

**ORPHANS AND VULNERABLE CHILDREN'S PERCEPTIONS OF CHILD POVERTY
IN CATO MANOR, KWAZULU-NATAL, SOUTH AFRICA**

By

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Declaration - Plagiarism

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Abstract

Child poverty has proven to have a massively negative effect on children psychologically, physically, academically and spiritually. Although child poverty affects all children, however, orphans and vulnerable children are affected the most. To meet the needs of orphans and vulnerable children, the South African government has implemented many policies and programmes as interventions that oversee the well-being of children and strive to alleviate child poverty.

This study was motivated by the fact that despite all these interventions provided for OVC that are poor, the number of OVC and children living in poverty continues to grow. There is still little knowledge on the extent to which OVC experience poverty in South Africa from children's perceptions. Little is known about the effectiveness of interventions provided for OVC to improve their school performance in South Africa, specifically in KwaZulu-Natal.

The aim of this study is to analyse child poverty from the perspective of orphans and vulnerable children of Cato Manor, KwaZulu-Natal. In order to achieve this goal, the researcher utilised mixed methods to collect the data. In the quantitative method, the researcher used a survey questionnaire, entailing closed-ended questions to collect numerical data. On the other hand, qualitative data focused on interviews, which includes open-ended questions.

The study's findings indicate that OVC are indeed the victims of poverty. The extent of poverty experienced by OVC includes lacking food security, access to proper education and lack of habitable conditions. The impact of child poverty on OVC is observed through the stigma and discrimination they experience that leads to isolation and dropping out of school. The study concludes that in order to meet the needs of OVC, the programmes and interventions that are provided need to be monitored and evaluated so that they can be effective. Furthermore, awareness programmes need to be implemented for children, teachers and the community to learn more about OVC in order to eradicate discrimination directed towards them.

Key words: Child poverty; orphans and vulnerable children; social exclusion; OVC interventions

Dedication

This work is dedicated to my late mother, Cabangile Ngobese, for teaching me that, in life you do not just get things handed over to you for free but everything you want in life you need to fight for. I am a strong woman today because she taught me to be strong. I also dedicate this work to my two beautiful children (Okuhle and Nia). Every brave step I take in life I take it so that I can be a better person for them, including this Master's Degree.

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Table of Contents

Declaration.....	ii
Abstract and key words.....	iii
Dedication.....	iv
Acknowledgements	v
Table of contents.....	vi
List of Tables.....	iv
List of Figures.....	ix
List of Charts.....	ix
List of abbreviations and acronyms	x

CHAPTER ONE: INTRODUCTION AND BACKGROUND OF THE STUDY.....1

1.1 Introduction.....	1
1.2 Background of the study.....	1
1.2.1 Child poverty and OVC in the Sub-Saharan countries.....	2
1.2.2 Interventions for child poverty and OVC reduction.....	3
1.3 Statement of the problem.....	5
1.4 Purpose and objectives of the study	6
1.5 Research questions	6
1.6 The rationale and significance of the study.....	7
1.7 Location of the study	8
1.8 Definitions of significant terms	8
1.9 Brief discussion of research methodology.....	9
1.10 Structure of the dissertation	9
1.11 Summary	10

CHAPTER TWO: THEORETICAL FRAMEWORK AND LITERATURE REVIEW.....11

2.1 Introduction.....	11
2.2 Theoretical framework.....	11
2.2.1 Concept related to social exclusion.....	13
2.2.2. Application of theory.....	15
2.3. Literature review.....	15
2.3.1 Definition of child poverty.....	16
2.3.2 Orphans and vulnerable children.....	16

2.3.3 Causes of child poverty and OVC.....	17
2.3.3.1. Inequality.....	18
2.3.3.2 Unemployment of parents results in child poverty.....	18
2.3.3.3 HIV and AIDS impact on poverty of orphans and vulnerable children.....	19
2.3.3.4 Poverty and lack of education.....	19
2.3.4 Consequences of child poverty.....	20
2.3.4.1 Education, isolation and stigma.....	21
2.3.4.2 Stereotyping as consequence of child poverty.....	22
2.3.4.3 The isolation of OVC and increased responsibility.....	23
2.3.5 Addressing poverty of orphans and vulnerable children.....	24
2.3.5.1 Addressing OVC poverty from global perspective.....	24
2.3.5.2 Addressing child poverty in South Africa.....	25
2.4 Summary.....	27
 CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY.....	28
3.1 Introduction.....	28
3.2 Research paradigm and design.....	28
3.3 Research methods.....	30
3.3.1 Population of the study and sample size.....	32
3.3.2 Sampling techniques and selection criteria of the participants.....	33
3.3.3 Data collection techniques in quantitative study.....	35
3.3.4 Data collection techniques in qualitative study.....	35
3.3.5 Data analysis.....	37
3.4 Validity and reliability of research.....	39
3.5 Limitations of the study	39
3.6 Ethical considerations	40
3.6.1 Informed consent.....	41
3.6.2 Avoidance of harm.....	41
3.6.3 Voluntary participation.....	42
3.6.4 Anonymity and confidentiality.....	42
3.6.5 Storage of data.....	43
3.7 Summary.....	43

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION.....	45
4.1 Introduction.....	45
4.2 Questionnaires return rate.....	45
4.3 Demographic profile of the OVC respondents.....	46
4.3.1 Social status of the OVC and their educational journey.....	47
4.4 The extent of child poverty experienced by OVC.....	53
4.4.1 The extent of child poverty on food security.....	53
4.4.2. The extent of child poverty on the school performance of OVC.....	56
4.4.3 The extent of child poverty on living conditions of OVC.....	58
4.5 The impact of child poverty on OVC.....	60
4.5.1 The isolation of orphans and vulnerable children.....	60
4.5.2 The impact of child poverty on OVC dropping out of school.....	62
4.6. Effectiveness of interventions provided for OVC to improve their school performance	64
4.6.1 Interventions of government for OVC.....	64
4.6.2. Interventions of NGOs and schools to support the OVC	66
4.7 Constraints faced by the schools in supporting OVC.....	67
4.7.1 Lack of resources to support OVC to improve their school performance.....	68
4.7.2 Inability to identify the OVC in schools.....	69
4.8 Summary.....	70
 CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.....	 72
5.1 Introduction.....	72
5.2 Discussion of the key findings.....	72
5.2.1 Key findings 1: The social status of OVC affected their educational progress	73
5.2.2 Key findings 2: The extent of child poverty resulted in the lack of basic needs of OVC...74	
5.2.3 Key findings 3: Child poverty resulted in OVC isolation and lack of motivation in life.,,,77	
5.2.4 Key findings 4: Interventions provided to OVC were effective but insufficient.....,,79	
5.2.5 Key findings 5: Schools face many constraints to provide support for OVC.....81	
5.3 The purpose and objectives of the study.....	82
5.3.1 Objective 1	83
5.3.2 Objective 2	83
5.3.3 Objective 3.....	84
5.3.4 Objective 4.....	84
5.4 Conclusions.....	84

5.6 Recommendations.....	85
5.7 Further research	86

List of tables

Table 1.1: Types and values of grants for children in South Africa.....	4
Table 3.1: Interviews Breakdown for both the Sampled Schools.....	37
Table 4.1: The learners repeating grades by OVC caregivers.....	50

List of figures and charts

Figure 2.1: The process of social exclusion and inclusion of poor OVC.....	14
Chart 4.1: Characteristic of gender by age cohort.....	47
Chart 4.2: Status of orphanhood of the OVC participants.....	48
Chart 4.3: The frequency of meals in the household of OVC.....	53
Chart 4.4: The lack of school materials to improve academic performance of the OVC.....	56
Chart 4.5: The conditions of household housing the OVC.....	58
Chart 4.6: The rate of stigma and discrimination experienced by OVC.....	60
Chart 4.7: Social support grant recipients and non-recipients.....	64

REFERENCES.....87

Annexure.....98

Appendix 1A: Informed consent for participation.....	98
Appendix 1B: Informed consent for audio recording	100
Appendix 2A: Survey questionnaire for OVC participants.....	103
Appendix 2B: Focus group discussion questionnaire	113
Appendix 2C: OVC life story questionnaire	116
Appendix 2D: School principals' questionnaire.....	120
Appendix 2E: Nutrition committee members questionnaire	121
Appendix 3: Gatekeepers letter: department of education.....	123
Appendix 4A: Turn it in match overview.....	125
Appendix 4B: Turn it in digital receipt	126

Abbreviations and acronyms

ACRWC	African Charter on the Rights and Welfare of the Child
AIDS	Acquired Immuno-deficiency Syndrome
CSG	Child Support Grant
ECD	Early Child Development
HIV	Human immunodeficiency virus
KZN	KwaZulu-Natal province (South Africa)
KZN DoE	KwaZulu-Natal Department of Education
NDP	National Development Plan
NGOs	Non-Government Organisations
OECD	Organization for Economic Cooperation and Development
OVC	Orphans and vulnerable children
PEPFAR	President's Emergency Plan for Aids Relief
RDP	Reconstruction and Development Programme
RSA	Republic of South Africa
SACG	South African Child Gauge
SPSS	Statistical Package for the Social Science
UN	United Nations
UK	United Kingdom
UKZN	University of KwaZulu-Natal
UNAIDS	United Nations Programme on HIV/AIDS
UNCRC	UN Convention on the Rights of the Child
UNGA	United Nations General Assembly
UNICEF	United Nations Children's Fund
US	United States

CHAPTER ONE: INTRODUCTION AND BACKGROUN OF THE STUDY

1.1. Introduction

This study focused specifically on child poverty by looking at it from the perspective of orphans and vulnerable children (OVC). Worldwide, especially in developing countries like South Africa, children suffer from poverty but when studies are being conducted and interventions implemented, the focus is always on caregivers of these children. Focusing on caregivers only results in the voices of the poor children not being heard and interventions provided for them carry assumptions of what they need. Despite programmes and interventions provided for OVC in the schools of South Africa, the number of orphans and vulnerable children seem to increase rapidly. In the fight against child poverty, the researcher saw the need to shift the angle and focus on children, to speak to them about the issues that affect them and what they think is best for themselves so that their lives and schools can be improved, then the school and community can help them grow to be better adults, also interventions can be directed to the right place where they can be effective and make a difference on children's lives. Therefore this study critically analyses child poverty from the perspective of orphans and vulnerable children in the high schools situated in Cato Manor.

This chapter presents the background of the study and states the problem that influenced the study. It sets the purpose of the study, study objectives and research questions that need to be answered in order to achieve the objectives of the study. The chapter further discusses the significance and scope of the study. Lastly the chapter provides definitions of significant terms used in the study, then briefly discusses the methodology of the study and finally presents the structure of the complete dissertation.

1.2. Background of the study

Poverty has proven to be one of the critical global dilemmas that have a negative effect in every country. According to the World Bank (2017), an estimate of 702.1 million people in the world live below the poverty line of \$1.90 per day. Of these people, children are the ones that endure the pain of being poor as poverty has a direct impact on their health, emotional being, psychosocial status and general development (World Bank, 2017). Wu, Young and Cai (2012) advise that if child poverty is not addressed, its negative effects persist into adulthood where these young people lack the

competency to survive in the work place which leads to increased rate of unemployment. However, some countries have achieved the goal of reducing child poverty whereas in others, child poverty seems to be perpetuating.

The works of Emerson (2009), Chen and Corak (2008) reveal that child poverty has been reduced massively in the United Kingdom, France, Norway, Australia, New Zealand and the United States. The reason for this reduction of child poverty is the (Social protection policies) income transfer policies built into children's social protection system that were adopted by these countries (Chen and Corak 2008, Emerson, 2009, Wu et al., 2012). In the case of South Africa there are laws and regulations in place to protect the children. The South African constitution states that children have a right to life and to have access to protection, education, healthcare, and should receive proper love and care (Constitution, 1996). To this end, there are programmes in place to ensure that all the needs of children are met. However, in South Africa, the rate of child poverty is increasing despite all the programmes and interventions in place. Therefore, this study looks at child poverty from the perspective of orphans and vulnerable children (OVC) in KwaZulu-Natal in an attempt to understand the reason why the child poverty rate is increasing in South African. This study seeks to understand child poverty from the perspective of OVC and also to analyse whether the interventions that are directed to OVC are directed to the right place or whether they are appropriate for OVC in order to reduce child poverty.

1.2.1. Child poverty and OVC in the Sub-Saharan countries

The massive number of OVC in the Sub-Saharan countries is due to the fact that these countries are developing countries where people are still left behind in terms of socio-economic development (Lombe and Ochumbo, 2008). Causing the death of parents, Human immunodeficiency virus infection and acquired immune deficiency syndrome (HIV/AIDS) is another major cause of the existence of OVC that are facing stigma and discrimination in Sub-Saharan African countries (Lombe and Ochumbo, 2008). Due to the lack of knowledge and information, people from these countries easily contract HIV/AIDS that leads to their death leaving children poor and vulnerable (Hassan and Wahsheh, 2011). Recent studies by the United Nations Children's Fund (UNICEF) reveals that Statistics show high rates of orphan and vulnerable children in the world that are being assisted to fight against malnutrition (UNICEF, 2019). In Other words, Sub-Saharan African countries have the highest rate of OVC.

1.2.2 Interventions for child poverty and OVC reduction

There are several interventions that seek to alleviate child poverty and assist OVC all over the world, but underdeveloped and some developed countries are still struggling to reduce the prevalence of child poverty and OVC. Some interventions have proven to be making a huge difference in many countries. One of the global interventions that is making a huge difference especially on OVCs that are the victims of HIV and AIDS is the President Emergency Plan for Aids Relief (PEPFAR) that was founded in 2003 (PEPFAR, 2019, Bryant, Beard, Sabin, Brooks, Scott, Larson, Biemba, Miller and Simon., 2012; Nyberg, Yates, Lovich, Coulibaly, Sherr, Thurman, Sampson and Howard, 2012). This programme was developed to support the OVC in terms of their development, well-being, education, protection and upbringing (Bryant *et al.*, 2012, Nyberg *et al.*, 2012). This programme has assisted a huge number of OVC throughout the world and has shown to be making quite a difference.

When looking at the statistics of OVC across the world, Sub-Saharan Africa has proved to be the leading continent in the rising number of OVC. According to PEPFAR (2019), 6.4 million OVC across the world receive support from PEPFAR. From the countries that receive support from PEPFAR, sub-Saharan African countries have shown to have the highest rate of orphans and vulnerable children (PEPFAR, 2019). Statistics show that an estimated 16.5 million children worldwide were orphaned and vulnerable due to HIV/AIDS, whereas many millions were orphaned for various other reasons (UNICEF, 2019). Over 80 % of these children are situated in sub-Saharan Africa and PEPFAR supports more than 6.3 million OVC and their caregivers (PEPFAR, 2019). In the attempt to fight against child poverty NGOs in Sub-Saharan Africa are funded to assist the government. Rosenberg, Hartwing and Merson (2008) reports on a number of NGOs that fights against child poverty in Sub-Saharan Africa. In the government–NGO collaboration and sustainability of orphans and vulnerable children projects in southern Africa the NGOs provides assistance on OVC both at school and at home (Rosenberg *et al.*, 2008). The rise of OVC in the sub-Saharan Africa shows that there is still room for further intervention that needs to be implemented to reduce the rising number of OVC in these countries.

To meet the rights of children and attempting to reduce the number of OVC and child poverty, the government has implemented many interventions that oversee the well-being of children. One of these interventions is the social grant policy that is benefiting 12,081,375 million children which was

launched in 1998. Social grants serve as South African social policy for children that alleviate child poverty (Jamieson, Berry and Lake. 2017). There are three types of social grants in South Africa aimed at assisting children. The first is the child support grant and the second is the care dependency grant and the third is the foster child support grant. According to Delany, Jehoma and Lake (2016) if parents or families are unable to meet their children's basic needs, the government has the responsibility to assist those children. The constitution states that everyone has the right to have access to social security if they are unable to support themselves and their dependents, appropriate social assistance needs to be provided for them. The State must take reasonable legislative and other measures, within its available resources, to achieve the progressive realisation of this right. Realisation of the right of children will lead to a path that may stand a chance in reducing child poverty and rate of OVC.

In an attempt to reduce child poverty, a number of interventions and policies have been implemented by the South African government. There are several grants that are directed to the assistance of children that need support. Table 1.1 presents the types and values of grants for children in South Africa and their purpose per child.

Table 1.1: Types and values of grants for children in South Africa

	Child support grant	Care dependency grant	Foster child grant
Purpose	Income support for caregivers of children living in poverty	Income support for caregivers of children with physical or mental disability who require and receive permanent care or support services	Support for foster parents who have been legally appointed by the court to care for a child
Grant value	R410p/m	R1700 p/m	R920 p/m
Age threshold	Below 18 years	Below 18 years	Below 18 years or up to 21 if child is in education or training

The government further expanded social assistance in schools by providing feeding schemes that provide nutrition in the schools (Delany *et al.*, 2016). To ensure access to education the government provides free education in qualifying schools that are on quantile 1-3 which is more disadvantaged (Delany *et al.*, 2016). The package for free education includes school fees exemption for orphans and vulnerable children (NDP, 2011). Qualifying schools also get free stationery and textbooks to assist the poor children and OVC (Dass and Rinquist, 2017; Delany *et al.*, 2016). Some people are not open

to the idea of school fee exemption, believing that it causes academic standards to drop in the school (Naong, 2013). Furthermore, all government schools in South Africa receive an amount of R12 000 annually to provide support to the OVC (Mbatha, 2015). Despite the rising number of OVC and poor children, the government is not just sitting back and watching but they are making means to meet the basic rights of children.

1.3. Statement of the problem

Poverty does not only affect orphaned children's survival, growth and education but also their employment chances when they are adults. According to Delany *et al* (2016), child poverty is closely associated with adult unemployment. In other words, if children that are poor do not receive appropriate assistance, they may grow up to be like their parents. Therefore, this study analyses the impact of child poverty by looking at the perspective of children themselves that are orphans and vulnerable and identify how their family background influences their progress in life. Within the school, OVC face numerous challenges like stigma and discrimination because of their status and background. Poor OVC are discriminated in both their communities and at school (Lin, Zhao, Li, Stanton, Zhang, Hong, Zhao and Fang, 2010, Zhang, Zhao, Li, Hong, Fang, Barnett, Lin, Zhao and Zhang, 2009).

Stigma contributes to children's psychosocial problems that are associated with feelings of loneliness. Stigma causes these children to have low self-esteem, develop symptoms of depression and lack hopefulness for the future (Lin *et al.*, 2010, Zhang *et al.*, 2009). With these feelings that demotivate OVC there is a greater chance of them dropping out of school to avoid stigma and it results in the rise in the number of uneducated youth that are unemployable. Furthermore, orphan and vulnerable children who still attend school face numerous challenges related to lack of nutrition, healthcare and materials, which impacts on their educational achievement (Arora, Shah, Chaturvedi and Gupta, 2015; Cluver, Gardner and Oparario, 2009). The researcher believes that in the fight against child poverty, the views and opinions of the victims of poverty (poor children) could bring significantly positive change that would give direction to the funders of the programmes that assist poor children and OVC.

1.4. Purpose and objectives of the study

The purpose of the study is to analyse child poverty from the perspective of orphans and vulnerable children of Cato Manor, KwaZulu-Natal. The outcome of the analysis will be to suggest relevant and effective interventions that can assist school leadership to foster OVC in achieving their goals in life despite their circumstances.

The research objectives are as follows:

- To determine the extent to which orphans and vulnerable children experience poverty in Cato Manor, KwaZulu-Natal;
- To analyse the impact of poverty on orphan and vulnerable children of Cato Manor;
- To analyse the effectiveness of interventions provided for OVC to improve their school performance in Cato Manor;
- To identify the main constraints faced by the schools in supporting OVC in Cato Manor.

1.5. Research questions

The main research questions this study attempts to answer is: How do orphans and vulnerable children perceive child poverty in Cato Manor, KwaZulu-Natal? This main research question is supported by the following sub-questions:

- To what extent do orphan and vulnerable children experience poverty in Cato Manor?
- What is the impact of poverty on orphan and vulnerable children of Cato Manor?
- How effective are the interventions provided for OVC to improve their school performance in Cato Manor?
- What are the main constraints faced by the schools in supporting OVC in Cato Manor?

1.6. The rationale and significance of the study

The rationale behind conducting this study on child poverty from the perspective of orphans and vulnerable children of Cato Manor stems from the fact that there are several impacts of poverty on OVC in KZN today. As Cluver *et al.* (2012) and Nyamukapa, *et al.* (2010) also argue, OVC living

in poverty suffer from many consequences such as anxiety and mental health problems. These impact on OVC's access to education, health facilities and social integration (Cluver *et al.*, 2012, Nyamukapa *et al.*, 2010). Furthermore, Arora *et al.* (2015) argue that loss of parents' results in lack of food security, shelter and other resources for surviving which then influence children to engage in activities like crime, prostitution, drug abuse and unprotected sex that endanger their lives. Furthermore, according to the South African Constitution, children are entitled to have access to education, health, nutrition, shelter and social service, if those basic needs are not met then those children's rights are being abused (Arora *et al.*, 2015, Jamieson *et al.*, 2017).

The significance of the study is that with the findings of this study both the schools and OVC will have an idea of what is required in order for the OVC to be successful in life and the schools should identify potential appropriate programmes and interventions to be provided for the OVC who are living in poverty. Schools need to provide support to OVC and take over the role of being protective and socialising institutions, the role that the parents of the OVC used to play (Nordtveit, 2010) The appropriate assistance provided for OVC in the schools will result in minimising a number of social issues faced by the youth of South Africa such as unemployment, crime, prostitution and the rising number of people both affected and infected by HIV and AIDS. For the researcher, the study assists to discover the gaps in previous research done on poor OVC and possible appropriate programmes may be identified.

1.7. Location of the study

The study is conducted in Durban at Wiggins Secondary and Umkhumbane Secondary schools of Cato Manor, KwaZulu-Natal Province, South Africa. The reason for choosing Cato Manor as a geographical area of the study is that it is known to have high levels of poverty, unemployment, HIV/AIDS and youth drug addiction (Crime Stats SA, 2017). The researcher chose these two schools because they are among high schools in the area having a high number of OVC. Cato Manor is a small township consisting of people living different kinds of lifestyles (Stats, 2011). Some people in this area are based in the squatter camps, some in Reconstruction and Development Programme (RDP) houses, and some in the suburbs (Gray and Maharaj, 2017). Therefore, this means the level of poverty they experience is entirely different, therefore it will be easy to compare and construct different levels of poverty

experienced by the respondents and they will give the researcher different perspectives on child poverty.

1.8. Definitions of significant terms

Child poverty: In the context of South Africa, child poverty is considered when children under the age of 18 have insufficient resources in their households and their living standards are unacceptably low (Barnes and Wright, 2012). World Bank (2017) defines poor children as children from a household living below the international poverty line of \$1.90 per day.

Child and orphan: According to South African Constitution (1996), a child is anyone under the age of 18 and an orphan is any child that has lost both parents (Cluver *et al.*, 2012).

Vulnerable child: This study adopts the definition of vulnerable child as one who is deprived or harmed because of either physical, social, cultural, economic, political or environmental status (Martin, Richter, Aber, Mathambo and Godfrey, 2010).

Orphans and Vulnerable Children: According to Delany *et al.* (2016), orphans and vulnerable children are regarded as children that have lost or been abandoned by one or both parents. Also children that have ill parents and seek protection and care (Cluver *et al.*, 2012, Martin *et al.*, 2010).

1.9. Brief discussion of research methodology

In order to achieve the objectives of this study, the researcher utilised a mixed research method to collect the data. The mixed research method is a research strategy of using both qualitative and quantitative methods to collect data in order to understand the dynamics present within single settings and uses both qualitative and quantitative methods to collect data (Cresswell and Cresswell, 2017; Hussein, 2015 and Neuman, 2013). Utilising a mixed method approach to collect data is appropriate for this study, the aim is to gain new insight and may collect information using multiple sources and approaches to understand child poverty on OVC.

The quantitative method focuses on collecting data on the observable social reality whilst the qualitative component provides context and unravels the unobservable social reality. In other words,

the study uses triangulation of data from different sources in pursuit of social reality. According to Hussein (2015, p. 1), “triangulation is the combination of two or more methodological approaches, theoretical perspectives, data sources, investigators and analytical methods to study the same phenomenon”. In the quantitative method, the researcher uses a survey questionnaire, entailing closed-ended questions to collect numerical data. On the other hand, qualitative data uses interviews, which includes open-ended questions (Richard, 2013, Mertens, 2014). The reason for utilising both the qualitative and quantitative approaches is to enhance the validity and reliability of the findings and enhance creative potential of the study.

1.10. Structure of the dissertation

The dissertation has five chapters. Chapter One introduces the study and provides the background of child poverty. It also presents the study objectives, research questions and problem statement. Chapter Two discusses the theoretical framework and literature review. Chapter Three discusses the research design and methodology. It entails the research methods, data collection techniques and data analysis, validity, credibility and ethical considerations. Chapter Four presents the findings which address all the research objectives. Finally, Chapter Five discusses the findings and concludes the study and suggests some recommendations to improve the interventions for alleviation of OVC.

1.11. Summary

This chapter provides an overview of what the study is about and what should be expected in the next chapters. It presents the background of the study and states the problem that influences the study. The chapter further discusses the purpose of the study, study objectives and research questions that are to be answered to achieve the objectives of the study. The chapter further discusses the rationale and the significance of the study. The chapter provides definitions of significant terms used in the study, then briefly discusses the methodology of the study and finally presents the structure of the complete dissertation.

Chapter Two next discusses the theoretical framework of the study and reviews the current literature pertaining to the impact of poverty on orphans and vulnerable children. The chapter discusses the

existing literature on child poverty and orphans and vulnerable children and provides some definitions of child poverty and OCV by looking at different perspectives from different countries.

CHAPTER TWO: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Introduction

For many years, researchers have been studying child poverty and vulnerability from adult perspectives and getting different findings. This study also aims at contributing to the existing knowledge of child poverty by looking at it from the perspective of orphans and vulnerable children (OVC). Therefore, this chapter discusses the theoretical framework of the study and the literature review. Firstly, in view of the purpose and objectives of the study, the suitable theoretical framework is social exclusion because it is also linked to child poverty. The first section provides the history of social exclusion and its application to child poverty and discusses different opposing views of social exclusion by various scholars. The section ends with the key terms that are linked to social exclusion, which includes alienation, isolation, stereotyping, discrimination and racism.

The second section of the chapter deals with previous studies on poverty of orphans and vulnerable children. It starts by providing some definitions of child poverty and OCV looking at different views of OVC from different countries and challenges experienced by OVC, consequences of child poverty and current policies and interventions that seek to reduce child poverty experienced by OVC from the global, Sub-Saharan and South African perspective. The literature review assisted the researcher to contextualise the challenges faced by poor OVC of Cato Manor in the global and Sub-Saharan context. It helped to draw similarities and appropriate lessons that can be learnt and implemented within the communities and schools of Cato Manor.

2.2. Theoretical framework

This study used the social exclusion theory to analyse child poverty from the perspective of orphans and vulnerable children of Cato Manor in KwaZulu-Natal. Rene Lenoir from France coined social exclusion theory in the year 1974 (Marlier and Atkinson, 2010). Social exclusion theory is linked to the breakdown in social cohesion in France, which resulted in economic inequality and a rapidly growing rate of unemployment (Aalbers, 2010; Mathieson, Popay, Enoch, Escorel, Hernandez, Johnston and Rispel, 2008). Bhalla and Lapeyre (2016) argue that even though the concept of social exclusion came into existence when Lenoir first wrote about it in France in 1974, however, the act of

social exclusion had always existed. According to Delany, Jehoma and Lake (2016) social exclusion entails the deprivation of access to education opportunities, healthcare, decent sanitation, clean water, shelter and other basic needs for well-being. It results in social issues such as poverty, inequality, unemployment, discrimination, racism, isolation and alienation (Bhalla and Lapeyre, 2016, Marlier and Atkinson, 2010, Mathieson *et al.*, 2008, Modi, 2015). Social exclusion exists in all countries either developed or underdeveloped.

Scholars of social exclusion state that social exclusion is multidimensional and is a process that is derived from social, economic and political deprivation (Marlier and Atkinson, 2010; Modi, 2015). Moreover, in this sense social exclusion is defined as the individual or group being denied or restricted to participate in the political, economic and social processes (Saunders, Naidoo and Griffiths, 2008). On the other hand, Modi (2015) defines social exclusion as an institutionalised form of social distancing that is often expressed in physical separation. Furthermore, Modi (2015) argues that the process of social exclusion keeps the affected or the labelled outside the structures of the society and deprives them the opportunities, privileges and access to resources. Modi's argument means that people who are different in any way in society face challenges of being judged and excluded.

Multidimensional exclusion is caused by many factors. Marlier and Atkinson (2010) state that the most important factor that accelerates social exclusion is poverty. Therefore, the indicators of poverty and social exclusion are an important tool that may be used to develop effective policies that will alleviate poverty in the poor communities. Babajanian and Hagen-Zanker (2012) point out that the dimensions and drivers of social exclusion are the exclusion from income, participation and service that is driven by life course vulnerability, human capabilities, informal norms and practices, governance, legal norms and rights and also public policy and institutions.

However, some scholars provide critiques on social exclusion theory. Daly and Silver (2008) state that social exclusion theory neglects the mainstream and dominant factor which is people aspire to belong. People are not always excluded by other people but they sometimes choose to be excluded. Furthermore, social exclusion when adopted on poverty studies tends to pay little attention to issues of cultural exclusion and other related social barriers but pays more attention to income and material deprivation (Aya, 2010). Social exclusion goes beyond income and material deprivation and those other factors need to be considered when studying social exclusion.

2.2.1. Concepts related to social exclusion

In the context of this study, the key concepts or terms related to social exclusion theory are alienation, isolation, stereotyping and discrimination. These concepts are explained below:

Alienation - This term is derived from the work of Karl Marx in 1844 and he defined it as a state of being cut off or separated from a group of people (Christ, 2015). This separation is due to differences between individuals of a particular group that live in a stratified social class society (Christ, 2015).

Isolation - This term is derived from the work of Sigmund Freud, which he called a defence mechanism whereby painful memories and its associations are completely cut off or separated from the rest of the conscious experiences (Kline, 2013). In relation to social exclusion, isolation is defined as non-participation or social separation of an individual from other group, which causes feelings of loneliness, unhappiness, and exclusion (Grietens, Boock, Peeters, Hausmann, Toomer and Ribera, 2008).

Stereotyping – The term is defined as an oversimplified image or idea about a particular person or group of people (Stangor, 2009). Orphans and vulnerable people are socially excluded because of the image that other people have about them, failing to realise that they are also children just like any other child despite their circumstances and background.

Discrimination – This is the act of treating other people less fairly compared to other people in a society (Gradin, Del Rio and Canto, 2010). Discrimination may be caused by differences in terms of race, sex, nationality, and gender, that result in inferior groups being ill-treated by the superior one (Sugrue, 2014).

The Figure 1 present the process of social exclusion and inclusion of poor OVC. It shows the causes, consequences and the solutions to OVC's poverty, outputs, outcomes and impact of proper interventions.

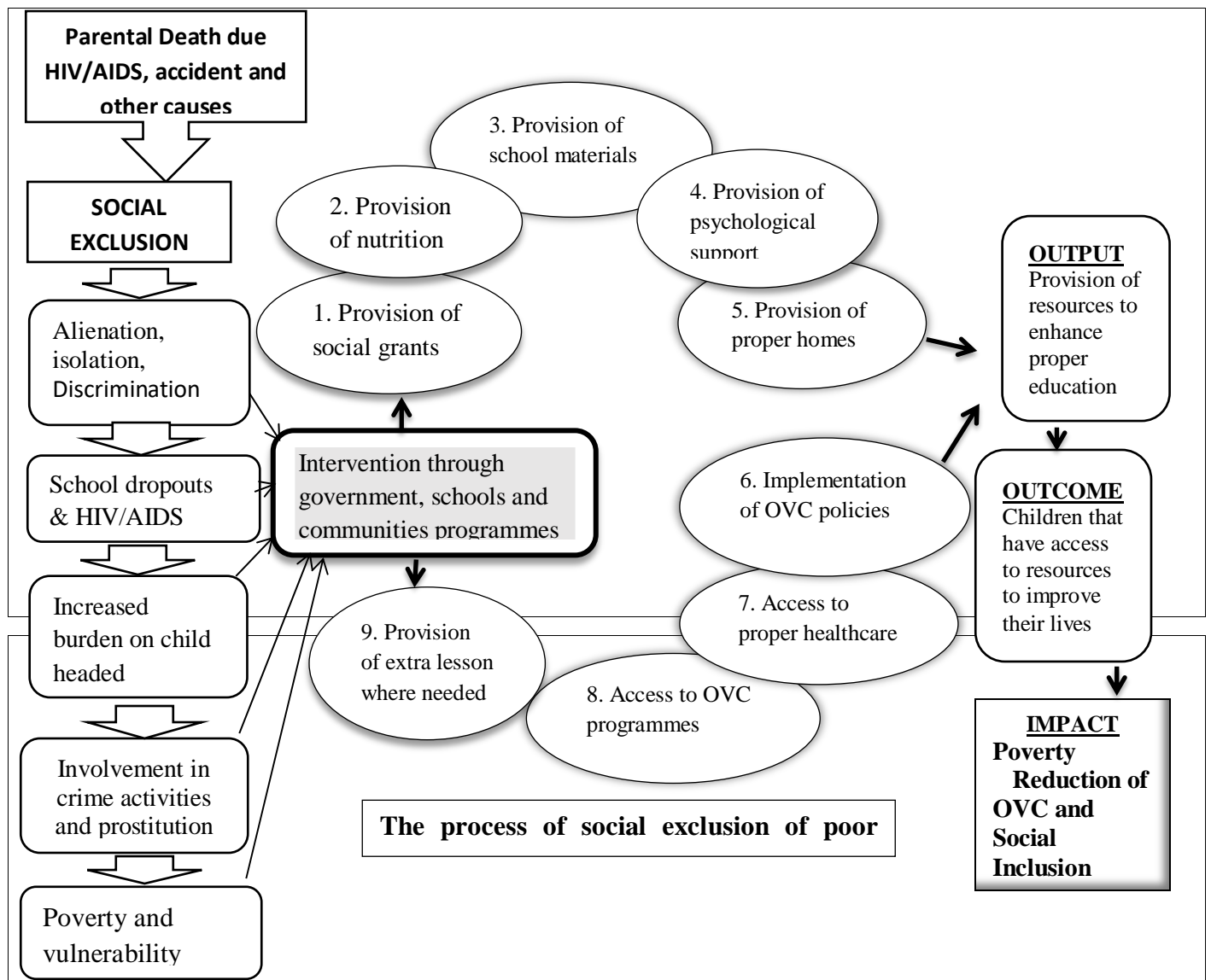


Figure 2.1: The process of social exclusion and inclusion of poor OVC

2.2.2 Application of the theory to the study

Social exclusion theory is applicable to this study on child poverty of OVC in Cato Manor. OVC experience exclusion within the communities they live in, in both private and public institutions because of their circumstances and family background (Raaum, Rogstad, Roed and Westlie, 2009). Moreover, because of being excluded from society, these children are more prone to being exposed to illegal and dangerous activities seeking to obtain resources that will make them normal and afford a decent living (Raaum *et al.*, 2009). Some of these activities include dating older partners who may

provide them with money and food for survival (Erulkar and Ferede, 2009). That is how the rate of crime, HIV and AIDS and other social issues increase in South Africa.

Social exclusion of OVC goes a long way to a point how their future is determined by their background. Studies show that OVC, especially young women who were socially excluded since childhood were found employed as domestic workers (Erulkar and Ferede, 2009). Furthermore, Children that grow up socially excluded struggle with attachment when they get older and the relationships they form as adults do not work out (Richter and Norman, 2010). This concludes that social exclusion does not only have consequences on children when they are growing up but when they are adults as well.

2.3. Literature review

Most scholars using the international poverty datum line to study poverty, including the World Bank (2016), adopted the definition of poverty that derived from the work of Ravillion of a “dollar a day” poverty line. When using this definition, poor children are described as children from a household living below the international poverty line of \$1.90 per day (Chen and Ravallion, 2013, Ravallion, Chen and Prem., 2009, Smeeding and Waldfogel, 2010, World Bank, 2016). This second section reviews some literature on the definitions of child poverty and challenges experienced by OVC. It explores the consequences of child poverty and current policies and interventions that seek to alleviate child poverty experienced by OVC.

2.3.1. Definition of child poverty

Many scholars view child poverty as multidimensional and it is measured by looking at multiple indicators such as health, education and living conditions (Alkire, Conconi and Seth, 2014, Alkire and Foster, 2011, Alkire and Santos, 2010). These indicators reflect a number of deprivations such as lack of access to information, lack of access to clean water, decent sanitation, electricity and malnourishment, shelter and basic assets to sustain a living (Alkire *et al.*, 2015, Marlier and Atkinson, 2010). This view of child poverty is appropriate and relevant to define child poverty in South Africa since it is a developing country.

The globally accepted definition of child poverty was adopted in the Resolutions on the Rights of Children in 2006 held at the United Nations (UN), General Assembly. This summit defined poor children as, “Children living in poverty and deprived of nutrition, water and sanitation facilities, access to basic health-care services, shelter, education, participation and protection, and that while a severe lack of goods and services hurts every human being, it is most threatening and harmful to children, leaving them unable to enjoy their rights, to reach their full potential and to participate as full members of the society” (UNGA, 2006). This definition by the UN is also applicable to the context of South Africa because some children in SA are deprived of basic needs and their lives are threatened due to child poverty.

Children may be poor but those that suffer the most are orphans and vulnerable children. In the context of South Africa, child poverty is multidimensional, involving all aspects of life. According to Barnes and Wright (2012), Delany, Jehoma and Lake (2016), poor children are those living in households with insufficient resources and unacceptably low living standards characterised by deprivation from access to social needs. Poor children’s struggle is not only related to the lack of resources but also the loss of one or both parents which may result in many psychological, physical, developmental, academic and spiritual disturbances.

2.3.2 Orphans and vulnerable children

Orphans and vulnerable children are those in need of protection and assistance because they have either lost their parents or have no one who takes proper care of them. A study conducted under USAID in the Sub-Saharan Africa countries defined OVC as children under the age of 17 that seek protection and assistance (Mishra and Bignami-Van Assche, 2008). Other studies conducted in Ghana and Zambia, state that orphans are defined as children under the age of 18 with one or both parents deceased and who bear substantial risks of suffering emotionally, physically and mentally when compared to other children (Lund and Agyei-Mensah, 2008; Schenk, Ndhlovu, Tembo, Nsune, Nkhata, Walusiku and Watts., 2008). Throughout the world children that are defined and labelled as orphans and vulnerable need assistance from every member of the society.

Orphans and vulnerable children experience deprivation resulting in antisocial behaviour. Arora, Shah, Chaturvedi and Gupta (2015) defined OVC as a group of children that experience negative outcomes

in their lives and upbringing where they cannot practice their rights to education, and where morbidity and malnutrition are at higher levels compared to other children. They argue that vulnerable children are exposed to risks and experience deprivation, exploitation, abuse, neglect, violence and infection with HIV (Arora *et al.*, 2015). In a similar vein, Bright (2017) argues that children without safeguarding and care experience a number of antisocial behaviors such as abuse and exploitation due to disturbing family circumstances. The implication of these arguments is that, when interventions are provided, OVC should be the first priority to receive assistance in order to ensure that their future is secured.

2.3.3. Causes of child poverty and OVC

The causes of child poverty differ from a geographic to historical context yet children do not experience it in the same way. Some of the causes of poverty among the children are inequality, unemployment, lack of or poor education, HIV/AIDS. These causes are discussed below.

2.3.3.1. Inequality

Inequality is evident in every country both developed and developing and affects both adults and children. Inequality is basically an unfair situation in a country or society where some people have access to and are exposed to resources and opportunities while others are not (Krugman, 2013). Studies show that high-income countries experience low levels of absolute poverty and high levels of relative poverty, whereas low-income countries experience either similar levels of absolute and relative poverty or high levels of absolute poverty and low levels of relative poverty (Notten and De Neubourg, 2011). Throughout all the studies conducted inequality has proven to be the driving factor behind many social issues and it manifests in the labour market, communities and both private and public institutions.

Child poverty is one of the major social problems in all the countries. Cantillon, Chzhen, Handa and Nolen. (2017) conducted a study by analysing child poverty and looking at the impact of Great Accession on child well-being and compared eleven Organization for Economic Cooperation and Development (OECD) countries that include Belgium, Germany, Greece, Hungary, Ireland, Italy, Japan, Spain, Sweden, the United Kingdom, and the United States. These scholars found that in

Germany inequality is the driving factor behind the rise of child poverty (Cantillon *et al.*, 2017). This causes some children to have access to resources while others do not have the same resources and opportunities.

2.3.3.2 Unemployment of parents results in child poverty

Unemployment has also proved to have a massive effect and contribution to child poverty. The analysis of child poverty in the eleven countries Cantillon *et al.* (2017) concluded that the stress of unemployment also has a significant effect on children. The results in Italy showed the increase in poverty where parents could not afford to buy new clothes for their children and in Spain there was an increase of parents who could not afford to pay for their children to have trips, celebrations and activities that involve their friends (Cantillon *et al.*, 2017). Therefore, the fact that they cannot afford these things increased the level of stress on parents that also affects the children where they become antisocial because of their household status and background. Unemployment of parents results in children being dragged into long-lasting poverty. Cantillon *et al* (2017) conducted a study on household poverty and revealed that poverty is higher in households headed by single parents or unemployed family members, which also impacts on child poverty.

Unemployment of the parents impacts on children's lives. If the situation at home does not change, it might result in permanent psychological and physical problems of a child. A study conducted by Stevens and Schaller (2011) revealed that children of unemployed parents are affected in terms of education and are 15 per cent more likely to repeat a grade than their peers whose parents held stable jobs. Stevens and Schaller (2011) further argue that these children are more likely to live with adults whose health is affected due to unemployment. For many poor families, unemployment perpetuates poverty and breaking away from that poverty becomes a struggle.

2.3.3.3 HIV and AIDS impact on poverty of orphans and vulnerable children

In most countries, the HIV /AIDS epidemic is the main driver of the ever-increasing number of poor orphans and vulnerable children. According to The Movement (2014), over 130 million children in the world have lost either one or both parents, 43.4 million are situated in Sub Saharan Africa and 87.6 million live in India and only 500,000 children in the United State are living in the foster- care system.

The underdeveloped countries have an extremely high rate of OVC caused by HIV/ AIDS accompanied by many life-threatening risks such as rape, hunger, lack of shelter, no access to education and some of them are heading their homes (The Movement, 2014). This is evident in all the underdeveloped countries like the Sub-Saharan Africa region. PEPFAR (2016) which is the engine that provides support to OVC, estimates that more than 80 per cent of OVC are based in Sub-Saharan Africa. Most studies on orphans and vulnerable children are drawn from Sub-Saharan Africa, the reason being that the prevalence of HIV /AIDS in Sub-Saharan Africa is high.

2.3.3.4. Poverty and lack of education

Children's education and success in life is significantly influenced by parents' education and socio-economic background. Kainuwa and Yusuf (2013) conducted a study in Nigeria which revealed that children whose parents were uneducated did not get enough support and encouragement to study in order to become better adults. In this connection, Hiar, Hanson, Wolfe and Pallak (2015) argue that this is evident in all the sub-Saharan Africa countries where parents were colonised and disadvantaged from obtaining education. Hair *et al.* (2015) observes that children grow up without proper education including Early Child Development (ECD) programmes which is very important for brain development of children. These children grow up to be incompetent adults and cannot find and sustain employment (Hair *et al.*, 2015). They then end up engaging in unlawful activities like crime and prostitution (Hair *et al.*, 2015). Moreover, educated parents pay more attention and also are able to assist children with school work compared to uneducated parents. This results in children from poor backgrounds with uneducated parents to lack academically.

In the context of Nigeria, Ogwumikea and Ozughalub (2017) conducted a study aiming at analysing the extent of deprivation in education, health, nutrition, child protection, water and sanitation for the OVC. The findings reveal that a portion of OVC in Nigeria was reported to be living in extreme poverty and a large portion of other children were also living in overall poverty (Ogwumikea and Ozughalub, 2017). Poverty was found to be more prevalent in the rural areas compared to the urban areas and these OVC were found to be deprived from education, health, nutrition, child protection, water and sanitation (Ogwumikea and Ozughalub, 2017). The study recommended that the Nigerian government needed to pay more attention to reduce child poverty and paying specific attention to the rural areas.

2.3.4 Consequences of child poverty

For the above-mentioned causes of child poverty, there are a number of consequences. Several scholars have studied and analysed child poverty and drew different conclusions from the studies. Consequences of child poverty differ in various countries and families. Some of the consequences of child poverty are education, isolation and stigma, stereotyping and increased responsibility on the child. These consequences are discussed below.

2.3.4.1. Education, isolation and stigma

Poverty may be the driving factor behind the high rate of dropouts at schools. Cardoso and Verner (2007) conducted a study in Brazil and found that children living in poverty and that experience extreme hunger are more likely to have lower school attendance levels. They further state that high levels of poverty lead to a high rate of teenage dropouts of school and also results in early parenthood (Cardoso and Verner, 2007). Zhao, Li, Zhao, Zhao, Fang, Lin and Stanton (2011) note that most children that are orphans and vulnerable isolate themselves from other children by either skipping or dropping out because of the stigma they experience at school from their peers.

The consequences of death of parents leaving children orphaned and vulnerable are significant in the school progress of a child. Guo, Li, and Sherr (2012) conducted a study of accessing impact of HIV and AIDS on the children's educational outcome using 102 national surveys in the regions of Sub-Saharan Africa, Latin America, Caribbean and Asia then observed that in some countries the rate of enrolment in schools and also attendance frequency is very low among OVC compared to other children. Furthermore, OVC have a very high rate of schooling gap where most of them are in the lower grades (Guo *et al.*, 2012). This is the result of interruption due to parent illness and death that leads to delay in school (Guo *et al.*, 2012). The effect of HIV and AIDS on OVC causes poor academic performance and these children experience discrimination and alienation that causes them to have very low self-esteem where they end up isolating themselves from others (Guo *et al.*, 2012). Therefore close attention needs to be paid to children who are both affected and infected by HIV and AIDS as the consequences that are likely to destroy their future.

Furthermore, Olanrewaju, Jeffery, Crossland and Valadez. (2015) conducted a study in Uganda to investigate the factors influencing OVC from accessing education from 2011-2013. The study revealed that there was a reduction of 12 per cent over these years of school attendance. Similarly, Akwara, Noubary, Ken, Johnson, Yates, Winfrey, Chandan, Mulenga, Kolker and Luo (2010) conducted a study on OVC in the Sub- Saharan countries and the findings revealed that children with female guardians who have either primary or higher education are more likely to attend school compared to those with guardians who are not educated. Akwara *et al.* (2010) concluded that education level of a guardian has a massive impact on the development and outcomes of a child. Basically, this means that the chance of a child obtaining better results depends on the guardian with whom they are placed.

2.3.4.2. Stereotyping as consequence of child poverty

In the context of South Africa, children that are poor and orphaned suffer from stereotyping at school and the communities in which they live. Durante and Fiske (2017) argue that from a very young age children learn to associate themselves with the children of the same class, therefore, rich children do not face difficulties forming friends but poor children usually have low self-esteem and have difficulty making friends (Durante and Fiske, 2017). Durante and Fiske (2017) continue and state that with regard to academic performance people in general and teachers stereotypically expect that rich children will have high intelligence quotient compared to children with low income background. This results in poor children not performing their best, not because of their home situations but because they know they are not expected to do any better (Durante and Fiske, 2017). This means that surviving for a poor orphaned and vulnerable child is difficult because of the limited understanding people have about them.

Furthermore, teachers tend to make assumptions that poor children are lazy, naughty and do not want to do their school work before they learnt about their situations or background. Quoting Gorski (2013) in a paper of engagement of poor students in schools, the scholar states that, “During a recent visit to a high-poverty school, I asked 8th graders how many of them had a working computer and internet access at home; only a few of the 40 students raised their hands. Then I asked how many of them had been assigned homework that required access to computers and the internet since the last grading period ended; everybody raised their hands” (p,2). This raises issues of both inequality and stereotyping experienced at schools because some children do not do their school work and an

assumption is made that they are lazy without investigating about their background (Gorski, 2013). This concludes that it should be taken into consideration that poor children may need more assistance with their school work compared to rich children.

2.3.4.3. The isolation of OVC and increased responsibility

The death of parents in most cases results in OVC taking over the role of a parent with regard to their younger siblings. Evan (2012) conducted a study in Tanzania and Uganda aiming at investigating the time/ space practices for young orphans and vulnerable children who are heading home. OVC heading homes were found to be facing many challenges including skipping or quitting school in order to do house chores and make means to find food for younger siblings (Evans, 2012). In their study of the analysis of the situation of child- headed households in South Africa, Mogotlane, Chauke, van Rensburg, Human and Kganakga (2010) conclude that households headed by children require service, resources and safety support from the government. They further state that policies that show clear distinctions between OVC and child-headed households need to be developed in order to have appropriate and effective interventions for both OVC and child-headed households. This is due to the fact that the government may provide assistance for OVC but only to find that those programmes are not relevant and will not be effective to OVC heading a home because their needs and responsibilities are not the same.

Children affected and infected by HIV and AIDS experience a great increase in responsibility Zhang, Zhao, Li, Hong, Fang, Barnett, Lin, Zhao and Zhang. (2009) conducted a study in China on children that had lost one or both parents due to HIV and AIDS, and found that children affected by HIV and AIDS face the responsibility of caring for themselves, other siblings, sick parents and elderly parents in their households. As a result, children dropout from schools to either take care of the household or look for a job to support the family (Zhang, *et al.*, 2009). Even though there are negative effects of the increased responsibility for OVC after losing parents, there are also positive effects. Zhang *et al.* (2009) observed that OVC showed personal growth and both mental and emotional growth due to the increased responsibility they faced (Zhang *et al.*, 2009). However, it is only a small portion of children who actually survive death of parents and turn up to be better adults.

2.3.5. Addressing poverty of orphans and vulnerable children

There are strategies adopted by each country to address the issue of poverty and its effect on orphans and vulnerable children. Those strategies includes cash transfer, policies that supports poor children and their families, programmes, frameworks and Acts that protect these children.

2.3.5.1. Addressing OVC poverty from a global perspective

Throughout the world, interventions and policies have been put in place to address child poverty. According to Smeeding and Waldfogel (2010), United States welfare reforms were weak compared to the United Kingdom welfare reforms. This was because the UK implemented policies that assisted both the parents and the children to live a satisfying comfortable life. Legislation was developed that provided assistance for working parents and schools extended care for children for before and after school. As a result, the assistance improved children's education while eliminating their poverty. Therefore, if a caregiver/ guardian is working and a child is safely at school, a child can have a proper upbringing where a caregiver / guardian is capable of providing which decreases depression that leads to child negligence. In the same vein Field (2010) states that in developed countries parents receive support from the government so that their stress will be reduced and develop interest in the child's education.

Policies aiming at increasing household income might address poverty of OVC. McEwen and Stewart (2014) conducted a study on improving household income to eliminate child poverty. The findings reveal that household income has a statistically significant influence on the child's poverty reduction. McEwen and Stewart (2014) argue that addressing inequality assists in reducing the effects of poverty by creating opportunities for success in children's lives in the future. These requires the implementation of policies that tackle more than just income as a source of disadvantage. In the context of India, Kumar (2012) conducted a study on the effectiveness of OVC policies implemented by the government and NGOs. The study concluded that in order to address the problem of poverty among OVC, the strategies might include mobilising resources that support the communities instead of the institutions. These findings and conclusion provide insight on how programmes and interventions directed to OVC can be effective.

2.3.5.2. Addressing child poverty in South Africa

Reducing child poverty is one of the priorities of the South African government. To this end, the South African government has enacted policies and programmes aiming at breaking the cycle of poverty and ensuring the well-being of the children. In order to protect the children, the government enacted the Children's Act no 38 of 2005 that set out principles relating to the care and protection of children (Republic of South Africa, 2005). The above mentioned legal framework provides the OVC access to education, health, nutrition, shelter and social services (Jamieson *et al.*, 2017). These are basic needs for all children and will be discussed below.

Cash transfers are provided in different forms for different kinds of support for children to ensure access to education, health, social services, shelter and proper nutrition. One of the social transfers provided for children in need is a child support grant (CSG) that supports almost 12 million children each month but still almost 18 % of income eligible children are excluded from accessing CSG (Delany *et al.*, 2016; South African Child Gauge, 2013). The child support grant has proven to have a very positive impact on children's school enrolment and school attendance rate (Baird, Farreira, Ozler and Woolcock, 2013; Delany *et al.*, 2016). For orphaned children foster parents are supported by the government through a foster child grant and care dependency grant to ensure that the children they are looking after are well taken care of in terms of shelter, nutrition, health, education and social life (Martin *et al.*, 2010). Orphans and vulnerable children have access to social services such as access to psychologists or social workers should they need help both at home and at school (Martin *et al.*, 2010). Children are also entitled to receive support in order to improve their academic achievement. Although these social transfer policies are in place the number of poor OVC is rising, therefore, monitoring and evaluation of these programmes is necessary in order for them to be effective.

The 2030 National Development Plan (NDP) that was developed in 2011 is another government programme that includes the poverty of OVC in South Africa. The NDP promises to eliminate child poverty and ensure that poor children get sufficient education (NDP, 2011). In the NDP, the government developed programmes to assist children by funding ECD services that prioritise the provision of essential services in underserved areas. Therefore, the Department of Basic Education is responsible for the realisation of the rights of everyone to basic education especially poor orphans and vulnerable children (Martin *et al.*, 2010). The OVC right to education is protected by the UN

Convention on the Rights of the Child (UNCRC ,Article 28), the African Charter on the Rights and Welfare of the Child (ACRWC ,Article 11) and the South African Constitution (Section 29,1) to ensure that children from the age of 0 to 17 have access to basic education (Martin *et al.*, 2010). With these policies in place, South Africa may stand a chance to eliminate or minimise the rate of child poverty.

Furthermore, a nutrition programme is provided by the government to schools to ensure that the most basic need which is food for OVC is met. Mkanyika (2014) in the study of Influence of School Feeding Programme on pupils' participation in public primary schools in flood prone areas of Garsen Division, Tana Delta District, Kenya stated that school feeding programmes influenced the enrolment, the attendance of pupils in schools, enhanced active participation of the pupils in class and influenced the dropout rate of the pupils (Yunusa, Gumel, Adegbusi, Adegbusi., 2012, Mkanyika, 2014). Furthermore, on the other hand, Dheressa (2011) in a study conducted in Dara Woreda of Sidama zone, southern Ethiopia concludes that there is no significant positive impact of a School Feeding Program on any of the three school participation indicators which are enrollment, attendance and drop-out rate. However, the major factors affecting school enrollment on the findings were the demand for child labor, cost of schooling, availability of school, teaching quality and school infrastructure, distance to school, the availability of food incentives and safety concerns (Dheressa, 2011). This basically means that a feeding scheme may be effective in some areas but ineffective in other areas depending on the level of poverty they are experiencing.

The literature review shows that throughout the world children are suffering from poverty and in some countries, especially developing countries the number of poor orphaned and vulnerable children is increasing. Children are suffering from multidimensional poverty that leads to a number of deprivations, which include access to healthcare, proper nutrition, access to education, social services and proper shelter. After their parents' death, some orphans are forced to leave school and take care of their siblings. When going through literature it was observed that the significant cause of the rise of poor OVC is HIV and AIDS which results in sickness or death of parents leaving them without protection or the resources to survive. Due to orphanhood children drop out of school and that affects their education attendance and increases the rate of crime and other unlawful activities committed by OVCs trying to find a means to survive.

However, previous studies on OVC focus on caregivers. There is still little knowledge on the extent to which OVC experience poverty from children's perspective. Little is known about the effectiveness of interventions provided to OVC to improve their school performance. Therefore, this study aims at closing the gap of this knowledge by looking at child poverty from the perspective of orphans and vulnerable children. Using social exclusion theory as a framework, the study analyses the extent of poverty experienced by orphans and vulnerable children, the impact of poverty on OVC, the effectiveness of interventions provided for OVC to improve their school performance and identifies the main constraints faced by the schools in supporting OVC in Cato Manor.

2.4. Summary

Chapter Two discusses social exclusion as the theoretical framework that is linked to child poverty. The theoretical framework history of social exclusion and its application to child poverty was discussed. Various opposing views of social exclusion by different scholars of social exclusion were also discussed to serve as a tool to collect, analyse and interpret the data. The literature review focuses on defining poverty of orphans and vulnerable children, causes, consequences and addressing child poverty by looking at the work of other scholars of child poverty and OVC from global, Sub-Saharan and South African perspectives. These scholars use different methods and contexts to study poverty of OVC and bring different, sometimes similar views on the topic. The literature from other scholars assisted in identifying the gap on the issue of poor OVC and identified possible solutions that previous scholars missed.

Chapter Three deals with the research methodology used for the study. It will discuss the research design, research methods, population and sample size of the study, sampling and data collection techniques. It will further discuss documents and data analysis, validity and reliability of research, limitations and finally discuss ethical considerations of the study.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

In order to obtain relevant and reliable findings leading to valid conclusions, a researcher needs to design research methods suitable for the topic and objectives of the study. As stated in Chapter One, this study seeks to know how orphans and vulnerable children perceive child poverty in Cato Manor, KwaZulu-Natal. Therefore, the chapter outlines the strategies used to collect data while involving human subjects. It explains how the researcher conducted the study in order to meet the research objectives considering the population of the study, sample size, instruments and procedures used to collect the data.

This chapter has six main sections. It starts with discussing the research design that explores a critical realism paradigm adopted for the study, followed by the research design and methods which are qualitative and quantitative. Next, the chapter outlines the study population and sampling techniques of the participants. It also entails data collection techniques such as survey questionnaires, semi-structured interviews, focus group interviews and documentary analysis. The chapter further discusses data analysis of the information obtained, validity and reliability of the research study, limitations of the study and ethical considerations.

3.2. Research paradigm and design

The study used a critical realism paradigm to achieve the objectives set in Chapter One. Hussein (2015, p. 4) defines a paradigm as “the basic belief system or worldview that guides the investigator, not only in the choices of method but in ontological and epistemological fundamental ways”. In simple terms, a paradigm is a way of looking at the world and assist with guiding thinking and actions when conducting research. This study used critical realism introduced by Roy Bhaskar in the late 1970s and early 1980s (Archer, Bhaskar, Collier, Lawson and Norrie., 2013; Bhaskar, 2013). Knowing that there is a pool of scholars discussing the critical realism paradigm is encouraging, however, defining it is a difficult task. Bhaskar (2008, p. 63) points out that, “Critical realism is concerned with the nature of causation, agency, structure and relations, and the implicit or explicit ontologies we are operating with”. In other words, critical realism is a philosophy of science that is founded upon necessary truths

about the nature of the world. Bhaskar (2013) argues that social scientists need to be critical in explaining social practices because criticism brings the possibility of a better social reality of life as it exposes illusions and contradiction in social reality. Critical realism digs deeper into the reasons behind every action and does not make assumptions that are not supported by facts.

Employing this paradigm in this study helped understand the social reality of OVC. The critical realism paradigm is suitable for the study of child poverty because it accommodates both the qualitative and the quantitative research method of collecting data to get the deeper insight of forces behind the increasing child poverty rate. The justification for using critical realism is the fact that it is compatible with a wide range of research methods and accommodates both the quantitative and qualitative method of collecting information in pursuit of understanding social reality (Oliver, 2011). In this connection, the critical realism paradigm helped to understand the driving force behind child poverty. Moreover, critical realism closes the gap between our general knowledge about child poverty faced by OVC and the real world of poverty experienced by OVC. Furthermore, it helped to understand the challenges OVC face every day and how living in poverty shapes their lives and future so that the appropriate and effective interventions can be developed to assist them.

The research design entailed a combination of both quantitative and qualitative research techniques in order to allow the researcher to view the phenomenon of child poverty from more than one perspective (Creswell, Klassen and Clark, 2011). This means that in the process of data presentation, a qualitative approach complemented the quantitative one. Within the mixed research design, the quantitative approach helped the researcher to collect objective information on the impact and the extent of poverty on children that are orphans and vulnerable. Following the view of Punch (2013), the design also helped to understand the interventions and programmes that are in place to assist OVCs whether they are effective or not and what schools need to assist the OVC. According to Creswell (2014), the quantitative research approach consists of explaining phenomena by collecting numerical data that is analysed using mathematically based methods (in particular statistics). The main reason for choosing the quantitative design was that it helped to make a comparison across different types of respondents. It is a characteristic of the quantitative research design to perceive reality to be objective, tangible and fixed.

However, the quantitative design has some weaknesses. In the context of this study on OVC, the main disadvantage of the quantitative research design was that it could not help to answer controversial questions in a questionnaire like “explain how you live and study as an orphan”. Some questions may not be precisely answered because of the probable difficulty of recalling the information related to them (Creswell and Creswell, 2017; Hussein, 2015). Therefore, the researcher used a qualitative research design in order to complement the quantitative approach and to resolve the weaknesses or limitations of quantitative design. While quantitative research perceives reality to be objective, tangible and fixed, in the qualitative research approach, the researcher perceives reality as subjective, constructed and multiple (Creswell, 2009). The researcher used some OVC’s experiences to understand quantitative data on specific findings. As a result, the qualitative design allowed the researcher to view the reality as experienced from inside out by the OVC on a particular and important finding for a thorough understanding.

3.3. Research methods

In order to achieve the objectives of the study, the researcher used a mixed methods approach. The mixed method approach is a research strategy that focuses on understanding the dynamics present within single settings and uses both qualitative and quantitative methods to collect data (Creswell and Creswell, 2017; Hussein, 2015). The reason for utilising both the qualitative and quantitative approaches was to enhance the reliability of the findings and creative potential of the study (Creswell, 2014; Tewksbury, 2013). This was very useful as it increased validity by allowing comparison of the information drawn from qualitative to that drawn from quantitative. This approach was more effective in understanding what is observable on the surface whilst at the same time allowing deeper insights of social reality (Allen, Brown, Karanasios and Norman, 2013). Utilising a mixed method approach to collect data was appropriate for this study because the aim is to gain new insight about poor OVC. Using the mixed method approach also assisted in collecting information using multiple resources and approaches to understand the effect of child poverty on OVC.

Using qualitative and quantitative research methods has its advantages and disadvantage (Rahman, 2017). In the context of the present study, the advantages and disadvantages of using a qualitative method are the following:

Advantages:

- A qualitative research method produces the detailed description of participants' feelings, opinions, and experiences; and interprets the meaning of their actions.
- It can capture the voices of the participants, the interviewer and other external influences.
- The qualitative research method allows the researchers to discover the participants' inner experience, and to figure out the meaning of their experiences.
- The qualitative research method of data collection is subjective and detailed.

Disadvantages:

- The qualitative research method sometimes omits contextual sensitivities, and focuses more on meaning and experiences of the participants.
- A smaller sample size cannot be generalised to the whole population of the research.
- The analysis of data consumes much time.

Another objective for this study is to understand the impact of child poverty on orphans and vulnerable children, then to assess whether the programmes that are put in place to assist children are making a difference in their lives. Therefore, the quantitative method of collecting data was utilised to get an understanding of the lives of these children and their background. With this method, participants were limited when answering questions, this is where the researcher obtained detailed information on how children understand poverty and the impact of OVC programmes on them. In the context of the study and according to Rahman (2017), the advantage and disadvantages of quantitative method of data collection are the following:

Advantages:

- Quantitative findings are likely to be generalised to a whole population or a sub-population because it involves a large sample which is randomly selected
- Data analysis is less time consuming as it uses the statistical software such as SPSS.

Disadvantages:

- It also fails to provide deeper underlying meanings and explanations.
- It cannot account for how the social reality is shaped and maintained, or how people interpret their actions and those of others.

3.3.1. Population of the study and sample size

According to Bulmer (2017), population of the study is defined as a group with specific characteristics where the study will be applied to get the results. The population of the study was made up of the orphaned learners, principals and nutrition committee members from Umkhumbaan High school and Wiggins Secondary school that are located in Cato Manor, KwaZulu-Natal, both schools combined made up a total of one- hundred- and- eighty- eight in population size and the sample was drawn from the population. The rationale for choosing these schools is that constitutionally, there is an expectation that all children over the age of 16 are to be in high school, hence schools act as the most appropriate participant recruitment place. Conversations with the principals of these schools revealed that in both the schools OVC make up close to one hundred in total.

Sample size for the study was made up of one hundred school children. Of the one hundred, fifty were from Wiggins High school and another fifty was from the Umkhumbaan Secondary School. The reason behind splitting the total sample size equally across the two schools is that the Umkhumbaan Secondary School services the western part of Cato Manor whilst Wiggins High School services the eastern part and also Umkhumbaan Secondary school is quintile five and is a fee paying government school whereas Wiggins Secondary School is on quintile three and is a non- fee-paying government school, therefore there is a room for comparison between the two schools.

3.3.2. Sampling techniques and selection criteria of the participants

In the context of non-probability sampling, the study used a purposive sampling technique to select the participants. For the qualitative component (life stories, focus groups and semi-structured interviews), the study employed purposive sampling (Etikan, Musa and Alkassim, 2016). Cases with responses, which are more relevant to the research questions, were selected from the surveys for semi-structured interviews. Only twenty-four cases (twelve from each school) were selected for semi-structured interviews and focus groups. A focus group was meant to be made up of ten participants and life story interviews were conducted with two participants per school. Due to unforeseen circumstances like absenteeism and participants declining to participate, in school number one the focus group was made up of seven participants where two learners were reported to be absent from

school and one disappeared on the school premises during break time. School number two was made up of six learners where two were absent, one was sick on the day of the interview and one declined to participate.

A purposive sampling method was used to select two principals and four nutrition committee members. Because there are only two principals in both schools, therefore, the principals were selected automatically. However due to their busy schedule the principals both delegated the participation in the study to their deputies or next in command of the school. This was an advantage for the study because the deputy principals are also active in the nutrition programme. However, stratified-purposive sampling technique was used to select four nutrition committee members. The nutrition committee members were selected only if he/she fulfilled the criterion of having worked with the OVC department within the school for at least five years.

As recruitment strategies for 100 OVC, the researcher used random sampling that allowed every participant to have an equal chance to be selected (Jia and Barabási, 2013). The age range of the learner respondents was from thirteen to seventeen years old or older. Random sampling in this study enabled the study to provide an equal opportunity for OVC from various sections of Cato Manor to be selected. The researcher randomly selected one hundred OVC from the list provided by the principals. Both single and double orphaned children qualify and participated in the study as long as they were on the list of OVC obtained from the schools.

The first step entails collecting the list of the OVC from the two groups which are the two schools. The next step consists of capturing the names of the OVC onto an Excel spreadsheet for each school and randomised the list then selects fifty OVC from each list which makes up one hundred OVC from both schools. In order to select relevant learner participants for the study, the researcher used five (5) criteria of which each respondent was required to meet a minimum of three:

1. Should be a learner enrolled within the two selected schools.
2. Should be willing to participate in the study and give written consent.
3. The parent or guardian should also agree and give consent in writing allowing their child to participate.
4. Should be an orphan and appear in the list of children who are listed in the school as orphans and vulnerable.

5. Should be able to read and write since the surveys were self-administered.

After returning the surveys the researcher realised the insufficient number of participants who returned the surveys. Some children were reported to be out of school already, some were not interested in participating and some returned blank questionnaires and the consent forms were not signed. The researcher went back to the schools and distributed the surveys to all the children that were on the list of OVC in order to get the target of one hundred returned survey questionnaires. The total of one hundred and fourteen was realised after the second data collection.

While the school principals were automatically selected with their schools, for the nutrition committee team, the researcher used five (5) criteria of which each respondent was required to meet a minimum of three:

1. Should be an active member of the nutrition programme in the school.
2. Should have a minimum of five years working for the school or part of the school.
3. Should be willing to participate and give their consent in writing.
4. Should have knowledge of how the nutrition programme functions in the school.
5. Should be willing to spare some time from their schedule or be available for the interview.

3.3.3. Data collection techniques in quantitative study

For the quantitative data, survey questionnaires were distributed to one- hundred- and- eighty- two OVC. The questions aimed at collecting information on socio-economic status of the learners, food and nutrition, academic performance and support from school, government or NGOs and churches (see Appendix 2A). Each questionnaire took around ten to fifteen minutes to complete, children received assistance from the researcher to understand the questions. The OVC took the survey questionnaire home with the consent for the caregivers and parents to sign if they agreed for their children to participate. Once both the parent and the child signed the consent then the child had to answer the questions on the survey and bring them back to school where the researcher collected them all. The results from the survey questionnaire assisted to determine which children should participate in the focus groups and life story interviews.

3.3.4. Data collection techniques in qualitative study

Semi-structured interviews served to collect information for qualitative (life story interviews and focus groups) approach (Gelo *et al.*, 2008). At school number one the focus group was made up of seven participants and at school number two was made up of six participants. The participants were selected based on the information provided in the survey questionnaires. For life story interviews four participants were selected to be interviewed from the surveys. In addition, children selected from the surveys for focus group and life story interviews were chosen according to specific criteria that determine eligibility. For life story participants the following criteria pertained:

1. Each school should have balanced gender, out of four participants there should be two males and two females.
2. From both schools, one participant should be an orphan for longer than five years and the other should be an orphan for less than two years.
3. All four participants should live in different home settings, e.g. foster, orphanage, with relatives or child-headed household.

For the focus group discussion participants needed to meet the following criteria:

1. Should be a mix of male and females.
2. They should be in different grades, from grade 8 to 12.
3. They should have different home backgrounds.

Semi-structured interviews: These were administered to two principals of both schools and two nutrition committees. Robinson (2014) argues that semi-structured interviews allow interactions between the researcher and the participants. Therefore, semi-structured interviews allowed participants to discuss issues drawing from their perspective in their own words, and were able to explain and elaborate further when necessary (Robinson, 2014). Interviews were conducted in the school offices of the participants where they could be comfortable and also minimise interruptions. The languages used were both IsiZulu and English, whichever the participant was comfortable with.

Life story interviews: These are life stories shared by participants on their life experiences. A life history interview is defined by Robinson (2014, p.28) as the “Homogeneity resulting from participants sharing a past life experience in common”. Life story interviews were conducted on four learners that were on the OVC programme in high schools. The usefulness of life stories was in strengthening the data from survey questionnaires.

Focus group interviews: These were conducted on OVC who participated and completed the survey questionnaire. Onwuegbuzie, Dickinson, Leech and Zoran (2009) argue that focus group interviews help a researcher to capture the feelings of participants through non-verbal communication. In the context of this study, one focus group interview per school took place which consisted of seven learners in school one and six learners in school two. The focus group interviews took roughly around thirty to forty five minutes during break time. Table 3.1 presents the interviews Breakdown for both the sampled schools.

Table 3.1: Interviews Breakdown for both the Sampled Schools

Respondents	Population	Sample size	Sampling methods	Instrument
Quantitative methods				
Orphan learners	182	100	Random	Survey questionnaire
Qualitative methods				
Orphan learners	182	4 (2/school)	Stratified-purposive	Life story interviews
Orphan learners	182	10/school	Stratified-purposive	Focus groups
Principal	2	2	Purposive	Semi-structured interviews
Nutrition committee member	8	4 (2/school)	Purposive	Semi-structured interviews

Document analysis: According to Bowen (2009), document analysis is a systematic procedure for reviewing or evaluating documents for the research study in the form of both printed and electronic material. The documents that were presented by both the schools included school fee exemption that is provided for all disadvantaged children where public and not-for-profit schools in quintiles 1, 2 and 3 have been designated no-fee schools (Chereni and Mahati, 2008). Other documents were National Development Plan (NDP) of 2011, Child Gauge of 2018 which provides children access to social grants, education, health, housing and other children’s services provided for all the children of South Africa.

3.3.5. Data analysis

Data analysis involves breaking up the data into manageable themes and patterns, trends and relationships in order to understand it (Judd, McClelland and Ryan, 2011). Quantitative data from survey questionnaires was analysed using the Statistical Package for the Social Science software (SPSS). To understand data on SPSS, frequencies were used to compare factors such as age, gender, race and orphanhood status that showed the percentages of the data collected according to each data set. Graphs and Tables were compiled on SPSS showing the frequencies of the data set.

The qualitative data was (data is a collective word, therefore used in the singular) analysed using thematic analysis. A theme is the underlying meaning revealed through meaning units, codes, and categories (Judd *et al.*, 2011). The analysis process consisted of the following steps:

Step 1: Familiarising with data collected: It is important for a researcher to know and understand the data they collected (Braun, Clarke, Hayfield and Terry., 2019). To become familiar with the data collected the researcher read and re-read the data while correcting errors and grammar so that the sentences made sense. The researcher wrote down all the impressions on the transcriptions and instruments to put together the pieces that made sense and can add value to the findings to be presented.

Step 2: Generating initial codes: According to Braun and Clarke (2013, p.5) “codes identify and provide a label for a feature of data that is potentially relevant to the research question”. In this study, the researcher extracted all the codes that were relevant to the research questions and that assisted to obtain information for the research objectives. The method used to extract codes was the Atlas.ti software.

Step 3: Searching for themes and sub-themes: Braun *et al* (2019) define a theme as what captures something important about the data collected in relation to the research question. They continue and state that themes emerge from the data collected through codes and they represent patterns or meaning of the data set (Braun *et al.*, 2019). The researcher developed themes that accommodate the codes developed to guide the analysis. Codes that had the same meaning were then sorted in groups according to their meaning. All the codes from qualitative data were then fitted into their appropriate themes to

provide information for each objective (Braun and Clarke, 2013). There were codes that were identified as useful but did not fit into the themes developed.

Step 4: Reviewing themes to make sure that their codes cohere together: The researcher created a master code book where the data that is usable can be captured by their categories to form themes. The researcher re-read all the data extracted from the transcriptions that fits into each of the themes to ensure that all the data form a coherent pattern. All the themes had to form a relationship that gives meaning to the data as a whole.

Step 5: Interpretation of the findings within themes: Interpretive analysis was employed to analyse qualitative data. When using interpretive analysis the aim was to understand the data in its context and setting and construct theories or models which help to understand and explain the phenomenon that the researcher seeks to understand (Braun and Clarke, 2013). Each theme was given a meaning; yet codes were used to construct sentences for each objective of the study in order to answer the research question. After analysis of qualitative and quantitative data, a summative analysis of the two was done to pick out any relationship between the two data types. This helped in understanding some of the grey areas in child poverty research.

3.4. Validity and reliability of research

Validity is concerned with the meaningfulness of research instruments used to collect data. It intends to ensure that researchers measure what they intended to measure (Drost, 2011). In this study, to ensure validity of the data instruments, the questionnaires were designed in a way that they are short and easy to understand. This was done to ensure that participants do not get confused and exhausted then end up producing invalid data. Furthermore, to ensure validity of the results, the study was conducted in two different locations with two different schools from a different background. This was done to ensure that should this study be repeated in another setting, it should be able to produce similar results.

Reliability is a way of assessing the quality of the measurement procedure used to collect data (Drost, 2011). In the same vein Meeker and Escobar (2014) defined reliability as the extent to which measurements are repeatable or can have or produce the same results should a different person perform the measurements, on different occasions and settings, under different conditions, with alternative

instruments. To ensure that data collected was reliable and credible, the study utilised mixed methods which allowed the triangulation of data from different sources in pursuit of social reality.

3.5 Limitations of the study

Limitations are weaknesses that occur in the study and need suggestions for further or future research (Shipman, 2014). In terms of sampling techniques limitations of the study was with regard to the study population. The study was conducted on young children who might not be comfortable disclosing their private information. To overcome this limitation, the researcher sent letters to the parents and guardians in order to grant permission to their children to participate in the study. Also, participants that are orphans and vulnerable may not produce trustworthy information when they interviewed in a group thinking that other children will know about their situation and use it to bully them. To overcome this limitation in this study, the structured face- to- face private interviews were facilitated for some of the children sampled to get the in-depth information that the children were not able to share in a group discussion.

Another limitation consisted of not interviewing all the members of nutrition committees that are made up of four members per school. To get enough data and balanced selection on the nutrition committee the researcher selected two members per school to be interviewed. To have all members of the committee represented, a researcher interviewed members with different titles in both schools to balance and ensure that all the titles of the nutrition committee are represented. In the first school, the principal and member of the governing body were interviewed. In the second school the researcher skipped the member of governing body and interviewed the teacher who is a member of nutrition committee. This was done to maintain balance and ensure that the full nutrition committee is represented in the study.

3.6. Ethical considerations

Several ethical considerations were considered so as to ensure that this study meets all the ethical guidelines for conducting a study with children. Ethical clearance was sought from the ethical clearance committee of the College of Humanities, University of KwaZulu-Natal, to ensure that the research complies with the University's code of conduct and ethical expectations of its research

community. Before the data collection process, a request to conduct a study on the government schools was sent to the KwaZulu-Natal Department of Education (DoE) in Pietermaritzburg. After the Department granted a permission letter to conduct research in the schools, a visit was paid to the school principals requesting their schools to participate in the study. For the participants (OVC) a detailed consent form with explanation, aim and objectives of the study was sent to the parents/guardians to sign as consent/allowance to involve their children in the study (Marianna, 2011). During the execution of the study interviews were presented to all potential participants, both in written and verbal form.

3.6.1. Informed consent

According to Prinsloo and Slade (2013, p.2), “Considering conditions for consent, de-identification of data and the option to opt-out of the collection of certain types of data refers to the notion of informed consent and transparency”. Informed consents were given to both the children and the guardians to avoid misunderstanding about the study. Consent to participate was provided freely by both the guardians and children in written form (Harriss and Atkinson, 2015). Consent forms given to the participants had all the relevant information about the study, everything was completely transparent. The aims, objectives, benefits, risks, methods, source of funding, institutional affiliation, potential discomfort, rights to refuse, contact details of the researcher and study stakeholders were provided in the consent form (Harriss and Atkinson, 2015). Children’s guardians were given a copy of the questionnaire before signing for their children to participate in the study.

3.6.2. Avoidance of harm

Vulnerability and harm are defined as implicit or explicit discrimination of a participant that may occur because of participation in the study (Prinsloo and Slade, 2013). To ensure that no harm is done to children the researcher tried by all means to treat the children equally. To ensure that research participants are protected from undue intrusion, distress, indignity, physical discomfort, personal embarrassment or psychological or other harm all the children that participated were given a code so that their names are not revealed. Interviews were held at a private space where other children cannot know nor hear what is being discussed.

There was a referral mechanism for further psychological support if the participants should require these services. To ensure that children receive immediate support should they get emotionally harmed by the questions, a social worker was requested to be present on the day of the interviews. The social worker's job was to provide counselling to children that may be harmed by questions of the study. Each school has a social worker who deals with the issues of children.

3.6.3. Voluntary participation

Voluntary participation is a basic principle of research in which people should not be forced into participation in the study without their will (Gibson, Benson and Brand, 2013). Participants need to agree both verbally and in a written form to participate in the study (Gibson *et al.*, 2013). Participants were informed that their participation was voluntary and they could stop or withdraw from the study at any point of the interview should they not wish to continue, participation is free (Harriss and Atkinson, 2015). Children and their guardians were informed beforehand that, should they not wish to partake in the study they were not forced to participate against their will and also their rejection to partake in the study would cause no harm in their lives (Gibson *et al.*, 2013).

3.6.4. Anonymity and confidentiality

According to Ritchie, Lewis, Nicholls and Ormston (2013), anonymity refers to the identity of the participants taking part in the study not being known outside the research team. They further state that confidentiality refers to avoiding the attribution of comments or whatever may identify the participant, in reports or presentations of the study (Ritchie *et al.*, 2013). During research some participants reveal information that is sensitive and could cause harm especially children that can be vulnerable to bullies. Participants were guaranteed anonymity and confidentiality (Harriss and Atkinson, 2015, Swanepoel and De Beer, 2012). In the questionnaires, there was no section that asked for personal information that could identify the participants as they were identified by their codes compiled by the researcher. Participation was completely anonymous, children were given survey questionnaires with codes instead of their names to ensure confidentiality and anonymity, also in the focus group discussion children were instructed by the researcher not to mention their names but use Ps (for person 1,2,3 etc.) to identify themselves. The information provided by the participants was kept strictly confidential.

The record of interviews was kept safely by the supervisor and would be destroyed after five years according to the ethics committee.

In terms of limitation of confidentiality, there were no limits to confidentiality since the social worker was to be present during the interviews. If any incriminating information arises the social worker would discuss the issue with the child and provide consent of breach of confidentiality. However, the school social workers were to deal with the issue as they are more professional. As far as the study was concerned the information shared was to be kept between the child and the social workers but if the social worker sees the need to escalate the matter, he /she had to ask permission from the child.

3.6.5. Storage of data

After finishing the data collection process, researcher stored the raw data in a secure and safe manner, and in accordance with the UKZN Records Keeping Policy. The researcher kept the interviews scripts and tapes in secure storage for confidential information in the designated cupboard of the Discipline of Community Development during the time of manuscript preparation for the project report. The researcher ensured that the collected information did not fall into the wrong hands or be used for any other purpose than that for which it was collected. After the completion of the project, the researcher and the supervisor filled in the UKZN Records Disposal Form for the submission of research data to the Records and Archives Office. Research data will be kept for a minimum period of at least five years in a secure location from the date of completion of research report.

3.7. Summary

The chapter started by discussing research design that explored the critical realism paradigm then discussed research methods that include population and sample size of the study, sampling techniques and data collection techniques. Data collection techniques included surveys, semi-structured and the focus- group method of collecting data. The chapter further discussed document analysis by looking at the documents and the policies for OVCs at the school, then discussed data analysis where quantitative was analysed using SPSS software and qualitative analysed using thematic analysis. The five steps of thematic analysis were followed which includes familiarising data collected, generating codes, themes and sub-themes, reviewing themes for coherence and interpretation of findings. The

chapter further discussed validity and reliability of research by looking at the instrument design and presentation to determine validity then used coefficient alpha for reliability then discussed limitations of the study. Lastly, it discussed ethical considerations of the study which includes informed consent, avoidance of harm, voluntary participation, confidentiality, and storage of data collected.

The following Chapter Four presents the findings collected using the techniques discussed in Chapter Three. Firstly, the chapter reports on questionnaire return rates and provides a brief explanation of data collection. Secondly, it presents the demographics characteristics of the OVC participants. Thirdly, it discusses the impact of poverty on OVC by looking at their lives both at school and at home and looks at their household situation. Fourthly, it looks at the programmes available both at school and at home for OVC and analyses their effectiveness on them. Lastly, it explores the support provided by the schools to OVCs and what they need to improve to support the OVC.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The purpose of the study was to analyse child poverty from the perspective of orphans and vulnerable children of Cato Manor, KwaZulu-Natal. The researcher believed that the voices of the OVC are not heard when it comes to their needs and how they experience poverty. When studying OVC, the focus is always on caregivers. Therefore the focus of the study is the views of OVC regarding the poverty affecting them and to find ways in which they can be effectively assisted. Chapter Four presents the data collected using the research techniques discussed in Chapter Three. The chapter analyses and interprets the emerging themes to draw valid conclusions from the findings. The findings are generated from both quantitative and qualitative research approaches and presented using both methods throughout the sections discussed in the chapter. The findings are presented under various themes in accordance with the objectives of the study.

The chapter has six sections. The first section reports on the questionnaire and provides a brief explanation of data collection. The second section deals with the demographic characteristics of the OVC participants that include age, gender, grade, race, status of orphan-hood and number of years as an orphan. The next section presents findings on the extent of poverty experienced by OVC using the variables of food and nutrition security, the education that they obtain and their living conditions. The fourth section presents the findings on the impact of child poverty on OVC by looking at OVC isolation, dropout rate and abuse experienced by OVC. The fifth section presents findings on the interventions provided for OVC by the government, NGOs and schools. Lastly, the chapter presents the findings on the challenges faced by schools in assisting OVC that includes lack of finances, shortage of staff and inability to identify OVC.

4.2. Questionnaires return rate

The sample size for the study was made up of one hundred OVC. Of the one hundred, fifty were from Wiggins High school and another fifty from Umkhumbaan Secondary School. The researcher obtained a population sample number of 188 and distributed one hundred surveys to the participants that were selected from the list of OVC from both secondary schools. When receiving the filled survey

questionnaires, the researcher realised the insufficient number of participants who returned the questionnaire because some children were already out of school and others were not interested in participating in the study. As a result, some learners returned blank questionnaires and the consent forms were not signed. The researcher went back to the schools and distributed the surveys to all learners who were on the list of OVC in order to get the target of one hundred returned survey questionnaires. The total number of 114 OVC was achieved in a second round of data collection process.

For the qualitative component (life stories, focus groups and semi-structured interviews), the study employed purposive sampling. Only twenty-four cases (twelve from each school) were selected for semi-structured interviews and focus groups. A focus group was meant to be made up of 10 participants and two participants per school took life story interviews. Due to unforeseen circumstances like absenteeism and participants declining to participate, in the first school (Umkhumbane Secondary School) the focus group consisted of seven participants where two learners were reported to be absent from school and one disappeared on the school premises during break time. The second school (Wiggin's High School) entailed six learners. But two were absent, one was sick on the day of the interview and one declined to participate. The researcher succeeded to interview the school principals and nutrition committee members.

4.3 Demographic profile of the OVC respondents

The data in this section were collected using survey questionnaires. It is important to mention upfront that the majority of the research participants (99%, 99/100) were Africans and only 1% of them was coloured. The lack of representation of other races is because the residents of Cato Manor are predominantly Africans from economically disadvantaged backgrounds. It was important to analyse the relationship between the gender of the OVC and their age characteristics. Chart 4.1 below presents the characteristics of gender by the age of the participants.

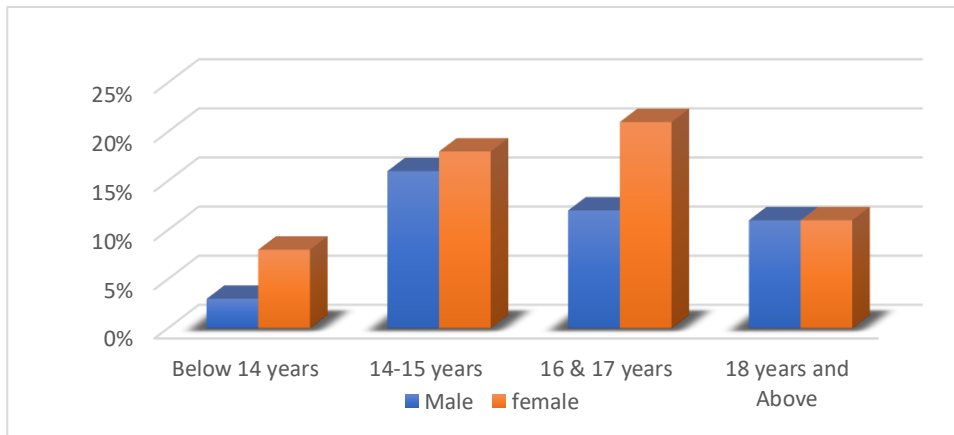


Chart 4.1: Characteristics of gender by age cohort

The analysis of Chart 4.1 shows 42% (42/100) of the OVC were male participants and 58% (58/100) of them were female participants. The findings reveal that variety of participants in the study was achieved with almost a balanced number in gender. The gender of participants was then compared to the age of participants. Firstly, 11% (11/100) of participants were below the age of 14. Secondly, 34% (34/100) of participants were of the age cohort 14-15 years. Next is 33% (33/100) participants found in the category of 16-17 years of age. Lastly, 22% (22/100) of participants were above 17 years. The above differences have a chi-square with a 1% statistical significance. These findings show that the gender balance of the study was achieved. However, there was a high rate of OVC who were above 17 years that are supposed to be out of school already.

4.3.1 Social status of the OVC and their educational journey

There were different causes behind orphanhood and vulnerability of the research participants. As a result, they did not experience poverty in the same way. Chart 4.2 presents the different types of orphanhood status of the participants.

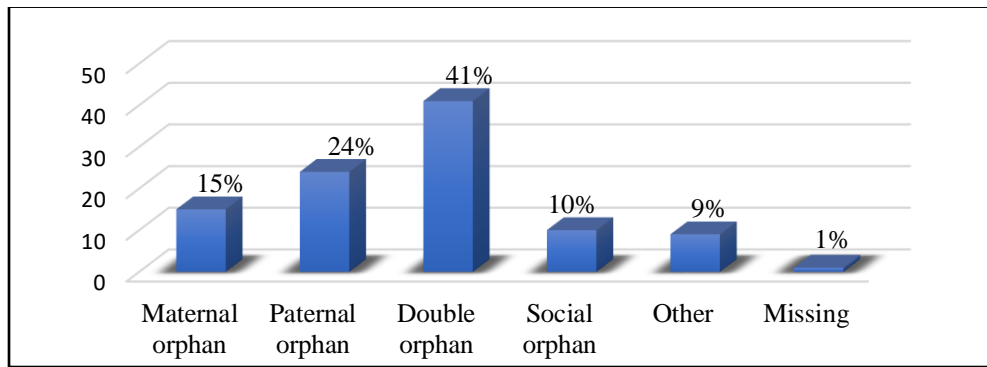


Chart 4.2: Status of orphan-hood of the OVC participants

The analysis of Chart 4.2 reveals that 41% (41/100) of the participants from both schools were double orphans, meaning that they had lost both parents. Coming in second place is paternal orphans at 24% (24/100) where children had lost the father but the mother was still alive. The next category is of maternal orphans scoring at 15% (15/100) where children had lost the mother but the father was still alive. The findings also revealed that 10% of the participants were social orphans. In other words, they had parents who were declared by law as not fit to take care of their children. Those OVC who indicated other on their orphanhood status scored 9%. These are OVC who appeared on the OVC list even though they have parents but their parents provided proof that they are unable to provide for them. This can be due to many reasons since Cato Manor is a disadvantaged community with many social issues that will be presented in the qualitative analysis below.

In connection with Chart 4.2, during the interviews for qualitative data collection, learners were asked to explain the causes of their parent's death. This question aimed at determining the common causes of death in Cato Manor leaving many children orphans. Most children stated that their parents died because they were sick. Some OVC during interviews explained how they lost their parents due to sickness. One child also confirmed that his parents passed away because of a sickness:

I live with my grandmother now and when I asked about how my parents passed away, she told me they got sick. My father passed away first, followed by my mother then my grandmother from my mother's side took care of me since then.

A second child explained as follows:

I do not know both my parents I had never seen them I only hear what I am being told about them. My foster mother told me that she was told my parents got sick and died when I was young. I do not know what the sickness was and I never asked I could only assume that maybe it was HIV because they both got sick.

The analysis of two quotes reveals that OVC orphanhood was due to natural death of their parents through sickness. The status of orphanhood shapes how OVC view poverty. On the notion of status of orphanhood a child who lives at an orphanage stated:

I think it is enough what is being provided for us at school. But I would appreciate porridge in the morning because at the orphanage where I stay sometimes I leave my house without anything to eat. That why for my children I want a proper home where I can be able to take care of them. I know if I still had my parents, I would not have had such challenges in life.

A second child who is a paternal orphan stated her different view of poverty by saying:

What the school provides for us is enough because I'm new to orphanhood I have not had much experience. I get everything I need because even though my father is dead, my mother tries to close my father's gap. I always have everything that the school does not provide. Even though life is no longer the same but for me, the situation is bearable thanks to my mother who tries so much.

A third child who lives with his brother explained how the death of his parents forced him to change the way he used to live by saying the following:

Life is different now since my parents passed away. I love clothes and used to ask and get them. Now if I ask for them it takes time for me to get them. Even when I ask for uniform and study guides, everything takes time. I always have to wait for month end. I understand because I can see my brother struggling to get us something to eat. If at least one of my parents were still alive, things would have been a bit better.

The analysis of the four quotes reveals three elements of what OVC viewed about their social status influencing their lives. Firstly, most children were aware that their orphanhood was due to sickness that took their parents. Secondly, death of parents resulted in children being raised by caregivers and they end up lacking basic needs of survival such as food and school material. Thirdly, death of parents has forced children to change their lifestyle, death of parents introduces poverty in their lives especially those who have lost both parents. These three factors suggest that children can all be orphans but a child who still has a mother or a father might be at an advantage compared to those who have lost both parents. Therefore, from the analysis it is observed that the impact of poverty on OVC is deep but for those who have lost both parents their situation is worse.

The death of parents also affects the educational journey of the children. In this study it was discovered that other factors that may affect children's progress in education was the caregivers assigned to take care of the OVC. Academic disturbance was observed on OVC during the study. Table 4.1 below presents the OVC that have repeated grades versus their caregivers.

Table 4.1. The learners repeating grades by OVC caregivers (N=100)

Caregiver/ number of repeated grades	never repeated		1 grade		2 grades		3 grades		4 grades and more		Total Sample	
	N	%	n	%	N	%	N	%	n	%	N	%
Aunt	13	13	4	4	3	3	-	-	-	-	20	20
Uncle	1	1	3	3	-	-	-	-	-	-	4	4
Granny	18	18	7	7	4	4	-	-	-	-	29	29
Siblings	6	6	8	8	2	2	2	2	1	1	19	19
Orphanage	3	3	2	2	-	-	1	1	-	-	6	6
Foster care	-	-	1	1	1	1	-	-	-	-	2	2
Other	15	15	2	2	1	1	-	-	-	-	18	18
Missing	-	-	-	-	-	-	-	-	-	-	2	2
Total	56	56	27	27	11	11	3	3	1	1	100	100

Source: Study survey data

The analysis of Table 4.1 shows that there is a relationship between OVC repeating grades and the type of the caregivers. Firstly, for the OVC cared by their aunts, 13% (13/100) of them never repeated a grade, while 4% (4/100) of the OVC repeated once, 3% of them repeated twice only. Secondly, for the OVC cared by their uncles, 1% (1/100) of them never repeated a grade and 3% of those who repeated a grade once only. Thirdly, for OVC who are cared by their grandparents, 18% of them never repeated a grade, 7% repeated a grade once and 4% repeated a grade twice. Fourthly, OVC who are

being cared for by their siblings, 6% (6/100) never repeated a grade, 8% repeated a grade once, 2% repeated a grade 3 times and finally 1% has repeated a grade 4 times and more.

Next are OVC who live at an orphanage, 3% (3/100) never repeated a grade, 2% repeated a grade once and 1% repeated a grade 3 times. Following is OVC who are cared for by their foster parents, 1% (1/100) repeated a grade once and another 1% repeated a grade twice only. Lastly, are OVC living with their single mothers, fathers or other relatives categorised by other shows 15% OVC who never repeated a grade, 2 % repeated a grade once and 1% repeated a grade twice. These findings suggest that children who live with their grandparents and siblings are not coping academically. In this connection, a further analysis was done in the qualitative component of the study to understand the reasons behind the academic struggle of OVC.

During one-on-one interviews and focus group interviews, OVC were asked how being raised by their caregivers affects their education. This question was asked to understand the obstacles faced by OVC and caregivers in terms of education. One child raised by grandparent explained her problem and said that:

My grandmother cannot assist me with school stuff because she is not educated and my siblings are younger than me. I end up being the one assisting them. It is hard for me to study alone at home with no assistance which is what makes me struggle academically.

A second child explained his experience of being raised by a sibling and said:

Life is different now since my parents passed away. Even when I ask for uniforms and study guides everything takes time I always have to wait for month end which makes me lack academically because of insufficient material to do my school work. I understand because I also can see my brother struggling to get us something to eat. If at least one of my parents was still alive my education would not be affected this much.

A third child who lives at an orphanage also shared her academic struggles and said:

I live at an orphanage and I don't get love either at home or at school. Also at home they discourage me. I lack stuff like school stuff and clothes to wear. My school equipment is never sufficient so I always struggle with school stuff since I don't even have friends.

The analysis of the Table 4.1 and three quotes reveals three areas that affected the educational journey of OVC. Firstly, it reveals that OVC lack support from home especially those that are being cared for by their siblings and grandparents. Secondly, death of their parents resulted in children lacking school material that could assist them to do well in their grades, such as study guides and stationery. Thirdly, these results reveal that the support provided for OVC both at school and at home is not effective to progress academically. These three quantitative and qualitative findings suggest that losing the biological parents affected the academic performance of the OVC. In other words, some caregivers that the OVC get placed with after death of parents were not fit to equip the children to be better adults.

In summary, this section showed that the gender balance of the study participants was met. However the gender/ age cohort revealed that there are many OVC above 17 years that are still at school but according to their age range they are supposed to be out of school. This analysis confirms that OVC face educational obstacles that result in repeating grades, this will be further discussed in section 4.4.2.: (The extent of child poverty on school performance of OVC). This section also shows that the death of parents introduces poverty to OVC, which results in them being placed with caregivers who struggle to assist with educational activities. This leads to OVC lacking material to go to school and losing motivation to study altogether.

4.4 The extent of child poverty experienced by OVC

In the context of South Africa, OVC may experience poverty in different aspects of their lives. In connection with section 4.3 above, the researcher wanted to determine how deep is the poverty experienced by OVC both at home and at school. Therefore, this section presents the findings on the extent to which OVC experienced poverty in Cato Manor. It examines the extent of poverty affecting the food security, school performance and living conditions of OVC.

4.4.1 The extent of child poverty on food security

The main aspect of life that child poverty affects most among OVC is food security. As mentioned in Chapter Two, reducing child poverty and hunger amongst OVC is one of the main priorities of the government of South Africa. The legal framework Act No 38 of 2005 was enacted by the government to set out the principles that provide care and protection for children. Towards this, in the survey questionnaire, the OVC participants were asked to indicate the number of meals per day they were able to have both at home and at school. The purpose of the question was to obtain information on whether the children were getting sufficient nutrition for survival. Chart 4.3 presents the frequency of meals in the household of OVC.

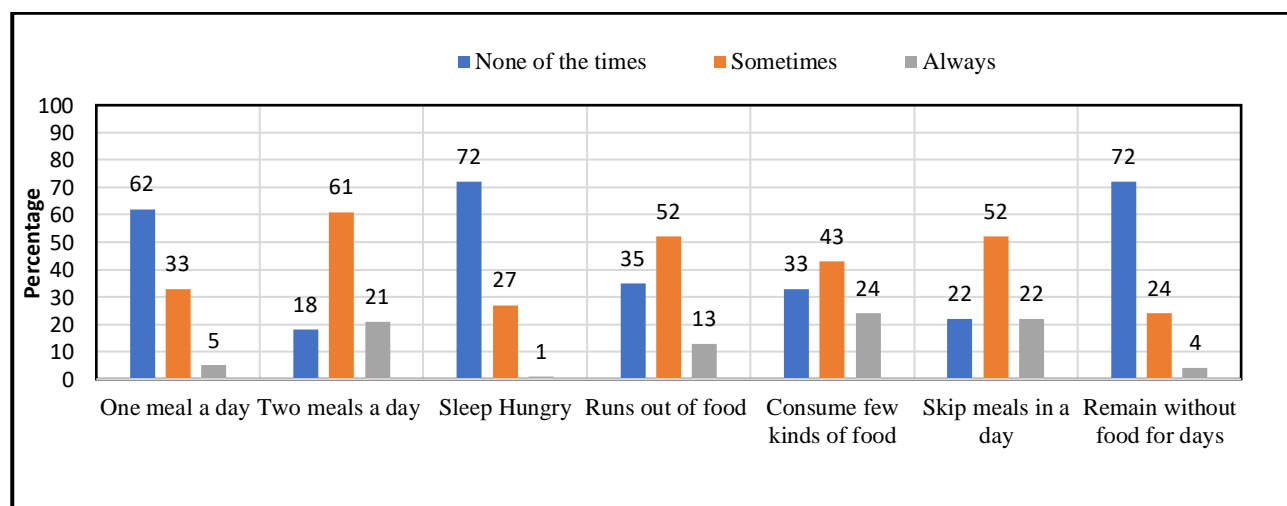


Chart 4.3: The frequency of meals in the household of OVC

With regard to whether the OVC used to have one meal a day, the analysis of Chart 4.3 reveals that 62% (62/100) of the OVC mentioned none of the times; 33% of them answered sometimes and 5% answered that they used to eat one meal a day. With regard to “having two meals a day”, scored 18% (18/100) answered none of the times, 61% of them answered sometimes and 21% of them answered that they eat two meals a day always. For the variable “sleep hungry”, 72% (72/100) answered none of the times, 27% answered sometimes and 1% indicated that they sleep hungry always. Furthermore, OVC were asked if their household’s runs out of food, 35% (35/100) of the OVC mentioned none of the time 52% answered sometimes and 16% answered that they always run out of food.

With regard to consuming few kinds of food, 33% (33/100) of the OVC answered none of the times. While 43% of them answered sometimes, 24% answered “always”. These quantitative findings suggest that there is very high rate of hunger amongst the OVC of Cato Manor where children sometimes sleep without food as indicated on the above analysis. The extent of poverty experienced by OVC in this study is severe where even a basic need like food is hard to obtain.

During one-on-one interviews and focus group interviews, participants were asked to explain more on the sufficiency of the food provided and what should be improved. The majority of the OVC reported that they did not receive enough food; as a result, their need for food was not met. One of the children in a focus group reported by saying:

You know it is hard when you go home hungry and sleep without food, then wake up in the morning without anything to eat. The school really assists us with the feeding scheme, even though this is also still not enough. The meal we get from school is sometimes the only meal we get for the day.

A second child doing Grade 11 reported the following during the life story interviews:

Sometimes at home I sleep without food, then wake up in the morning and do not get breakfast to give me energy and concentration. I think the food the school provides is not enough because we only get food during break time and we study in the morning hungry. It is not easy to concentrate when you are hungry.

One nutrition member at school 1 confirmed the report of the OVC regarding the insufficiency of food in their household and school. She mentioned the following:

Most OVC come to school hungry and we feed them if they report they are hungry. Academically, the nutrition programme has reduced the rate of absenteeism of the learners. This is because some of the children come to school seeking to get a plate so they end up studying and getting encouraged to come to school. Even the late comers stay outside the gate till it is time for feeding in order to get the food.

One school principal also explained the role played by the nutrition programme by saying:

The feeding programme is very effective because you find that even after exams these kids still come back. When they are not writing, they come just to get a plate of food because there is hunger at their homes. Most of these kids come from disadvantaged homes so hunger is one of the challenges we expect to see on them, which is why we try by all means to provide food.

The analysis of these four quotes reveals four important findings in relation to the extent of child poverty on food security of OVC. Firstly, due to lack of food, children lack concentration in school because they study with empty stomachs. Secondly, OVC suffer more for food when they are at home than at school because the schools provide them with at least one meal a day. Thirdly, nutrition programmes play a massive role in assisting children with food and keeping them in school. Lastly, the nutrition programme reduces the rate of dropouts and late coming at school. These four findings suggest that, even though nutrition programme is making a significant difference at school, there is a lot that is lacking when it comes to provision of nutrition for OVC especially at home. Both quantitative findings in Chart 4.3 and qualitative quotes show that most orphans attending schools under investigation at Cato Manor were lacking even basic needs such as food. The next sub-section will present the findings on the extent and effects of child poverty on school performance of OVC.

4.4.2. The extent and effects of child poverty on school performance of OVC

The second impact of child poverty is on the school performance of OVC. Many countries are investing education as a strategy of ending the cycle of poverty. In this way the country will produce adults who are responsible and easily absorbed by the labour market. In the survey questionnaire, to determine obstacles faced by OVC to perform well, OVC were asked to mention if they lack school materials in general. Chart 4.4 presents the lack of school materials to improve academic performance of the OVC.

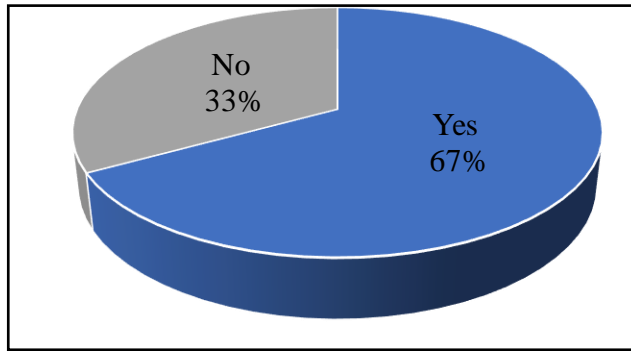


Chart 4.4: The lack of school material to improve academic performance of the OVC

The analysis of Chart 4.4 reveals that 67% (67/100) of the OVC agreed that they lacked school material, which is why they could not perform well in their respective grades. In other words, they had difficulties in finding material for schoolwork. However, 33% (33/100) indicated that they did not have any difficulties in finding school material. These quantitative findings suggest that most OVC lack school material which results in poor performance.

During the focus group discussions and one-on-one interviews, most OVC reported that they did not have enough school material. As a result, it affected their school performance. In relation to school material, the respondents were asked also to mention three things they needed to improve their school performance. One child said:

I lack stationery sometimes, which the school does not provide. My mother sometimes does not afford to buy school material for me because she is looking after four of us and only getting a grant for two of us. I would say that the assistance we receive from our school is not enough. I am required to buy three study guides, but so far I have managed to buy only one.

A second child respondent who was in Grade 10 said:

Three major things that can assist me do well at school are: sufficient required textbooks, computer and school study groups that I can study with after school. I have one friend that I can study with but she is not allowed to come to my house.

A third child respondent reported that she was not performing well at school due to the lack of resources. She explained her situation as follows:

I would have good school result if only I could get all the material I needs for school including study guides, calculator etc. Secondly, I need financial support to buy uniforms and other school material. Lastly, I need someone who would support me emotionally and encourage me to do better at school. I want to complete and pass my matric. But there too many obstacles standing in my way causing me to not perform well at school.

The analysis of these three quotes reveals three important findings in relation to the impact of child poverty on school performance of OVC. Firstly, children are in deep need of financial support in order to perform well at school. Secondly, children lack emotional support and encouragement both at home and at school which, they need most. Thirdly, the results reveal that the interventions provided to OVC are not effective if looking at the rate of OVC who stated that they lacked material for school. These findings suggest that OVC lack school material which results in poor performance at school.

4.4.3 The extent of child poverty on living conditions of OVC

It was also important to examine the extent of child poverty on living conditions of OVC as it might affect their adulthood. In the survey questionnaire, the respondents were asked to indicate their housing conditions. The purpose of the question was to identify the number of OVC that live in inhabitable conditions. Chart 4.5 presents the conditions of household housing of the OVC.

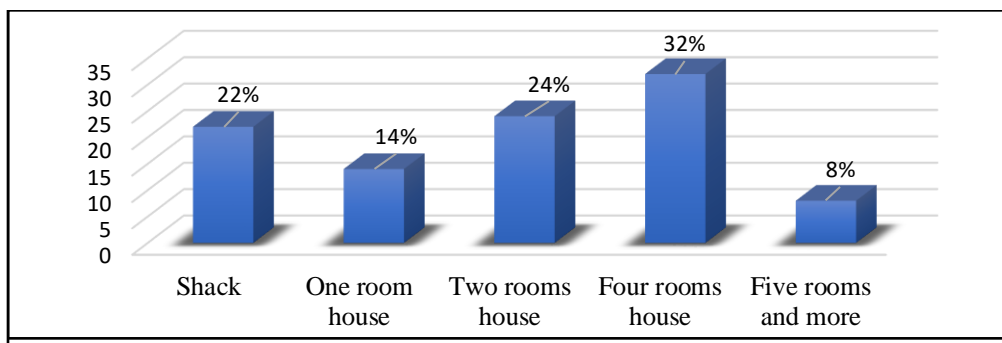


Chart 4.5: The conditions of household housing of the OVC

The analysis of Chart 4.5 shows that only 22% (22/100) of the OVC live in shacks. Those who were living in a one- room house represented 14%. Less than a quarter 24% of them indicated that they were living in a two- room house. Furthermore, 32% of them mentioned that they lived in four-room houses. Lastly, 8% of them indicated that they lived in a five- room or more type of dwelling. Taking into consideration that a four-room or five- room house or more would be suitable for a household, these findings suggest that a large number of the study participants were living in poor housing conditions.

During one-on-one and focus group interviews, the respondent children indicated that the conditions in which live are not good. One child in a focus group said:

I do not think the government is doing enough because some of the orphans live at the informal settlements and when there is rain. They cannot sleep or study. The rain is not the only problem with informal settlements, but also fire. If one 's house burns in the informal settlements all the houses will burn with everything inside, including the books, school uniform. Shacks make it hard for us to study.

A second child was also not happy with living in the shacks stated:

The house we live in now is not appropriate and I really do not like it. I do not think the government is doing enough about children 's living arrangement. Some of us live in places that we are ashamed of, even telling other kids at school that it is our house.

A third child studying in Grade 11 said:

The house we live in with my grandmother is not in a condition that is appropriate for us. The house is too small and leaks when there is rain. So, how I know about poverty? I can see that we are poor through hunger, the lack of food and bad living conditions I live in.

The analysis of these three quotes reveals three important findings in relation to the living conditions of OVC. Firstly, OVC live in informal settlements that are not safe for them in case of fire or rain. Secondly, OVC living conditions do not allow them to study well due to little space. Thirdly, OVC are

not proud of their settlements because some kids make fun of them. These three findings suggest that the living conditions for OVC are not appropriate. In addition, the living conditions are not comfortable and thus affect the development and academic progress of OVC.

In summary, this section revealed that OVC are indeed the victims of poverty and lack basic needs like adequate nutrition and school material. The school nutrition programme is not sufficient for most of the OVC both at school and at home. However, the programme has played a major role in keeping children at school. This section also showed that OVC lack material for school which results in poor academic performance. Moreover, the living conditions of OVC have also played a role in poor academic performance. More effort needs to be invested in OVC basic needs.

4.5 The impact of child poverty on OVC

In the context of OVC, child poverty results in a number of consequences in their lives. Data collected from the OVC and other stakeholders at the schools emerged in three main themes. Firstly, there is the isolation that results in experiences of stigma and discrimination. Secondly, the stress and depression that leads to poor academic performance. Thirdly, is the possibility of dropping out of school. These impacts of child poverty on OVC are discussed below as themes.

4.5.1 The isolation of orphans and vulnerable children

Isolation is a feeling where one does not feel like part of the group because of being excluded. In the survey questionnaire, respondents were asked, to indicate whether they had experienced or not some stigma and discrimination at school on the part of peers and teachers. The purpose of the question was to determine the rate of stigma and discrimination in the two schools of Cato Manor that were studied. Chart 4.6 presents the rate of stigma and discrimination experienced by sampled OVC.

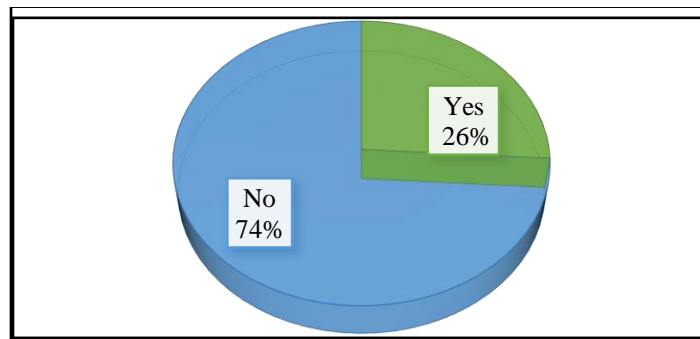


Chart 4.6: The rate of stigma and discrimination experienced by OVC

The above chart 4.6 shows that 26% (26/100) of the OVC indicated that they experienced stigma and discrimination at school. However, 74% (74/100) of them never experienced stigma and discrimination. The inference from the findings is the majority of the orphan learners do not experience stigma and discrimination at their schools. These quantitative findings suggest that in Cato Manor schools are well informed when it comes to stigmatization of OVC. However, further awareness programmes are still needed to eliminate the remaining percentage of stigma and discrimination.

During focus group interviews, respondents were asked to explain more about their stigma and discrimination mentioned in the survey questionnaire. They needed to share views on the results of the stigma and discrimination. One of the children explained these as follows:

You find that you have friends who live in the suburbs and have a lot of money. They will come to school and talk about things that their parents bought for them. When I also share what my parents bought, they say why my parents would buy me something that is not in style. They tend to undermine the things that we can afford and that results in us losing self-esteem. The situation also make us feel isolated because we cannot find someone who is on our league and will understand and appreciate what we have or can afford. We feel as if we do not belong to any groups.

A second child broke down in tears during one-on-one interviews when explaining how she felt excluded by a teacher. She explained as follows:

When I arrived here at school, I was doing Grade 8. There was a camp where all the learners were going. I was one of them who was also selected and my mother (guardian) asked the

social worker for me to attend the camp too. But the social worker refused and said in the camp there will be learners who have parents. As for me, I do not have a biological parent who could give consent for me to attend the camp. So, I felt like I am being discriminated from other learners.

A third child expressed a different view of isolation during one-on-one interviews. He stated:

I do not have friends or a girlfriend because I am a born again, I prefer being alone and not being associated with other learners because I feel like they do not understand me. I can tell you that other learners are judging me but that does not bother me because they do not understand me or my situation.

Children who experience stigma and discrimination develop feelings of loneliness and isolation which may affect the development of a child. OVC face the issues of stigma and discrimination which results in low self-esteem and end up isolating themselves from others because they do not feel as part of the society or of a certain group. These first two quotes show the evidence of discrimination towards OVC at school from both the children and the teachers. When OVC were discriminated against, they tended to feel isolated from other learners. The last quote also shows that even though some OVC were discriminated against, others isolated themselves from the rest of the learners who had parents. The reason is that they felt that they were not good enough to be associated with others who were not poor or orphans.

4.5.2 The impact of child poverty on OVC dropping out of school

During the data collection process, it was noted that seven OVC from the schools who were on the list of participants were no longer at the school. The school principals and nutrition committee members reported that orphaned children had many challenges causing them to drop out from school. As a result, some used to disappear from the school. The school principals mentioned that some causes of dropout rate were linked to hunger, drug use, loss of motivation and being victims of stigma and discrimination. One school principal said:

I remember there was one boy from uMbilo orphanage who had an attendance problem. He would come to school with the orphanage school bus and be dropped off at the school gate. However, he used to disappear at the school gate. He could come back at the school gate again to wait for the bus in the afternoon to return back to the orphanage. Then we discovered that he was both using and selling drugs. He dropped out of school and I just hope the caregivers referred him somewhere where he can find assistance.

In the focus group interviews, orphans indicated that the main cause of their school dropout was poverty and the trial to find a way to survive. One child mentioned the cause of school dropout as follows:

Some orphans have found piece jobs like being taxi conductors to get money to buy clothes and other things. They start as taxi conductors then drop out of school and become taxi drivers, which is not a good career. Even though they like being educated, the circumstances force them to find ways to get an income so that they can support their families.

A second child in the focus groups said:

The problem is that other children undermine me and I feel demotivated from coming to school. It is hard coming to school where learners make fun of you because of the old faded colour uniform you wear. With low self-esteem, it is hard to even do great on my grades.

The analysis of these three quotes reveals four main causes of OVC's drop out from school. Firstly, the issue of drugs is one of the driving factors behind the dropping out of children. Secondly, finding a means to earn a living for survival is the main factor that contributes to the high rate of dropouts. Thirdly, poverty also contributes to dropping out of OVC in school because they cannot afford some school material which results in them being demotivated to attend school. Fourthly, once OVC drop out of school there is no proper follow up on them in attempts to pursue them to come back to school. These four findings suggest that the high rate of dropout is basically linked to poverty. There is nothing that is being done by the schools to ensure that those children who are leaving school are motivated to come back and continue studying.

In summary, this section showed that OVC experience stigma and discrimination at school from both the learners and teachers. This abuse results in OVC being isolated and others isolating themselves because they feel they do not belong. Furthermore, poverty faced by OVC resulted in dropping out of school because of lack of motivation. Others drop out of school in an attempt to find the means to make a living like acquiring a job to feed their families.

4.6. Effectiveness of interventions provided for OVC to improve their school performances.

It was mentioned in Chapter Two, section 2.3.5.2 (Addressing child poverty in South Africa) that reducing child poverty is one of the priorities of the South African government which has enacted policies and programmes aiming at breaking the cycle of poverty and ensuring the well-being of the children. The intervention's focus is on providing the OVC with access to education, health, nutrition, shelter and social support grants. These interventions aim at ensuring that OVC receive assistance. In this section, the interventions to OVC entail assistance from the government, NGOs and schools.

4.6.1 Interventions of government for OVC

The government is the biggest stakeholder that provides support and resources to end child poverty. The South African government invests in children by providing support both at school and at home in order to equip them to be productive adults. This is done in an attempt to eliminate the increasing rate of many social issues that affect the country as a whole. Chart 4.7 below present's findings on government social support recipients that assist children in need. It basically presents social support grant recipients and non-recipients.

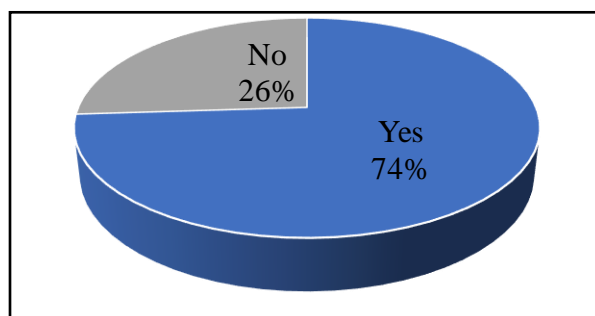


Chart 4.7: Social support grant recipients and non-recipients

The analysis of Chart 4.7 reveals that 74% (74/100) of the orphan respondents were recipients of social support grants. Another 26% (26/100) of them indicated that they were not recipients and did not receive any form of grant from the government. These findings show that the majority of the OVC are receiving assistance from the government, which is very good. However, the portion of 26% is also very big considering that these children are poor and they need child support grants.

During the interviews, the respondents were asked to explain the use of social grants for their education. The purpose of this question was to get the information about the effectiveness of the grant support provided by the government. One of the children reported as follows:

The challenge I have come across since my parents passed away is that I lack stationery sometimes. The school provision is not enough. Sometimes my mother does not afford to buy enough stationery for me because she is looking after four of us. She only gets foster grants for two of us. The other two children are too old and their grants have stopped.

A second child in a focus group interview said:

As far as I know I receive nothing from the government because I do not even know if I get the social grant or not. My grandmother does not share her financial information with us. Therefore, I really cannot comment on social grants.

A third child explained as follows:

We receive nothing at home from the government besides the child support grant. The support grant is making a difference at home because if we were not receiving it, I doubt we would have food to eat.

The analysis of the three quotes shows that children have difference opinions on the social support grants. Some believed child support grants were making a difference in their lives, while others did not agree. Others did not know whether they were receiving social grants or not. These fundings suggest that most OVC receive the grants that are due to them and in the case of some of the OVC the grants are making a huge difference. However, as the findings reveal (see section 4.4 above), social

support grants make no significant change because of the density of poverty they face. In addition, some children do not receive social grants due to missing documents such as identity documents, death certificates or birth certificates that lead to OVC disqualification to access social support grants.

4.6.2. Interventions of NGOs and schools to support the OVC

During the data collection process, it was discovered that Non-Government Organisations (NGOs) and schools are among the stakeholders that provide support to OVC at schools and at home. The support entailed stationery, school uniforms and sanitary pads for girls. In addition, the qualitative data revealed that schools were the main providers of assistance to OVC despite all the challenges such as financial and staff shortages. The most important support from the school is the school fees exemption where OVC do not pay school fees. Another support was the feeding scheme aimed at improving OVC's academic performance. During focus group discussions, one of the children mentioned the following on support provided by NGOs:

Last week there was an organisation that came to the school and gave us new school shoes. They told us not to throw away clothes we do not need any more, but to hand them to the organisation so that they may give them to people who need them.

Another child in Grade 10 said the following during a focus group discussion:

Another NGO comes around our house to dish out food for us. Only for Monday to Friday, they do not come during weekends. When we lack food during the week we get fed from the school and the NGO's car comes around the orphanage where I stay and they dish up for us.

One of the school principals also mentioned support from NGOs by saying:

Yes, at school there is an NGO that looks after the welfare of the OVC by providing social and psychological support to them. They assist with the children that are abused at home, they are able to pick that up and provide counselling and referral to abused OVC. Also, when a child is not performing well at school they also assist on that by providing extra classes. They are

trained social workers and they usually have interviews with the children. They operate in all the schools including the nearby school.

One of the children doing Grade 12 in a focus group commenting on the support provided by the school said:

We get school uniforms from people. We get stationery that some parents cannot afford. The school gives us food to eat after school if we are attending after-school study. Sometimes we get to take it home with us if there are leftovers. The school sometimes gives us grocery packages at the end of the term so that we can have food during the holidays at home.

The analysis of these four quotes reveals two main findings on the intervention provided by NGOs to support the OVC. Firstly, NGOs are providing lot of support to OVC both at school and at home to ensure that their needs are met. Secondly, NGOs and schools have the ability to reach homes of OVCs in an attempt to extend their support to OVC. These two findings suggest that in the fight against child poverty NGOs and schools are making a significant difference to OVC in Cato Manor.

In summary, this section on provision of support for OVC showed that the government has done much to assist the OVC. Although some of the interventions from the government are not reaching the people who need assistance. It was discovered that some OVC do not receive social support grants due to them, and this resulted in increased poverty for affected victims. The section also showed that the schools and NGOs play a major role in supporting the OVC with what they can contribute to them.

4.7 Constraints faced by the schools in supporting OVC

Interviews with the principals and nutrition committee members revealed that both schools were facing many different challenges in order to provide assistance to OVC. The schools in this area lack many resources due to the historical background of Cato Manor. The fact that the sampled schools were public institutions provided the hypothesis that they would face a lack in resources. Important constraints mentioned during the interviews were the lack of finances to support OVC to improve academic performance, insufficient staff and inability to identify OVC within the school. These constraints or challenges are explained below.

4.7.1 Lack of resources to support OVC to improve their school performance

According to the schools policies all public schools are supposed to receive financial support from the government. They receive resources such as financial support, nutrition, psychologists or social workers and stationery to assist with the smooth functioning of the school. According to the data collected, the schools in Cato Manor are faced with insufficient funds, staff and resources to assist OVC. During an interview, one principal said:

We receive R12 000 each year to assist OVC with everything we are able to get for them. However, this amount is not enough because we have close to 100 OVCs in the school. They need assistance which the school cannot afford with the amount allocated to them. We cannot buy school uniforms, toiletries; add food for feeding for all the 100 children using R12000. It is not enough and does not make much difference especially in this school since we are a non-fee paying school.

However, another school principal said:

Funding never became a problem because we are able to add using the money collected from parents for school fees. The only problem is that, when the school closes the children come to study during holidays and we cook for them.

Again during one-on-one interviews a principal said that:

We have a social worker who is in charge of such matters and who takes care of these children and she is the one who gives them what they need from what is donated because she is the one who knows them well and what they need the most. She is based in the school employed by the department to take care of the children's welfare.

However, another principal stated that:

We need social workers because we don't have them instead we have teachers that act as social workers which is not good because they have their syllabus to complete so the work becomes

too much for them. The teachers are not even qualified psychologist or social workers to assist with children welfare.

The analysis of these four quotes reveals three important findings on the lack of resources to assist the OVC. Firstly, it indicated that one school believed that the financial support it was receiving is sufficient whereas another school is not coping with the financial support they were receiving. Secondly, one school has sufficient staff members that assist the OVC whereas the other school uses teachers to support the OVC. Thirdly, the schools that are free of having to pay school fees lack more resources compared to those with extra cash from the parents. These three findings basically suggest that schools may be in the same geographical location but the challenges they face are completely different.

4.7.2 Inability to identify the OVC in the school

The children that receive assistance from the school are those that are recognised as OVC in the school. In both schools selected in the study, the inability to identify the OVC was one of the similar issues. During the interviews one school principal mentioned the obstacles they face.

The biggest challenge is the fact that we cannot easily identify OVC unless the parents come to school and explain the issue to the principal. If the parent does not come forward we end up identifying OVC in the classroom by looking at their behaviour, whereas some of them never show these signs and we never know their situation till they leave school. Some of them once they have been identified they don't want our support they feel embarrassed and pretend as if they are ok.

One of the OVC during one-on-one interviews declared that he prefers to keep his personal information private by saying:

I prefer to keep my issues inside me because now I don't even trust a social worker. When I share my personal information they also disclose to others so I prefer to keep everything about me private.

The analysis of these two quotes reveals three important findings concerning inability to identify OVC by the schools. Firstly, people who come to register the children in the school do not disclose this information which leads to children being identified by the teachers in the classrooms through observing their odd behaviour. Some of the children do not get discovered until they leave school. Secondly, Some OVC do not know why it is necessary to disclose their situation, this is linked to a lack of information about the benefits that are legally due to their children. Thirdly, children prefer to hide their situation from the schools to avoid pity treatment, stigma and discrimination from other children and teachers.

In summary, this section on constraints faced by the schools in supporting OVC showed that the schools are faced with insufficient resources such as financial resources and sufficient staff members to provide necessary support to OVC. This resulted in teachers being overworked as they were supposed to assist as social workers as well. Another problem was the inability to identify OVC due to lack of knowledge about OVC benefits and others preferred to keep their information private and not seek help.

4.8 Summary

Chapter Four presented findings of the study in connection with the research objectives and theoretical framework. The findings confirmed that death of parents introduced poverty to OVC which results in interruptions in their development. The chapter revealed evidence that OVC are indeed the victims of poverty and lack basic needs like nutrition and school material. Moreover, the poor living conditions of OVC have also played a role in poor academic performance. The findings also revealed OVC experience stigma and discrimination at school which results in isolation.

In terms of support provided for OVC the findings show that the government has done much to assist the OVC even though the programmes provided needs to be monitored and evaluated. Findings showed that the schools and NGOs played a major role in supporting the OVC. Lastly in terms of constraints faced by the schools in supporting OVC, the findings revealed that the schools are faced with insufficient resources such as financial resources and staff members to provide necessary support to OVC. They also revealed that schools are faced with an inability to identify OVC in the school.

The next chapter will deal with key findings, discussion and recommendations. The chapter discusses how the objectives for the study were achieved by looking at the key findings of the study. The findings are validated by looking at the theoretical framework and existing literature and discussed in the previous chapters of the study.

CHAPTER 5: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study intended to analyse child poverty from the perspective of orphans and vulnerable children by giving OVC a voice on the interventions provided for them. To achieve the goal of this study, data was collected using mixed research methods, quantitative in a form of survey questionnaires and qualitative using semi-structured questionnaires. Guided by the social exclusion theory, the data was collected, analysed and the results presented in the previous chapters.

Chapter Five discusses the key findings in relation to the theoretical framework and objectives of the study stated in Chapter One. This chapter has five sections that will be discussed respectively. The first section discusses the findings of the study by linking them to the objectives and the theoretical framework adopted. These findings are validated by the existing literature on child poverty and social exclusion. The second section briefly discusses the objectives of the study and how they were met. The third section concludes the study findings by looking at what was discovered and how the goal of the study was achieved. The fourth section of this chapter provides recommendations based on the findings of the study then lastly, further research suggestions are made for future studies.

5.2 Discussion of the key findings

Key findings are discussed in five different sub-headings. The first key finding focuses on the social status of OVC and their educational progress. The second key finding focuses on the extent of poverty experienced by OVC. The third key finding discusses OVC isolation and lack of motivation. The fourth key finding focuses on the interventions provided for OVC and the last key finding focuses on the constraints faced by the schools in assisting OVC. Respectively, these key findings will be discussed below.

5.2.1 Key finding 1: The social status of OVC affected their educational progress

- Most OVC status of orphanhood was due to their parents' death caused by HIV and AIDS;

- Orphans who were cared for by uneducated grandparents and siblings suffered the most academically;
- Some OVC took the responsibility to care for their younger siblings after the death of parents, causing their poor academic performance and dropping out of school.

Most OVC status of orphanhood was due to their parents' death caused by HIV and AIDS. The findings revealed that in both schools many OVC respondents were double orphans and that their parents died of sickness. These results are similar to the conclusion drawn by PEPFAR (2016) and The Movement (2014) that developing countries including Sub-Saharan Africa have high rate of HIV and AIDS which leaves children orphaned and vulnerable. The present findings suggest that the main problem that leads to HIV and AIDS in the community of Cato Manor is caused by the lack of information. If effective awareness programmes are not implemented and proper counselling are not emphasised with regard to OVC especially those who have lost both parents, the number of OVC will continue to grow in the community of Cato Manor.

The orphans who were cared for by uneducated grandparents and siblings suffered the most academically. As a result, the highest number of OVC that were being cared for by their grandparents and siblings had the highest score on repeated grades (see Chapter Four, sub-section 4.3.1). These findings are similar to those of Kainuwa and Yusuf (2013) in the context of Nigeria revealing that orphans living with uneducated guardians do not get the necessary encouragement to do well in school. In a same vein, a survey study conducted by Akwara *et al.* (2010) to identify children at risk in the era of HIV and AIDS in the Sub Saharan countries revealed that children with guardians who had either primary or higher education are more likely to attend school compared to those with guardians who are not educated at all. This means that the level of education of a guardian has an impact on the educational performance of an orphaned child at school. It is widely acknowledged that in South Africa the majority of grandparents who care for children are struggling to support them academically because they are uneducated. Contrary to the present findings, Stevens and Schaller (2011) have linked the poor academic performance of children to the unemployment of parents causing the destruction in educational progress. Children of unemployed parents are 15 per cent more likely to repeat a grade than their peers whose parents holds stable jobs (Stevens and Schaller, 2011). The implication from the present findings is that an assessment should be conducted to determine the fitness of a guardian

or caregiver who is placed with an orphan to eliminate children who repeat grades and end up losing interest in school.

Some OVC took the responsibility to care for their younger siblings after the death of parents, a fact causing their poor academic performance and dropping out of school. Most of OVC were introduced to the new lifestyle of poverty which required them to reduce what they used to get from their parents (see Chapter 4, sub-section 4.3.1). The respondents confirmed that after the death of their parents they became poor and had to completely change the life they were used to. They had to change from the type of clothes they used to wear to the food they used to eat. These results correlate the findings of Zhang *et al.* (2009) in the context of China that children who have lost their parents face the responsibility of caring for themselves, other siblings, sick parents and elderly parents in their households. As a result, these children drop out from schools either to take care of the household or look for a job to support the family. In the context of the present study, most of OVC began the new lifestyle of poverty which required them to reduce what they used to get from their parents (Chapter 4, sub-section 4.3.1). Therefore, if the death of parents occurs, certain measures should be taken to ensure that children get adults who are able to care for all of them. This in turn will minimise the rate of homes headed by children and encourage OVC to attend and perform well in school.

5.2.2 Key finding 2: The extent of child poverty resulted in the lack of basic needs of OVC

- Nutrition programme provided for OVC was making a difference but required the monitoring and evaluation by the government to meet their needs;
- The lack of school material results in poor academic performance of OVC;
- Poor living conditions affected the health and academic performance of OVC.

The nutrition programme provided for OVC was making a difference in their lives but due to the insufficiency of meals provided at school level, the programme needs monitoring and evaluation. Food security was the most important basic need that the OVC were lacking. The findings revealed that there were OVC who were so poor that some of them used to go to sleep hungry and go without food for many days (see Chapter 4 section 4.4.1). These findings contradict what the South African Children's Act of 2005 that emphasizes the need to protect the rights of children by providing for their basic needs, especially food, shelter and education. Similarly, Jamieson *et al.* (2017) point out that the

legal framework that protects the children provides the OVC access to education, health, nutrition, shelter and social services. Therefore, basic needs for OVC should be placed as a priority when implementing programmes that assist OVC to fight child poverty. The inference from the findings is that proper and sufficient meals should be provided to assist the OVC for their development and good academic performance in school.

Furthermore, the findings of the study showed that nutrition programmes were making a great difference in the school in terms of fighting hunger, improving orphaned learners' concentration, improving their school attendance academic performance and good results for the whole school. However, the programme is only providing short-term solutions to fight against hunger of OVC. These findings correspond to those in the report of Delany *et al* (2016) of the South African Child Gauge where they state that the feeding scheme in the school was the most effective programme provided by the government in schools. The present findings concur with those in the study of Yunusa *et al* (2012) which revealed that the nutrition programme in Nigeria encouraged parents to register their children at school. In turn this helped to improve academic performance by alleviating short-term hunger in malnourished children. The present findings also correlate with those found by Mkanyika (2014) in the study aimed at examining the influence of the school feeding programme on pupil participation in public primary schools in Kenya. The study concluded that school Feeding Program influenced the enrolment of pupils in primary school, the attendance of pupils in schools, enhanced active participation of the pupils in class and reduced the dropout rate of the pupils in Garsen Division (Mkanyika, 2014).)

However, in the context of Dara Woreda of Sidama zone in Southern Ethiopia, the study conducted by Dheressa (2011) revealed that there was no significant positive impact with regard to the School Feeding Programme. These results were based on the three school participation indicators which were enrollment, attendance and drop-out rate. The study concluded that the major factors affecting school enrollment were the demands for child labor, cost of schooling, availability of schools, teaching quality and school infrastructure, distance to school, the availability of food incentives and safety concerns (Dheressa, 2011).

The difference in the findings may be linked to the development of the geographical area where the studies were conducted. South Africa is more developed compared to Ethiopia; therefore, the school

feeding programme provided in South Africa to the schools may be effective whereas the same programmes provided by Ethiopia to their schools may also be ineffective due to the depth of poverty experienced. The present findings suggest that there are effective strategies that exist to assist the OVC with nutrition. These strategies include provision of food to the school according to the enrolled number of children that needs feeding and the quintile of the school. Also the NGOs providing meals for OVC in their homes is effective in fighting child hunger. In view of the present findings, the South African government needs to monitor thoroughly the nutrition programme at schools in order for it to be effective and alleviate child hunger. The effectiveness of school feeding programme for OVC might enhance their academic performance. The end result may be the improvement of self-esteem and reduction of the social exclusion of OVC.

The lack of school material resulted in poor performance of OVC. The findings indicate that 67% of the interviewed OVC had difficulty in finding money for school material. These children lacked school uniforms, text books that were not provided by their school, and money for other school activities. These findings contradict what was promised by the government in the National Development Plan (2011) promising a better education for children in South Africa. According to the present findings, the educational needs of OVC were not met to a large extent due to the lack of resources, a situation which resulted in OVC being excluded by other children in the school (see Chapter 4, sub-section 4.4.2). In this connection, the lack of resources resulting in alienation of OVC infers that some OVC were facing social exclusion.

Poor living conditions affected the health and academic performance of OVC. By law, children have the right to be raised at places that are habitable where they can feel safe. The findings of this study showed that some children's living conditions were good and healthy. Unfortunately for the other portion of the study's participants, living conditions revealed their dwellings to be inhabitable. The present findings correspond with those in Ogwumikea and Ozughalub's (2017) study in the context of Nigeria. The OVC were found to be deprived of proper living conditions accompanied by lack of water and sanitation more likely to be found in rural than in the urban areas. Due to improper living conditions children find it difficult to do their school work which results in poor academic performance. The present findings contradict what was mentioned by Martin *et al.* (2010) who argue that orphaned children are supported by the government through foster child grants and care dependency grants to ensure that they are well taken care of in terms of shelter, nutrition, health,

education and social life. Therefore, whenever policies are drawn and interventions are implemented for poor families those that have OVC should take priority and the focus should be on their living conditions.

5.2.3 Key finding 3: Child poverty resulted in OVC isolation and lack of motivation in life

- Stigma and discrimination led to OVC isolation;
- A number of orphans became the heads in the child-headed homes;
- Some OVC were engaged in unlawful activities to make a living.

Stigma and discrimination led to OVC isolation and alienation. The findings revealed that some OVC at schools were experiencing alienation from other children which resulted in them losing self-esteem and lack of motivation to attend school as they felt they do not fit into society. These findings are similar to those of Mondi (2015) on social exclusion and inequality. Mondi concluded that social exclusion keeps the affected or the labelled outside the structures of the sociality and deprive them the opportunities, privileges and access to resources. The present findings show that some children sometimes lack friends at school because they are made to feel they do not belong and they lack resources that will make them fit in the society and be like other children (see Chapter 4, sub-section 4.5.1). Schools and the communities need to receive awareness programmes that will assist in understanding the situation of the OVC. In that case the OVC will not feel excluded from their own society.

A number of orphans became the heads in child-headed homes. Some orphans were reported to be dropping out of school to look for jobs so that they can take care of their siblings. Evans (2012) found similar results in the study of investigating children heading homes in Tanzania. In the study of Evans (2012) it was discovered that children heading homes were found to be facing many challenges. These included skipping or quitting school to do house chores and make means to find food for younger siblings. The present findings also correlate with those discovered by Cardoso and Verner (2007) who conducted a study in Brazil and found that children living in poverty and experiencing extreme hunger were more likely to have lower school attendance levels. The situation resulted in the high rate of school dropout and early parenthood. A high rate of drop out was found amongst OVC that were heading their homes. The present findings suggest that there were OVC that did not get the necessary

support after the death of their parents. The situation led OVC to make drastic decisions that affect their future to make a better future for their siblings.

Some OVC were engaged in unlawful activities to make a living. Participants reported that some experienced difficulties in their lives after the death of their parents, which also increased their responsibility to such an extent that they had to find a means to earn a living. As a result, this category of OVC were obliged to find improper piece jobs for their survival, while others were engaged in unlawful activities such as drug use, prostitution, dating older people and crime (see Chapter 4, sub-section 4.5.2) These results correlate with those discovered by Raaum *et al* (2009) whereby poor children in the attempt to survive, engaged in unlawful activities which resulted in the high rate of HIV and Aids, crime and other social issues faced in South Africa. The present findings suggest that the extent of poverty experienced by OVC might create other social issues. If their needs were taken care of, OVC would not be involved in unlawful activities. The findings infer that the stakeholders should provide assistance to OVC so that they may not become a burden to the society.

5.2.4 Key finding 4: Interventions provided to OVC were effective but insufficient

- Support from the government was effective but does not reach all needy OVC in the schools;
- The school support was making a difference in the lives of OVC both at school and home although it was insufficient;
- As stakeholders in child education in Cato Minor, some NGOs have played a major role in assisting OVC at schools;

Support from the government was very effective but does not reach all needy OVC in the schools. One of the programmes provided by the government is the social support grant that was put in place to assist with the upbringing of the OVC. Financial support from the government is an intervention directed at both the schools and the children. There are a number of social grants aimed at assisting children which includes the child support grant, care dependency grant and foster child support grant implemented to assist families to take care of their children (see Chapter One, sub-section 1.2.2). Unfortunately, it was discovered in this study that some children do not have access to these grants due to required documents (such as death certificates of parents, birth certificate of a child and identity document of the caregiver) that are missing. An orphan and vulnerable child cannot qualify for a social

support grant if he/she does not have the necessary documentation that supports the claim. These findings differ from the view shared by Delany *et al.* (2016) who argued that when parents or families are unable to meet their children's basic needs, the government has a responsibility to assist those children by providing all the necessary support. Children without documents do not receive support. The present findings suggest that the laws and policies aiming at providing social support for vulnerable children are too strict and create disabling factors for them to get the support needed.

School support made a difference in the lives of OVC both at school and home although it was still insufficient. According to the education policy public schools, quintiles 1 to 3 receive most support from the government to assist the OVC (see Chapter One, sub-section 1.2.2). In South Africa, public schools are divided into quintiles which are determined by how disadvantaged the schools are. The lower the quintile, the more disadvantaged the school is and the more the government provides support to those particular schools. All orphans in public schools qualify for school fee exemption which is a form of assistance that allows children to study without paying for their education. The principals of the sampled schools confirmed that they have a number of orphan learners who receive school fee exemptions. This support has proven to be effective and significant for the education of OVC. These findings concur with the view of Field (2010, p. 6) who argued that "in the developed countries the governments assist the disadvantaged schools and the parents to ensure that children get the best education to prevent them from becoming poor adults".

The present findings support the argument of Naong (2013) that school fees exemption is useful and reduces stress on the part of parents. However, according to Field (2010) school fee exemption is also problematic due to the fact that it causes academic standards of the schools to drop. These findings show that in the fight against child poverty investing in parents also plays a role in the development of a child. The results show that the schools provided support to the OVC to assist in their education. However, the support provided by the school was still insufficient because although the school fees were taken care of children still lacked material for school that the government was unable to provide. This was due to the insufficient support the schools get from the government. Therefore, schools are supposed to be funded with more financial support by the government so that they can meet the other needs of OVC.

As stakeholders in child education in Cato Manor, some NGOs have played a major role in assisting the OVC at schools. Two NGOs were mentioned most by respondents as having shown massive support to the OVC and other children of Cato Manor schools. These NGOs provide food, clothes, uniforms, sanitary pads, and counselling for emotional and psychological support, life skills education and other resources for children in both schools under investigation (see Chapter Four, sub-section 4.6.2). These findings concur with those in a study by Rosenberg *et al* (2008) on the evaluation and programme planning report of government-NGO collaboration and sustainability of orphans and vulnerable children projects in southern Africa. The NGOs presented in this report assist much in the development of OVC both at school and at home. The present findings infer that in the fight against child poverty and social exclusion, the involvement of local NGOs is capital to ensure that OVC receive holistic support even when the schools and the government are unable to provide for them.

5.2.5 Key finding 5: Schools face many constraints to provide support for OVC

- The schools face financial constraints to provide for the educational needs of OVC learners;
- The schools have insufficient staff including the social workers to support the OVC learners;
- The schools face problem to identify OVC who may qualify for support due to the lack of information from the guardians.

The schools face financial constraints to provide for the educational needs of OVC learners. Although both schools are located in the same geographical area, they have different levels of quintile that resulted in them receiving different types of support from the Department of Basic Education. The financial constraints raised concerns because one school was functioning well while the other had difficulties. In one of the schools R12 000 provided by the government to assist OVC was making a difference because the school is on quintile 3 and also a school fee paying school. On the other hand findings also revealed that the second school is a non-fee-paying school on quintile level 2 and it relies solely on the government support to function (see Chapter Four, sub-section 4.7.1). The R12 000 provided by the government proved to be insufficient to this non-fee- paying school because it does not have extra source of funding from parents. These results support Mbatha's (2015) argument that the R12 000 provided for the schools was not sufficient to cater for the needs of OVC and also suggested that the amount be increased and be in line with the number of OVC per school. These findings are aligned with the theoretical framework that shows the disadvantaged children continue to

be socially excluded. The findings suggest that disadvantaged schools lack support while they are in need of assistance the most.

The schools have insufficient staff including social workers to support the OVC learners. As a result, the teachers end up assisting children and act as social workers. The situation has affected the performance of the school due to the fact that teachers perform many other duties and do not get sufficient time to focus on their syllabus (see Chapter Four, sub-section 4.7.1). These findings are aligned with those in Mwoma and Pillay's (2016) study which revealed that teachers did not have sufficient time to cover the syllabus within a given period coupled with having a large number of learners who needed individual attention. The present findings suggest that the insufficiency of staff including the social workers might have affected the OVC learners because they did not have reliable social workers or psychologists to assist them with emotional and psychological support apart from occasional volunteers from local NGOs.

The schools face problems to identify OVC who may qualify for support due to the lack of information from the guardians when registering them at school. The principals' and other staff interviews reported that the guardians do not disclose the status of the OVC because they do not know the difference that it could mean to a child and unaware of the benefits like school fee exemption, counselling sessions and other benefits provided by the school to OVC (see Chapter Four, sub-section 4.7.2). The findings suggest that some children might hide their social status due to the stigma and discrimination they may experience from other children in school (see sub-section 5.2.3 above and Chapter Four, sub-section 4.7.2). There is no literature on these findings where schools have difficulty identifying OVC in school. This means that the cycle of child poverty will continue because the children in need of interventions are not known, hence their views about child poverty cannot be heard. Therefore, more attention should be placed on identifying OVC and information should be provided to parents when they register their children.

5.3. The purpose and objectives of the study

The purpose of the study was to analyse child poverty from the perspective of orphans and vulnerable children of Cato Manor, KwaZulu-Natal. The study was motivated by the fact that the researcher felt

that the voices and opinions of the OVC were not heard especially when it comes to their needs and how they experience child poverty. In this study, literature provided evidence that when studying OVC, the focus has always been on caregivers but not OVC themselves. Therefore, the researcher intended to record the views of OVC about child poverty and the interventions provided for them. In this manner, children were given a platform to state what they need and what they think will work better to equip them to do well. The stated purpose was achieved through the objectives of the study and they will be discussed below.

5.3.1 Objective 1

The first objective of the study was “*to determine the extent of poverty experienced by OVC in Cato Manor Kwa-Zulu-Natal*” and was met in Chapter Four, section 4.4.1. The findings show that there were three major indicators that reflected the extent of poverty experienced by OVC of Cato Manor. Firstly, the findings revealed that OVC were lacking basic needs such as proper and sufficient nutrition, sometimes they went to bed without food and to school without breakfast or any meal to start the day. These findings show how deep poverty affects the orphans of Cato Manor. This is the greatest challenge to which the government and other institutions that assist the OVC need to pay attention. Secondly, it was discovered that orphaned learners experienced poverty manifested in the lack of sufficient resources to assist them with schoolwork (see Chapter Four, section 4.4.2). In addition, their living conditions were not healthy and crowded, a situation which affected their academic progress (see Chapter Four, section 4.4.3).

5.3.2 Objective 2

The second study objective was to “*analyse the impact of poverty on orphans and vulnerable children of Cato Manor*”, was achieved in Chapter Two and Chapter Four. Child poverty impacted on children in different ways. Firstly, their health was affected due to unhealthy living conditions and lack of nutrition. Secondly, their physical development was affected due to malnutrition. Lastly, their psychological wellbeing was affected due to the harsh experiences they had to go through after losing parents. The lack of motivation to attend school results from the stigma and discrimination and lack of support system for OVC (see Chapter Four, section 4.5.1). As a result, some children opted to drop out of school.

5.3.3 Objective 3

The third objective for the study was “*to analyse the effectiveness of interventions provided for OVC to improve their school performance*” was achieved in Chapter Four. The study discovered that in both schools the government and local NGOs implemented programmes and interventions to assist OVC learners (see Chapter One, section 1.2.2 and Chapter Four, section 4.6). The schools received different kinds of support from different stakeholders which include nutrition and financial support. From the government and NGOs, the schools used to receive support in the form of different services such as counselling, uniforms, food, and so forth. These interventions made a great difference at school and in the lives of OVC learners.

5.3.4 Objective 4

The last objective, “*to identify the main constraints faced by the schools in supporting OVC in Cato Manor*”, was achieved in Chapter Four, section 4.7. From the findings, the major identified constraints were the lack of financial support and resources from the government and inability to identify OVC in the school. Concerning the provision of support by the government, there was some confusion because the two sampled schools were in the same geographical area but on different quintile levels, thus the support was sufficient at one school and insufficient at the other.

5.4 Conclusion

The study intended to get the viewpoint of orphans and vulnerable children on child poverty and to examine whether the interventions and programmes provided for OVC were effective and make a difference in their lives. Using mixed research methods of qualitative and quantitative techniques of collecting data, the objectives of the study were met. The findings revealed that OVC experience poverty to the extent where their basic needs for food security, proper living conditions and education material were not met. The impact of child poverty experienced by OVC resulted in incidents of stigma and discrimination towards OVC. This led to poor academic performance and dropping out of school. Furthermore, the findings revealed that there are many interventions provided for OVC of which, some are making a difference and others are not effective. It was discovered that many programmes which include the nutrition programme and social support need monitoring and evaluation in order for them

to reach all the qualifying beneficiaries and to improve their effectiveness. Both schools face problems of financial assistance and staff shortage.

Based on the findings, the researcher concludes that OVC learners in Cato Manor are indeed victims of child poverty affecting their physical, psychological and cognitive development. The implication from the findings of this study is that the OVC's are often not included in the development and implementations of intervention and programmes designed for them. This resulted in interventions and programmes for OVC that are not effective to the beneficiaries. The social exclusion experienced by OVC in all spheres of life is the result of poor policy implementation. The findings confirm that policy making needs to consider including the opinions of OVC before interventions are implemented. This study will contribute in the field of child poverty by emphasising the importance of involving the OVC in the decision making so that the programmes developed for them may be effective. Furthermore, the Department of Social Development and Department of Basic Education can use this study as a guideline to assist them when providing for OVC both at home and at school to enhance effectiveness.

5.6 Recommendations

- An assessment should be conducted to determine the fitness of a guardian or caregiver placed with an orphan to eliminate the situation where children repeat grades and end up losing interest in school.
- The Department of Social Development should involve the OVC in the decision making of their programmes and interventions whenever they are implemented.
- School officials in partnership with social workers at schools should develop strategies during annual registration to identify children who are not receiving government grants.
- The Department of Social Development and the Department of Education need to monitor and evaluate the programmes that are provided for OVC at least every six months.
- The Department of Social Development should provide food packages monthly in the homes of OVC despite whether or not they receive a social support grant.
- Both the Department of Social Development and Department of Education should provide more funding for NGOs that are known to be making a difference at schools.

5.7 Further research

Further possible research studies in this area of interest are as follows:

- A comparative study of the caregivers and OVC on child poverty experiences that would provide in-depth information on child poverty and the study will be able to compare and contrast both the views of OVC and their guardians.
- The role played by the teachers is crucial in making or breaking the future of OVC. The teachers who spend more time with the OVC might understand them better than caregivers or parents. Their roles as teacher and how they cope with OVC and their different issues in preparation for the future may give the study another interesting angle and that might provide very useful information concerning OVC and child poverty.

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APPENDIX 1A: INFORMED CONSENT FOR PARTICIPATION



DECLARATION OF CONSENT

PROJECT TITLE: Orphans and Vulnerable Children Perceptions of Child Poverty in Cato Manor, KwaZulu-Natal

RESEARCHER

Full Name: Ms Nompumelelo Ngobese

School: Built Environment and Development Studies. School: Built Environment and Development St.

College: Humanities

Campus: Howard College

Proposed Qualification: Master's Degree

Contact: xxxxxxxxx

Email: xxxxxxxxxxxxxx

PROJECT LEADER

Full Name of Supervisor: Dr Celestin Mayombe

College: Humanities

Campus: Howard College

Contact Details: xxxxxxxxxx

Email: xxxxxxxxxxxxxx

HSSREC RESEARCH OFFICE

Full Name: Prem Mohun

HSS Research Office

Govan Bheki Building

Westville Campus

Contact: 0312604557

Email: mohunp@ukzn.ac.za

I, Ms Nompumelelo Ngobese, Student no. 211503309, am a Master's Degree student in the School of Built Environment and Development Studies, at the University of KwaZulu-Natal. You are invited to participate in a research project entitled: Orphans and Vulnerable Children Perceptions of Child Poverty in Cato Manor, KwaZulu-Natal. The aim of the study is to analyse child poverty from the perspective of orphans and vulnerable children of Cato Manor, KwaZulu-Natal. Through your participation, I hope to understand your perceptions on the extent to which orphans and vulnerable children experience poverty in Cato Manor; the impact of poverty on orphans and vulnerable children of Cato Manor and the effectiveness of interventions provided for orphans and vulnerable children to improve their school performance in Cato Manor. I guarantee that your responses will not be identified with you personally. Your participation is voluntary and there is no penalty if you do not participate in the study. Please sign on the dotted line to show that you have read and understood the contents of this letter. The questionnaire will take approximately 10 minutes to complete.

DECLARATION OF CONSENT

I..... (Full Name)
hereby confirm that I have read and understand the contents of this letter and the nature of the research project has been clearly defined prior to participating in this research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Participants (Guardian) Signature:

Date:.....

APPENDIX 1B: INFORMED CONSENT FOR AUDIO RECORDING



School of Built Environment and
Development Studies

Denis Shepstone Building,
Level 8

Howard College Campus
Mazisi Kunene Road,
Glenwood
Durban 4000

Dear Participant

INFORMED CONSENT LETTER FOR AUDIO RECORDING

My name is Nompumelelo Ngobese pursuing a Master's Degree in community development, in the School of Built Environment and Development Studies, University of KwaZulu-Natal, Howard College Campus, Durban. I am interested in learning about child poverty from the perspective of orphan and vulnerable children of Cato Manor, KwaZulu-Natal, of which you are/ were a part. To gather the information, I am interested in asking you some questions.

Please note that:

- Your confidentiality is guaranteed, as your inputs will not be attributed to you in person but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalised for taking such an action.
- The research aims at knowing the challenges of your community relating to resource scarcity, peoples' movement, and effects on peace.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

	Willing	Not willing
Audio equipment		

I can be contacted at:

Email: xxxxxxxxxxxx / xxxxxxxxxxxxxxxxxxxxxxx

Cell: xxxxxxxxx.

My research supervisor is Dr Celestin Mayombe who is located at the School of Built Environment and Development Studies, Howard College Campus of the University of KwaZulu-Natal.

Contact details: email: xxxxxxxxxxxx, Phone number: xxxxxxxxxxxxxxx.

You may also contact the Research Office through:

P. Mohun

HSSREC Research Office,

Tel: 031 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

DECLARATION

I..... (Full names of participant)
hereby confirm that I understand the contents of this document and the nature of the research project,
and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT (GUARDIAN)

DATE

.....
...../...../.....

APPENDIX 2A: QUESTIONNAIRE FOR OVC



SURVEY QUESTIONNAIRE FOR ORPHANS AND VULNERABLE CHILDREN

Code of OVC (*Ikhodi yomfundi*):..... School (*Isikole*)

Code(*Ikhodi*):.....

Administration: Oral (*inkulumo yomlomo*) Self-administered (*ukuzisiza*):.....

Tod ay's date (*Usuku*): ____/____/2018. Time

(*Isikhathi*):.....

Topic of the study: *Orphan and Vulnerable Children's Perceptions of Child Poverty in Cato Manor, KwaZulu-Natal*

The aim of this study is to analyse child poverty from the perspective of orphan and vulnerable children of Cato Manor, KwaZulu-Natal

The purpose of the questionnaire is to collect your views on how you experience poverty at home and school as an orphan. The outcome of the study will be to suggest relevant and effective interventions that can assist the school leadership to foster orphan children in achieving their goals regardless of their circumstances in life.

(*Isihloko socwaningo: Indlela izingane eziyizintandane nezisengozini ezibheka ngayo ububha endaweni yase Cato Manor, KwaZulu Natali.*

Inhloso yalolucwaningo ukucobungula isimo sezobubha ngokubheka ngeso laantwana abayizintandane nabasengozini eCato Manor, KwaZulu-Natali.

Inhloso yaleliphepha ukuqoqa ulwazi lwakho mayelana nokuntula oke uzithole ubhekene nakho ekhaya noma esikoleni njengoba uyintandane noma usengozini. Okuzotholakala kulolucwaningo kuzosiza ukuba kuthi uma kwenziwa izinqumo mayelana nezintandane kanye nabantwana abasengozini ezikoleni kwenziwe izinqumo ezizokwenza umahluko ezimpilweni zalabo bantwana ukuze bezokwazi ukuphumelela empilweni noma bebhakene nezinqinamba ezimpilweni zabo).

SECTION A: Biographic profile of the learner (All participants must complete this section) {*Imininingwane yomfundi*}

1. Gender (<i>Ubulili</i>)	Male(<i>Owesilisa</i>)	1	Female(<i>Owesifazane</i>)	2
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2. What is your age? (*Iminyaka*)

12-13 Years	1
14-15 Years	2
16-17 Years	3
17 Years and older	4

3. Race (*Uhlanga*)

African (<i>Owasemzansi Afrika</i>)	1	White (<i>Umhlophe</i>)	4
Coloured(<i>Ikhala</i>)	2	Asian (<i>Umshayina</i>)	5
Indian (<i>Umndiya</i>)	3	Other(<i>Okunye</i>)(specify).....	6

4. In which grade are you now? (*Iliphi ibanga olifundayo njengamanje?*) (Please tick only one).

Grade (<i>Ibanga</i>) 8	1
Grade (<i>Ibanga</i>) 9	2
Grade (<i>Ibanga</i>) 10	3
Grade (<i>Ibanga</i>) 11	4
Grade (<i>Ibanga</i>) 12 (Matric class)	5

5. Status of orphanhood

(*Isimo sobuntandane*):

Maternal orphan (Mother passed away) (<i>Ukunagabi namama</i>)	1
Paternal orphan (Father passed away) (<i>Ukungabi nababa</i>)	2
Double orphan (lost both parents) (<i>Ukungabi bikhomkwabo bobabili abazali</i>)	3
Social orphan (parents are alive but unfit) (<i>Abazali bayaphila kepha abakulungele ukuba abazali</i>)	4
Other (specify) (<i>Okunye</i>).....	5

6. Duration of being an orphan (*Isikhathi esesidlulile uyintandane*)

1- 2 Years	1
3- 4 Years	2
4-5 Years	3
5 Years and more	4

SECTION B: Socio-economic Status (*Isimo sezomnotho*)

7. My family has enough money to buy the things I need (*Umndeni wami unemali eyanele yokungithengela engikudingayo*)

Yes (<i>Yebo</i>)	1	No (<i>Cha</i>)	2
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8. The type of house I live in is (*Uhlobo lwendlu ohlala kulo*)

Shack (<i>Umjondolo</i>)	1
One- room house (<i>Igumbi elilodwa</i>)	2
Two- room house (<i>Amagumbi amabili</i>)	3
Four- room houses (<i>Amagumbi amane</i>)	4
Five- room houses and more (<i>Amagumbi amahlanu nangaphezulu</i>)	5

9. Who is taking care of you at home? specify relationship (*Ubani okunakekekelayo ekhaya? Cacisa nihlobene ngani*)

Aunt (<i>Anti</i>)	1
Uncle (<i>Malume</i>)	2
Granny (<i>Gogo</i>)	3
Sibling (<i>Umtwana esizalwa naye</i>)	4
I live at an orphanage (<i>Ekhaya lezintandane</i>)	5
I live in a foster home (<i>Ekhaya lokugcina izintandane</i>)	6
Other (<i>Okunye</i>) (Specify).....	7

10. Is your living father/mother or guardian employed? (*Umzali wakho ophilayo uyasebenza?*)

Yes (<i>Yebo</i>)	1	No (<i>Cha</i>)	2
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11. What is your living father/mother or guardian's occupation? (*Imuphi umsebenzi owenziwa umzali wakho ophilayo*)

Unemployed (<i>Akasebenzi</i>)	1
Housewife (<i>umama usiza ekhaya</i>)	2
Small business (<i>Ibhizinisi elincane</i>)	3
Taxi driver (<i>Usomatekisi</i>)	4
Civil service (<i>Usebenzela uhulumeni</i>)	5
Other (<i>Okunye</i>) (Specify).....	6

Questions 12 and 13 (*Umbuzo 12 nowesi 13*)

No.	Statement (<i>Isitatimende</i>)	None of the time (<i>Akukaze kwenzeka</i>)	Sometimes (<i>Kuthukela kwenzakalile</i>)	Always (<i>Kwenzeka njalo</i>)
12	I have the materials I need to do my school work (<i>Nginokwanele okuqondene nezinto zokwenza umsebenzi wesikole</i>)			
13	I have enough books and supplies for school (<i>Nginezincwadi ezanele zokwenza umsebenzi wami wesikole</i>)			

14. Do you have any difficulty finding money for school fees, uniform and books? (*Ngabe kunzima ukuthola imali yesikole kanye neyomfanekiswano wesikole*)

Yes (<i>Yebo</i>)	1	No (<i>Cha</i>)	2
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15. My school fee is paid up to date (*Imali yesikole ngabe ikhokhiwe ngendlela efanele?*)

Yes (<i>Yebo</i>)	1	No (<i>Cha</i>)	2	I don't know (<i>Angazi</i>)	3
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Section C: Food and nutrition (*Ezomsoco*)

16. In the table below, indicate the level you agree with statement according to your life situation. (*Kulelitafula elingezansi veza lokho ovumelana nakho okuqondene nesimo sakho sempilo njengamanje*)

No .	Statement (<i>Isitatimende</i>)	None of the time (<i>Akukaze kwenzeka</i>)	Sometimes (<i>Kuthukela kwenzakalile</i>)	Always (<i>Kwenzeka njalo</i>)
1	I eat one meal a day. (<i>Ngidla kanye qha ngosuku</i>)			
2	I eat at least two meals a day. (<i>Ngidla noma kabili ngosuku</i>)			
3	I go to bed hungry. (<i>Ngilala ngingadlile</i>)			
4	My family runs out of food. (<i>Umndeni wami uyaphelelwa ukudla</i>)			
5	I eat only a few kinds of foods. (<i>Ngidla inhlobo eyodwa yokudla</i>)			
6	I skip a meal, breakfast, lunch or supper. (<i>Kuyenzeka kube khona isidlo engingasidli</i>)			
7	I remain without eating for the whole day. (<i>Ngihlala usuku lonke ngingadlile</i>)			

Section D: Academic Performance

17. Have you ever repeated a grade in your life? (*Kwake kwenzeka waphinda ibanga?*)

Yes (<i>Yebo</i>)	1	No (<i>Cha</i>)	2
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18.If yes to question 17, state how many and which grades have you repeated (list all the grades from lowest to highest). (*Uma uphendule Yebo kumbuzo ongenhla oku 17. Ibe ususho ukuthi mangaki amabanga owaphindile uwafake ohlwini olungenzansi*)

Codes (<i>Ikhodi</i>)	
Once (<i>Kanye</i>)	1
Twice (<i>Kabili</i>)	2
Three times(<i>Kathathu</i>)	3
Four times or more (<i>Kane noma ngaphezulu</i>)	4

List the grades (<i>Bhala amabanga</i>)	List the code number next to the grade (<i>Bhala ikhodi yamabanga owawaphinda</i>)
Grade (<i>Ibanga</i>).....	
Grade(<i>Ibanga</i>)	
Grade (<i>Ibanga</i>).....	
Grade(<i>Ibanga</i>)	
Grade (<i>Ibanga</i>).....	

19. What is your education progress? (*Kungabe wenza kanjani ezifundweni zakho?*)

Poor (<i>Kabi</i>)	1
Average (<i>Kagconywana</i>)	2
Good (<i>Kahle</i>)	3
Excellent (<i>Kahle kakhulu</i>)	4

20. Do you have any persistent health problem? (*Unazo izinkinga ezithile zempilo ezinjengokugula okuthile okungapheli?*)

Yes (<i>Yebo</i>)	1	No (<i>Cha</i>)	2
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21. Have you experienced incidences of stigma and discrimination from your teachers and peers? (*Kukhona ukuhlukumezeka kanye nokubandlululeka okwenzeka kuwe?kungaba kwenziwa othisha noma abantwana*)

Yes (<i>Yes</i>)	1	No (<i>Cha</i>)	2
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SECTION C: Support from school, government or NGOs, church (*Uxhaso oluvela esikoleni, kuhulumeni, kumaNGOs noma emasontweni*)

22. I am a beneficiary of SASSA grant on monthly basis (*Ngithola isondlo sabantwana njalo ngenyanga*)

Yes (<i>Yebo</i>)	1	No (<i>Cha</i>)	2
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23. Do you receive any support from Government, NGOs, Churches and Schools to afford school fees, uniform and books? (*Lukhona usizo oluthola kuhulumeni,kumaNGOs, emasontweni noma esikoleni ukuze uzokhokha imali yesikole uthenge umfaniswano kanye nezincwadi zokufunda?*)

Yes (<i>Yebo</i>)	1	No (<i>Cha</i>)	2
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24. How many time you received educational support from school, government or NGO (eg. money, books, uniforms, food) (*Usizo oluqondene nezemfundo yakho oluvela kuhulumeni, esikoleni,emasontweni nakuma NGOs uluthola kangaki?*)

Never (<i>Akukaze kwenzeka</i>)	1	Sometimes (<i>Kuthukela kwenzakalile</i>)	Never (<i>Akukaze kwenzeka</i>)	2
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25. In the past 6 months, did you receive support from the following (Tick appropriate). (*Ezinyangeni eziyisithupha ezedlule uke waluthola uxhaso oluvela kulezindawo ezilandelayo?*)

No .	Statement (Isitatimende)	None of the time (<i>Akukaze kwenzeka</i>)	Sometimes (<i>Kuthukela kwenzakalile</i>)	Always (<i>Kuhlezi kwenzeka</i>)
1	Government (<i>Kuhulumeni</i>)			
2	Church (<i>Esontweni</i>)			
3	NGOs			

4	My family members (<i>Kwabomndeni</i>)			
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APPENDIX 2B: FOCUS GROUP QUESTIONNAIRE

Focus Group Discussion for Orphans and Vulnerable Children

Code of OVC (*Ikhodi yomtwana*):..... School Code (*Ikhodi yesikole*):.....

Today's date (*Usuku*): ____/____/2018. Time (*Isikhathi*):.....

Introductory note

Welcome. Thank you for taking time to join our discussion about child poverty in the community of Cato Manor. My name is Nompumelelo Ngobese, I am a student at UKZN Howard College currently pursuing my Master's Degree at the college of Community Development. I am going to facilitate this discussion together with my colleague.....

The purpose of this focus group is to understand child poverty from the perspective of orphans and vulnerable children. We seek to know about the challenges faced by children of this community relating to poverty. We are also keen to hear what has been done to address these challenges and how these have contributed to improving the wellbeing of your lives in this community and in protecting your rights of children.

There are no right and wrong answers to the questions we will be asking. We also expect that you will have different views from each other. Please feel free to share your viewpoint even if it's different from others in this group. If you want to add something, follow up on a point made or even disagree with a comment feel free to do so. Remember though that it must be done respectfully. I am here to ask questions and to listen. I will try and give everyone a chance to speak as we want to hear from all of you. If one of you is speaking too much I may ask you to give others a chance to speak. If you are not saying much I may ask you for your view point.

The discussion is being recorded as we don't want to miss any of the points you are making. The research team will adhere to rules of confidentiality and ensure anonymity of the data and reports. This means that the report will not contain your names or link you directly with any of the findings. However, we cannot guarantee that any information you share will be regarded as confidential by

other members in the group. We urge you each to respect the confidentiality. However, we wish to advise you not to share any sensitive personal information in focus group discussion.

Before we start we need to ensure that you understand that the information you will share with us will remain confidential. As your parents has signed the consent forms and agreed for you to partake in this study, we will also need you to sign the consent form indicating that you understand the rules of confidentiality and that you are freely accepting to participate in this discussion. This means that you are not forced to participate, that you can stop participating at any time during this session and choose not to answer any questions you don't feel comfortable to respond to.

We also need to advise you that there is no direct benefit for you from participating in this discussion

1. What are the most critical problems faced by orphans and vulnerable children at home and school? (*Iziphi izinkinga ezinkulu ezibhekene nabantwana abayizintandane nabasengozini ekhaya kanye nasesikoleni?*)
2. What type of support does the school offer to OVC? (*Hlobo luni losizo olutholwa abantwana abayizintandane nabasengozini abalunikezwa isikole?*)
3. Do you think the support provided by school is meeting the needs of OVC? (*Ngabe ucabanga ukuthi usizo olukhishwa isikole olubheke ezintandanani kanye nasebantwaneni abasengozini lwanele ukusiza abantwana*)
4. Is the government doing enough to address the needs of OVC? (*Kungabe uhulumeni wenza okwanele ukusungulula izinkinga ezibhekene nezintandane kanye nabantwana abasengozini?*)
5. What other issues relating to the OVC you think need attention from school, government and the community? (*Iziphi ezinye izinkinga ezibhekene nezingane eziyizintandane nezisengozini ocabanga ukuthi uhulumeni nesikole kanye nomphakathi kumele uzifakele izibuko?*)
6. Are you aware of any interventions (government or non-governmental) that seek to assist poor children both in schools and at their households? (*Kukhona izinhlelo ezithile enizaziyo ngabe ezikahulumeni noma akuzona ezikahulumeni ezizama ukusiza abantwana abahluphekayo esikoleni?*)
7. Tell me about your future plans, where or what do you see yourself doing after matriculation? (*Ngcela ningitshale ngezinhlelo eninazo ngekusasa lenu, nizibona nenzani empilweni emva kokuqeda umatikuletsheni?*)

APPENDIX 2C: LIFE STORY QUESTIONNIRE

INTERVIEW SCHEDULE FOR LIFE STORY OF ORPHANS AND VULNERABLE CHILDREN

Code of OVC (*Ikhodi yomtwana*):..... School Code (*Ikhodi yesikole*):.....

Today's date (*Usuku*): ____/____/2018. Time (*Isikhathi*):.....

The purpose of the questionnaire is to collect your view on how you do experience poverty at home and school as an orphan. The outcome of the study will be to suggest relevant and effective interventions that can assist the school leadership to foster orphan children in achieving their goals in life regardless of their circumstances in life.

(Inhloso yaleliphepha ukuqoqa sithole ulwazi lwakho mayelana nokuntula oke uzithole ubhekene nakho ekhaya noma esikoleni njengoba uyintandane noma usengozini. Okuzotholakala kulolucwaningo kuzosiza ukuba kuthi uma kwenziwa izinqumo mayelana nezintandane kanye nabantwana abasengozini ezikoleni kwenziwe izinqumo ezizokwenza umahluko ezimpilweni zalabo bantwana ukuze bezokwazi ukuphumelela empilweni noma bebhhekene nezinqinamba ezimpilweni zabo).

Section A: Biographic profile of the learner (All participants must complete this section) (*Imininingwane yomhlanganyeli wocwaningo*)

1. Gender:

Male (<i>Owesilisa</i>)	1	Female (<i>Owesifazane</i>)	2
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2. What is your age? (*Uneminyaka emingaki?*)Years

3. In which grade are you now? (*Ukuliphi ibanga?*) Grade.....

4. Status of orphan hood (*Uhlobo lobuntandane*):

Maternal orphan (<i>Umama owashona</i>)	1
Paternal orphan (<i>Ubaba owashona</i>)	2
Double orphan (lost both parents) (<i>Abazali bashona bobabili</i>).	3
Social orphan (parents are unfit) (<i>Abazali bakhona kodwa abakulungele ukuba abazali</i>)	4
Other (<i>Okunye</i>) (specify).	5

Section B: Life story
(*Umlando wempilo*)

1. What are the reasons of being orphaned or vulnerable? (*Kungabe ikuphi okwakwenza waba intandane noma wazithola usengozini*)
2. How do you explain: a) orphan b) Vulnerable child c) Orphans and vulnerable children? (*Lawamagama alandelayo uwachaza kanjani : a) Intandane b)Umtwana osengozini c) umtwana oyintandane osengozini*)
3. Describe your experiences concerning your life before and after being orphaned. (*Awuke uchaze kancane impilo yakho ngaphambi nangasemva kokuba ube yintandane*)
4. Please describe significant challenges you have faced in your life to date. (*Awuchaze izinkinga eziyizingqinamba osuke wabhekana nazo empilweni eziza nokuba yintandane*)
5. As an orphan, what do you understand about poverty? (*Njengomtwana oyintandane ikuphi ongakuchaza okuqondana mayelana nokuba intandane*)
6. Please explain your source of income. (*Awuchaze kabanzi ngomthombo wakho wezezimali*)

Section C: School experience (*Okwenzeka esikoleni*)

7. What kind of challenges have you experienced in school? (*Iziphi izigqinamba obhekana nazo esikoleni?*)
8. What do you see as your social and educational needs? (*Ikuphi okubona kuyizidingo zakho ezibalulekile mayelana nemfundo kanye nempilo yakho*)

Section D: Support from the school (*Uxhaso oluvela esikoleni*)

9. What types of support do you receive from your school? (*Iluphi uhlobo losizo noma uxhaso oluthola esikoleni?*)
10. How are your school principal and teachers helping you in meeting your needs? (*Kungabe uthishanhloko kanye nothisha bakho bakusiza kanjani ukuthola izinsiza ozidingayo?*)
11. What would you like your school principal, teachers and fellow students to do for you? (*Iluphi usizo ongalujabulela ongalinikwa othisha bakho,uthishanhloko kanye nabanye abantwana?*)
12. List three to six things which you think can help you in improving your ability to be more successful in school and in your life. (*Bala izinto zibe yisithupha ocabanga ukuthi zingakusiza wenze kagcono empilweni nasemsebenzini wesikole*)

Thank you for your time.

(Ngiyabonga kakhulu ngesikhathi sakho)

APPENDIX 2D: SCHOOL PRINCIPALS QUESTIONNAIRE

SEMI-STRUCTURED INTERVIEW FOR SCHOOL PRINCIPAL

Respondent Code (*Ikhodi yombandakenye kucwaningo*):.....

School Code (*Ikhodi yesikole*):.....

Quintile Number of the school (*Inombolo yesikole*):.....

Today's date (*Usuku*): ____/____/2018. Time (*Isikhathi*):.....

The purpose of the questionnaire is to collect your view on how your orphan and vulnerable learners experience poverty at home and school. The outcome of the study will be to suggest relevant and effective interventions that can assist the school leadership to foster orphan children in achieving their goals in life regardless of their circumstances in life.

(Inhloso yaleli phepha ukuthola ulwazi lwakho mayelana nolwazi onalo ngabantwana abayizintandane nabasengozini. Okuzotholakala kulolucwaningo kuzosiza ukuba kuthi uma kwenziwa izinqumo mayelana nezintandane kanye nabantwana abasengozini ezikoleni kwenziwe izinqumo ezizokwenza umahluko ezimpilweni zalabo bantwana ukuze bezokwazi ukuphumelela empilweni noma bebhekene nezingqinamba ezimpilweni zabo).

1. Please describe the situation of orphans and vulnerable learners in your school. (*Ngicela uchaze ngesimo esibhekene nezingane eziyizintandane nezisengozini kulesi sikole*)
2. What are the greatest challenges do teachers face in helping the orphan and vulnerable learners to do well academically in school? (*Iziphi izigqinamba othisha ababhekana nazo ukusiza izingane eziyintandane nezisengozini ekwenzeni ngendlela umsebenzi wazo wesikoleni?*)

3. How effective is the school nutrition programme in improving the performance of orphan and vulnerable learners in the classroom? (*Uhlelo lwezomsoco ngabe lidlala indima engakanani ekusizeni izingane eziyizintandane nezisengozini?*)
4. Please explain how other programme(s) have effectively addressed the needs of OVC. (*Ngicela uchaze ngezinye izinhlelo eninazo ezibhekelele abantwana abayizintandane nabasengozini ukuba zineqhaza elingakanani*).
5. What type of resources does the school need in order to help improve the academic performance of the orphan and vulnerable learners? (*Ngabe ikuphi okudingwa izikole ukuba zinyuse izinga lokusebenza kahle kwezingane eziyizintandane nezisengozini*)
6. What are the main challenges faced by your school in supporting OVC? (*Iziphi izinqinamba isikole sakho esibhekene nazo ukusiza abantwana abayizintandane nabasengozini*)
7. Please explain the role and function of government and other stakeholders in the school nutrition programme. (*Ngicela uchaze mayela neqhaza elibanjwe uhulumeni kanye nababambimsuka besikole mayelana nohlelo lezomsoco esikoleni*).
8. How effective is the relationship between your school and government or other stakeholders in OVC in fostering academic performance of your orphan and vulnerable learners?

(*Kungabe ubudlelwano bakho, nohulumeni kanye nababambimsuka besikole busebenza kanjani ukusiza abantwana abayizintandane nabasengozini ukuba baphumelele*)

Thank you for your time.

Ngiyabonga ngesikhathi sakho

APPENDIX 2E: NUTRITION COMMITTEE MEMBERS QUESTIONNAIRE

SEMI-STRUCTURED INTERVIEW FOR SCHOOL NUTRITION MEMBER

Respondent Code (*Ikhodi yobandakenye kucwaningo*):.....School Code (*Ikhodi yesikole*):.....

Quintile Number of the school (*Inombolo yesikole*):.....

Today's date (*Usuku*): ____/____/2018. Time (*Isikhathi*):.....

The purpose of the questionnaire is to collect your view on how your orphan and vulnerable learners experience poverty at home and school. The outcome of the study will be to suggest relevant and effective interventions that can assist the school leadership to foster orphan children in achieving their goals in life regardless of their circumstances in life.

(Inhloso yaleli phepha ukuthola ulwazi lwakho mayelana nolwazi onalo ngabantwana abayizintandane nabasengozini. Okuzotholakala kulolucwaningo kuzosiza ukuba kuthi uma kwenziwa izinqumo mayelana nezintandane kanye nabantwana abasengozini ezikoleni kwenziwe izinqumo ezizokwenza umahluko ezimpilweni zalabo bantwana ukuze bezokwazi ukuphumelela empilweni noma bebhokene nezigqinamba ezimpilweni zabo).

1. What are your role and responsibilities as a member of school nutrition programme? (*Ngabe udlala yiphi indima esikoleni njengelunga lezomsongo esikoleni*)
2. What are the advantages of the school nutrition programme on OVC? (*Ngabe ezomsoco zibamba liphi iqhaza esikoleni*)
3. What are some of the challenges facing the school in terms of this programme in the areas such as: (*Mawubheka loluhlelo lomsonco ngabe iziphi izigqinamba ezibhekene nesikole mayelana naloluhlelo ? bheka :*
 - Implementation, (*Isiqaliso*)
 - Funding, (*Uxhaso*)
 - Supply and storage, (*Ukunikezela kanye nokugcina*)
 - Quantity and quality? (*Ubungako kanye nezinga lokudla*)
4. Please explain the role and function of government and other stakeholders in the school nutrition programme. (*Ngicela uchaze iqhaza elibanjwe uhulumeni kanye nababambimsuka balesi sikole mayelana nohlelo lwezomsoco*)

5. Please explain the impact of the relationship between school nutrition programme on the nutrition and health of orphan learners in this school. (*Ngicela uchaze kabanzi ngeqhaza elibanjwa ezomsoco ekubhekeleleni izimpilo zabantwana*)
6. What are some of the areas of the school nutrition programme should be improved or changed and how? (*Ngabe ikuphi ongadinga ukukubona kushitshile mayelana nohlelo lezomsoco? Ungathanda ukubona ushitsho olunjani?*)

Thank you for your time.
Ngiyabonga ngesikhathi sakho

APPENDIX 3: GATEKEEPERS LETTER: DEPARTMENT OF EDUCATION



Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:2/4/8/1605

Miss N Ngobese

2568 Bambanani Rd

Chesterville Ext 3 4091

Dear Miss Ngobese

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: “ANALYSING CHILD POVERTY FROM THE PERSPECTIVE OF ORPHANS AND VULNERABLE CHILDREN IN CATO MANOR, KWAZULU-NATAL”, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews. 2. The researcher must ensure that Educator and learning programmes are not interrupted. 3. Interviews are not conducted during the time of writing examinations in schools. 4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research. 5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted. 6. The period of investigation is limited to the period from 30 August 2018 to 02 March 2021. 7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation. 8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below, 9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200. 10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

(PLEASE SEE LIST OF SCHOOLS ATTACHED)

LIST OF SCHOOLS

1. UMkhumbane Secondary School
2. Wiggins Secondary School

_____EV. Nzama_____

Dr. EV Nzama Head of Department: Education Date: 30 August 2018

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KZNDOE.... Twitter: @DBE_KZN.... Instagram: kzn_education.... Youtube: kzndoe

APPENDIX 4A: TURN IT IN MATCH OVERVIEW

The screenshot displays the Turnitin Feedback Studio interface in a Google Chrome browser. The address bar shows the URL: ev.turnitin.com/app/carta/en_us/?s=1&o=1246244706&lang=en_us&u=1034101796. The page title is "feedback studio" and the document is titled "Masters Research Submission".

The main content area shows a document titled "CHAPTER ONE: INTRODUCTION AND BACKGROUN OF THE STUDY" with a sub-section "1.1. Introduction". The text discusses child poverty and the role of caregivers. A red box highlights a sentence: "a number of orphans and vulnerable children seem to increase rapidly. In the fight against child poverty, the researcher saw the need to shift the angle and focus on children, to speak to them about the issues that affect them and what they think is best for themselves so that their lives and schools can be improved, then the school and community can help them grow to be better adults, also interventions can be directed to the right place where they can be effective and make".

On the right side, the "Match Overview" panel is visible, showing a total match percentage of 7%. Below this, a list of matches is shown:

Match Number	Source	Match Percentage
1	Submitted to University... Student Paper	1%
2	childrencount.uct.ac.za Internet Source	<1%
3	Submitted to Mount Ke... Student Paper	<1%
4	hdl.handle.net Internet Source	<1%
5	Submitted to Midlands ... Student Paper	<1%
6	sautarusha.ac.tz Internet Source	<1%
7	repository.hsrc.ac.za	<1%

The bottom of the interface shows the page number "Page: 1 of 85", word count "Word Count: 28991", and a status bar with "Text-only Report" and "High Resolution" options. The system clock indicates 17:18 on 2020/01/25.

APPENDIX 4B: TURN IT IN DIGITAL RECEIPTS

