from section 120 of the Children's Act (Basic Conditions of Employment Act No 75 of 1997). Sloth-Nielsen and Mezmur (2007) also states that the children can refuse to be looked after by a "suitable family member" and they are not forced to stay with that person.

The section 137(1) (a) states that a person over 16 years only can undertake the duty to be the head of household. The reason in the wake of the age limit is for the child to be able to get social grants which also help the child to acquire South African identity document at 16 years. Given with this age eldest child can be employed as recognized from the Basic Conditions of Employment Act and South African Schools Act. However, if the child is under the age of 16 and head of the household that is when the household is considered to be in need of care and protection. The court issues interventions like placement in appropriate alternative care which is given under section 156 of the Children's Act.

When the above criterion are met however, when they are not in "the best interest of the child" to remain as child-headed households the household would not be recognized. In various circumstances the child is unable to provide care and responsibility for other siblings and as a result the household is not recognized as a child-headed household (Van Dijk and Van Driel, 2009). South Africa's constitution pays much attention on the best interest of the child and any issue that affects the best interest of the child are not tolerated.

This shows that the government of the Republic of South Africa upholds the international and national responsibility towards children. The best interest of the child however, may conflict with other young children's interests and child-headed household. Sloth-Nielson (2005) states that the right of child heading household might be endangered if the child take up responsibilities of a prime care benefactor.

2.4.2.3 The social assistance act 13 of 2004

The Social Assistance Act 13 of 2004 highlight on the constitutional rights found from the constitution, for instance the right to access to social assistance in terms of section 27 of the constitution. In this Act it mentions various grants given to children in the form of money Child Support Grant (CSG), the Foster Care Grant (FCG) and the Care Dependency Grant (CDG).

2.4.2.3.1 The child support grant

Child support grant was firstly noted in 1997 and substitutes the State Maintenance Grant (SMG) (Coetzee, 2014). This type of grant was meant to offer financial help to deceased, imprisonment of parents or guardians of children. However, the grant could not last long because it was racially twisted (Budlander et al, 2008). The objective of the grant was to alleviate poverty affecting South African children. More so, the grant was meant to be given to children from the age of 0-7 years that are very poor, with time the age group was extended to 15 years as of January 2009. On the other hand civil society groups want the grant to be given to children up to 18 years (Jacobs et al, 2010).

The grant does not need any adult representation but anyone who is responsible for the prime care provider of the family at the moment and also the grant follows the child wherever he/she is (Lund Report on Child and Family Support, 1996).

CSG is granted to any person (a) "he or she is the primary care giver of a child and (b) he or she and that child- are resident in the Republic of South Africa at the time of the application for the grant in question;

- (i) are South African citizens and

- (ii) comply with the prescribed conditions”.

According to the act the definition of primary care giver is:

“Any person older than 16 years, whether or not related to a child, who takes primary responsibility for meeting the daily care needs of the child.”

With the age difference prescribed from the Act it shows that children who are below that age are not in a position to access the grant which in most cases child-headed households children will be below that age thus creating a problem to the household (Meintjes, 2010). More so, the denial of this grant to the children below the age of 16 is harming the right to equality found from the constitution.

2.4.2.3.2 Foster care grant

This type of grant was created as a way of alleviating poverty from people staying in rural areas that were affected by apartheid laws. Children from child-headed households in most cases are orphans staying in rural poverty stricken communities and they need such kind of grant to sustain themselves (Department of Social Development and Special Programmes, 2011). There is greater need to empower the community so that it would be in a better position to look after child-headed households. The government is engaging itself in foster care as a way of empowering the community. However, literature and governments own research reveals that it is unmaintainable, unsuitable and have limited suggestions for the orphans and to be more precise for child-headed households (Meintjes et al, 2010).

A foster care grant can only be issued when there is foster care parent; foster care parent is only placed by the court. Many children from child-headed households face a lot of challenges to be chosen as foster care parents for their siblings (Rasmussen, 2012). Due to a lot of court paper work and the fiasco to take into justification child-headed households, the grant fails to help these household. The grant does not add any access to financial help to the households.

According to Children’s Act as amended for a person to be a foster parent one must be selected through a court order. Children’s Act as amended section 180(1)(a) explains

that “the child is in foster care if the child has been placed in the care of a person who is not the parent/ guardian of a child as a result of an order of the children’s court”. Only family members are in a position to become foster care parents of the children until he/she turns 18 years. This does not ease the predicament of child-headed households understanding under the Child Care Act.

Child-headed households qualify to be granted the need of care, however, the Children’s Act need a social worker to verify and inspect the households if they qualify to be in need of care and protection. Due to the long process and a lot of requirements needed to obtain the grant, child-headed households remain vulnerable as to acquire these grants due to lack of some of the important documentation (South African Social Agency, 2012).

2.5 Situation of legal frameworks on child-headed households

2.5.1 Birth registration

Child-headed households face a lot of challenges in attaining birth registration . Death of parents made it problematic to children in that no one would represent them and due to property grabbing soon after the death of parents, children would not be able to claim any property because of lack of proper documentation (Save the Children UK: South African Program, 2013). Albeit, every child has the right to birth registration attaining of such is in limited access in rural areas of South Africa.

Children who have access to birth registration have limited problems in attaining services offered by the government and other non-government sectors (Children’s Institute, 2006). Legal frameworks on birth registration in South Africa are mandatory however there is lack of consciousness, need to register parents, length fussy processes, expensive and difficulties in accessing especially in rural areas which makes it difficult for most parents to register their children.

The government of South Africa should partner with civil organizations to eliminate barriers which avert parents and caregivers from obtaining birth registration. UNICEF (2014) asserts that the process of attaining births and citizenship should be simplified and requirements should be accessible to everyone, train mobile staffing that go around

all remote areas of the country to register everyone and run campaigns everywhere to allow access to registration.

2.5.2 Social security

Clacherty (2010) advocates that South Africa has a fairly developed coordination of social security but with limited interventions to child-headed households. Children from child-headed households, whom have access to social security schemes are mired to apply because they lack proper identity documentation to provide as evidence on the benefits offered, journey long distance for application or face time-consuming technical delays. Child-headed households do not have caregivers and thus they are unable to apply for social security schemes.

Government should address loopholes in social security provision towards child-headed households and provide targets to brought legislation and exercise on social security that are linked to global and regional obligations (Clachert, 2010). Child-headed households should get active social security schemes which are satisfactorily funded and managed by proper management to make sure that all children receive what is entitled to them.

2.5.3 Inheritance

Traditional laws infringe the practice of legal frameworks in South Africa and in most cases children and women receive lower status than man and boys (UNICEF, 2014). Wide spread of property grabbing is however very high in children from child-headed households as they do not have the power to take what belongs to them soon after the death of their parents. The reason why most child-headed households are destitute is because of inheritance and with no resources to empower themselves. Where legislation is available to protect rights of children and women to inheritance, virtually it may possibly not be enforced.

The rights of children should be protected through government ensuring provision of national legislation and resolve difference in customary laws. Inheritance should be given to parent's children so that life would not be difficult to them. Legislation framework should be tightened to those who would be found against the law. Anyone

who found guilty should serve his/her punishment for grabbing property from children, more so, government should provide awareness programs and train more staff who work in favour of the rights of children from child-headed households (Children's Institute, 2006).

2.5.4 Physical and sexual abuse

Various legal frameworks together with traditional laws have been put forward to protect South African children against violence and all forms of abuse. Children from child-headed households are very vulnerable and needs protection against sexual abuse, exploitation and violence (Jamieson et al, 2011). There is lack of enthusiasm in superseding in matters that affects the family and formal laws that defend children are seldom frail thus allowing abusers to flee conviction.

Child-headed households should be recognized both national and international so that standards would be the same globally. Legal frameworks should protect and prevent any laws which make use of violence against children (Jamieson et al, 2011). All forms of abuse against children should be prohibited; awareness campaigns should be available even in remote areas and communities working together with other private sectors to protect child-headed households.

2.5.5 Early marriage

The age of marriage in South Africa is anyone above 18 years however as young as 15 years one can be married with the written consent from parents/ guardians proving that marriage (Legal Wise, 2015). Girls are more often married below the age especially in rural areas of Eastern Cape Province. Early marriage is mostly in poor societies whereby children opt to be married than to suffer. Children from child-headed households face a lot of early marriages thus increase early pregnancy resulting in unable to finish their education.

Child-headed households are very vulnerable and victims of early marriage. National legislative framework should be in line with global and regional standards so as to ensure a consistent approach on addressing the age of sexual approval for both girls

and boys (Clacherty, 2010). Child-headed households should get access to education and promote sustentative skills that enhance opportunities for them.

2.6 Strengths of national legislative framework

Sloth-Nielsen and Mezmur (2008) further point out that South Africa had the forte of optimistic legislation and the determination of policy makers to enforce it. The culture that is embossed by the country is very supportive to child-headed households, that culture appreciates the challenges of child-headed households and finds various ways to address those using multi-disciplinary approaches. Community leaders, non-governmental organisations, friends and relatives are such of the positive aspects which acknowledges various responsibilities towards child-headed households (Sloth-Nielsen and Mezmur, 2007).

Additionally, Lloyd (2004) remarks that the state upholds independence and enables loyal service organizations both in the private and public sectors to promote the well-being of child-headed households. Various private voluntary organizations together with global organizations are enthusiastic to work together with child welfare forum and the government for the provision of programmes and schemes accessible to child-headed households. Mezmur (2006) further asserts that the government derives its pride in learned labour force in both the civic and private sectors and it offers training facilities which enhances local knowledge such as programmes that pay school fees at primary to tertiary levels and even in training colleges.

2.6.1 Weaknesses

Child-headed households occasionally are unsuccessful to access the defence of the law when they actually in need of it (Lehnert, 2003). For instance, when parents died children do not gain any parental estates due to greediness of relatives, ignorance of the law to protect these children against such malicious act; children are anticipated to be silent whilst suffering.

Another weakness on the operational level is that child-headed households who are fortunate enough to be recognized would be referred to the Department of Social Development and to the police to receive helps (Liebenberg, 2001). However, majority

of child-headed households remain in poverty stricken circles without any way to change their lives. Community social network do not cover the demands of child-headed households as a result it surpassed the accessible fiscal resources. Child-headed households do not get resources from these programmes due to unavailability and lack of adult representation (Liebenberg and Pillay, 2000).

Albeit, Children's Rights are not recognized in several instances, majority populace is not familiar with them especially to those in rural areas and remote areas of Eastern Cape Province (Liebenberg and Pillay, 2000). As such these impacted negatively on child-headed households who do not have adult protection to look after them. Another weakness is that of the advent of the deadly disease, HIV/AIDS which resulted as a disturbing increase in the occurrence of children without parents thus escalating to formation of child-headed households (South African Human Rights Commission, 2000-2002). The results of orphan hood wedged undesirably on the overstrained elderly population and socio-economic level of the country thus leading to growing numbers of child-headed households.

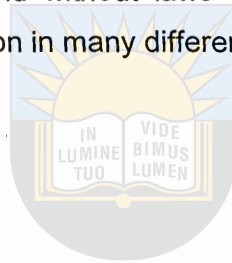
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Thandanani Children's Foundation(2003) alludes that the reactive approach to challenges faced by children from child-headed households were not addressed sufficiently owing to numerous numbers of short comings from the system for instance, limited human resources, poor targeting and clumsy approaches implemented to help child-headed households. Liebenberg (2001) points out that the community is unable to alleviate the suffering of child-headed households however, their determinations and capacities are not recognized, valued and cherished by the service organizations and they remained unused.

Child-headed households are unable to access to social services such as education, legal representation, health care and the social safety nets put in place for them(Liebenberg and Pillay, 2000). Laws that protect their interest do not benefit them because of indifference in cultural precincts and insufficient knowledge on what they are entitled to.

2.7 Conclusion

The use of resilience theory upholds children's strengths towards any encounters they face in life. This approach helps child-headed households to be strong in any life advert and look forward to a better future. Since the theory does not fully address situation of child-headed households, SLA and its principles to this study was necessary to be implemented as the approach emphasize child-headed households to openness with a comprehensive, idealistic approach to livelihood development. Legal frameworks are very important in enhancing and strengthening children's rights. Children are vulnerable, need protection and security and without laws that protect them they are prone to violence, abuse and discrimination in many different ways.



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CHAPTER THREE

CHILD-HEADED HOUSEHOLDS, COMMUNITY SOCIAL NETWORKS AND SOCIAL WORK INTERVENTIONS

3.1 Introduction

Chapter two discussed the theoretical and legislative framework. This chapter reviews current literature on child-headed households in South Africa and Southern Africa; types of child-headed households, challenges encompassed child-headed households, survival skills of child-headed households, community social networks, types of community social networks, meaning of social work, roles of social workers on child-headed households and social work interventions.

South Africa has an escalating figure on child-headed households. They are various factors that led to the formation of child-headed households in South Africa, for instance death of parents due to HIV/AIDS, poverty, motor vehicle accidents, violence and other socioeconomic factors affecting people (Van Breda, 2010). This chapter gives a more precise understanding of child-headed households, community social networks and the use of social work interventions in enhancing the livelihoods of child-headed households.

3.2 Child-headed households in Southern Africa

In Uganda, Reikai was the first district during the 1980s to have child-headed households and no one ever identified child-headed households with diminutive or no understanding of the existence of it (Plan-Uganda, 2005). Children without parents were looked after by the extended family. Extended family provided societal safekeeping system, looking after the vulnerable members within the community, providing care to those who are not able to make ends meet and the sick and in stilling knowledge in children about their traditional beliefs, values and norms (Van Dijk and Van Driel, 2012).

UNICEF (2003a) pointed out that 90% of children in Southern Africa lived without parents. Due to an escalating in figures of children with no parents, traditional structures which provide the upkeep of these children are no longer sustainable. The extended family's ability to provide such care is however, facing a lot of momentous strain, due to this it is unable to prolong to take in the full economic, psychological and social impacts of the spate (Mturi, 2012).

A study that was conducted in Swaziland reveals that extended family systems do function but poverty is in extreme such that it hinders to offer financial and material support to child-headed households. Jones (2005) states that this is true to families who stay in rural areas who are much more impoverished as compared to families in urban areas. Same study also found out that there is a shift in the traditional patrilineal ties towards matrilineal. Women carry out child care responsibilities as compared to man. Thus result in the growing number of child-headed households.

Change in labour exodus, suburbanization, westernization and economic classification have contributed much in the alterations of the traditional structures (Plan-Uganda, 2005). Additionally, new economic structure administered by the Europeans and the Arabs have changed the means of production, political act which resulted in involuntary toil, ethnic segregation and loss of land all of them had an impact on the change of traditional family life. Kurebwa and Kurebwa (2014) alludes that in this type of a household, the eldest child takes over the bulk of duties of the adult caregiver. Furthermore, the surfacing of this kind of household in Southern Africa has been attributed due to the significant augment of children who are in need of alternative care in combination with the unavailability of alternative care provided by the government.

Mogotlane et al (2010) additionally emphasize that the crisis causing child-headed households is as a result of HIV/AIDS affecting adults globally this need immediate attention and it has instant and long term social, economic and psychological impact no children. Decrease in adult numbers is causing alteration in care giving arrangements, children as young as 10 years old are forced to take adult roles and duties.

Subbarao and Coury (2004) state that governments are also contributing to formation of child-headed households. There are no legal frameworks that protect and support child-headed households, institutions and no budgets for child-headed households and the little that is available is not even covering all the problems encountered by these children. This would increase the epidemic of child-headed households. It is however impossible to come up with a conclusion that extended family and traditional structures is the main contributing factor to child-headed households formation in Southern Africa. Currently, things are changing so as adjustment to this change and child-headed households is a new phenomenon that is developing within the society and is more likely to increase.

Most of the causes of child-headed households in Southern Africa are migrant labour and urbanization, political turmoil, war, ill health, divorce, economic challenges, family conflict, unemployment and poverty which resulted in failing to maintain the upkeep of children. Children however develop other means of survival. The development of child-headed households is one of such an option (Kurebwa and Kurebwa, 2014).

3.3 Child-headed households in South Africa

Child-headed households in South Africa are more prominent in three provinces KwaZulu Natal, Eastern Cape and Limpopo. The province with the highest number of child-headed household is KwaZulu Natal with around 24 000 children who are heading households (SABC News, 2013). Statistics South Africa (2012:14) states that "they are 96 000 child-headed households in the country, 51 500 child-headed households are male whilst closer to 44 000 are female". Shortage of resources within these provinces causes the extended family to struggle for survival and not to look after the children which contribute to the development of child-headed households. In most cases families are much affected by unemployment, poverty, illness and early death.

Parliamentary Liaison Office (2009:1-15) states that "52% of child-headed households are looked after by youths above the age of 17, 36% by children aged 15 to 17, 11% by children between the ages of 10 and 14 and 9% by children under the age of 10". In most cases the household are looked after by female children. Only 13% of child-headed households had managed to finish Grade 12 or matrix certificate and 49%

attends school whilst the remainder is not enrolled at school due to incapacitation to pay school fees, unable to get bursaries and the pressure to take up domestic responsibilities.

Mogotlane et al (2010) point out that child-headed households are becoming a reality in South Africa, a region which is now affected by poverty mostly in rural areas, HIV/AIDS pandemic, socio-economic and political uncertainty. The government is unable to provide protection to the children as result child-headed households are growing at a faster speed. Provision of children into foster homes or adoption is not currently viable.

Feinstein and O'Kane (2005) distinguish that child-headed households are caused by orphan hood, desertion and destitution. The growing numbers of orphan hood in South Africa is becoming a critical challenge both to the government and the community. There is greater need to help and assist these children and try to address their much vulnerability. Additionally, Mturi (2012) reports that the community is finding it difficult to thwart the rising number of child-headed household and people are just looking to their instant family circles forgetting those who have lost their parents that they also need adult care and support.

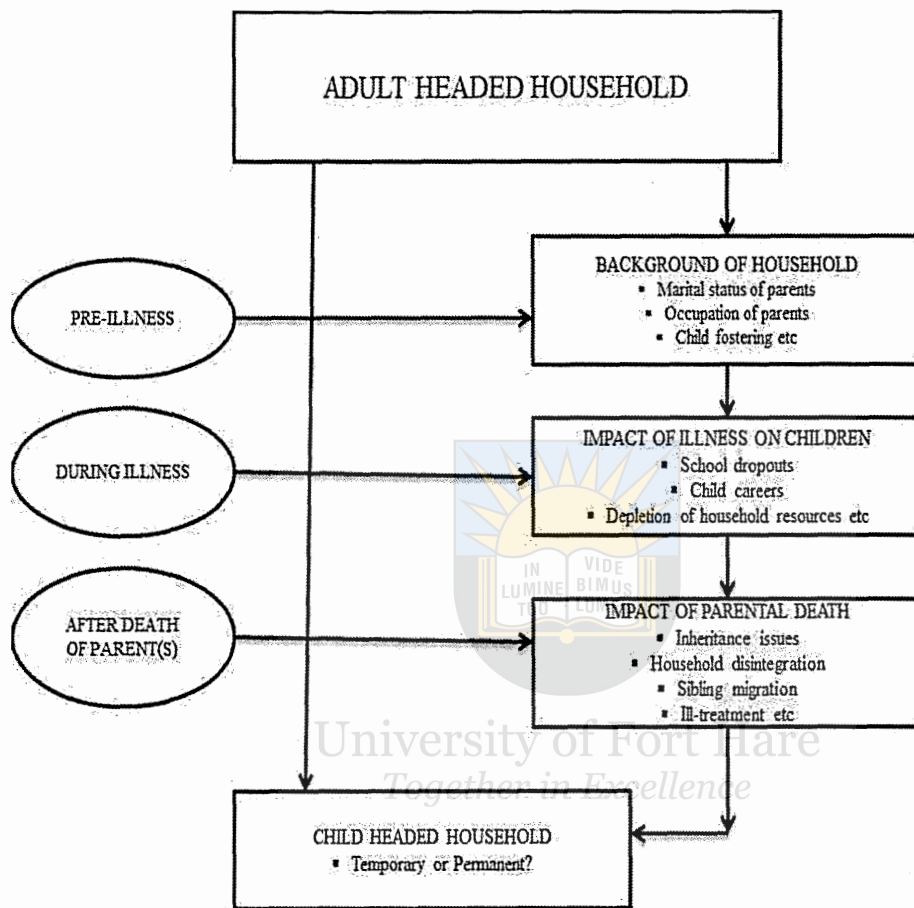
Mogotlane et al (2010) present arguments to emphasize that not all child-headed households are caused by HIV/AIDS but other factors like socioeconomic and political development issues like displacement, desertion, separation, migrant work, unemployment and vehicle accidents. Quite a lot of child-headed households in South Africa are as a result of socioeconomic and political hard ships currently facing the country as many parents and extended family are unable to look after their children.

Bourdillan (2000) postulates that westernization and modernization have contributed to the breakdown of extended family ties that used to provide safety nets and social networks to child-headed households. Extended family used to protect marriages thereby reducing divorce cases but currently nothing like that is existing which resulted in abandonment and destitution of children. Kurebwa and Kurebwa (2014) point out that those safety nets were structured along kinship relations but with the growing number of adults who will be terminally ill, child-headed households numbers are increasing rapidly

like never before. More so, Zagheni (2010) supports that the availability of care givers for orphans (grandparents, aunts, uncles and older siblings) is lowering resulting in the formation of child-headed households.

Andersen (2012) states that many relatives do not want to stay with chronically ill patients and as this continues relatives would start to neglect the sick. Coping strategies of children staying with chronically ill parents are very limited many of them would be struggling to meet basic needs that are needed by the family (Rugalema, 2000). Children are unable to pay medical bills, expensive food for the patient, special treatment thus elder child would be looking after the family at young and tender age to cover up such expenses. Children are forced to sell family assets so as to pay outstanding hospital bills and by the time of death children would be left with nothing.

Child-headed households in South Africa are also as a result of migration. UNICEF (2003) states that urban bound migration marks the decrease of contact between relatives who were left in charge of the orphans. The life which is lived in urban areas does not favour inclusion of extended family as a result the orphans would not be able to continue relying on relatives who have migrated to urban areas thus left to face social and economic challenges.



Source: Germann (2005)

Fig 3.1: Events and processes causing the development of child-headed households.

3.4.1 Characteristics of child-headed households in South Africa

In South Africa, various literatures have shown that the formation of child headed households is because of deaths due to HIV/AIDS, poverty, unemployment, migration and destitution. These households are made up of an older child in most cases between the age of 8 and 16 who is responsible for other sibling's wellbeing (Pillay, 2012). Many are found in the poor rural and urban informal communities which are affected by HIV/AIDS which lead to stigmatization and discrimination amongst children.

Mogotlane (2010) postulates that female child-headed households are more than male child-headed households. More so, gender of the child-heading household plays a vital role in collaboration with labour distribution in the household and the nature of social support system. Young sibling carry out domestic duties for instance cleaning, cooking and washing clothes, whereas the elder sibling heading the household is venting in duties that brings income to the household. At times the elder sibling is vulnerable to various dangerous activities like prostitution and in the process might fall pregnant or contracting HIV related diseases (Germann, 2005).

An elder sibling who looks after the household routines is incapacitated to go to school and playing with his/her friends of the same age. A study carried out on special needs of children in child-headed households points out that the struggle made by the child-heading households to withstand education in activities like home work and peer learning will slower them to physically go to school because of household duties and responsibilities (Nelson Mandela Children's Fund, 2001). Many children drop out of school as a result of different challenges they face, relocation with the extended family as well as planning and paying for the outstanding debt left by parents.

3.4.2 Types of child-headed households

In regard to this inquiry, types of child-headed households have been put forward in order to differentiate child-headed households from other households. Some of the households might be similar to child-headed household because both will be headed by a child, however, the difference is that child-headed household does not have adult care support and children are all below the age of 17. Below is a table that's shows types of child-headed households.

Table 2:1 The types of child-headed households

Type of household	Description
Adolescent-headed households	It is a household headed by a child between 16-20 years
Child-headed households	It is a household headed by a person younger than 16 years old. Once such a head turns 16 the household becomes an adolescent household.
Accompanied child-headed households	A child or adolescent headed household which includes an adult in need of care such as: Any aged grandparent or guardian in need of care and unable to provide child care, income or household supervision Any adult who is mentally unstable and in need of care. Any other adult in need of care and unable to provide child care, income or supervision.
Unaccompanied child-headed household	A child or adolescent headed household where there is no adult residing in the household.
Supported child-headed households	Extended family regularly visits the household Neighbours support and supervise the household. A community care programme for orphans provides monitoring and support visits to the household Household receives ongoing support from local church or philanthropic groups from NGOs
Unsupported child-headed households	Household has no links with the extended family Households at most receive sporadic support from neighbours, local support groups or NGOs.

Source: Germann (2005)

3.4.3 Needs of child-headed households

Child-headed households needs are various and different according to household. Two types of needs under discussion are psychosocial and socioeconomic needs of child-headed households.

3.4.3.1 Psychosocial needs

Psychological needs are very vital in children because most children are emotionally immature when it comes to dealing with problems they come across in their lives. Unmet psychological needs utter through negative behaviour for instance drug and alcohol abuse, running away from home, robbery, burglary and prostitution (MacLellan, 2005). Psychosocial issues include death of parents, trauma and stress during parental illness, multiple loss and sibling dispersal, stigma and discrimination. UNICEF (2003) adds other challenges that face children such as anger because of parents unable to inform their children of their HIV status thereby putting the child at risk during the illness of the sick parents.

3.4.3.2 Socio-economic needs

UNICEF (2003) postulates that monetary support and security of children's rights are the mainly instant socioeconomic needs of child-headed households as they face child abuse and labour as well as human trafficking. The Nelson Mandela Children's Fund (2001) describes the financial assistance and protection by listing them as follows education, food/proper nutrition, clothes, financial support, shelter, access to health care facilities and security from abusers.

Support mechanism to child-headed households lead to the development and sustainability of self-efficacy thus upholding self-esteem and improved quality of life of the children. Failure to obtain the social support will lead to stress in children (MacLellan, 2005). Child-headed households also need to be taught financial management skills. Most of them are in debt from private financial organizations and repaying them back is impossible thereby resulting in paying in kind resulting in exploitation of children.

3.4.4 Challenges faced by child-headed households

Child-headed households encounter a lot of challenges and the challenges impose negative impact to the children's livelihoods. Their future is also at risk as they do not have adult care and support provided. Some of the challenges include abuse and risk to HIV/AIDS, dropping out of school, school fees and educational materials, health

problems, food security, poor sanitation and shelter, child labor and household responsibilities. The following subsection explains on the challenges faced by child-headed households.

3.4.4.1 Abuse and risk to HIV/AIDS

Phillips (2011) propounded that many child-headed households in Southern Africa are caused by the effects of HIV/AIDS. Child-headed households face many forms of abuse being it emotional, physical, psychological, sexual, mental and verbal abuse. There is no one to protect them against such misbehaviour conducts. Child-headed households face every kind of abuse in one way or the other physical battering, harsh use of words from friends and relatives and the means of survival in it affect them psychologically. They are at jeopardy of being infected with HIV since they stay alone without an adult looking after them.

A lot of them are forced to indulge themselves into dangerous and exploitative acts like exchanging sex for money, protection, food and shelter (Yamba, 2006). Sexual abuse is most done in families without biological parents (Mullen and Fleming cited in Mabala, 2006). Most girls are sexually exploited, statistics from UNCEF (2014) reveal that African girls between the ages of 15-25 are not active sexually as compared to boys but they are infected with HIV. In this regard it shows that girls are sexually exploited in the form of rape; exchange their bodies for money and food whilst boys are better off.

3.4.4.2 Dropping out of school, school fees and educational materials

Ogina (2010) contends that due to financial difficulties children staying in child-headed households drop out of school. Education is very crucial and important to everyone; every child is entitled to proper education. Without proper education nothing good can come out of children and the generation to come. Education is a weapon against poverty and all other social ailments that affects a human being. Education enhances psychosocial development and lessens vulnerability. More so, lack of income is one of the stressors of children living in child-headed households (Daniel and Methias, 2012). Children from child-headed households may be enrolled at school but they cannot finish

or even go to school because of hunger, anxiety, stigmatization, discrimination and isolation.

Absenteeism is very high to children from child-headed households because of the work they carry out at home force them not to go to school (Pillay, 2012). Oghuvhu (2010) carry out a research on “the attendance and academic performance of students in secondary schools”, he noted that a student who does not come to school regularly faces learning problems caused by coming to school late, absenteeism, illiteracy and very shy to ask teachers were he/she does not understand. The research revealed that some students develop a negative attitude towards school as a result of poor attendance or absenteeism.

3.4.4.3 Health problems

Many children are facing health problems because they are unable to pay hospital bills and in other circumstances they are no available health facilities nearby. Ramsden (2002) illustrates that hospitals, clinics and private health facilities do not provide free off charge of medicines which force the children to stay at their homes without any medication offered to them. In most cases children suffer a lot and others die without getting health facilities.

Campbell et al (2014) asserts that child-headed households are characterized by poor economic background and in most instances they experience various health problems. Furthermore, Ramsden (2002) point out that since they are no elder person looking after the children they are additionally vulnerable and encounter health problems such as impaired vision, iron deficiency, anaemia and retarded growth.

3.4.4.4 Food security

Child-headed households rely on food donations from the community, collection of food from the environment, relatives, NGOs, government and other well-wishers (Campbel et al, 2014). In such a set up one can see that child-headed households does not have stable food production and given with their age groups they cannot carry out farming activities which are labor intensive. Meintjies et al (2010) indicated that the only source

of food support to child-headed households is receiving of social grants. However, most households are located in remote areas where the delivery of such services is poor.

3.4.4.5 Poor sanitation and shelter

Phillip's (2011) study shows that child-headed households are staying and living under stuffed and unhealthy living surroundings. They have no residence security and their constant right to use shelter is relying on abandoned house by certain community members and in other cases after the death of their parents, relatives took all the property left leaving the children homeless. Campbell et al (2014) further asserts that children use temporary shelter which exposes them to harsh weather conditions and some in the course of time are affected by cold, rain and thunderstorms. They also lack clean drinking water and water storages. This result in outbreak of diseases such a cholera, bilharzia and diarrhoea.

3.4.4.6 Child labor

Child labour is widespread in mines and resettlement areas. Bourdillion (2000) and Walker (2003) states that child labour is not new it is widespread in commercial farming and mining areas. In South Africa, child labour increased in commercial farming areas. Commercial farmers lack economic resources, farming equipment and financial assistance thereby make use of cheap labour from these households. Children from child-headed households are forced into child labour to raise economic capital for their basic needs. Children do not have enough socialization, loss of schooling, they are exposed to pesticides and hazardous working conditions.

3.4.4.7 Household responsibilities

Bonthuys (2010) is of the view that older sibling who looks after other siblings is forced to take up all household responsibilities. Household responsibilities such as provision of food in the house, clothing, and protection and loving the family in most cases responsibilities increase soon after the death of their parents. Household responsibilities are carried out by girls other than boys, girls had little or no time to go to school and play with other children of their age.

3.5 Survival skills of child-headed households

Children in child-headed households involve themselves in different types of survival skills. Survival skills at times are very difficult for such children to carry out but nothing they can do but to resort themselves to that as a way of making ends meet.

3.5.1 Informal entrepreneurship

Daniel and Methias (2012) illustrates that informal entrepreneurship is another sector that provides child-headed households with survival skills. Informal activities include selling fruits, food, beverages, household goods (bathing and washing soap) and traditional crafts. Others engage in joint business like poultry and livestock production (Institute for the Scientific Investigation of Sexuality (ISIS), 1983). Child-headed households are also involved in dangerous activities especially female headed households who indulge themselves in prostitution and gambling. More so, this kind of survival is third largest basis of survival after agriculture and beer brewing amid rural children and women (ISIS, 1983).

3.5.2 Food for work programmes

Musekiwa (2013) confirms that food for work programmes are amongst survival strategy for child-headed households and other disadvantaged groups mostly in rural areas. Food for work programmes are programmes that are carried out in different communities in the form of community development works whereby people get their payment in the form of food parcels or clothes. Children and women are very active in these programmes (Daniel and Methias, 2012).

The work includes infrastructural development such as roads, schools, boreholes and dams. These programs have contributed a lot in developing worlds where governments are unable to financially help its citizens (UNICEF, 2000). A good example of food for work programme that was implemented to alleviate poverty in vulnerable groups was in Bangladesh. Vulnerable groups such as child-headed households are benefiting greatly through provision of basic nutritional requirements, access to health facilities and educational services.

3.5.3 Vending

Awino, (2010) notes that vending in most cases is carried out only by adults who have family to look after. In child-headed households vending is one of the ways of generating income. Vending is done in streets and other designated areas by the municipalities or government of that country. In child-headed households the elder sibling is a street vendor, selling vegetables, cooked/roasted mealies, sweets and fruits at lower prices and in most cases such areas are not allowed to carry out such kind of business and anytime they can be chased away or their goods taken without compensation by the municipality. Vending does not need educational skills it is an advantage to child-headed households because they can sustain their lives through that.

3.5.4 Farming and gardening

In South Africa farming is carried out in commercial farming areas and rural areas, child-headed households provide cheap labor so as to sustain their living. They do have small gardens at their homes whereby they plant vegetables, tomatoes and onions to avoid buying them from the shops thus reducing problems of buying relish and in some cases they do sell the vegetables to neighbors (Andersen, 2012). Gardening is labour intensive and children are not able to do all the activities but in child-headed households they are forced to do that because it is the only survival means to rely on. Child labour is very escalating from owners of the farms and gardens who do not fully pay them in time. Child-headed households found in rural areas are given piece of land to grow crops in most cases they grew crops that is sufficient for their upkeep without surplus produce.

3.5.5 Carrying out piece work/jobs

Child-headed households in order for them to attain a better living they carry out piece jobs (Van Dijk and Van Driel, 2012). Piece jobs are types of contract jobs whereby one is given money as form of payment or one might be given food parcels and clothes instead of money. However, piece jobs do not sustain a living in the sense that some of the jobs are seasonal for instance during rainy season that is when many people want labor in their fields in the form of tilling the land, cutting down trees, ploughing,

harvesting and seeding. Once this season is over no more piece jobs available. Child-headed households rely on these jobs but for short time.

3.6 Community social networks

A community is a group of people who connect well together socially, mentally or sometimes economically. Belle's (2000) study suggests that social networks are ties or linkages that connect individuals (and sometimes groups and institutions) linkages that can be channels for diverse resources. Child-headed households receive support from the community they live and the extended family if they are still in touch with each other.

Community social networks have been studied far more often among adults as compared to child-headed households, however this may reflect methodological and literature review limitations. Mogotlane (2010) holds the position that child-headed households survive and thrive despite the environmental challenges they face with the help they get from supportive community social networks.

High levels of social networks from the community lead to positive social behaviour in child-headed households. Community social networks include formal and informal such as government departments, NGOs and the church, relatives and non-relatives. Support can be in the form of financial, social, psychological, emotional or child monitoring. Belle (2000) maintains that community social networks have long been considered as a source of strength in child-headed household's livelihoods.

Community social networks are very important in child-headed households because they reduce family instability, low socioeconomic status, low self-esteem, unemployment, stigmatization and discrimination. These factors threaten positive outcomes for children however community social networks serve to reduce the threat of negative child outcomes. The financial insecurity in child-headed households is an additional reason for the importance of community social networks (Mogotlane, 2010).

Community social networks are also used as a coping mechanism that can be used to reduce levels of poverty, unemployment, all forms of abuse, hunger and starvation (Belle, 2000). Children who get extensive community social support tend to display greater warmth, responsiveness and provide more stimulating in their environment. The

presence of community social networks leads to better psychological outcomes for the children.

When child-headed households receive support from the community and extended family networks there is less desire for children to be involved in unwanted behaviours to sustain their livelihoods (Henderson and Thomas, 2012). The presence of community social networks also helps to resolve feelings towards the absent parents and thereby improving parental styles.

The involvement of community social networks serves as a resilience factor for child-headed households. The community provides an atmosphere for children to learn to interpret the world and able to solve and make decisions without parental decision (Oghuvhu, 2010). Opportunities for children in child-headed households to participate in various community activities lead to a sense of connectedness and productivity that allow them to undertake new roles outside their homes.

3.6.1 Types of community social networks in child headed households

They are two types of community social networks that provide various supports and play different roles in the life of child-headed households. The formal and informal community social networks. The two are explained below with the aid of a diagram that also helps to illustrate roles played by these networks.

3.6.1.1 Formal community social networks

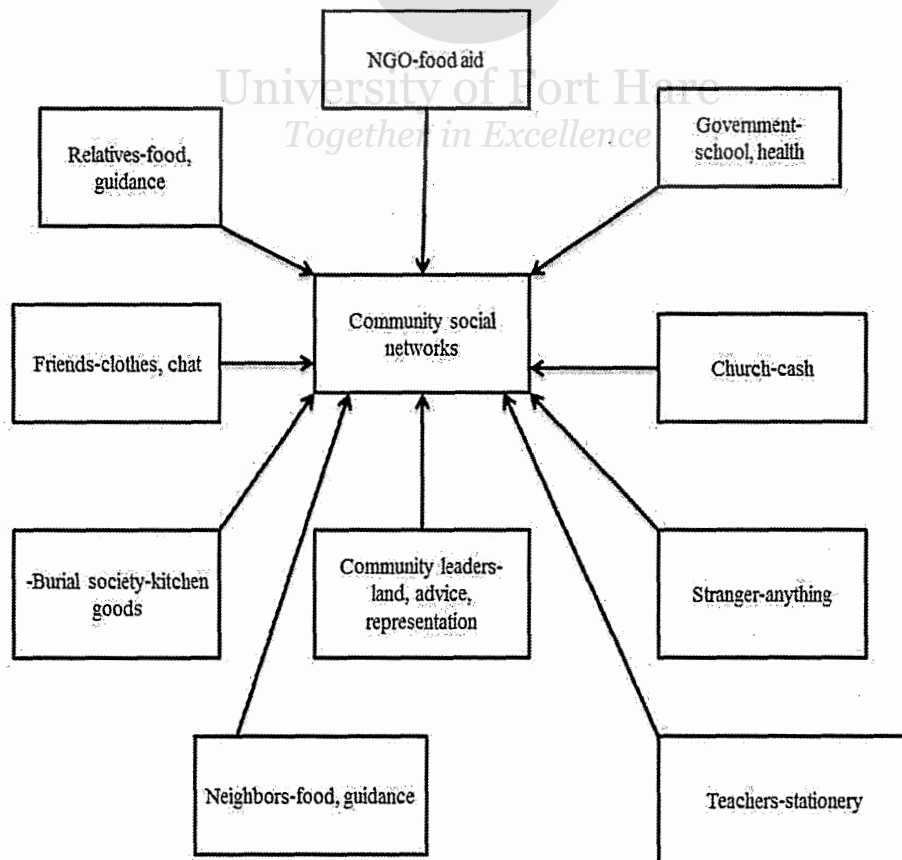
Formal community social networks provide various forms of support to child-headed households. The support might be in the form of donations, financial support, food parcels and clothes among others. Formal community social networks include government, nongovernmental organisations and churches. Below is a subsection of formal community social networks that contributes positively in the lives of child-headed households.

3.6.1.1.1 Government, non-governmental organizations (NGOs) and churches

The role of NGOs and the government is to provide support in the form of food aid, bursaries, school aid, emotional support and health facilities. The church played vital

position because it provides moral, social support and inspiration (Chizororo, 2008). In most cases child-headed households lack moral support as they do not have adult supervision around so the church acts as a supplement. In some instances churches would go an extra mile of giving material support.

However, with lack of adults who represent them in these households, the households face challenges of food aid from NGOs and other communities solely base on external food support and when NGOs stop helping the community become vulnerable and thus the household too (Phillips, 2011). The government played crucial role by providing support; paying school fees, building houses, buying uniforms and meeting their health needs. Households receive grants and institutional support, unfortunately, where there is no adult representing the children the support is difficult to acquire leading children not to continue with their school.



Source: Chizororo (2008).

Fig 3.2: Child-headed household's community social networks and type of support received.

3.6.1.2 Informal community social networks

Informal community social networks include neighbours, friends, relatives, local leaders, village heads, teachers and strangers. Informal community social network provide anything for child-headed households. For instance, emotional support from neighbours, educational support from teachers. Below is a subsection discussing on informal community social networks;

3.6.1.2.1 Neighbours and friends

As illustrated in fig 2, it shows links with relatives, friends and neighbors as the main informal sources of support for child-headed households. The role played by relatives, friends and neighbors is different according to household. Chizororo (2008) explains that at times child heads are exploited at the same time getting reciprocal arrangements from the community members. Child-headed households who have limited contact with relatives or isolated from their relatives they however develop strong links with neighbours and friends for support.

According to Awino (2010) confirm that child-headed households borrow food items from friends such as maize meal, cooking oil and salt. Others grew vegetables and sell them, other are involved in rotational money savings club and get health assistance from neighbours. The neighbour's close proximity to child-headed households shows that they have daily contact with them unlike some of the children's relatives who generally live away.

Child-headed households receive material resources such as food and non-food items. Another role played by the neighbours is looking after the households and taking up their responsibility, other face extreme poverty the neighbours provide staple food supplies and even feeding children for a certain period of time (Chizororo, 2008). More so, neighbours also provide emotional support and encouragement to child-headed households and also inspiring moral values to the child-headed households.

3.6.1.2.2 Relatives

Child-headed households live alone and neighbours provide support to them, relatives also play their crucial role in their lives. Chizororo (2008) reveals that child-headed households still want to be part of the extended family. She further alludes that out of all the community social networks they get from both formal and informal community social networks, relatives should support them more intensively. German (2005) notes that the extent to which child-headed households receive support from their relatives depends on the relationship between them. If the relatives support child-headed households then the role will be very strong unlike when the children left the relatives and form their own household because of ill treatment the role and support from relatives is limited or non-existence.

3.6.1.2.3 Local leaders, village heads and teachers

German (2005) proves that the village heads and teachers also played an important role as gate keepers and point of entry for most development programmes in the community. Village heads provide them with land for agricultural purposes and house stands to start their household without imposing any charges. According to Chizororo (2008) states that child headed household expects village heads to be kind and sympathetic about their situation. Village heads also link child headed household with available resources in the community so as to enhance their lives. Teachers their role is to assist with stationery such as uniforms, pens and exercise books.

3.7 Defining social work

Truell (2014) states that social work promotes social change as well as development, social consistency, empowerment and emancipation of people. It is a line of work that promotes and enhances social change, empowerment, liberation of people, problem solving in human relationships in a way to uphold good wellbeing. Social workers help various client systems that include individuals, families, neighbourhoods, groups of organizations and communities. On the contrary, Judith (2013) advocates the view that social work is a profession that is determined in helping all structures that interact more efficiently to preserve order and a state of balance.

More so, the profession maintains a double focus on person and environment so as to promote a good social functioning. Hope (2011) further asserts that child-headed households are one of the households that need social workers to intervene on requirements of the children which are unmet. Child-headed households face a lot of challenges, social workers play various roles to tackle these problems so as to enhance and uphold their livelihoods.

Skidmore et al (1998:90) points out that they are three dominant themes that surround social work. The themes provide a better understanding of social work and its practice. There is no one theme that is distinctive to social work profession but the three themes reflect the nature of social work which is a “commitment of social betterment, a goal to enhance social functioning and action orientation”.

3.7.1 A commitment of social betterment

It is a profession that has a belief that everyone should be given an opportunity for support in meeting his/her social needs. Source of assistance might come from family, friends, community or more formal social programmes. Child-headed household thrive for social betterment due to lack of support from family and extended family their social functioning is impaired. Thus social workers provide social betterment through linking child-headed households with other alternative care institutions and resources within their environment. Skidmore et al (1998) states that social work has preserved the practice of forming ideas about the capacity and concern of the society to deliver prospects and wherewithal that permit each person to have a full and worthwhile life. Thus social workers have the mandate to a commitment of social betterment towards child-headed households in various communities.

3.7.2 A goal to enhance social functioning

Social workers uphold social functioning by looking at impediments as well as assisting people who are willing to change their different aspects of lives. Phillips (2011) points out that social work is a profession of helping people to enhance their social functioning. In the aspect of child-headed households they face a lot of predicament that wash away

their rights and social workers are there to help them to achieve and get the quality of life they want thus fulfilling the goal of social function.

3.7.3 An action orientation

Various actions are used by social workers to prevent problems from emerging and avoid situations that harm the well-being of child-headed household and other susceptible groups within the community. Social workers help child-headed households who are in disaster. Johnson and Yanca (2004) alludes that child-headed households is triggering the end of the social fabric, social workers are working towards stopping it. A lot of work is being carried out to reduce this malfunctioning and social work by the nature of its creativity should explore preventive and proactive ways of dealing with the situation.

3.8 Social work interventions

Social work intervention refers to activities implemented by social workers to directly offer service and support individuals who are in need. Social workers help child-headed households to obtain solutions that are suitable for them and their distinctive positions and to have a lead role over plans and decisions that affect their lives (Brand et al, 2005). Social work interventions help in promoting safety and wellbeing of children in child-headed households who are in need of support.

3.8.1 Types of social work interventions

Social work interventions help to change the behaviour of child-headed households. Social workers implement various interventions to child-headed households so that they adopt better survival strategies as well as have better life. Paragraphs that follows discusses on the types of social work interventions:

3.8.1.1 Person centred approach

Lindsay (2013) alludes that person centred approach is an interventions that is widely used in client group settings. It is used in individuals, families, groups and communities. It involves discovery of children's hidden and unaccomplished requirements and their upkeep. Social workers are very flexible in the implementation of this approach and how

to use various range of innovative skills, techniques that are appropriate for children's circumstances. More so, the person centred approach involves giving of advice, problem solving and provision of emotional support, mediation, advocacy, family/individual support, counselling and family therapy.

The approach gives strong guidance on qualities of a helping relationship between social workers and child-headed households. Social workers enhance positive thinking towards children who have faced various challenges in their life and upholding humanistic tradition that encourages self-respect and value of all people (Lindsay, 2013). By using this approach the relationship is nonjudgmental, social workers and the children are on equal footing as children really know their life problems and highlighting on their innate prospective to find their own way through.

3.8.1.2 Group work

This type of intervention is appropriate to child-headed households because the household have common difficulties, needs and wants. Group work is very supportive, informing, prescribing and cathartic. Group work has been used in people with common problems for instance alcoholics, drugs addicts, mental difficulties, young children however, it is also appropriate to be implemented in child-headed households too (Zastrow, 2012). This is because these households share collective experience, coming up with valuable solutions, mutual support, enhancing self-esteem, confidence and identity will not be problematic.

Turner and Evans (2004) argue that group work intervention empowers children from child-headed households by using services and minimizing isolation for instance children from child-headed households whose parents died of HIV/AIDS face community discrimination so using this intervention lessen the situation. Zastrow (2012) notes that social workers use their knowledge and skills for understanding, organising, operating, group dynamics when dealing with challenges experiencing child-headed households. By sharing personal experience it helps children to achieve change in their lives.

3.8.1.3 Case work

International Federation of Social Workers (2012) states that case work encourages individual or family to detect, make use of their individual and social network's understanding and knowledge as a means of emancipating the capacity to develop obstructed earlier experiences, solving harmful issues that would affect current relationship, providing a way of coping with difficulties, encouraging self-esteem and instilling the feeling of self-assurance.

In most cases problems has been caused by lack of knowledge, social isolation which results in unable to achieve designed behavior (Zastrow, 2013). The intervention's intention is to increase life changing behavior in children, promoting independence and inter dependence, coping with changed life situations and transitions, supporting children's advancement to enable them to partake in groups by using local community assets.

3.8.1.4 Social systems approach

Hutchison (2003) and Robbins et al (2005) suggests that social systems approach is how people interact with their environment. A system would be a whole composed of interrelated and inter dependent parts it has boundaries. The approach is useful to social workers dealing with child-headed households because it promotes means of forming ideas and interactions which regarded as different entities (Jonhson and Yanca, 2004). By using this approach in child-headed households social workers are in a position to consider personal problems affecting the children from community issues within development and supporting structures of the condition being evaluated.

3.8.1.5 Cognitive behaviour therapy

Lindsay (2013) defines cognitive behaviour therapy as collaborative and client centered. This is because clients find their own resources especially those that do not have anyone to look after them for instance child-headed households they come up with self-methods and skills to enhance their lives. It focus on problems that a child came across in his/ her life, understand and address emotional distress that have developed early in life and learn how the experiences influence current response to events.

The approach goes beyond by identifying what is lacking from child-headed households and can be corrected. Linda (2015) states that the main focus of social workers in dealing with child-headed household is to manipulate their thinking, behaviour and thoughts. More so, social workers help child-headed households to recognize patterns of illogical and self-destructive opinion and behaviours that influence emotions. However, this approach does not pay particular attention on the socioeconomic problems affecting child-headed households but focus on children's minds to reinforce disadvantages (International Federation of Social Workers (2012). Social workers encourage children to express their thoughts, beliefs and behaviours so as to forgo the emotional distress they face in their lives. Cognitive behaviour therapy is effective in child-headed households because it is well-thought-out, problem focused and goal oriented.

3.8.1.6 Community development

Henderson and Thomas (2012) define community development as a way of improving the quality of relationship, within the community as well as developing its neighbourhood. A well developed community/ neighbourhood allows a cooperative enterprise and problem solving environment that enhances a well reformed political decision making that is favourable to its people. Child-headed households face a lot of problems for instance environmental poverty, poor housing, abuse, hunger and discrimination, social work intervention address these challenges using community development approach. Community development intervention works with individual and families to assist them to survive and cope with the unbearable. Linda (2015) points out that community development nurture resilience that enables child-headed households to shape platforms of sustenance that improves their lives.

3.9 Social work roles in child-headed households

Zastrow (2012) states that it is incredible to distinguish social work intervention without mentioning the roles played by social workers during the implementations of those interventions in child-headed households. The involvement of social workers with children has multiple roles to play. Roles include facilitator, advocacy, case management, mediator, program developer, and the enabling role. Social workers are

involved in activities that utilise and develop resources for the betterment of child-headed households.

3.9.1 Empowerer

Zastrow (2012) maintains that social workers empower various groups of people by providing them with various skills that are meant to promote and enhance change to their communities. The knowledge is created through the creation of various social groups that have a common agenda. More so, social workers help individuals how to work and encourage communities' positions to become well-built social institutions (Breton, 2002). By empowering child-headed households in the community it helps them to surmount social barriers to achieve self-fulfilment within societal structures.

Lombard (1991) explains that children's empowerment is sturdily influenced by the individual's resources for instance housing, land, savings, livestock and their capabilities which include education and good health. Judith (2013) states that children should participate in local associations and community co operations that enhance social empowerment by recuperating their skills, knowledge and self-perception.

When a community is empowered it also pave way for children from child-headed households to recognise the importance of self-empowerment thereby dwelling much on economic activities such as farming cooperatives that enhance their livelihoods (Linda, 2015). However, child-headed households do not have enough skills and self-confidence to engage in the decisions made by the community. Social workers provide support ways that are meant for child-headed households to participate thus empowering them.

3.9.2 Manager

Jaskyte (2015) hold the position that because of the knowledge that social workers have they are situated in roles of managers or supervisors. Managers are well known as part of police influencers towards development hence social workers advocate on the development of child-headed households.

3.9.3 Case management

Hardina et al (2006) suggests that case management enables clients to locate services that help them to change and uphold their livelihoods. Case management is used in complex issues for instance, complex issues that affect child-headed households like homeless, poverty, mental health issues, victims of domestic violence, abuse and property grabbing.

Child-headed household's land and property rights in most cases are not taken seriously thereby being vulnerable to homelessness, domestic violence and abuse, social workers act as case managers by protecting and addressing underlying social, political and economic inequalities (Hardina et al, 2006). Social workers help child-headed households in addressing entitlements to land which improves social and economic investments in land and property as well as health, education and other income-generating activities (Phillips and Pittman, 2009).

3.9.4 Organizer

Weinbach (2008) indicates that various complex levels of community organization are associated with social workers which include economic development, research, policy specialists and union organization. Social workers play the role of being an organiser by helping child-headed households to find out their own wherewithal and their own ability to form, control a positive change (Upmesh, 2013). For instance, poverty is caused by various set of relations between community's resources, opportunities and personal characteristics. The role of social worker is to make difficult decisions that influence the protection of child-headed households against poverty.

3.9.5 Advocate

Murray (2010) proposes that an advocate is a person who fights for the voiceless. Social workers play an important role in advocating for the rights of children from child-headed households. They toil to get needed assets for these children so that their livelihoods would be improved. When a community does have resources, they link those resources to the children to enhance their wellbeing. Jane and Jane (2013) add on that social workers advocate for the economic and social empowerment of child-headed households in their communities by providing social protection. Social

protection brings complete change and opportunities received by child-headed households and other marginalised groups in the community development

Phillips and Pittman (2009) point out that social protection schemes allow child-headed households to implement ways that balance their instant, future needs and to invest in their future livelihoods. They allow child-headed households to focus in more prolific, but also riskier, activities such as entrepreneurship and development of small projects which later help their community and families (Frederic, 2012). This can be only successful if child-headed households are hardworking, determined and dedicated to their small businesses.

3.9.6 Educator

Social workers are also educators. One of the most important roles is to teach children ways to conserve their resources so that they would use them in the near future without depleting them. More so, to be able to conserve those resources one has to have particular understanding of skills such as budgeting, detecting a medical analysis, well-organized communication and the avoidance of violence (Helen and Hugh, 2016). The role of a social worker is to educate and teach child-headed households on skills training. A skills training is an intervention which promotes skills acquisition and training amongst child-headed households. Mitchell (1987) further asserts that gaining of knowledge and skills change child-headed household's thinking and position whilst improving their employment ability.

Microfinance is one of the skills which social workers can educate child-headed households. It means financial services that can be accessed by traditional formal banking. A person can be given a loan, micro savings cover and money transfer services (Helen and Hugh, 2016). A loan that is given is a way of encouraging child-headed households to decrease poverty circles and invest in their future. However, it is problematic that child-headed households does not have access to loans due to poor identification, documentation and does not qualify for loans which made them to remain vulnerable and disadvantaged. .

3.9.7 Broker

A person who helps people/clients to get the right to use the resources by referring them to proper system is called a broker (Inspired Consulting Group, 2012). Social workers make those referrals to connect child-headed households to available needed resources and carry out follow ups so as to be sure that resources are given to deserving recipients. Banane (2013:77) contend that “this requires knowing resources, eligibility requirements, fees and the location of services”. Thus investing in child-headed households is an investment in human and social capital that would regenerate future development (Mike et al, 2006). Inspired Consulting Group (2012:1-6) additionally argue that, “the investment is not only in monetary, but involves time, effort, economic, social and cultural investments too”. By investing in human capital it accelerates economic growth which improves the labour supply thus saving social expenses (Heckman, 2006).

3.9.8 Facilitator

Hepworth et al (2006) advocates that social workers use the role of being a facilitator in empowering the economic and social development of child-headed households using the asset based community development. Phillips and Pittman (2009) further mention that helping child-headed households to recognise their goals and making them realise their capacity to partake in the solution of collective impediments is one of the facilitating roles played by social workers.

Hope (2011) maintains that the facilitator does not take any position when facilitating but remain in an unbiased position in change progression and is primarily apprehensive on community growth rather than definite outcomes, for example houses, services, jobs. By increasing the ability of child-headed households to deal with their struggles eventually it result in lasting improvements worth of life.

3.9.9 Mobiliser

Inspired Consulting Group (2012) emphasize that child-headed households have various hidden and unrecognised passions and talents, social workers utilise them by linking them to proper available resources. At times focusing on their needs and wants is not effective enough to brought growth and development to child-headed households.

Mobilizing from point of one's skills and strengths create a future prospect where networks of people subsist belongings and development of child-headed households (Helen and Hugh, 2016). Correspondingly, Upmesh (2013) observe that to reduce dependency syndrome within child-headed households there is need to empower them with various skills and knowledge. When child-headed households have been fully empowered they look after themselves and at the same time enhancing their personal development and their community.

3.10 Conclusion

As has been noted, child-headed households are becoming very popular in many countries and governments are finding it difficult to control this phenomenon hence it is wide spreading. Children from child-headed households are facing challenges, are in distressful situations and encounter traumatizing life adverts however they have outstanding strength that are not recognized by many. They are very resilient to any life adverts which made them to be strong grown up adults as compared to those with parents/ guardians. Children carry out adult burden at very tender age which ends up robbing their time to enjoy playing, socializing and studying. They are very vulnerable to various forms of abuse. Social workers and community social networks are playing pivotal role in enhancing child-headed households livelihoods.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 Introduction

The preceding chapter focused on the literature review. This chapter describes the research methodology. Methodology is used to systematically work out on the research problems (Denzin and Lincoln, 2000); it also refers to the framework that is used when conducting a research. Methodology is made up of theories that guides the way the research would be carried out, it provides adequate package of arrangements of accounts on how research is going to be carried out, the way of claims that can be made about the data, methods appropriate for the research and which are not (Braun and Clarke, 2013). Methodology consists of research design, population, data collection instruments, ethical considerations, data analysis and its interpretation.

4.2 Area of study

The study area is Hogsburg which is located 30km from Alice town. Hogsburg area is found in the central-southern part of South Africa, in the centre of the Eastern Cape Province and is roughly half away between the town of Alice and the village of Cathcart (Bennett, 2015). Surrounding towns include Seymour to the west, Fort Hare and Alice to the south, Cathcart, Whittsea and the Waterdown Dam to the north and Keiskammahoek to the east. The area takes its name from three Hogsback mountains.

Hogsburg area was named in 1848 by famous painter Thomas Baines with the highest peak called Gaika's Kop which is 1 954m. Hogsburg area is mostly dominated by Xhosa speaking tribes who called this area Qabimbola (red clay on the face) because the soil was used to paint their faces (Eve, 2003). Xhosa tribe moved into this area during the 16th to the 18th century after the San people. During the 19th century English travellers built mission stations and settlers began to grow various crops (Ballantyne, 1982). The area is occupied with richest forest species which are not easily found in any part of South Africa. Aboriginal trees found in the area are Afromontane rain forests with the Big Tree called "Yellow-wood". The Yellow-wood is the big tree found in the whole province which is 2000 years old, 36.6m high and has a thickness of 9.3m.

The area is dominated by many waterfalls as a result of abundance of rain. The Amatola and Winterberg mountains play a very important role in this area by creating rivers that fills dams with water which is used to cultivate the fields by the community. Currently, Hogsburg area has many villages who survive on farming and receiving different grants from the government (Webster, 2008).Hogsburg area also serves as a tourist resort area which makes it popular besides its colonial history. Many people came from different corners of South Africa as well as outside South Africa to watch the magnificent Hogsburg area. Various projects like art, soccer, SPCA animal care and Jikani are carried out to sustain the livelihoods of the communities.

4.3 Research design

Schumacher and McMillan (1993) explain that research design is a plan and structure of the enquiry that is used to provide evidence so as to bring solution to research questions. The way the research is designed describes the way of carrying out the study. Mouton (1996:175) alludes that a research design helps to “plan, structure and execute” research so as to maximise the “validity of the findings”. More so, Yin (2003:33) points out that “research design is an act of plan for attainment from *here* to *there*, where “here” maybe defined as the primary set of questions to be answered and “there” is some set of (conclusions) answers”.

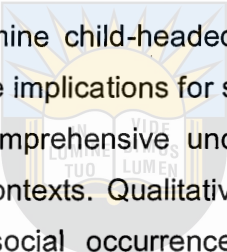
The study employed qualitative research method. Hammersley (2013) asserts that qualitative research is referred to a form of social investigation that has a flexible data-driven research design, it made use of comparatively unstructured data, emphasizes the vital role of the belief that research process is neither based on external nor internal truth and the number of participants under study would be small using verbal means rather than statistical analysis. More so, Hennink (2010:8-10) further postulates that “qualitative research is a broad term that covers various range of techniques and philosophies”.

The study employed qualitative research because it helps to examine children’s experiences in details, with the use of precise set of research methods such as in-depth interviews, focus group discussions, visual methods, content analysis, observations and life histories (Essays UK, 2013). The researcher used qualitative research as it has a

very distinctive feature from quantitative research in that it identifies the subject matter from the viewpoint of the study participants by the use of interpretation, understanding the meaning towards the behaviour, events and objects.

Qualitative involves studying in a natural set up thereby allowing the researcher to come up with reasonable thinking and understanding of the people's meanings (Ritchie and Lewis, 2003). More so, it helps to gain a comprehensive knowledge of the situation which makes it relevant for this inquiry. Qualitative method enables the researcher to look at inconsistency in patterns without manipulating anything.

The aim of the study is to examine child-headed households and community social networks, dynamics as well as the implications for social work interventions in Hogsburg area in-order to get a more comprehensive understanding of communications and affairs surrounding their social contexts. Qualitative research was implemented to get enough understanding of the social occurrence of children's cultural, social and situational context without manipulating their pre-existing expectations (Ritchie and Lewis, 2003).



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According to Creswell (2013: 220) shows that "the qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives, that is the multiple meanings of individual experiences, meanings that are socially and historically constructed with an intent of developing a theory or a pattern". The data from qualitative study is descriptive, meaning data is presented in words from the participants as compared to numbers from quantitative studies.

Qualitative research design therefore gives the researcher a chance to network with the participants (individuals or groups) sharing their experience. It attempts to tap deeper meanings of particular human experiences and it allows the researchers to gain insight into people's attitudes, value systems and concerns regarding the topic. Moreover, Creswell et al (2003:318) eludes that "qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meaning people bring to them". The purpose of using qualitative method in this study was to help the researcher to gain meaning of things that child-headed households are

attached to and to achieve credibility thus avoiding bias (Lietz and Zayas, 2010). Furthermore, the researcher seeks to achieve an improved understanding of complex circumstances surrounding child-headed households.

Qualitative research is based on observation and experiences, characterised by the inference of general laws and explanation of meaning of words. It involves a thorough inspection of given cases from which common philosophy and set of laws are drawn while basing on the examination of the social life experience that reflects everyday experience. Lindlof and Taylor (2011) contend that qualitative research methods do not use numerical analysis but detect quickly to social edifice of meaning and are based on the understanding and detailed examination of what people do and say.

The benefit of using qualitative research method in this inquiry is that it makes the researcher to be subjective in coming up with meaning of child-headed household's everyday world, the researcher is able to discover the processes of building on social situations and everyday relations that direct and explain their personal views and way of thinking of child-headed households (Sarantakos, 2005). Qualitative research provides a detailed summary of human behaviour, emotion and personality of children from child-headed households. It also includes information of their behaviours, needs, desires and routines. More so, qualitative is very flexible in the sense that it allows the researcher to add more data as it emerges during the session (Madrigal and McClain, 2012).

Whereas quantitative research involves the consistency of data gathering to allow numerical judgment, qualitative research requires suppleness, allowing the researcher to respond to user data as it emerges during a session (Madrigal and McClain, 2012). Thus, qualitative research is usually natural because the researcher observes on the primary information surrounding child-headed households using structured, unstructured interviews and focus discussions. The researcher observes and writes down the behaviors, beliefs, patterns, needs and other types of information surrounding the livelihoods of child-headed households.

The use of qualitative research in this study was to bring a more shade off of the phenomenon of child-headed households. Curtis and Curtis (2011:238) comment that

“qualitative research discards the notion of simple relationship between perception of the world and the world itself; instead it argues that each individual places different meaning on different events or experiences and that these are constantly changing”. The study made use of small number of participants during the gathering of data by using in-depth interviews and focus group discussions this enhances rich information on the child-headed household’s subjective life experiences. More so, it provides an exceptional insider analysis of the research questions which is less structured than a quantitative approach, unforeseen results and insights can occur (Quantitative vs Qualitative,2013). The disadvantage of using quantitative approach in this study was that it does not identify the individuality of human beings and it can oversimplify human nature.

4.4 Population

Parahoo 1997:218 as cited in Swart (2012:278) defines “population as the total number of the units from which data can be collected”. These units include individuals, artifacts, events or organizations. More so, As de Vos et al (2011:333) additionally explain that population is the totality of persons, events, units, case records or other sampling units with which the research problem is concerned”.

The study population consists of children who are heads of households at the age of 10-17 years and who actively participate in the provision of care for their younger siblings. Social workers and community members were also part of the population. The population is specifically drawn from Hogsburg area, Eastern Cape Province.

4.5 Sample and sampling strategy

Sampling is a process of identifying some elements from a population that represents a target population during conducting a research survey (Cooper and Schindler, 2006). The study employed purposive and theoretical sampling method. “Purposive sampling is a process which involves the selection of participants who represents the desired population”. Theoretical sampling is “set to work to generate theory in qualitative research through the investigation of the empirical social world” (Emmel, 2013:145).

The participants were selected to partake in the study because they have first-hand information about their experiences which makes it relevant for the study. Streubert and Carpenter (2002:180) argue that “unlike quantitative research there is no need to randomly select individuals, because manipulation, control and generalisation of findings are not the intentions of the study”.

The sample size was 15 children, 10 community members and 5 social workers. Theoretical sampling compliment purposive sampling. It is a method that is also used in qualitative research progression. With the use of this sampling method, the researcher was able to notice the voids in the data collection during the use of purposive sampling method. The advantage of this sampling method was that it seeks to refine ideas and not to enlarge the original sample and the researcher avail herself of people, scenery, events or documents (Denzin and Lincoln, 2000 as cited in Ellis et al, 2011).

4.6 Data collection, instruments and administration

According to Parahoo 1997:52; 325 as cited in Swart (2012) observe that a research instrument is “a tool used to collect data. An instrument is a tool designed to measure knowledge, attitude and skills”. Data was collected using in-depth interviews and focus group discussion. Collecting data from different participants having different life experience ensures that the information collected is not bias and thus ensuring high credibility concerning the information obtained. Data for the study was collected through two instruments:

4.6.1 In-depth interview

Interviews are used to collect data from person at a time (Curtis and Curtis, 2011). There are many types of interview used in qualitative research. The types of interview are structured, semi-structured and unstructured interviews. For this study, the researcher however used in-depth interview because it suits the way the data was going to be collected from the participants (Braun and Clarke, 2013).

McBurney and White (2009) states that an interview is an instrument that allow researchers an opportunity to interact with individuals or a group of people whose experience the researcher wants to understand, as an attempt is made to tap deeper

into meanings of particular human experiences. The in-depth interview suited this qualitative study; it allowed the researchers to gain insight into child-headed household's attitudes, value systems and concerns regarding their life.

Boyce and Neale (2006:195) points out that "in-depth interviews are open-ended and guided discussion that involves conducting thorough individual interviews with a small number of respondents". The main objective is to discover child-headed household's perspectives on their life circumstances. However, the purpose in this case is not to get answers to questions or test the hypothesis, interest is drawn from understanding the experience of the children from child-headed households and the meaning they make out of that experiences. The use of in-depth interview helps the researcher to focus, discuss and allows participants to explore the issues. It was also used to determine child-headed household's perceptions, opinions, facts and forecasts their reactions to initial findings and potential solutions.

The study made use of unstructured one to one interview with the key informants since they possess intimate knowledge of what is happening in their daily life experiences. According to Kitchin and Tate (2000) explains that interviewing the participants allows the researcher to come up with rich, solid and varied information from the participants. The key informants were children from child-headed households, social workers and community members. The questions containing same information were distributed to the participants. As the interview progressed, some changes were made on some interview questions so as to address exact issues that arise during the process of the interview. The individual interview sessions last for fifteen to twenty minutes and the questions were open-ended questions and in semi-structured format (Leedy and Ormrod, 2005 as cited in Pacho, 2015).

This gave a favorable time for searching not asked questions and enabled the participants to speak freely about their experiences on child-headed households and community social network as well as the effectiveness of social work interventions to these households. During the course of closing up the interviews, each interviewee was asked to say his/her opinion regarding the discussion to ensure true reflections of their viewpoints. Interviews were carried out at prearranged time and place.

For the researcher to gather enough information regarding child-headed households in Hogsburg area, the use of in-depth interviews and focus group discussions was of paramount importance. Boyce and Neale (2006) contend that the primary advantage of using in-depth interview in research is that it provides more thorough information comparing to other methods of collecting data like surveys. More so, during the interviews participants would have a more relaxed environment for instance, participants feel more relaxed and comfortable during conversation about the information needed.

Lisa et al (2011) advocates the view that the use of in-depth interviews allows application of open ended questions thus allowing participants to freely express the information needed unlike the use of closed questions which brings limited information because the participants only respond to what has been asked without further explaining. In-depth interviews were used as primary instruments to gather data during the research. In-depth interviews are mostly used in qualitative method as they produce excellence in evaluating and planning.

The participants explore their feelings and perspectives on the given subject thus resulting in getting rich background information (Faarup and Hansen, 2010). In-depth interviews have their own limitations in research. For instance, it was expensive and time consuming to interview all the participants as it was done individually thereby increasing costs, it takes times than focus group and there are no group dynamics and relationship formation between participants (Klenke, 2016).

4.6.2 Focus group

Focus group is a popular method of collecting data used in qualitative research. According to Hennink (2007) asserts that focus group is a different method used in qualitative research to gather data, participants discuss in a free environment with clearly defined set of issues. The purpose of using this method in this research was that it identifies various diverse views on child-headed household's livelihoods and the researcher was able to get in-depth understanding and issues surrounding child-headed households.

According to Krueger and Casey (2005) advocate the view that focus group are meant to acquire participants' way of thinking in a given area of interest without posing any force or harm to them. Focus group discussions allow participants to discuss and generate different contributions without fear of stereotyping. Furthermore, focus groups "are viewed as a type of a group interview where a small group of individuals are gathered together for the purpose of discussing one or more topic of interests" (Barrows, 2000:193). The use of focus group in this research was to generate more new ideas that were not mentioned during in-depth interview thus enriching the data being collected.

Focus group discussions were used because they are more flexible as it covers various aspects of child-headed households experiences thereby giving many rich insights. More so, focus groups are done quickly. The researcher interact with the participants directly getting more information quicker and also getting participants' non-verbal response such as body languages (Barrows, 2000).

The researcher used open ended questions during the discussion. The focus group was characterized by a homogeneous group thus allowing child-headed households and community members to communicate openly issues concerning child-headed households and how they are coping when they do not have parents or adult care givers to support and look after them at such tender age (Braun and Clarke, 2013). The discussion was panned by the facilitator who understands the language of the participants very well and at the same time an audio tape record was carried out for later use. An interpreter was always available during the collection of data so as to avoid incorrect data collection due to language barrier (Masadeh, 2012).

Focus group discussion with children from child-headed households was separate from community members. This was done so as to enhance openness towards children without fearing what the community members would say and also to avoid stereo typing. The focus group discussion was carried out at a hall which the permission was granted by the chief who controls that area. The number of children was 15 who share same experience of living in child-headed households. Discussions with the community

members were carried out in that same building but on different time. The group was made up of 10 community members who stays in the community all the time.

4.7 Research paradigm

In order for researchers to come up with latest knowledge in social, natural and human sciences there is need to implement research paradigms. Babbie as cited in Hennik, Hutter and Bailey (2011:201) hold the position that “paradigms are frameworks for observation and understanding which shape both what we see and how we understand it”. These are prospective ways of looking for truths and they are “the frames of reference” used to organize people’s interpretation and reasoning.

According to Merriam-Webster Dictionary (2012:01) defines a “paradigm as a theoretical and philosophical perspective of a scientific school within which theories, laws, generalizations and the studies performed in support of them and are formulated”. More so, McGregor and Murnane (2010:419-427) contend that a “paradigm is a set of assumptions, concepts, values and practices that constitutes a way of viewing a reality”. “Paradigm is constructed within two dimensions which are the (a) philosophical basics, beliefs and assumptions about the world and, (b) technical, the methods and techniques adopted when conducting research”.

There are two types of research paradigms that is post-positivistic which is used in qualitative and positivist used in quantitative research. The positivist paradigm, the knowledge is only assumed to be true or positive when it originates from scientific method, it is based on empirical methodology which means the data used is obtained from experiments and observation (Rohmann, 1999).

Post-positivist research paradigm is of the belief that there are various ways of knowing besides the use of scientific method. This paradigm does not test hypothesis but generates hypothesis through inductive reasoning (McGregor and Murnane, 2010). The primary goal of the use of this paradigm (post-positivist paradigm) is to get enough information from participants regarding child-headed households and community social network as well as dynamics and implications of social work intervention in Hogsburg area.

The researcher has the voice and the participants play their role too. The participants were central to the research process and research was carried out in communities where their daily activities are carried out in their natural setting unlike in experimental settings (Thorne, 2000). Post-positivist research paradigm reconceptualises the academic thoroughness. This means that post-positivist research paradigms strive for results to be valid/trustworthy, legitimate and believable (Koch, 1996).

The use of this paradigm in this research helps the researcher to gain more understanding and knowledge of experiences encountered by children from child-headed households and how they are living in a household without adults looking after them. More so, community social networks and the implementation of social work interventions to these households would enhance the livelihoods of these households thereby making it understandable for the researcher to come up with valid, legitimate and believable data.

4.8 Data analysis, process and methods

Hatch (2002:198-205) defines "data analysis as a search for meaning, a way to process qualitative data so that what has been learned can be communicated to others". Additionally, "analysis is organizing and interrogating data in ways that allows researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques and generate theories".

Marshal and Rossman (1999) notes that data analysis encompasses the analysis, combination, assessment, evaluation, understanding and classification of the findings. According to De Vos (2005) points out that analysis of data is a procedure of instructing order, arrangement and gist of the collected data. It is a search for general statements about relationships among categories of data and it builds on grounded theory.

Data analysis evolves various models which include the fixed, iterative and subjectivist. Briefly, the fixed qualitative analysis is undertaken when data analysis occurs after collection. This method relies on the nature of the data, the purpose of analysis and the nature of underlying paradigm. Iterative qualitative analysis is employed when analysis is conducted while collecting data (Sarantakos, 2005).

More so, the model is comprised of grounded theory and analytic induction which means the analysis of data is based on repeated use of data collection and analysis. The subjectivist qualitative analysis covers anything that does not fit into the other two types of analysis. In qualitative research various methods are used when analyzing collected data which include ethnography, interviews, sociometry, focus groups, historiography, unobtrusive measures, and case studies (Centre for Teaching, Research and Learning, 2016).

The analysis of data was carried out after all data was collected. The researcher goes through the data collected using in-depth interviews and focus group discussions combining the data and coming up with themes. Comparisons were undertaken between themes from in-depth interview and focus group discussions (Creswell, 2008). The researcher constantly review of and reflect on the primary data to make sure that the data in the final themes was the same as the primary data from in-depth-interviews and focus group discussions.

More so, the analysis was carried out based on grounded theory. The use of qualitative content analysis was employed to enable the interpretation of the meaning and understanding of child-headed household (Hsiu-Fang and Sarah, 2005). Data was presented and analysed using tables thereby making it dependable and reliable. In this research study, the in-depth interviews both for children from child-headed households, community members and social workers and focus group discussions were recorded and written down. Open ended questions were asked to which the participants were asked to respond in writing thereby getting enough information of the experiences encountered by child-headed households. Individual responses were analysed, compared and categorised with the results of transcription of the focus group discussions so as to draw enough conclusions.

4.9 Ethical considerations

Economic and Social Research Council (ESRC) (2004) notes that ethics in research are values that are used to guide research. It is a way of doing research in an accountable and morally justifiable way. Ethics are decent principles that directs the way one behaves and connect with others. When carrying out research, researchers are actually

getting into participant's private life and with this in mind ethics should be considered in one way or the other (Silverman, 2001). Various ethics should be addressed during and after research had been conducted especially when dealing with children below the age of 17 years. An ethical clearance letter was applied and granted from the University Research Ethics Committee (UREC) which is found at Govan Mbeki Research and Development Centre at the University of Fort Hare before attempting any field work. More so, child assent form and parent/legal guardian form was also submitted to be granted permission to carry out research with the participants.

Ethical considerations undertaken in this study include the following:

- Confidentiality, privacy and anonymity
- Informed consent
- Avoidance of harm and risk
- Honesty and trust
- Voluntary participation



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The problem encountered during the gathering of data that relates to ethical issues was cultural sensitivity. For the researcher to gather all what was expected there was need to create a good working relationship between participants and the researcher during the interviews and focus group discussions (Silverman, 2001). Appropriate steps were considered that strictly relates to ethical guidelines in a way to enhance and uphold the confidentiality, privacy, dignity, rights and anonymity of participants.

Confidentiality, privacy and anonymity

The researcher upholds confidentiality, privacy and anonymity by using pseudo names of the participants during and after presentation of data (Gray, 2014). Before the research was carried out the researcher assured participants that their real names were not going to be used in the research and by doing this it also helped participants to participate in a friendly and welcoming environment. More so, participants were assured that their identification remains anonymous to whoever is interested in the research.

Informed consent

Crow et al (2006) points out that informed consent is providing enough and true information regarding the study and the participants has the right to make the decision whether to participate or not. When carrying out a study with children informed consent is very important as they are vulnerable to coercion, exploitation or harm from the community for participating. So having informed consent yielded important positive spin-off for the research project (Crow et al, 2006). The researcher informed the participants (children from child-headed households, community members and social workers) of the data collection methods, purpose, nature and extent of the research prior to commencement. Furthermore, researcher obtained their informed consent form to sign if they have understood and interested in participating.

Avoidance of harm and risk

Gray (2014:98) asserts that the word “harm and risk” embraces various wide issues range from mental, physical and emotional harm. The researcher guaranteed the participants that the study was not going to cause any form of harm or risk during and after participation. Avoidance of harm and risk was of greater importance during and after the study, the researcher the only way was able to uphold this is by maintaining confidentiality, anonymity and privacy of participants.

Honest and trust

The researcher adhered to all research ethical guidelines thereby upholding and enhancing honest and trust to participants. More so, gathered data, analysed data was carried out in an honest and trustworthy manner.

Voluntary participation

The study was only for academic purposes, participants were not forced to participate thereby enhancing voluntary participation. The researcher also explained to participants that they can stop participating when they feel uncomfortable at any time without any penalty or punishment encountered.

4.10 Conclusion

In brief, research methodology was discussed, analysed and interpreted showing various stages that would be taken into account during the conduct of the research study: area of study, research design, population, sample and sampling strategy, sampling procedure, data collection instruments and administration, research paradigm, data analysis, process and methods and ethical considerations. The following chapter is chapter five which will discuss about data presentation, analysis and discussion.



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CHAPTER FIVE

PRESENTATION AND ANALYSIS OF THE DATA

5.1 Introduction

The aim of this chapter is to combine the data collected through in-depth interviews and focus group discussions and present them in a manner which aligns with the research questions of this study. The style adopted for the presentation aims to capture connections between the research questions and the themes which emerged from the summarized data in order to present the significant responses and insights obtained from an analysis of the data. The study specifically endeavoured to answer the research sub-questions, namely:

1. What are the dynamics surrounding child-headed households in Hogsburg area?
2. What is the relationship between community social networks and child-headed households in Hogsburg area?
3. What are the implications of child-headed households phenomenon in Hogsburg area to social work interventions?

The data obtained is presented according to biographical data, major themes and sub-themes, which include (i) ways of identifying child-headed households, ways of providing sustainable livelihoods of child-headed households (ii) material and emotional support by community social networks (iii) the importance and availability of social work interventions to child-headed households. On the basis of the findings which were obtained from an analysis of the data, measures which could be taken in order to make the implementation of the programmes more effective were suggested. The biographical data obtained from the participants are presented below.

5.2 Biographical data

In order to understand and explain the social meanings, researcher first endeavour to investigate the factors which influence the participants who supply the data in terms of socio-economic backgrounds, specific social contexts and so on (Seale, Gobo, Gubrium

& Silverman, 2004). In the study the biographical data was used to assess the maturity of the participants in terms of their experiences, their competency in terms of age, the level of education which they held and gender. This information is summarized in the tables. Table 5.1 shows the characteristics of the children who were sampled for the study in terms of their gender, age of participants, years of experience heading household, language spoken and level of education. The children were allocated codes from CHD1 to CHD15. For instance, CHD1 stands for coordinator number 1.

Table 5.1: Characteristics of children

Children Code	Gender	Age	Language spoken	Level of education	Years of experience
CHD 1	Male	12	Xhosa and Zulu	Grade 8	1 year
CHD 2	Male	12	Xhosa and English	Grade 6	6 months
CHD 3	Male	16	Xhosa	Grade 11	3 years
CHD 4	Female	17	Xhosa and Zulu	Grade 11	2 years
CHD 5	Male	15	Xhosa	Grade 10	3 months
CHD 6	Female	15	Xhosa	Grade 10	3 ½ years
CHD 7	Female	15	Xhosa	Grade 8	1 month
CHD 8	Female	16	Xhosa	Grade 11	11 months
CHD 9	Female	16	Xhosa and English	Grade 11	9 months
CHD 10	Female	12	Xhosa	Grade 11	6 years
CHD 11	Female	17	Xhosa	Grade 11	7 years
CHD 12	Female	15	Xhosa	Grade 10	11 months
CHD 13	Female	15	Xhosa and Africans	Grade 7	1 year 9 months
CHD 14	Female	17	Xhosa	Grade 10	2 ½ years
CHD 15	Female	12	Xhosa and Venda	Grade 8	1 month 2 weeks

As is shown in Table 5.1 above, fifteen children were interviewed. Both genders were represented; however, they were few males as compared to females as the sample consisted of many females than males. Each child represented each of the families they head. Each household was represented by the sibling below the age of 17 and most of

them were not going to school every day and they have repeated same grades twice because of poor performance due to absenteeism. All the children were as a result of family migration from one province to another soon after the death of their parents that is why other spoke two or more languages; or relatives were scattered so children followed them and staying in rural areas was much cheaper than urban life.

The findings show that an overwhelming majority of the children were doing grade 11; while few were doing grade 10, grade 5, 6 and 7. In terms of experience the oldest of all CHD 11 is 17 years have been heading the household for seven years without any help offered from relatives only community members offered help and the youngest with the least experience is CHD 7 was fifteen years old had only 1 month. More so, regarding age only one female CHD 12 was ten years old heading the household the remainder were above ten years whereas male all of them were above ten years. Furthermore, the dominating language spoken was Xhosa which shows that the children were born and raised in Eastern Cape Province.

The researcher was guided by the fact that not only were most of the children experienced, but they had also been exposed to various challenges that either affected them emotionally, physically, psychologically and verbally. More so, the children have been exposed to a great deal of the policy transformation within their communities, such as change of community leaders and social workers. Ten community members were allocated codes from CM1 to CM10, with CM1 standing for community member 1.

Table 5.2: Characteristics of community members

Community member Code	Gender	Level of education	Language spoken	Years of experience
CM 1	Female	Metric	Xhosa	1 year 3 months
CM 2	Female	Metric	Xhosa and Afrikaans	2 years
CM 3	Male	Metric	Xhosa	3 years 8 months
CM 4	Male	Diploma in Agriculture	Xhosa and English	1 year
CM 5	Female	Nurse	Xhosa and English	3 years

CM 6	Female	Cretch-Teacher	Xhosa	5 years
CM 7	Male	Diploma in Project Management	Xhosa	2 years
CM 8	Male	Nurse	Xhosa and Zulu	2 years
CM 9	Female	Primary School teacher	Xhosa and Venda	3 years
CM 10	Female	Metric	Xhosa and Zulu	1 year

According to Table 5.2, the sample of ten community members, made up of many females who constituted most of the participants and few males. As had been the case with the children from child-headed households, the ten community members represented the community which the samples of participants were drawn. There were five community members each from different communities and the other five representing Chief Krwakrwa's community where all the participants met during interviews and focus group discussions.

From the findings above it shows that few community members had only finished metric and never progress further with their education whilst many community members have managed to complete their tertiary education and currently working within the communities they stay. In terms of level of experience working with child-headed households it shows that all the participants had more than one year working with them and all the participants spoke Xhosa language which reveals that the participants were from Eastern Cape Province where Xhosa language is dominant.

The characteristics of social workers who participated in the study are shown in Table 5.3 below. Codes were also allocated to social workers who participated in the interviews. Social workers were allocated codes from SWK1 to SWK5, with SWK1 standing for social worker 1.

Table 5.3: Characteristics of social workers

SWK Code	Gender	Level of study	Years of experience
SWK 1	Female	Bachelor of Social Work	5 years
SWK 2	Female	Bachelor of Social Work	3 years
SWK 3	Female	Bachelor of Social Work	1 year
SWK 4	Female	Bachelor of Social Work	2 years
SWK 5	Male	Bachelor of Social Work	2 years

From the Table 5.3 shows the sample of five social workers, the majority were females and a male, females constituted most the participants. Of all the social workers, one represented Hogsburg area and the others were of surrounding areas working with child-headed households. Regarding the working experience with child-headed households all social workers have been working with these household for more than 1 year. The social worker (SWK 2) working in Hogsburg area have been working with the children for 3 years. Both of them hold bachelors degree in social work. SWK 2 covers a bigger area as compared to others. The section presents the themes that emanated during the study.

5.3 Results with respect to the dynamics regarding child-headed households.

The previous research questions generated findings which highlighted various challenges on the dynamics regarding child-headed households in Hogsburg area. In-order to find ways to surmount these challenges, research questions were framed in-order to obtain the views of the participants concerning the proper ways which might be taken regarding the dynamics of child-headed households. Various suggestions were made during the in-depth interviews and focus group discussions with child-headed households, community members and social workers. Some of the recommendations concerned child-headed households only and other were made with specific reference to community social networks and social workers. The table below shows a table representation of the themes and sub-themes which emerged during these discussions. Two main themes emerged, namely, ways of identifying child-headed households and ways of providing sustainable livelihoods to child-headed households.

Table 5.4: Themes and sub-themes concerning measures proposed to improve the dynamics regarding child-headed households

Themes	Sub-themes	Issues raised
Ways of identifying child-headed households.	Main causes of child-headed households	Death of parents/guardians due to AIDS related diseases and natural causes, motor vehicle accidents, inability of parents due to disability and unemployment.
	Different information regarding child-headed households	We get information from the community meetings, councillor, chiefs and headman. Others when you ask them you will find that they stay alone without parents' There are about 10 child-headed households. Only 3 child-headed households in our area. There always been more than one child-headed households.
	Community protocol as a means of identifying child-headed households	When an elder dies in the community, the leaders will announce to the public at the funeral that the family left is in need of community support. The community leaders keep records of child-headed households to account to the government.
	Observation, enquiry and consultation	Consult the community leaders and neighbours, The type of houses suggest that only children lives there Children are always sorrow and lack energy, motivation and courage.
Ways of providing sustainable livelihoods of child-headed households	Various responsibilities carried out by elder sibling	We provide food for the siblings by working in people's gardens, we have to drop out of school to do cash generating projects so that we bought basic needs. Some of our siblings does not have birth certificates, we are always on alert so that our siblings are safe from bullying We make promises to dying parents that we look after our siblings. We had to sell some of our property so that we start selling in streets, renovate our houses.

	<p>Exchange of experiences (negative and positive) and</p>	<p>No one cares about us & we feel lonely, we are poverty driven and we hustle to survive every day.</p> <p>We need food, clothes and school uniform. It's very lonely around here.</p> <p>It is difficult to pay for water and electricity as you can see we have no lights</p> <p>We feel rejected and living a hopeless life.</p>
	<p>The various needs of child-headed households</p>	<p>We want biological, physiological, emotional needs.</p>
	<p>Support provided by community social networks and social work interventions to child-headed households</p>	<p>With the help of informal community social networks life is not so bad.</p> <p>My siblings respect me and we do have a great experience living together. Friends helped us to survive in hard times.</p> <p>My uncle checks on us after three months and stay for a week.</p> <p>Social workers come regularly to give us counselling. Non-governmental organizations give us projects to do. We received training on poultry production.</p>
	<p>Good wishes and dreams of the children</p>	<p>We wanted to be like any other children who have parents. We dropped out of school at grade 11 but we have various professions we wanted to do for instance, be a doctor, lawyer, social worker.</p> <p>We wanted to run our own company. We wanted to live in a big house, driving our own cars. We wanted to wear nice uniform, going to school like others.</p> <p>We wish we could have a time to go and play with children of our age but we must be home taking care of our siblings. We wanted to go back to school so that we</p>

	get good jobs.
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5.3.1 Main theme 1: Ways of identifying child-headed households.

One of the main themes which emerged from the various discussions with the participants in this study was ways of identifying child-headed households. The sub-themes which emerged from this main theme were various causes of child-headed households, different information regarding child-headed households, community protocol as a means of identifying child-headed households and observation, enquiry and consultation. These sub-themes were presented and analyzed in the following sub-sections.

5.3.1.1 Subtheme 1: Various causes of child-headed households

According to the findings, there are various causes that lead to the development of child-headed households. For instance, death of parents/guardians due to AIDS related diseases and natural causes, motor vehicle accidents, inability of parents due to disability and unemployment. Many of the participants alluded that there should be ways of identifying these children soon after the death of their parents/guardians so that the children get relevant help earlier. A 17 year old girl said:

“Our community head man should write down our names and keep them in a safe place so that when social workers/donors came they submit our names to them. Our names should be submitted to Social Development Alice to avoid distortion of information”. (CHD 4)

More so, one of the children said:

“After the death of our mother nobody came to help us to register our names to social development so that we get help and because of that when donors came they cannot help us since they do not have the actual number of child-headed households and at times the donations were not enough for us all”. (CHD 15)

However, few of the community members were of the opinion that identifying the children does not help because not all of them get enough support. They pointed out that the children should be self-empowered. One of the community members said:

“Social workers should mobilize communities towards life skills that are sustainable and here in our communities we do have people who have knowledge of carrying out projects. These people should be permitted to teach them so that the children work for themselves than to wait for donations”. (CM7)

5.3.1.2 Subtheme 2: Different sources regarding child-headed households

It was found out that there are different sources of getting information regarding child-headed households. For example by asking community members one can get the information on which household are headed by children, attending community meeting whereby the chief announce household that need urgent help from the community. One of the social workers said:

“We did not know that the community does have such household that need urgent support. However, when we were having a community meeting that’s when the chief announced that some children are staying alone without an adult and it was so sad when we visited the children”. (SWK 2)

Furthermore, from the focus group discussion with children, one of the children said:

“By just walking around the community one can tell that this household is headed by minors due to the physical appearance and the structures are not up to standard as compared to other surrounding. The clothes too of the children reveal that the children do not have an adult who look after them” (CHD 5)

5.3.1.3 Subtheme 3: Community protocol as a means of identifying child-headed households

It was found that there are community protocols which is following the rules of the community by asking the chief, headman or anyone who is in charge of the community. Some communities have records of the people in that community thereby making it easy to know household headed by children. One social worker said:

“Normally we do not go around the communities but we ask community headman/ chief to give us their records regarding household headed by children. It is very convenient since it does not waste time going door to door observing”.
(SWK 1)

However, few of the community members refused to support the above as at times the information would be outdated or not all the children's names will be on the list. One of the community members said:

“Last year there was a private company that came to help the children and they were given the list by the headman and when they came back not all the children's names were there and the children were not helped as the resources were just enough for the children's names who were on the list” (CM 8)

5.3.1.4 Subtheme 4: Observation, enquiry and consultation

According to the findings, there is need to observe, enquire and consult community leaders and neighbors regarding child-headed households. Majority of the participants expressed emphatically supporting that observation, enquiry and consultation is very effective in identifying child-headed households in Hogsburg area. Many pointed out that at times children will be new in the community and nobody cares to ask them since they do not know them in this case observation is very crucial. One of the children said:

“We have been staying here for quite long now and nobody cares to come and see us, however, we were fortunate because one of the social workers managed to locate us through observation”. (CHD 10)

Few of the community members and children saw no need of observing as consultation is very effective. At times one might observe and assume that it's a child-headed households when it is not. They maintained that consulting community members is very effective as they have primary information regarding child-headed households. One community member said:

“Anyone who wants to offer help to child-headed households should consult the community members because they have primary information on what is happening in the community, which household are headed by children”. (CM 9)

5.3.2 Main theme 1: Ways of providing sustainable livelihoods of child-headed households

Another theme which also emerged during discussions with the participants in this study was ways of providing sustainable livelihoods of child-headed households. The subthemes which emerged from the other main theme were various responsibilities carried out by elder siblings, good wishes and dreams of the children, support provided by community social networks and social work interventions to child-headed households, exchange of experiences (negative and positive) and needs of child-headed households. These subthemes are presented and analyzed in the following subsections below.

5.3.2.1 Subtheme 1: Various responsibilities carried out by elder sibling

It was found out that there are various responsibilities carried out by elder sibling in order to sustain their livelihoods as the study findings revealed. It was reported by an overwhelming majority of the participants that the elder siblings in most cases forgo their personal development so that their young siblings have a better life, all the participants supported to this subtheme 1. One of the community members said:

“Elder children in these household regardless of being young too they work so hard to provide various responsibilities to their siblings. For instance, they work as nanny all the weekdays and weekends too so that they get money to buy food/clothes”. (CM 2)

More so, in support of the above one of the social workers also said:

“The children use desperate measures to earn a better living and in most cases it is very destructive to their health and future. Elder sibling exchange food for sex with older man who might be HIV positive thus putting their life at risk without knowing the status of their clients”. (SWK 5)

However, few of the children were against of the above explanation as others get help from the community members and relatives. Most of the responsibilities are carried out by relatives and community members. One of the children said:

“My only responsibility is to report to our auntie when there is no enough food, clothing and when one is sick. I make sure that everyone is at home on time but we do not work or expose ourselves to vulnerabilities in search for food or anything” (CHD 13)

5.3.2.2 Subtheme 2: Good wishes and dreams of the children

From the findings it revealed that the majority of the child-headed households have various good wishes and dreams that they envy to fulfil as like other children living with both parents. All the children showed great concern as they cannot fulfil their dreams and wishes. One of the children said:

“... my dreams were to become an independent woman when I grow up, working for myself and living in a big house with my husband and children but now all wishes and dreams are shuttered down as I am foreseeing myself dying in poverty...sobbing uncontrollably”. (CHD 5)

5.3.2.3 Subtheme 3: Support provided by community social networks and social work interventions to child-headed households

From the findings it is reported that community social networks and social work interventions supported child-headed households in various ways. On community social networks (formal and informal community social networks) they provided with knowledge on the ways of looking after a household, dealing with stress and wise use of few resources they have. An overwhelming majority of the participants maintained that the support from informal community social networks is very effective than formal community social networks and social work interventions. One of the children said:

“Our neighbors (grandmother) always come to us all the time checking on us and strengthening us to work hard in everything we do and be patient in anything we do.” (CHD 1)

Majority of the participants revealed that there is need to provide more social work interventions to child-headed households. The interventions are very helpful as they contribute to positive thinking of the children. One of the community members said:

“The two household that used to receive social work interventions showed positive outcomes and it was worth it. The children were coping well without adults looking after them so more social work interventions should be implemented to all child-headed households”. (CM 9)

5.3.2.4 Subtheme 4: Exchange of experiences (negative and positive)

The findings reveal that there is need to promote exchange of experiences both negative and positive so that it strengthens the children and recognizes that being in this type of household is not the end of the world but there is more to it. Children should form groups that have the same experience and meet so that they discuss what they are experiencing and how to avoid that. Many of them alluded that exchange of experiences also helps the community to get in-depth information regarding the children and how effectively they can help them. One of the community members said:

“We did not have enough information regarding the children and we did not understand the meaning of children heading household but after we attended a group discussion which was organized by the social worker (SWK 5), the group was only for child-headed households exchanging life experience that’s when we understood this type of household and how they need urgent help from the community”. (CM 2)

Furthermore, many children preferred to exchange experiences as it lightens up their life and made them to recognize that being in such a household helps to think very diverse. Child-headed households maintains that exchange of experience is very important because it connects them emotionally and physically as they have same problems and challenges. One of the children said:

“At first we did not want to exchange our experience with anyone as it brought back sad moments but later we realized that when we share with others we see

that it is not us alone experiencing those challenges and discussing helped us so much as we developed a resistant behavior towards the challenges”.(CHD 9)

5.3.2.5 Subtheme 5: Needs of child-headed households

From the findings it is revealed that there is need to provide all the relevant needs that are wanted by child-headed household. For instance, biological, physiological, emotional needs. Community members, social workers and child-headed households pointed out that there is lack of these needs which promote negative behavior towards them and it also affects their livelihoods in the long run. When child-headed households received adequate needs it reduces the risk of unwanted behavior and people who take advantage of their emotional vulnerability. One of the community members said:

“Children need biological, physical and emotional needs so that they grew up with resolved bad life experiences. When their needs are met they will not risk themselves to unwanted behavior”. (CM 3)

More so, majority of the social workers also supported the above explanation. One of the social workers said:

“When child-headed household’s needs are not adequate that’s when they forgo primary development. Most siblings who does not go to school it is because of unmet needs. For instance, unable to get three meals per day children end up overworking themselves”. (SWK 1)

The entire child-headed households also supported the above discussions on the needs of child-headed households. One of the children said:

“We lack all the needs that are expected to be given to children by their parents. It is very painful to go through such traumatic experience when you are very young...crying uncontrollably”. (CHD 8)

5.4 Results with respect to the role of community social networks in providing help to child- headed households

The previous research questions generated findings which highlighted the role of community social networks in providing help to child-headed households. In the

interests of finding these roles, a research question was framed in order to obtain effective support offered by community social networks in providing help to child-headed households. Relevant suggestions were put forward during the in-depth interviews and focus group discussions with child-headed households, community members and social workers. Recommendations were made with specific reference to community social networks only. Table 5.5 shows a table representation of the themes and sub-themes which emerged during these discussions. One theme emerged, namely, the material and emotional support by community social networks.

Table 5.5: Themes and sub-themes concerning the role of community social networks in providing help to child-headed households

Themes	Sub-themes	Issues raised
Material and emotional support by community social networks	Various community structures involved in child-headed households	<p>The community build a Crèche for children in the village and children from child-headed households went for free. Home-based organisations help a lot with advice and looking for donors</p> <p>Churches organise donations in the form of food parcels and clothes. Churches always offer spiritual support sometimes they come to pray for us</p> <p>Community members help us in our money generating projects</p> <p>Neighbours listen to our problems, advise us and report to community leaders</p> <p>Community garden was established to grow vegetables for consumption and selling</p> <p>Traditional leaders and chiefs always follow up about their upkeep</p> <p>There is inefficiency in relatives and formal community social networks in communicating with the children</p> <p>Need for self-sustainability so that some community members</p>

		won't take advantage of their vulnerability Community members see them as any other member of the community, but sometimes discriminate them
	The importance of community social networks in child-headed households	Informal community social networks helps the children to know about all current events and activities in the community Effective in the sense that community member was able to identify these households and might even assist them. The households were able to identify organizations which assist child-headed households They are advocates for children's welfare.

5.4.1 Main theme 1: Material and emotional support by community social networks

One of the main themes which emerged from the various discussions with the participants in this study was material and emotional support by community social networks. The subthemes which emerged from the main theme were various community structures involved in child-headed households and the importance of community social networks to child-headed households. These subthemes are presented and analysed in the following subsections.

5.4.1.1 Subtheme 1: Community structures involved in child-headed households

According to the findings, community structures that are involved in child-headed households are crèches, primary and high school, clinics, community halls and church. These structures are used to better lives of the child-headed households. Child-headed households who make use of them do not pay as they have received community privileges. However, to those structures like schools child-headed households do not operate their activities as they are not allowed and needs permission from the principal. One of the children said:

"The community built a crèche where we go for free and the teachers do understand our situation at home and they give us more food to carry at home even abandoned clothes by other children will be given to us after the permission from their parents. The environment is very welcoming and teachers are very sympathetic to us, they understand our problems so well and the treatment we get is like from our biological parents". (CHD1&12)

To support the above discussions from focus group with the community members shows that the community has been a pivotal role in the lives of child-headed households. The community provides both material and emotional support for the children. One of the community members said:

"With the support we get from our chief we contributed so much for child-headed households in our community. Monthly they are various donations that are given to the children. The chief's spokesperson goes around all the houses who pledge anything for the child-headed households and then the donations will be given to the children. This type of community involvement upholds "ubuntu" towards the children and they felt welcomed and being part of one big family". (CM 9)

However, not all community social networks were very effective towards child-headed households. Some community members and child-headed households content that formal community social networks do not play their roles effectively. One of the children said:

"For us to be like what we are today it is all because of our beloved community members, we do not know that they are nongovernmental organizations who can help us. Due to different political affiliations it scares nongovernmental organizations to come and build structures that help us in the long run. Last year they were some clashes after an organization came to help us and they were clash in political interest and that organization never came back again". (CHD4)

5.4.1.2 Subtheme 2: The importance of community social networks in child-headed households

According to the findings, community social networks are very crucial in the lives of child-headed households as they open up their mind in various ways and link them with available resources within their communities. Majority of the social workers, child-headed households and community members expressed the relevance of community social networks towards child-headed households. One of the children said:

“Our community members informed us about registering our names to social development so that we get grants that are stipulated in the Children’s Act of 2007 (CHD 4). More so, we did not have information that child-headed households are supported in section of the Children’s Act and we have the right to remain in this household as long as it is in the best interest of the child”. (CHD11)

One of the social workers said:

“They are some villages that are hard to reach and what we normally do is we educate community members on ways to handle these household and ways of dealing with problems they face without divulging their privacy and confidentiality. It has resulted in positive outcome towards child-headed households”. (SWK 3)

One of the community members said:

“We also engage ourselves in empowering programmes and life skills to children. To those community members who have various skills we encourage them to teach child-headed households, for instance sewing, cooking fat cakes (amagwinya), crotchet and carpentry. It is free of charge so that the children grow up working for themselves”. (CM1&10)

5.5 Results with respect to the implications of social work interventions regarding child-headed households

The previous research questions generated findings which highlighted the implications of social work interventions regarding child-headed households in Hogsburg area. In the interests of finding the importance and availability of social work interventions, a

research question was framed in order to obtain the views of the participants concerning implication of child-headed households phenomenon in Hogsburg area to social work interventions. Relevant suggestions were made during the in-depth interviews and focus group discussions with child-headed households, community members and social workers. Recommendations were made regarding social workers and child-headed households. Table 5.6 shows a table representation of the themes and subthemes which emerged during these discussions. One main theme was developed, namely, the importance and availability of social work interventions to child-headed households.

Table 5.6: Themes and sub-themes concerning the implications of social work interventions regarding child-headed households

Themes	Sub-themes	Issues raised
Importance and availability of social work interventions to child-headed households	Usefulness of social work interventions to child-headed households	<p>Created a community garden for them to grow vegetables for consumption and selling</p> <p>We always encourage these children to remain vigilant and focused</p> <p>Provide links with stakeholders who may assist these households</p> <p>If children are not secure leaving alone we remove them from a place of harm into temporary care of an adult or community member</p> <p>Child welfare plays a vital role of monitoring that the children are leaving in a safe environment</p>
	Functions of social workers	<p>Social workers provide help related to counseling and teaching them about their rights in case someone takes advantage of them</p> <p>We provide rehabilitation services to children who will be abusing drugs</p> <p>We provide engagement, planning, implementation, monitoring/evaluation and supportive counselling.</p>

	Provision of formal training to child-headed households	<p>Non-governmental organizations give us projects to do and people to train us</p> <p>Help them with gardening though it is not viable to sustain them</p> <p>We have a group of women who teaches these children manual jobs such as sewing, carpentry, and sporting</p> <p>Train them to work hard so that they become independent adults.</p>
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5.5.1 Main theme 1: Importance and availability of social work interventions to child-headed households

One of the main themes which emerged from the various discussions with the participants in this study was the importance and availability of social work interventions to child-headed households. The subthemes which emerged from the main theme were the usefulness of social work interventions to child-headed households, functions of social work and provision of formal training to child-headed households. These subthemes were presented and analysed in the following subsections.

5.5.1.1 Subtheme 1: Usefulness of social work interventions to child-headed households

From the findings the participants revealed that there is great need to promote social work interventions to child-headed households. Social work interventions help child-headed households to deal with their problems amicably without posing threat to their future and communities. Social work interventions were expressed to be very useful by majority of the community members and social workers towards the children. One of the social workers said:

“They are various social work interventions that were used to alleviate challenges affecting child-headed households, however, child-headed households do not have similar problems so the use of social work interventions will be different. For instance, person centred approach, group work, social systems approach

and cognitive behaviour therapy is among the interventions we use and it has produced positive impact towards the children. Most of them are able to deal with their problems and become resilient when they face hardships” (SWK 2).

Focus group discussions with the community members also revealed that social work interventions played important roles in the lives of child-headed households. One community members said:

“One social worker who educated child-headed households on social work interventions reaped positive outcomes and you can see that from the interventions that are being implemented to them they are very useful too. It started last year although it takes time for the child-headed households to fully grasp the concepts they are changing even their behaviour (CM 6). More social workers should be employed so that the child-headed households would have enough of them and get enough social work interventions that are so useful to their lives”. (CM 5)

However, few of the child-headed households and community members saw it as a long process of learning and understanding social work interventions. They said that it is better to carry out educative campaigns whereby child-headed households participate as well as the community. One of the children said:

“Social work interventions are not effective; we prefer educative campaigns because everyone gets the information including the community members. It is easy when community members are incorporated because in the long run they help us to remember what we were taught”. (CHD 3)

5.5.1.2 Subtheme 2: Functions of social workers

From the findings the participants revealed that they are many functions that have been implemented by social workers to child-headed households in Hogsburg area. From the discussions with child-headed households, community members and social worker expressed that the functions are very helpful to child-headed household’s livelihoods. One social worker said:

"We provide various functions according to community and household, however, to the households we are working with we have provided with engagement, planning, implementation, monitoring/evaluation and supportive counselling. For instance, on engagement, we engage child-headed households and community members on meetings to promote a good working relationship with them; when we want to collect child-headed households records too". (SWK 3)

Furthermore, one social worker also said:

"One of the functions we engage ourselves with child-headed households and community members is planning, implementation and monitoring/evaluation. They are projects we started in the community that are specifically for child-headed households, in order to effectively come up with tangible results we first plan after asking child-headed households projects that suits with their problems and then we implement that is promoting role performance and finally we monitor and evaluate the progress of the projects". (SWK 4)

In support of the above, one community member said:

"Functions of social workers we know are supportive counselling. Child-headed households encountered lots of challenges and they need supportive counselling. This function is working so well to child-headed households as it helps them to think positive and accept their conditions as they are thereby minimizing stress and vulnerability". (CM 7)

However, very few of the child-headed households were against to some of the functions of social workers. They said for these functions to be very effective there is need for follow up. One of the children said:

"Social workers do not finish their projects they have started and some of the community members normally personalise them and we get nothing. Social workers should keep on checking what they have started rather than assuming there is progress". (CHD 3)

5.5.1.3 Subtheme 3: Provision of formal training

From the findings, the participants revealed that there is need to promote formal training for child-headed households to enhance and change their means of survival. Many of the participants expressed this as an urgent and important factor towards child-headed households. One of the children said:

"We need social workers to teach us various skills so that we work for ourselves. Some of the training does not need professional skills and we would like to be educated. For instance, cooking is so easy but when you do not know which ingredients to mix becomes a problem, we would like to have formal training to enhance our livelihoods". (CHD 6)

Furthermore, one of the community members said:

"Child-headed households do not go to school every time when formal training is available to them it helps them to start their small scale business and even in future they can work for themselves using those skills". (CM 1)

However, few of the community members and child-headed households were against provision of formal training. They maintained that formal training needs money to be carried out and after you received the training you still need to put into practise hence there is need to have business capital. One of the community members said:

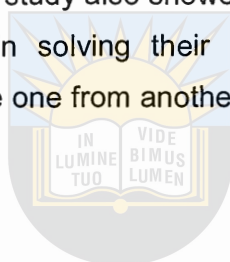
"We do not have capital to start our own business so provision of formal training will be worst of resources unless we get loans to begin our own business". (CHD 11)

One of the community members said:

"The children even struggle to get money to buy food for them, after receiving formal training we expect them to start their own business or in the near future so it is difficult for them to own and start their business. Formal training should provided as well as money to start their own business". (CM 6)

5.6 Conclusion

The study has highlighted the magnitude of the phenomenon of child-headed households, community members and social workers towards the livelihoods of child-headed households in Hogsburg area. Focus group discussions and in-depth interviews have been carried out with child-headed households, community members and social workers, various challenges have been put forward that were rooted from poverty and vulnerability of children. Failure to address these challenges and come up with viable solution by the government it enhanced the negative labelling of these children based on their anti-social behavior. The study also showed that child-headed households need a multi disciplinary approach in solving their problems, a problem from another household is not the same as the one from another household their problems should be dealt according to difference.



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CHAPTER SIX

DISCUSSIONS, SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1 Introduction

The earlier chapter focused on data analysis. This chapter presents discussion of the findings, summary of findings and recommendations. Data was collected from 30 participants (child-headed households, community members and social workers) using qualitative method. The findings of this research were presented using thematic analysis of the in-depth interview transcripts and focus group discussion results. The study collected appropriate data regarding the dynamics surrounding child-headed households, the nature of their relationship with community social networks and social work interventions.

Of all the child-headed households in this study were double orphans from the age of 10-17 and some had no relatives to look after them. Considering the gender composition evidence was collected from twelve households headed by girls and three headed by boys. The dissertation was established within an integrated model of community social networks and social work interventions in addressing child-headed households issues, which encompass the resilience theory and sustainable livelihoods approach. The theoretical and methodological framework helped in fostering an understanding of issues surrounding child-headed households and community social networks as well as the dynamics and implication for social work interventions.

6.2 Discussion of the findings

Findings of this study are based on the research questions that were formulated to guide the study. The participants were child-headed households, social workers and community members in Hogsburg area. The socio-economic demographic conditions such as gender, school attendance, age, years of experience in child-headed households, sources of income and basic needs were relatively identical for all the siblings, however, the quality and quantity of household goods differed.

The findings were based on the following; children's positive experiences, ambivalent experiences, negative feelings, positive attributes for being part of child-headed household, involvement in future foster care placement, negative aspects of being part of a child-headed households, behavioral difficulties, distorted family relationships and responsible for and tolerance of child-headed households. The following subsections discuss the findings of the study;

6.2.1 Children's positive and negative experiences about child-headed households

Majority of the children reported that they have no positive experience regarding child-headed households. The children were not happy about the experiences they came across with and due to this none of them mentioned a lot about positive experiences. Children referred positive experience they enjoyed whilst their parents were still alive and most of them were living a miserable life after the death of their parent(s). Staying in a household without an adult was so challenging to them and they experienced a lot of problems that need adult attention, for instance, elder sibling being unable to control others, unavailability of enough food, no proper medical health care for them, poor shelter and exposure to abuse from other bully community members.

According to the findings, majority of the children revealed that they lack awareness surrounding grants, lack necessary documentation, administrative delays and poor service of government personnel. Due to this child-headed households expressed emphatically that they have negative experience towards accessing grants. At this stage, children living alone in unaccompanied child-headed households are not able to access social grants for two reasons; first, the law requires that a primary caregiver is an adult, and second, in the case of a foster care grant, it is only accessible by an individual who, by a court order, has been granted foster ship of a child which is very difficult for child-headed households who lived in rural areas (Kabede, 2015). This means that the grants exclude some of the most vulnerable children.

Furthermore, all the participants content that child-headed households for them to avoid negative experiences in their lives they make use of assets and capabilities they have. According to De Silva (2013) comments that capabilities are what a person or a

household is capable of doing and assets are resources and stores (tangible assets) and claims which a person or household commands and can use towards a livelihood. In order for child-headed households to eradicate poverty they implement the assets and capabilities they have. From the findings it shows that child-headed households were so proud of the work they have done and the projects they were doing to sustain their livelihoods.

6.2.2 Children's ambivalent experiences of child-headed households

An overwhelming number of the children showed mixed feelings regarding child-headed households. Although, there were various support offered by community social networks and social workers child-headed households reported that the gap is always there. The gap they referred to was loneliness, low self-esteem, social exclusion and discrimination. Majority of children wished if their parents were still alive without encountering challenges in their lives. However, few of them revealed that they have learnt a lot after they started staying alone. The children pointed out that they are capable of doing any type of job, they are very resilient and able to utilize the assets and capabilities they have to have a better life.

From the findings, child-headed households showed that they need projects that are sustainable. Projects should meet their demands and be able to meet the demands of generations to come. In a way to avoid ambivalent experiences child-headed households alluded that there should be a conducted partnership between formal and informal community social networks. Partnership should include the community, child-headed households and other professions that uphold the well being of children. Scoones (2015) indicates that partnership should be transparent basing on clear and understandable goals and objectives.

6.2.3 Positive attributes for being part of a child-headed households

According to the findings, they are various positive attributes for being part of a child-headed households. Children reported that they are very proud of themselves because they work together and they respect and listen to their elder sibling. Actually they treat elder sibling like their parents unlike children staying with their parents. More so, they have their own projects that they control. However, not all the children have seen

positive attributes for being part of a child-headed households, for instance, being in a child-headed households one cannot finish his/her education and get better job because the children lack skills required.

According to Mogotlane et al (2010) content that child-headed households were left in dwellings which they considered to be their physical homes even though there were no title deeds. Few of the children lived in shacks and the remainder lived in two or three roomed houses with sharing bedrooms. Child-headed households regarded this as part of the positive attributes they have regardless of the negative attributes they encounter every day.

6.2.4 Involvement in future foster care placement

According to the findings the majority of the children revealed that they are not interested in foster care. The children preferred to stay alone and look after each other and to fulfil the wish of the dying parents. Reports from community members pointed out that children who were below the age of ten should be placed under foster care because they are still very young and they need adult guidance as compared to those above ten years old. More so, social workers alluded that involvement of future foster care placement can only be carried out if it is in the best interest of the child. Irrespective of the suffering incurred, the children preferred being together, suffering as a unit (Mogotlane et al, 2010). This is also supported by the findings by Ayieko (1997) and Chilangwa (2004) with regard to the decisions made about child fostering/placement after parents die.

6.2.5 Negative aspects of being part of a fostering family

From the findings, child-headed households do not know the aspect of fostering since it was never introduced to them. From the discussion with the children, majority of them were against being in a fostering home as it has its own negative aspects. Negative aspects surrounding a fostering home include discrimination by other children whose parents were still alive, challenges in adapting to family rules and the exposure to new environment, friends and family. Discussions with the participants showed that they prefer to stay alone than being part of a fostering family. All social workers revealed

foster care is better for the good upbringing of children and when the need arises children should be placed under fostering families than staying alone.

Informal foster care is very prevalent in many African countries; it is however a permanent arrangement that is provided by extended family (Kurebwa and Kurebwa, 2014). In the case of the study's findings, few child-headed households were still in contact with their extended family and as such extended families were not in a position to provide foster care for them. According to the findings, informal foster care was provided by extended family and community members who were willing to foster the children and who have enough resources to support the added family members. Not all children were taken by one foster family which causes child-headed households to separate to avoid this most child-headed households were against foster care (Hojer et al, 2013; Noble-Carr et al, 2014). The situation where a child was formally fostered by a family member was referred to as formal foster care or formal kinship care (UNICEF, 2004).

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6.2.6 Behavioural difficulties of child-headed households

Child-headed households had various behavioural difficulties that affected their lives in various aspects. Much of the children reported that the bereavement and grief affected their development, academic performance and socialization with others. According to Bowlby (1982) states that they are phases in grieving process which are shock, protest, denial and recovery. Grieving affects children differently and as a result the extent in which a child is affected may positively or negatively affect him/her social interaction within their families, school and community (Bronfenbrenner, 1979). More so, most children revealed that they have coping and adapting difficulties after the death of their parents thus resulting in anti-social behaviour towards others. Findings from Mogtlane et al (2010) states that psychosocial needs like counselling following multiple losses including parental deaths and dispersal of siblings were mentioned and from the findings these were not met at all hence the difficult behaviors displayed by the children.

Parent's significant influence over a child-headed household's development of resilience, with the quality of care that children receive as infants have a direct bearing on later resilience towards their behavior (Skovda and Daniel, 2012). Resilience is

enhanced if parents were supportive, set rules and routines for behavior in the home and act in ways that promote stability and cohesion of the family (Van Dijk and Van Driel, 2012). Culture is also a strong determinant towards child-headed household's behavior. Child-headed households who stay in the communities with strong extended family and community social network ties revealed that they were less affected by adverse situations than those in families with few or no networks beyond their immediate home (Richter et al, 2004). What seems noteworthy, however, is that although child-headed households in adverse circumstances do not have extensive caring and supportive community social networks, they appear to seek out positive experiences and caring others, such as a teacher, who can compensate for this lack (Richter et al, 2004).

In situations of great adversity, child-headed households seek out experiences that were encouraging to resilience and coping, and it is only in severely deprived situations where no adult support was available that the worst impacts was felt (Richter et al, 2004). Few of the children revealed that they developed resilience over time through coping with successive stressful situations to establish feelings of mastery (Lethale and Pillay, 2013). However, when child-headed households fail to face stressful or high-risk situations it could lead to a decrease in resilience and consequent increase in vulnerability (Lethale and Pillay, 2013). Therefore, a balance was necessary between experiences that strengthen and experiences that weaken child-headed household's behavior.

The coping strategy of child-headed households to improve their behavior was when social support was available such as material, informational, spiritual and emotional support. It assisted them to deal effectively with the problem in a problem-focused coping manner. However, due to lack of this type of support it results to child-headed household's excessive use of emotion-focused strategies (Germann, 2005). Kabebe (2015) indicates that coping strategies that child-headed households employ to change their behavior usually were short term and do not take into account the long-term consequences. For instance, withdrawing children from school, selling household assets, taking on further debt and allowing land to lie fallow.

6.2.7 Responsible and tolerance for child-headed households

According to the findings, elder sibling in child-headed household has so many responsibilities and tolerance to their young sisters and brothers. Elder siblings look after the house, cook food for the family, provide basic needs, protect young siblings against bullying and abuse and make sure they all went to school. Elder siblings reported that the responsibilities are too much for them as they are still young for such an overburden living lifestyle. Child-headed households they do not have choice, they are forced to tolerate this type of living. Few of the children revealed that although they have come to a point of tolerating this type of life it is overwhelming.

Majority of the children were exposed to extremely disadvantageous situations however, they were able to thrive and be well adjusted to any circumstance. It has been suggested that this ability or skill could be as the result of a child's resilience and coping skills. Child-headed households revealed high degree of resilience in all life situations. Although children had encountered situations that were traumatizing it strengthen them in a way that when they face any life situation they were able to come up with a good working solution. More so, child-headed households showed coping skills to manage their emotions and maintain self-esteem when faced with problems regardless of the outcomes, as not all problems were solved (Bruder, 2010).

Research on resilience has found that there is no one single factor but usually an interlinking of factors involved in maintaining social and psychological health in spite of conditions that would ordinarily result in severe trauma (Kabede, 2015). In child-headed households, these factors include the child's personality and temperament, their learned coping style, their age, support available from adults in their environment, as well as opportunities for achievements and new relationships in their current or new environments (Richter et al, 2004). On the other hand, the factors related to child headed household's maladjustment include if the stressors are chronic and cumulative, and if child-headed households have few opportunities for supportive experiences. This emphasizes that a child headed household's recovery or maladjustment is more dependent on the contexts of the stressors than the type and severity of the stressors (KPMG, 2014).

6.3 Summary of the findings

Factors such as lack of material resources, including clothes and food, limited possibilities to attend to school on regular basis, unable to interact and socialize with other children of their age, poor medical health facilities, abuse (verbal, physical, psychological and emotional) all causes worries and challenges for child-headed households. From the findings majority of the children revealed that they were discriminated by some of the community members and even relatives in cases where parents died because of HIV/AIDS related diseases. Elder community members provided adult care and support to the children as compared to middle aged community members. As a result community members and child-headed households suggested that counselling should be provided to all adults above eighteen years so that everybody knew the ways of handling and accommodating child-headed households. Section below discuss on the summary of findings of the study.

6.3.1 Children's positive and negative experiences about child-headed households

Majority of the children revealed that they have few positive experiences about child-headed households; many are negative experiences they encountered. On a positive note, child-headed household pointed out that the love they receive from the community is tremendous and everyone from the community cares for them as if they are biological children to them. The support they get varied according to house, for instance, they receive clothes, utensils, food parcels and emotional support. However, the negative experience the children encountered include lack of enough food to eat, unable to go to school every day, violence from neighbours, extreme working without enough payment, physical and sexual abuse, rape, less access to grants, poor academic performance, absenteeism, psychological trauma, gender based discrimination and stigmatization.

6.3.2 Children's ambivalent experiences about child-headed households

According to the findings of the study, child-headed households experience ambivalence (conflicting/mixed emotions) as a result of unclear future ahead of them since they stay without an adult looking after them. Child-headed households experience both negative and positive emotions in their relationships as a result of their

personality traits. Majority of the children alluded that their future is uncertain as they are trapped in poverty which makes them unable to fully express their potentials in different ways. Furthermore, they pointed out that being in a child-headed household was very traumatizing as the children do not have sustainable means of survival.

6.3.3 Children's negative feelings about fostering family

Majority of the children showed negative feelings towards fostering families. According to the findings, child-headed households revealed that fostering is surrounded by various challenges for instances, difficult in sharing belongings, space and parent's time, behavior difficulties example stealing, lying, loss of innocence, responsibility and worry, not telling parents about their problems, confidentiality, coping with placements ending, expectations of parents behavior, family stress and conflict, loss and worry and changing family dynamics. Child-headed households prefer to stay alone under the supervision of an adult than to be placed under foster care families. Most of them were afraid of separation when placed under foster family as at times not all the children would be under one foster care family.

6.3.4 Positive attributes for being part of a foster family

According to the findings, they are various positive attributes for being part of a foster family. Positive attributes include broadening children's worldview, building family and friends, fun and shared activities and developing new skills. Many children alluded that fostering enlighten them to a more balanced view of the world. The children were exposed to issues that seemed of no relevance in their past. Many do not have family that they know and having a foster family means new family that is always there for the children and they even develop new friends. Foster children in cooperate the foster family's friends and relatives making them to develop a sense of belonging and attachment to foster family than when children continue staying alone. To add on, child-headed household revealed that foster experience presented them with new opportunities and build new skills that they would have missed if they had not been fostered.

6.3.5 Involvement in future foster care placement

They are various reasons why people opt for fostering children some they want to make a difference in the lives of children who are willing to be fostered, fostering would be a beneficial to their own children, for instance to biological children without siblings will have a sibling. Findings from all the participants revealed that fostering of children from child-headed household was very important as it helped children to grow up in a stable family set up and it reduces anxiety towards the children and the feeling of inferiority complex. Most children they were willing to be fostered as long as they were placed under one family without separating each other and under the supervision of social worker to avoid abuse by foster families.

6.3.6 Negative aspects of being part of child-headed households

They are various negative aspects that affects child-headed household. Many child-headed households revealed that being part of this type of household exposes us to various challenges like role adjustment, emotional and social distress, sexual exploitation, deprived education and schooling, lack of adult care and support. On role adjustment children are forced to adjust from children to being heads of households following the death of their parents. Many children pointed out that they encountered feeling of having lost one's childhood and sense of self with the attendant feelings of deprivation, responsibility towards one's family (younger sibling) and the obligation to take the place of the deceased parents. Furthermore, child-headed households eluded that being the head of household is surrounded by psychological and emotional trauma as well as social distress. All children supported this as they all face emotional and social distress.

6.3.7 Behavioral difficulties of child-headed households

The exposure to challenging life events has contributed to behavioral difficulties in child-headed households. However, one life event is not sufficient enough to cause behavioral difficulties to child-headed households. Child-headed household's loss to a parent(s), family poverty, all forms of abuse, inadequate housing contributes to the behavioral difficulties of child-headed households. Exposure to these stressors, child-headed households revealed that their behaviors were affected. Deaths of parents

contributed to hot tempered, expressing anger, embarrassment, and yearning, dreaming of the deceased parent, loss of appetite, disturbed sleep, forgetfulness, fear and emotional instability which negatively affects their behavior. Majority of the children supported the above behavioral difficulties they encounter

6.3.8 Distorted family relationships

Distorted family relationships among child-headed households are as a result of misunderstanding among children, fighting, arguing and parent-child relationships maybe stressed by arguments in communicating. According to the findings from the study revealed that distorted family relationships in child-headed households are as result of unresolved anger, fighting and arguing of children. In several cases, elder sibling was unable to control other younger siblings. More so, results from the study also showed that misunderstanding between relatives on who looks after the children left by dead parents end up in distorted family relationships. Child-headed households prefer to stay alone in a way to avoid distorted family relationships.

6.4 Implications for social work

In order to understand the contemporary issues surrounding child-headed households from a social work perspective it requires social work interventions to be effective towards the livelihoods of these households. Social workers should make use of their professional contributions in reducing challenges affecting the welfare of child-headed households through collective efforts with multiple stakeholders (community social networks, community members and child-headed household). Below is a discussion of the implication for social work to child-headed households;

The first implication was that in order to address the socioeconomic challenges affecting child-headed households it required social workers who have strong managing and leadership skills and have enough cultural knowledge to overcome the barriers that child-headed households encounter in Hogsburg area. First and for most was to find out the root of the challenges that affected the livelihoods of child-headed households and then social workers would implement proper solutions to those problems. Assets and capabilities that the children have need proper management by social workers. In such a way it helps children to be able to manage their own resources.

Second implication is to provide guidance for the building of educational programs based upon sensitivity to contextual factors in the community and a stronger focus on field education. The educational programs offered should be different from other program because of their immediate response to social context of child-headed household's livelihoods. Social work educational programs should focus on meeting the needs of the community as well since child-headed households resides in those communities.

Third implication is need to use appropriate model for services in the communities with child-headed households, working with the community members, understanding what the community needs and be able to identify what is suitable for them. It must be the community that should identify and demand the social services that are necessary for child-headed households, however services identified must not come from the community alone but also based on strong cultural and social values of child-headed households.

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Fourth implication is social workers should act as advocates in the implementation of legislations particularly to those that relates to child-headed households. When social worker spoke on behalf of child-headed households it helps to air out challenges affecting the children thereby enhancing a good policy and legislation formulation. Furthermore, social workers should collaborate with local service providers in the equal distribution of resources to child-headed households. There are programs and projects developed towards the growth and development of child-headed households; hence social workers have to work with them in ways that target the growth and development of these households.

Fifth implication is social workers should work towards addressing the direct and macro level of needs of children who witnesses variety of socioeconomic challenges that hinders their development, for instance, sexual exploitation and abuse. Social workers should create and provide feedback on institutional policies and protocols to implement new programs that are directed towards child-headed households and their communities.

Sixth implication is the impact of child-headed households is multi faceted. Understanding the nature of child-headed households requires social workers to in cooperate social justice perspective when addressing specific issues surrounding child-headed household. Child-headed households encountered a lot of challenges that need early interventions and with the rapid growth of this phenomenon majority of people are not yet abreast with this new spectacle.

Lastly, social workers participate in various roles for instance as counsellors, it enables social workers to reject assessment tools that label, personalize and pathologize child-headed household livelihoods. It is the duty of social workers to look beyond risk factors and change the society's foundational inequalities and constraints towards child-headed households. For instance, incorporation of indigenous knowledge to the community using indigenous teaching methods. Social workers can serve as role models for positive growth and well being.

6.5 Implications for social work policy

Various issues emerged from the findings that have implications to social work policy. Majority of the participants revealed that building professional relationships and empowering community as well as children as individuals in their families and communities, working through conflict and supporting people to manage risk and safety, knowing and applying legislation, accessing practical support and services and working with other professionals to achieve best outcomes for people are central issues that need much attention in child-headed households.

Other existing policies are focused more on foster care and adoption rather than on prevention and family reunification. Policies should include providing services and other resources to child-welfare involved families. Another issue that emerged is the manner by which policies are created. Because policies are often driven by public perception primarily, and because public perception are influenced by the media's portrayal of events, child welfare policies are often developed in response to a perceived problem or crisis. Creating policies this way sometimes results in policies that are removed from the practices they were designed to guide.

Another important issue that emerged was the emphasis on improving services to children and families by contracting out more services to community-based and private child welfare agencies. With increased responsibilities and caseloads along with diminishing financial resources, public agencies are often operating at or over the limits of available resources. Tasked with finding alternative means to provide services for children and families, agencies have turned to contractual relationships with private or non-profit child welfare agencies. Participants in this study talked about the value of having access to these services, especially community-based services.

Community-based services are invaluable because, first, they can meet the needs of children and families right in their own neighborhood, reducing the amount of time and burden on families to travel long distances to receive services. Second, community-based services provide child welfare agency staff with viable options for quality service delivery. Finally, because community-based services are also more likely to have an ethnic focus, they can deliver services within a culturally appropriate and sensitive context. Despite their value, many agency administrators are struggling to discern effective means for developing and implementing these types of contractual relationships with already limited resources, and to maintain high levels of accountability and control for quality service delivery. Policies to guide these types of relationships and promote the reallocation of funds to support them would prove helpful to local child welfare agencies as they continue to identify ways to provide comprehensive support services to children and families.

6.6 Implications for social work practice

Since the field of social work involves working actively to change adverse societal conditions that are faced by people, social workers need to create societal conditions that benefit child-headed households too. Direct face to face intervention with the children is not enough. In order for social workers to be effective, and relevant to child and family care (in relation to child-headed households), it is concluded that social workers need to impact on organizational structure to deal with issues that are significant at policy level. It is found that a child-headed household is a reality and those children in these household have needs that must be attended to. It is concluded that

social workers need to enhance the social functioning of the children. They would have to facilitate activities and channel resources for the benefit of the children. Since various social systems are exerting pressure on the functioning of the child-headed households, it is concluded that social workers would have to advocate for the rights of the children.

6.7 Recommendations

As the aim of the study was to examine child-headed households and community social networks as well as the dynamics and implications for social work interventions, the first recommendation is for the government through social development and civil organization to enhance a good working relationship with community members and child-headed household that aids to good working cooperation towards the development of these household. Recognize child-headed households as a family unit on its own, support this type of household through equal distribution of grant and resources to them. Article 137 of the Children's Amendment Bill (Republic of South Africa, 2006), would need to be revisited to offer a clear directive if the youth is to be included in the presentation of the emerging family structure. More so, the policy on social grants has to be based on need rather than age, child-headed household are below the expected age of receiving grants and as result they cannot afford to receive them.

It is also recommended that there is a need to increase the number of social workers working with child-headed households in Hogsburg area. They are very few social workers comparing to the number of child-headed households as a result there is insufficient distribution of interventions towards these households. Provinces should monitor, link and allow non-governmental organization to work with child-headed households regardless of political affiliations. Social workers should support and strengthen family relationships before children become child-headed households and uphold a good working relationship that support, enhance and uphold empowerment programmes towards child-headed households.

Child-headed households is still new phenomenon especially in rural areas, rural people should be informed about such type of households that are growing fast in South Africa to support and look after them. The government should develop more policies relating to

funding of child-headed household programmes and the programmes must fully cover all the needs of children to avoid children being taken advantage of. More so, a lot of research should be carried out regarding child-headed household and departments, organizations, managers and directors had to familiarize themselves with research findings and base operation on evidence. Sustainable financial support should be provided to child-headed household. Child-headed households lost all their belongings and property during the illness of their parents prior to death of parents children are left with nothing but trapped in poverty.

It is highly recommended that individuals, groups, communities, institutions, and governments, through enabling policies, procedures and appropriate strategies should form coordinated networks of support. Short term support, protection and guidance initiatives to children heading households and those living in these households should be developed, monitored and sustained. In the long term strategies should be designed to identify and recognize potential within these children and the necessary opportunities should be provided to address educational, recreational (musical, art, sport) and other needs to enable these children to rise above their circumstances. The study also brought about added admiration and appreciation of the work done by community members who despite limited resources are continuing to provide quality services for child-headed household.

6.8 Suggestions for further studies

This study intended to examine child-headed households and community social networks as well as the dynamics and implications for social work intervention. Based on the strength of this study, with its comprehensive conceptual framework and analysis of primary data, other research programs can use this study as their starting point. The results of this study were derived from a particular socio-economic context i.e. from a rural context. Similar research projects in other geographical areas, especially rural areas and groups with different socio-cultural backgrounds, are needed in order to assemble a more comprehensive understanding of child-headed households and community social networks as well as dynamics and implications for social work interventions. This will increase the body of knowledge that will allow future researchers

to generalize on the issues surrounding child-headed households and the role that community social networks play in supporting these households. Such knowledge will assist policy makers in making decisions about the contexts of child-headed households.

6.9 Conclusion

In conclusion, the study on child headed households has been a revelation on current circumstances and situations that many South African children are facing. The findings were augmented by literature findings within an African context and definition of child-headed households proves international similarities. The findings showed that females who are heads of household outnumbered males. Majority of the children became heads of households due to death of their parents or guardians, extreme poverty that has affected the large group of the populace in South Africa and Southern Africa has contributed to the occurrence of children having to obtain adult errands in child-headed households. This trend is directly connected to the prevalence of HIV/AIDS, poverty, migration, vehicle accidents and unemployment.

The study on child-headed households was exigent, emotionally draining yet enriching. In engaging with the children at different levels the researcher encountered extensive series of emotions; misery and a feeling of despair about the troubles that children faced and at the same time they have to emotionally, socially and physically handle intense situations with limited resources and support. An element of anger was against community social networks that should be advocating for these children, but were exploiting and abusing them. There was dissatisfaction with lack of dedication, accountability and professional dogmatism displayed by some professionals at operational level.

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APPENDICES

Appendix 1: Informed Consent and Declaration of participation

I hereby agree to participate in research regarding Child-headed households and community social networks in Hogsburg area: South Africa, dynamics and implications for social work interventions. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questionnaire, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

I hereby agree to the tape recording of my participation in the study.

Signed at.....On this..... Day of2016

Signature: Participant.....

Appendix 2: In-depth interview guide for child-headed households



University of Fort Hare
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Department of Social Work

Faculty of Social Sciences and Humanities

Section A: Demographics

Age:

Gender: Female Male

Level of Education:

Language spoken:

Race: Black Colored

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Section B: Dynamics of child-headed household

1. How long have you been heading this household?
2. How many siblings do you stay with?
3. Tell me more about yourself?
4. Where do you get money to pay school fees, buy food and clothes?
5. What do you do when your sibling is sick?
6. What are your future aspirations?
7. What do other children do that you do not do?
8. Which help do you get from social workers and community members?
9. Which community members visit you often?
10. What type of survival skills do you prefer to rely on in the near future?

Appendix 3: In-depth interview guide for community members



University of Fort Hare
Together in Excellence

Department of Social Work

Faculty of Social Sciences and Humanities

Section A: Demographics

Age:

Gender: Female Male

Marital status:

Employed: Yes No

Race: Black Colored

Language spoken:

Section B: Dynamics of child-headed households

1. How many child-headed households are in this village?
2. What type of problems do these households experience?
3. When child-headed households started to exist in this community?
4. What is the role of social workers in helping child headed households?
5. What type of help do you offer to these households?
6. Which projects do you do to help child-headed households?
7. How do child-headed households survive in this community?

Appendix 4: In-depth interview guide for social workers



University of Fort Hare

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Department of Social Work

Faculty of Social Sciences and Humanities

Section A: Demographics

Age:

Gender: Female Male

Marital status:

Language spoken:

Race: Black Colored

Section B: Relationship between community members and child-headed household.

1. How do people in the community see child-headed household?
2. How are these child-headed household treated by other children and community members?
3. What type of protection offered to these households when they face problems?
4. Are there incidence of discrimination and stigmatization because one is a child-headed household?
5. How effective is the relationship between child-headed households and their relatives?

Appendix 5: In-depth interview guide for social workers



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Department of Social Work

Faculty of Social Sciences and Humanities

Section A: Demographics

Age:

Gender: Female Male

Marital status:

Language spoken:

Race: Black Colored

Section B: Social work interventions

1. What are the causes of child-headed households in Hogsburg area?
2. What form of assistance does your department offer to child-headed families?
3. What type of protection offered to these households when they face problems?
4. Which other stakeholders do you work with in assisting these children?
5. Which interventions do you offer to child-headed families?
6. How effective are community social networks to child-headed households?
7. How long have you been working in this ministry?
8. Researcher: How many years have you been involved with child-headed household?

Appendix 6: Focus group guide for child-headed households



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Together in Excellence

Department of Social Work

Faculty of Social Sciences and Humanities

Focus group themes

1. Ways of identifying child-headed household and ways of providing sustainable livelihoods of child-headed household
2. Material and emotional support by community social networks
3. Importance and availability of social work interventions to child-headed household

Describe

1. Your dislikes, likes, interest, hobbies
2. The challenges you have experienced living in a child-headed household
3. Any help you have received from the community, relatives, church and teachers
4. Problems you have encountered during sickness and soon after the death of your parents
5. Life is like when you do not have parents

Appendix 7: Focus group guide for community members



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Department of Social Work

Faculty of Social Sciences and Humanities

Focus group themes

1. Ways of identifying child-headed household and ways of providing sustainable livelihoods of child-headed household
2. Material and emotional support by community social networks
3. Importance and availability of social work interventions to child-headed household

Discuss

1. What you admire most from child-headed households given that they do not have parents to look after them
2. Do you accept child-headed household to be part of this community?
3. The types of projects carried to help child-headed households to sustain their livelihoods
4. Survival skills provided by community social networks to these households
5. Cases (abuse) that have been reported to police that affect these children
6. Recommendations you would like to tell me that would help these households to have a better living

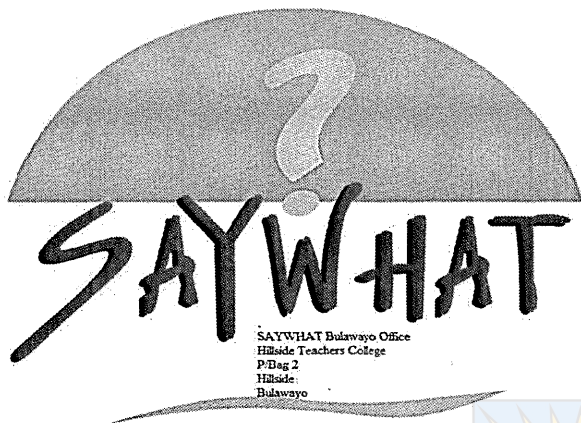
Elaborate

1. On the usefulness of social work interventions to child-headed households
2. The role played by social workers regarding child-headed households problems.



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Appendix 8: English language editor's letter



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06 January 2017



University of Fort Hare
Together in Excellence

Dear sir/madam

REF: CONFIRMATION LETTER

I hereby confirm that I have checked and corrected Mabemba Tafadzwa's thesis titled "Child-headed household and community social networks in Hogsburg area, South Africa: dynamics and implications for social work intervention" for grammatical errors, spellings and sentence construction according to my best knowledge as an accredited English Teacher at this College.

For any enquiry, queries and comments feel free to contact me

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