

**FACTORS THAT DRIVE CHILDREN FROM THEIR HOMES TO THE STREETS:
BULAWAYO SUBURBAN EXPERIENCE**

By

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DEDICATION

In memory of my father Bafana, mother Idah Mlilo, sister Rosinah and brother Kenias and all the nurses who have contracted HIV during nursing care.

Student number: 30249929

I declare that **FACTORS THAT DRIVE CHILDREN FROM HOME TO THE STREETS: BULAWAYO SUBURBAN EXPERIENCE** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.


SIGNATURE
(MRS S NCUBE)


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ABSTRACT

This research study employs explorative and descriptive qualitative research conducted in a naturalistic environment to identify factors that drive children from their homes to the streets of Bulawayo city suburban in Zimbabwe. The research study answers the question: How do children's experiences drive them from their homes and why do they decide to live on the streets of Bulawayo city centre? Literature search was conducted after data collection to confirm findings. Data collection was conducted at Thuthuka Street Children's project where an increase in the number of registered street children has been observed. Purposive sample selection of street children was conducted. Selection criteria was based on the participant being registered with Thuthuka Street Children's Project, for one year being on and off the streets and volunteer to participate. Ethical consideration such as fairness justice and honest were observed. Soundness to establish trustworthiness rather than validity, the following alternative constructs were applied, credibility, transferability, dependability, conformability and authenticity. Focus group discussions using a guide with open-ended questions were conducted to collect data from 12 street children, which was then analysed by coding into themes, notably forms of abuse such as emotional, physical, and sexual and neglect, poverty, deviant behaviour and future plans. Children went onto the streets because they suffered abuse, and/or wanted freedom without parental dominance and to acquire fast riches in the streets. Based on the conclusions, the research makes recommendations from the participants and the researcher to policymakers, non-governmental organisations, parents and social workers, to address this deep-seated problem.

KEY CONCEPTS: street children; experiences, poverty; abuse; focus group discussions, ethics.

LIST OF ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
AU	African Union
CBD	Central Business Centre
FDG	Focus group discussion...
HIV	Human Immunodeficiency Virus
HRC	Health Research Council
ILO	International Labour Organisation
NGO	Nongovernmental organisation
OAU	Organisation of African Union
PGCE	Post Graduate Certificate in Education
UN	United Nations
UNCEF	United Nations Children Education Fund
UNISA	University of South Africa
WHO	World Health Organisation

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CHAPTER 1 ORIENTATION TO THE STUDY

1.1 INTRODUCTION

Each new dawn brings new street children who are very visible at Bulawayo city centre, reflecting a worldwide increase in the numbers of children driven out of their homes to the streets (UNICEF 2005:40-41). Zimbabwe alone is estimated to have 120,000 (0.924%) street children out of a population of 12,973,808 (Zimbabwe Census results, 2012), whilst worldwide it is estimated that there are 100 to 150 million children who live on or off the streets. Despite such ubiquity the problem generally goes unnoticed (UNICEF2012:17)). The researcher observed that street children live in abandoned buildings, disused containers, old vehicles, parks or on the street itself, with numbers having increased over the past five years, possibly due to poverty, hunger and death of parents.

In Bulawayo, most live in a disused railway building or new developmental housing stands, which are usually not subjected to police checks. Some live under large trees near Matsheumhlope stream, which separates Bulawayo central business district (CBD) from the low density suburbs and is not frequented by many people because of emissions and noxious industrial effluent. Tibaijuka (2005:85) states that the increase of children driven onto the streets was expedited by 'Operation Clean Up' in 2005, and displacement of families.

Table 1.1: Selected figures of street children worldwide (Source: Consortium for street Children (2007:50))

Continent and country	Number of street children
Africa	
Ethiopia	150,000
Egypt	1 million
South Africa	10,000 – 12,000
Asia	
India	11 million
Bangladesh	400,000
Europe	
Britain	100,000 runaways per year
St Petersburg in Russia	
Americas	

1.1.1 Classifying street children

Street children (or 'street kids') are homeless children who live on the street, in particular those who are not taken care of by parents or guardians (UNICEF, 2005:40). The term refers to children for whom the street is more than their family and has become their real home. It includes children who might not necessarily be homeless or without families but who live in situations in which there is no supervision or protection, or direction from responsible adults (van Blerk 2010:99).

UNICEF (2007:5) classifies 'street children' into the following categories:

- **Children in the ghetto:** this is the largest group, consisting of children who work on the street.

- **Children of the palace:** these include runaways, abused, alienated children from deprived and poverty-stricken families who are unable to maintain normal family units.
- **Children on the street:** This is the smallest group, covering orphans and abandoned children whose parents may have died from war, illness or simply being unable to look after the children because of their family circumstance.
- **Children of the street:** those who have little or no contact with their families, for instance a child on the street for six years, meaning he or she has disassociated from the family.
- **Street children:** are children who are homeless and sleeping on the streets. Grundling, Jager & Fourie (2006:7) describes street child in Namibia as a minor, that is, a child under the age of 18, who depends on self for own survival.

1.1.2 Community perceptions of street children

According to Wienckie (2008:3), the term 'street child' has connotations of being associated with delinquency, illegal and criminal activity. Wienckie (2008:3), further states that street home is a survival strategy and a prescription for loss of identity, family and school. Wienckie (2008:3) regards the concept of 'working children' as a survival strategy, as opposed to the metaphor 'being on the street', which is associated with parasitic 'hanging around'. Another view is of 'working street children' contributing to the economy with cheap labour, and seeking freedom and autonomy. The findings of Matthew (2008:311) correspond to those of Wienckie, (2008:3) that street children`s subculture is one of hawking, working as food vendors and loading lorries.

Street children are known for snatching food from shoppers, particularly from women and other children. It is believed to be a shame on parents to have children on or off the streets, because it is assumed to be the result of poor parenting skills. Most are from the lower socio-economic strata, though a few have wealthy family backgrounds (de Benitez 2008:65).

1.2 BACKGROUND TO THE RESEARCH PROBLEM

Cooke (2009:3), states that, the initial step in the planning of a study is that of identifying a research theme and choosing a topic. Factors that influence the choice of the topic are the researcher's interest, the feasibility of the study, and the research question. In this study the research question is: How do children's experiences drive them from their homes and why do they decide to live on the streets of Bulawayo city centre? de Benitez (2008:65) states that, children leave their homes for the streets due to economic inequality, political instability, poverty, begging practices, vulnerability to abuse and being orphaned.

The researcher's observations were that the children appeared very tired and hungry, possibly having walked through the day without food. Some children were violent and possibly it was due to smoking cannabis. The researcher was motivated to find out more about them, for example, if they were hungry or had been harassed.

Sub-questions for the research were:

- Why were children determined to stay on the streets, whatever the reason or cost?
- Was it possible for one to find out more information from the children on how they decided to leave their homes?
- If above reasons given by de Benitez (2008:65) as poverty; why is it that some children still remained in their natural homes?

1.2.1 Street children in other countries

Zimbabwe is not alone in facing the problem of street children (de Benitez 2008:65).

According to van Blerk (2006:47-74), culture, gender and age determine how the street child lives. In this study the results revealed that they depend on scavenging for food in dump sites and older boys earn money by offloading goods whilst the girls become sex workers. In addition, there are adults who stay with their children 'on' or 'off' the streets. These are the adults who grew up in the street.

Bucharest and Romania have been estimated by the council of Europe to have 1,000 street children, the major contributory factor being poverty and abandonment caused by mis-governance (UNICEF 2005:40). South Africa and Kenya have similar problems as other African countries, having witnessed child labour, sexual abuse and overcrowding, which impact negatively on the child and lead to violence.

However, Wagner, Lukassen and Mahlendorf (2009:20) state that poverty is not necessarily the cause for of a child taking to the streets.

A Mapping and Gapping Review of the Literature 2000 to 2010 Consortium for Street Children cites figures of 100 million in 1989 and the same for 20 years later. UNICEF (2005:40) reports that the figures were likely to be increased due to urbanisation and an increase in the world population from 5, 2 billion in 1989 to 8 billion in 2009. It is speculated that by 2050, that 70% of the world`s population will live in urban areas (UNICEF 2012:9-13). In Tanzania, the Mkombozi census (2006) showed that municipalities of Arusha and Mosh had 2,103 and 1,416 street children respectively with an increase of 54% and 66% respectively. Reasons given for the increases were lack of employment, absence of free education and shortage of community centres.

1.2.2 Street children in Zimbabwe

According to (UNICEF 2008) the numbers of street children in the streets is difficult to count due to their mobility. By the end of 2002, Street Aheads which runs as NGO, work with street children in Harare, had registered 1,500 who needed various forms of assistance (Rebeiro 2008:89). From the Zimbabwe Census results of 2012, the estimate for street children in Zimbabwe was 120,000 out of a population of 12,973,808.

UNICEF (2007:13) in Zimbabwe observed an increase of street children during school holidays and weekends, having been sent out by parents to supplement family income or to earn school fees and levies from the streets. The longer children spend time on the streets the more hardened they become and the more likely to become involved in criminal activities. Wienckie (2008:4) states that Tanzanian communities also believe that the streets are 'schools of crime' and that all street children inevitably become criminals, though many are merely guilty of antisocial or self-destructive behaviour, which is frequently the result of ignorance rather than negative or fatalistic.

The researcher observed the children loitering on the streets searching for food and disturbing the peace of other people, or just begging for money in the city. If their demands were not met, it prompted them to snatch food or money from the community, often using vulgar language. An assumption by the researcher was that

these children needed opportunities such as protection, schooling, economic strengthening and health facilities, as well as the basic needs of a human being, such as food, shelter, clothing and love. The researcher observed that on the streets of Bulawayo there were children who came from well-off or rich families, such as business people. Researchers have suggested various reasons why children left their homes, for instance poverty or political instability (de Benitez 2008:65) and (Tibaijuka 2005:85). However, for the researcher a number of questions remained unanswered:

- What makes a child unhappy in a family whose resources are adequate?
- What does a street child want in life?
- Where is the problem of the street child?
- How do parents and environments affect the child's behaviour to become a street child?

Answers to these questions were to be answered, partly at least, by the street children themselves because this research focuses on how and why children leave for Bulawayo city streets.

Zimbabwe, like any other country, has gone through several difficulties due to political upheaval, which has led to the collapse of social systems, including health and education. Tibaijuka (2005:85) observes that more children driven to the streets were expedited by 'Operation Clean Up', as crime-fighting measures. Tibaijuka (2005:85) states that more children were driven to the streets due to displacement of families, some of whom have not been reunited with their parents.

Maslow's hierarchy of needs theory argues that basic needs of a human being include shelter, food and water and love. The question for this study is what factors prevented some of the children from returning to their homes after political instability. Why did some children receive assistance to look for their parents rather than remain 'of' the streets?

1.2.3 Research setting

The research setting relates to the surrounding environment in which the research takes place. Van Blerk (2005:45-74) states that 'context' refers to the people, environmental conditions and culture of the participants in which the study takes

place. This study is conducted on the streets of Bulawayo with permission from Thuthuka Street Children's programme. Thuthuka Street Children's Project was given the mandate by Bulawayo City to take care of street children. It is an organisation that acts as the guardian of the street children in Bulawayo. Therefore for one to communicate with street children Thuthuka Street Children's Project has to sanction. Bulawayo is in the southern part of Zimbabwe. Zimbabwe is located in the southern part of the African continent, south of Zambia, north of South Africa, west of Mozambique and east of Botswana. Formerly the British colony as 'Rhodesia', the country has been known for agricultural farming and also as a beef producing country. With a surface area of 390,757 square kilometres, the latest estimated population is 12,973,808. The surface area of Bulawayo is 479 square kilometres, with an estimated population of 655,675 (Zimbabwe Census results 2012:6).

1.3 STATEMENT OF THE RESEARCH PROBLEM

According to Sandelowski and Barroso (2007:10), the researcher must answer the question, "What is the problem?", and suggests that statistical evidence should be documented to impress on the extent of the problem. It also stated that "as research is a logical process, the research problem is a synthesis of the introduction and literature review in other words; it is a diagnosis of the problem (Denzin and Lincoln 2011:1-33). In this research study, the researcher observed an increase in the number of street children in Bulawayo. Factors driving children away from their homes to the streets have not been widely researched. Most of the researchers such as de Benitez (2008:65) revealed that the street children were very visible on the street in a complex of poverty and inequality.

The background statement highlighted causes as being political instability, poverty, begging practices, vulnerability to abuse and being orphaned. The question is that there is a percentage going to the streets following all the stated problems. This research attempts to untangle the specific factors that drive children to the streets.

In Zimbabwe, street children's problem is assumed to be the faulty of the children who do not take their parents' advice. Also in the Zimbabwean African context a child is not supposed to question an adult because it is assumed that the parents are always right. However with United Nations Child Rights Convention it is only dawning

that the child has rights as a human being. Relatively very few research studies if any state and explore the factors that drive children from their homes. The researcher acknowledges that most researchers who conducted studies on street children mainly looked at the street life. The aim of this study is to explore the factors that drive children from their homes to the streets of Bulawayo.

1.3.1 Significance of study

The statement of significance is an important part of a scientific report. All scientific studies should add value in some way, because they should have some new knowledge to add to the research canon. The statement of significance tells the reader why the study is important, in other words, what the research contributes to the scientific field. It differs from the thesis and purpose statements. The thesis statement indicates what the study will prove. The statement of purpose indicates how the researcher will prove it or demonstrate an array of factors that drive children out of their homes to the streets, such as, poverty, overcrowding, deviant behaviour and abuse. The research attempts to get to the fundamentals of the major factors that drive children from their homes to the streets. The participant narration of the lived experience will also guide other researcher to identify topics that appraise academia, child protection organisations governmental and interested parties on street children's experiences in an effort to increase human knowledge. Devos, Strydom, Fouche, and Delport (2005: 101) state that, "the problem statement should be sufficiently broad to permit inclusion of the central issues and concerns, yet narrow enough in scope to serve as a guide to data collection."

Qualitative researchers take the position that situations cannot be exactly be replicated, but what emerges in focal group discussion was seen as contingent on the researcher's approach and the specific setting. Motepe and Delport (2006:26) state that the specific interviewer-participant relationship and context makes qualitative research findings unique and truthful if ethical consideration is observed, such as honesty to the profession and avoidance of misrepresentation of the data collected. Could there be deeper forces driving children out of their homes? However the researcher wishes to obtain in-depth understanding of the deep-seated problem of the factors that drive children out of their homes to the street of Bulawayo city Suburban.

1.4. RESEARCH QUESTION

According to Motepe and Delport (2006:12) qualitative research explores a question and does not need a hypothesis because often the variables are not known or research is limited. A research question can arise out of observation of previous research, theory or curiosity. In this academic research study, the driving force to this exploration is interest and curiosity in unpacking and understanding the reason that drive children from their homes to Bulawayo city centre, posed as: How do children`s experiences drive them from their homes and why do they decide to live on the streets of Bulawayo city centre? According Motepe and Delport (2006:12) the research question directs literature review, whilst the framework and wording of the question determine the design and analysis of the study.

1.5 AIM AND OBJECTIVES OF THE STUDY

The aim of the study is to understand in depth the characteristics of the situation and the lived life experiences, beliefs, perceptions, motivations, intentions that brought children to the streets, based on the social phenomena in a natural setting.

1.5.1 Purpose of the study

The purpose was to explore the factors that drive children from their natural homes to stay on the streets of Bulawayo city Suburban. The researcher wishes to understand the meaning and make sense of lived experiences of street children based on thick and deep descriptions of real life stories embedded in actual feelings. Motepe and Delport (2006:12) state that a research study may be of help to people, and be carried out as part of one`s social responsibility. It is hoped that the lessons learnt and recommendations will be of use to the government and organisations working with children, to realise what drives them from their homes to the streets.

De Vos et al (2005:107) define goal and objectives as “the end toward which effort or ambition is directed”. Motepe and Delport (2006:16), further state that the goal, aim and purpose are more abstract conception similar to a “dream” whilst an objective is a step taken on the road map which is specific, measurable, achievable, realistic and time bound to attain the dream. In this study the objectives explore the factors that drive the children out their homes to the streets of Bulawayo City centre.

1.5.2 Objectives of the study:

- To explore and discover children`s phenomenon experiences that drive them from their homes and why they decide to live on the streets of Bulawayo city centre
- To conduct literature review on the fundamental concepts of the occurrences of street children
- To determine what factors account for the appearance of the phenomenon in the city, what affects the phenomenon produces, and in what ways these effects can be minimized.
- The study seeks to investigate the extent of home backgrounds which influences the children to leave their homes for the streets.
- To provide the government through the ministry of social welfare, NGOs whose goal is to protect children and child rights and other policy planners with reliable information on the true situation of the street children phenomenon in order to address their problems more seriously.

1.6 DEFINITION OF TERMS

An operational definition assigns meaning to facilitate communication and arguments which are better understood by the researcher and reader. The conceptual definition is an element of the scientific research process in which a specific concept defines measurable occurrence, gives it meaning and provides complete scientific definitions and appropriate references if necessary (van Blerk 2008:47-74).

In this study, the following terms are working or conceptual definitions:

Abused children: Abuse is defined as anything that is harmful, injurious, or offensive. It includes excessive and wrongful misuse of anything. There are several major types of abuse, including physical and sexual abuse of a child or an adult, substance abuse, and emotional abuse (UNICEF 2005:40-41).

At the stream: a place next to a natural stream that some children consider home.

At the tree: a large fallen tree that provides shelter for the children.

Contact Centre a place where children meet for food, training, bathing, and prayers at Thuthuka Street Children`s Project.

Mazai: a stream containing industrial effluent which is frequented by the children as their makeshift home. They collect water from the stream for bathing and drinking. Mazai translates as 'something that smells like rotten eggs'.

Murambatwsina, 'Operation clean up', 'Operation Restore Order', 'Operation Hlalani Kuhle': forcible removal of people from the streets and destruction of people's housing structures without new solutions

Omakhokhoba: a group of children born in Bulawayo who do not respect the culture and are ill-mannered. They are known for smoking cannabis, consuming excess alcohol and having no rural background.

1.6.1 Classification of street children

UNICEF (2007:10) classifies street / Urchin Children into the following categories:

Children on the streets: children who have left their homes and live on the streets for 24 hours every day.

Homeless children: children without homes, considered as a group they could be vagrants.

Runaway children: mostly children of wealthier socio-economic status who turn to the streets in search of adventure, excitement, or independence. In this research they are children of rich families whose parents can afford to meet their advantaged needs. It is assumed that they have no material problems in the home and that running away is part of an adventure, as in the developed world. There is also a group of children who decide not to go to school, known as 'school runaways'.

Vulnerable children: at risk of being attacked, they are not necessarily orphans but are assessed by an agreed set of objectives to be in need of external assistance. They could be at risk of physical or emotional trauma (UNICEF: 2006: 2-13).

1.7 FOUNDATIONS AND ASSUMPTIONS OF THE STUDY

In qualitative research, assumptions take precedence over formal theory, and in this study they reflect in-depth understanding. Guba and Lincoln (2005:192) state that the paradigm contains a basic set of beliefs and assumptions that guide inquiries. Detailed research assumptions will be discussed below.

1.7.1 Meta-theoretical assumption

Meta-theoretical assumptions are believed to be good science practice and may be implied or explicitly stated (Maphorisa and Delport 2008:67). Assumptions refer to basic principles that are made according to faith or assumed to be true without proof or verification. According to Maphorisa and Delport (2008:67) meta-theoretical assumption, function as essential background beliefs underlying other decisions in the research process. The researcher, as part of the research instrument, used inductive reasoning and verification of facts in the qualitative data analysis. The researcher's assumption is that the children were driven from their homes by poverty and through delinquent behaviour; however it is apparent that there are other core issues as those from rich families were also found on the street (Creswell & Clark 2007:21). In this study the researcher wants to bring underlying philosophical assumptions to bring to the world views to shape the direction of this research

1.7.2 Epistemological assumptions

'Epistemological' refers to the ways to acquire knowledge (de Gialdino 2011:7). In this instance the researcher finds out from the participants why they took to the streets (see chapter 4), which were assumed unfriendly for habitation. The researcher tried to get as close as possible to participants being studied without over engaging in an effort to examine uniqueness of individual's lived situations each person has own reality and experiences . It is therefore in this vein that the researcher explored experiences of street children to generate, authentic valid knowledge that can be replicated in different settings. Epistemology specifies the nature of the relation between researcher and the knower and what can be known. The assumptions will be guided by the process of knowing and the achievement of findings. Emphasis is placed on reliability of the findings, which are depended on processes of knowing the unknown from the participants. It is further stated that epistemology is considered as the basis for qualitative research since it holistically seeks attention focused on cognitive interaction and cooperative knowledge construction between the researcher and the participant (de Gialdino 2011:7). In this study the researcher had prolonged engagement with the street children in an effort to extract thick data.

1.7.3 Ontological assumptions

According to de Gialdino(2011:7), ontological assumptions concern the nature of the world and human being in social contexts. General assumptions by the researcher

are that it was the fault of the street children that they were driven onto the streets. It is stated that the same observation could bring out different meanings and conclusions in a social phenomenon. Qualitative research is centred on the different paradigms by different people, so the researcher has to view participants in a natural environment. The researcher collected data at the normal resident place where the researcher believed that the participants would freely share knowledge. Focal group discussions were advantageous because street children do not want any identification to avoid law enforcers follow up.

1.7.4 Methodological assumptions

Qualitative study is inter-subjective, exploring reality from an insider perspective whereby the researcher is actively involved with participants in a holistic approach. This is in an effort to understand human beings in totality, as an emotional, intentional and wanting being. Prolonged engagement with the participants helped the researcher to earn trust from the children so that they would divulge the truth as to why they left their homes for the streets. (de Gialdino 2011:7), state that methodological assumptions focus on analysis of the methods used for collecting data, such as the interaction between the researcher and participant in a focus group discussion.

1.7.5 Theoretical framework of the study

Reference to Maslow's theory on needs hierarchy was used to explain and understand deficiencies that drove children out of their homes to the streets of Bulawayo city centre. A psychologist in the 1940s, Maslow explained the behaviour of humans as a spectrum, stipulating that human behaviour is energised by internal factors, with physiological and psychological needs influenced by the environment. Maslow's theoretical framework is used to attempt to answer questions on why children leave their homes for the streets. The theory describes the needs in a pre-potent hierarchy to understand that human needs are organised, starting with basic human needs to self-fulfilment, as illustrated in Figure 1.1 (below). It further states that if the need is met then motivation ceases. The next step is motivation for the next unmet need. Understanding of a human being's motive was that human beings are wanting, intentional and emotional (Maslow (1943:370)

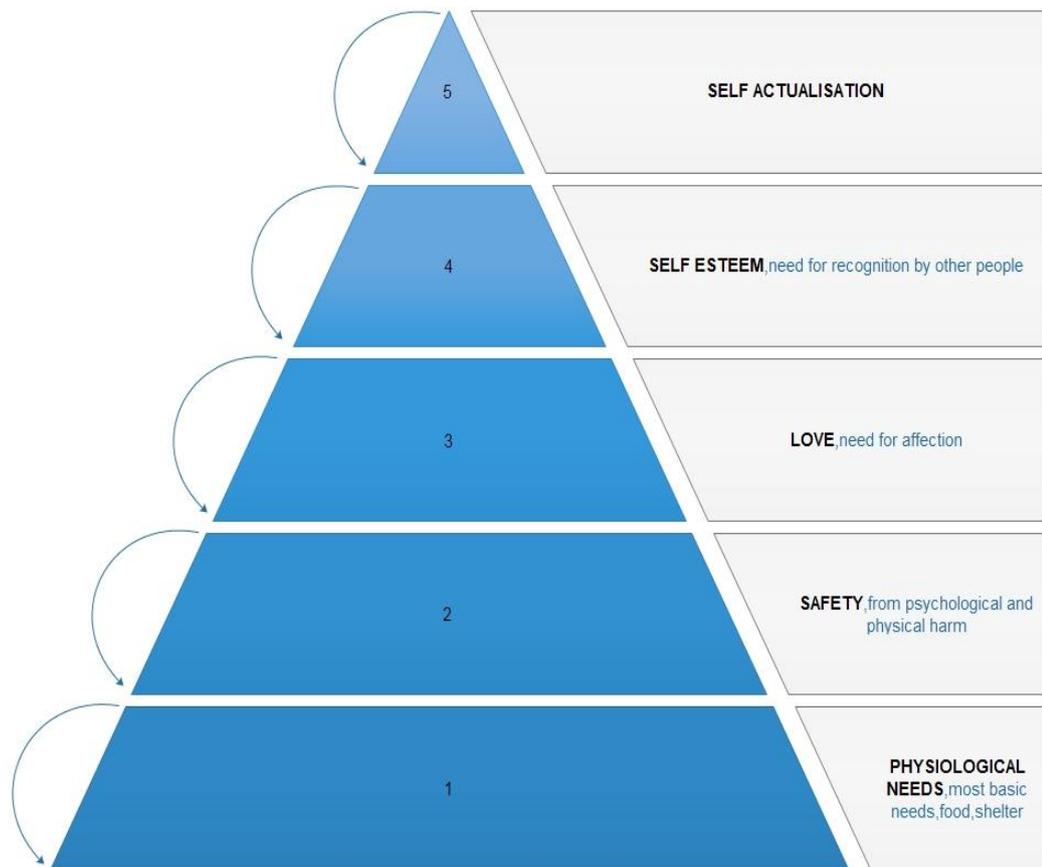


Figure 1.1: Maslow's hierarchy of needs (adapted from *Psychological Review*, July 1943, and pp.370)

1.8 RESEARCH DESIGN AND METHODS

According to Yin (2009:20) a research design is “a set of guidelines and instructions to be followed in addressing the research problem.” The research design involves a logical application of scientific methods to investigations of phenomena, towards a decision-making process for correct scientific research (ibid). Yin (2009:27-37) describes qualitative research design as “logic that links data to be collected and the conclusions to be drawn to the initial questions of the study.” It is a broad term encompassing all strategies that describe or explain how, what, when and where the data was collected and analysed in a research investigation Yin (2009:65). The researcher as the instrument held focus group discussions to collect data from the children. The researcher was classified as the research instrument in consideration of the total context, including capturing non-verbal clues in the responses. In this

qualitative study the researchers' interests were to study things in their natural settings in an effort to discover the meanings seen by those who are being researched (or subjects) rather than that of the researcher.

1.8.1 The chosen paradigm

Babbie and Mouton (2009: 72) define design as the planning of scientific inquiry, meaning to specify as clearly as possible what you want to find out and to determine the best way to do so. Creswell and Clark (2007: 4) add that the research design is the plan of action that links the philosophical assumptions to specific methods.

Mason (2010:10) state that a 'paradigm' is a set of beliefs and assumptions that directs the research inquiry. According to Mason (2006:10) qualitative research is interested, in particular, in the way in which the world is "understood, experimented, or produced by people`s lives behaviour and interaction" Maxwell (2004a:36) state that it also takes interest in processes, change and social context dynamics. Qualitative research refers to the generic research approach according to which research takes its departure from the insiders' perspective on social action (Babbie and Mouton 2009:70). It is naturalistic, because it studies phenomena or people in their natural setting (Creswell 2006:181). The study was conducted in a natural setting in a social real world situation and unfolded naturally (de Gialdino2011:200). The researcher collected data at the usual residence of the street children in the environment in which they were most comfortable, that is the contact centre at Thuthuka Street Project premises (this will be discussed in detail in chapter 3).

1.8.2 Data collection methods

Berg (2007:89) describes data collection in qualitative research as an array of methods such as interviews, focus group discussions, ethnography, observation and case studies. According Creswell (2006:127) the researcher describes the aim and how the data will be collected. The process of description will depend on the researcher's will to use an inductive strategy as this will influence the decision of whether the qualitative research will be carried out departing from a theoretical framework. Due to the amount of work, three research assistants were recruited. One was for note-taking, one as a language moderator who also assisted with translation of the questionnaire from English to Ndebele, and one who translated the Ndebele version questionnaire back into English, as well as acting as another note-taker. The researcher facilitated the FDGs as there was a need for follow up of

questions. Two research assistants were qualified English and Ndebele Teachers, with master's degrees in Post Graduate Certificate in Education (PGCE), the third was a political scientist. Training of the research assistants in note-taking was conducted for one day (see details in Chapter 3)

Denzin & Lincoln (2011:191-215) states that data collection depends on a plan, which includes well set-goals, target definitions, and presentation of findings. In this research study the researcher was the "human instrument", unlike quantitative research in which the questions are structured with no flexibility as scales and tests are used. Qualitative study research attempts to record non-verbal responses through subjective means, and in thick rich detail. The focus group discussion was conducted using a guide with open-ended questions for facilitation. This allowed for in-depth probing of issues for thick data extraction. Snider (2010:175) states that numbers conceal more than they reveal and that "good qualitative research is equal or exceeded quantitative research in status relevance and methodological rigor." To explore the phenomenon, questions of "how?" or "what?" were used for attention to detail. Observing and listening were used to describe the meaning of data during collection.

Data collection and analysis occur simultaneously, that is reading and rereading, intuition synthesising and report on data until saturation is reached. Accurate data collection and originality of the study without plagiarism fabrication, falsification or forging data was maintained.

1.8.3 Methods of data analysis

Denzin and Lincoln (2011:27) explain that, "data collection and analysis must be a simultaneous process in qualitative research and entails classifying things, persons and events and properties that characterise them". In qualitative research the data is usually collected as words on videotapes or audiotapes. In this research study actual words from the participants and nonverbal communication is used to collect data such as the participants showing nasty emotions during narration. Prolonged engagement with the participants facilitated the extraction of thick and dense data, using repetitive statements from children to form common themes that were then analysed by the researcher using test-retest and data check methods for credibility. For this reason there is no specific size of sample until data saturation. A total of six meetings were conducted as stated above (Babbie and Mouton 2006:80). Note-

taking and memos were conducted during the discussions. Data with similar meaning was gathered and clustered into preliminary categories then into a final constellation. Themes were formulated then sub-themes brought out the final results (see Chapter 4).

1.8.4 Sampling design and sample size

Creswell (2006:57) describes purposive sampling as selecting research participants according to the needs of the research. The researcher chooses the sample based on who they think would be appropriate for the study. The sample criterion for the street children was that they had been on the streets for at least one and so had knowledge of the area under study. The sample of the children selected was registered with Thuthuka Street Children`s Project.

A sample is a smaller collection of units from a population used to determine truths about that population (Holstein and Gubrium 2011:10). Purposive sampling was used, that is, one had to know the criteria for choosing a specific group (Babbie and Mouton 2006:80). Participants had first-hand lived experiences and were able to discuss the topic in their natural environment. According to Jackson and Verberg (2007:3), in qualitative study data collection should be informant-driven rather than theory-driven; therefore, sample size is the total population under study. Accordingly, 12 street children who had been on or of the streets for one year and above were registered with the Thuthuka Street Children`s Project. The sample comprised eight boys and four girls who volunteered without any pressure to participate in the study (Babbie & Mouton 2006:80).

1.9 SOCIAL CONTEXT OF THE STUDY

Qualitative research emphasises the importance of social context for understanding the social world. The context design provides extensive and dense descriptions (Neumann, 2006:129). The researcher wishes to understand the factors that drove children from their homes to the streets. What did it mean for them to leave their domestic environment and decide to live on the street? Was it a well thought of move or how did it happen? Did planning take place? What were the factors that drove children out of their homes?

1.10 ETHICAL ISSUES

Ethical considerations relate to the quality of research procedures with respect to their adherence to professional, legal and social obligations to the research participants, the institute and the researcher. Research ethics involve protecting the rights of the respondents and the institutions in which the research was conducted, and maintaining scientific integrity (Babbie and Mouton 2006:53). Protection of rights was assured with permission sought from Thuthuka Children's Projects. The participants were asked to volunteer to participate. The participants were informed of their freedom to withdraw from the study if they decided to do so (See Annex E, seeking permission and was granted attached in the proposal). The Health Research Council (HRC) of South Africa approved the proposal (see Annex B). The approval of the research study by the HCR was important to safeguard the participants and the University. Research ethics require that the researcher do no harm principle, hence acting in the best interest of the children and maintaining academic integrity. The HRC has to approve the research, even if outside the South African borders (Creswell, 2009:67). Consent by a minor in Zimbabwe is accessed through Social Services department or the mandated organisation or school headmaster is allowed to consent for the school children if parents are not available. However, those children who were willing to participate signed an agreement form to participate and were witnessed by the Thuthuka project manager. Analysis to rule out exploitation and to reduce stress to the participants was discussed, such, the researcher was required to make a presentation to the participants for informed decision and assure them of the exercising honesty. A detailed presentation was made to the participants using the proposal. It was anticipated that the researcher was going to assist children to make a decision on whether to participate or not (Wagner 2009:10). Other ethical considerations observed included reducing anxiety and distress to participants by avoiding personal questioning

At any given time the participants were free to withdraw their participation in the study without penalty. Focus group discussions were conducted within a period of two months with twelve street children aged 13 to 17. The first was composed of 13 participants, as a pre-interview meeting in which the participants and researchers agreed on the venue. Other reasons for the meeting were to ask the children to participate and make general introductions with the Thuthuka Street Children's

Project. This was to empower the children to speak their minds and to be honest in their discussions. The participants were informed that if at any time they were to lose interest they would be free to drop out, with no questions asked.

The purpose of the meeting was explained and discussions offered to the children on ethical issues, such as confidentiality, justice, and misrepresentation. Details of the focus group discussions were explained and the children assured that no details would be given to the police. The researcher's contact details were provided, in case there was need for contact if the participants faced any challenges. Participation agreement forms were distributed and collected the following day, after the children had thought through. (Motepe and Delport 2006:26) states that signing a consent form is a formality, however, in this research study the researcher's responsibility was to explain in detail the purpose of the research and assure the participants that there were no known dangers to them. The project manager informed the participants that the researcher came from a reputable university and was not a police officer. It was explained that there was no personal gain or payment for the participant, except that Thuthuka Street Children's programme was going to gain knowledge on what drove children from their natural homes to the streets (see chapter 3.2.3)

Regarding the prevention of exploitation, the researcher fully disclosed the research topic. Consideration of power dynamics between researcher and participants and Thuthuka Street Children's Project agreed that the participants were allowed to exercise their autonomy. The participants were informed that information would be shared with them, UNISA, Thuthuka Street Children's Project and those who supported the study. Secondly, it was made clear that there would be no financial gain to the researcher, except that it was hoped that the findings would contribute to the body of knowledge. Creswell (2009:67) points out that there is no value-free study.

Anonymity refers to the act of keeping the participants nameless in relation to participation in the research (Wagner, 2009:20). Anonymity of the participants was important as the children engaged into clandestine income generating work which attract police attention. However, anonymity was not fully implemented by the researcher because FDG is an open group discussion and the participants knew each from the street home.

Principles of justice and fair treatment of the participants were assured, including respect for contracts and assurance that agreements with participants would be honoured. During data gathering the researcher sought permission to record verbal data without infringing on participants' privacy. It was difficult to obtain consent from the participants because there were under age, though the Thuthuka Street Children's Project was considered legal by the Social Welfare in their registration certificate as a Private Voluntary Organisation. Thuthuka presented participants in the courts and argued for their rights if they were falsely accused or unjustly treated by the police or the public. Thuthuka paid for medical expenses for the participants, and in essence the organisation voluntarily took the position of guardian.

Confidentiality of the information was to be respected by asking the project staff to sign forms that whatever they heard would not be shared with anyone outside the focus group discussions, or used against the interests of the street children. In addition, confidentiality was not fully implemented because it was an open discussion. In terms of scientific honesty, accurate data collection and originality of the study without plagiarism, fabrication or falsification or forging data was maintained, as evidenced by a signed declaration that the study was the work of the researcher. Above all, the researcher's obligations is to develop genuine trust with the research participants maintain the good name of the University, and maintain honesty as a requirement in professional research (Denzin and Lincoln 2011:27).

1.11 LITERATURE REVIEW

Merriam (2009:15) state that "literature consists of all written sources relevant to the topic you have selected or the phenomena under study." According to Creswell (2006:75), the literature review in qualitative research places phenomenological study on the "before" end of the continuum. It is further stated that the researcher goes into the field with a "strong orientating framework" on what and how it will be studied. Jackson and Verberg (2007:47), argues that a literature review compiled early serves the following purposes:

- Demonstrate the underlying assumptions behind the general research question.
- Demonstrate that the researcher is thoroughly knowledgeable about related research.

- Show that the researcher has identified some gaps in the previous research and the proposed study will fill in the gaps.
- Refine and redefine the research questions in larger empirical traditions.

In this study a literature control was embedded in the results, and provided a framework as well as benchmark for comparing and contrasting results in the themes and categories with other findings (Maphorisa and Delport, 2006:25). According to Jackson and Verberg (2007:60), literature review is conducted after the data have been collected and analysed. It avoids leading the participants in the direction of what has already been discovered, and aims to illuminate how current findings fit into what is already known. According to Maphorisa and Delport (2006:25) in qualitative research a literature control is conducted after the phenomenological data has been analysed to avoid a preconceived framework of reference before the field.

1.12 SCOPE AND LIMITATIONS OF THE STUDY

Street children's literature was limited and most of the literature sourced was at least five years old. Time during data collection and analysis was limited, and both processes would have benefited from more time being allocated.

The purposeful sampling had sample bias and the researcher had limited and inadequate funds to pay adequate funds to research assistants, because Zimbabwe's bills of exchange were in foreign currency, such as the South African rand, Botswana pula or American dollar, and the country did not use its own currency.

The researcher had to be accompanied to focus group discussions for fear of the street children. The assumption was that they were drug abusers or took strong alcohol, such as spirits or methylated spirits, and that they might be difficult to work with. The accompaniment was also for the protection of the children, as a precaution against any unethical behaviour or malpractice by the researcher.

Initially, children were afraid of telling the truth and did not trust the researcher since it could have been anyone from the law enforcement bodies who wanted to know their insider dealings.

Finally, it was a topic that other researchers did not appreciate, as it was assumed that the children were at fault and hence the problem was of their own making. On

the other hand, some scholars see it as a topic that was unnecessary because the assumption is that street children are society's failures. Van Blerk (2006:49), writes that it was a known factor that the children leave their homes because of poverty, abuse and deviant behaviour of the child, albeit the deep-seated problem was not detailed in other research.

It was difficult to obtain consent from the participants because they were under age, though Thuthuka Street Children's Project was placed as legal guardian by the Social Welfare in their registration certificate as a Private Voluntary Organisation (Child protection act in Zimbabwe chapter 5:06 (2002:47)

1.13 STRUCTURE OF THE DISSERTATION

The dissertation is presented in the following chapters;

- Chapter 1 has been an orientation to the study outlines, the research problem, the rationale and the purpose, objectives and significance, with justification for literature control.
- Chapter 2 is a literature review
- Chapter 3 describes the research design, methods and research methodology.
- Chapter 4 is the description, presentation, analysis and interpretation of the research findings.
- Chapter 5 draws conclusions, makes recommendations, and outlines the contribution of the study and its limitations. It also brings out the theory generated from the study.

1.14 CONCLUSION

A visible increase in the number of street children in Bulawayo suburbs has been observed, yet the problem has gone largely unnoticed as it was believed that it was of their own making. Worldwide, the problem is increasing, regardless of the economic status of a country. In the proposed study the researcher sought to find out what factors drove children out of their natural homes to the streets, including those from relatively affluent families? Purposive sampling was conducted to meet the

criteria sample of children who had been in or on the streets for one year or more and were registered with Thuthuka Street Children's Project.

A qualitative study has been chosen because it brought out the understanding of humans in their social naturalistic setting in a real world situation, and so unfolded naturally to discover human experiences as they are lived and perceived by participants. Attention was paid to detail and issues that were further clarified until data saturation was achieved. Data was collected through focus group discussions, listening by ear and visual observation. Prolonged engagement allowed for thick dense and rich information to be gathered from the participants.

Ethical considerations focused on protecting the participants, the institute, and the researcher, to maintain professionalism, and the moral and legal aspects for credibility of the research study. Limitations of the study were mainly financial constraints due to hyperinflation in the country and obtaining legally accepted consent from minors whose guardians or parents were not readily available

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents a critical appraisal of literature on the topic to identify the unknown and the known, locate areas of controversy and inform the theoretical framework of the study against which to validate the findings. The discursive prose is used to synthesise and evaluate according to the guiding concept of the research question, namely what drives children out of their homes to the streets of Bulawayo city centre. Literature review aims to illuminate how current findings fit into what is already known. According to Jackson and Verberg (2007:50) in qualitative research the literature control is conducted after the phonological data has been analysed to avoid a preconceived framework of reference being placed before the field. It remains focused on objectivity of the study, the legitimacy of the information and accuracy of the current coverage. Jackson and Verberg (2007:47), it is best

conducted after data has been collected to allow for comparison of what is already known to the new knowledge.

The researcher conducted the literature study with the help of the internet UNISA Library, and organisations that worked with children at international level. Literature on the plight of street children and organisations that work with them is limited. The problem has gone unnoticed by most community members, including the scholarly world. This is regardless of the children roaming around the city centre in need of help, as evidenced by their presence in the city begging or running away from the police or law enforcers. Most people turn a blind eye, including child protection organisations such as Save the Children and UNICEF. The literature does not report on what these organisations have done specifically to find out why children leave their homes and go to the streets. Non-Governmental Organisation such as Kubatana, Streets Ahead in Harare, Zimbabwe and Save the Children do not have programmes designed specifically to find the reasons children become street children. Most of the organisations have an 'umbrella voice', such as on protection of the vulnerable children in totality, nevertheless they exclude street children.

2.2 THE STREET CHILDREN PHENOMENON

The focus of the study is to understand why children leave the normal home environment and live in or on the streets of Bulawayo city centre. It was assumed by the researcher that street residency was not the best for the development of a child, but assumptions are not always accurate, hence it is critical to find other researchers' findings.

2.2.1 Street children

UNICEF (2008:17) reported that the social systems in Zimbabwe had been eroded by overwhelming pressure on the communities to look after orphans left by their relatives. Due to economic collapse the orphaned and vulnerable children decided to take to the streets, where they adopted a survival strategy by means of begging, prostitution, drug abuse and trafficking, and replacement of the family by a social group or gang.

The United Nations definition of street children “as girls and boys for whom the street has become their home and or source of livelihood, and who are inadequately protected or supervised by responsible adults” it includes homeless children who live on the street. It also includes children and young people who earn their livelihood by working on the streets but not those who live on the street with their families. The street children are mainly seen in cities, having moved from rural areas. They are generally seen moving as groups, with dirty clothes. Most are boys, because whilst girls face similar factors that cause boys to move to the streets they are more likely to become domestic workers or to be involved in commercial sex work. In many cases, both these kinds of work amount to a type of slavery (Sedlak, Mettenburg, Basena, Petta, McPherson, and Greene & Spencer 2009:5). Girls working as domestic workers and those living and working on the street are particularly vulnerable to sexual abuse According to (van Blerk 2009:35), street children are characterised by agricultural services, begging, delivery work, loading and unloading of goods, washing cars in the streets, and sorting out junk goods for recycling. Most of the children in Bulawayo live at the disused railway building (see Appendix F) or the new developmental housing stands, where there are usually no police checks. UNICEF (2008:4), states that children leave for the streets because of hard labour at home.

2.3 REASONS CHILDREN MOVE TO THE STREET

In many cases, children and young people choose to move from a rural area to the city; however they find themselves living on the street because they are unable to live elsewhere. Some of the children find themselves moving after unsuccessful job searches, with the unemployment rate in Zimbabwe running at around 90% (UNICEF, 2006:31).

According to Mathew (2008:5), in Kenya, street children seek solidarity by sharing economic relationships, such as scrounging for food which they then share as a family. Ajiboye and Oladiti (2008:15) describe a subculture in which street children are seen hawking, working as food vendors and lorry loaders.

2.3.1 Orphaned children due to HIV and AIDS or loss of mother

UNICEF (2008:19) estimated that Zimbabwe has 1, 8 million orphans, of whom 1, 6 million were orphaned due to HIV and AIDS-related conditions. A distressed child said “There was nothing for me at this home after the death of my mother” UNICEF (2008:17) describe the situation of an orphan due to HIV- and AIDS-related conditions as traumatic, associated with stigma and discrimination. The triple problems of poverty, HIV-AIDS and food shortages negatively affect children`s survival or livelihood. When placed in a home they are stigmatised and suffer from lower self-esteem, it is being apparent that they do not belong to that home, and so decide to leave for the streets (Joanna 2008:82). HIV and AIDS is a current cause of vulnerability of children. UNICEF (2006:9) states that children are driven to the streets because of being orphans. Orphaned children suffer stigma and discrimination and being outcasts in a community. They are not availed child rights like any child hence their self-esteem is low.

According to van Blerk (2006:47-74), children leave for the streets because of poverty and family breakdown, possibly due to the impact of HIV and AIDS and associated death or chronic illness. Prolonged unemployment of parents is a leading cause of poverty, and impacts negatively on children. Due to unequal opportunities, such as some children not paying school fees, they tend to drop out of school then think of illegitimate survival strategies, such as working the streets.

2.3.2 Peer pressure

Peer pressure is exerted by classmates or associates of the same age influencing an individual to adopt certain behaviour, especially if it appears that all in the group members are doing so. If the individual under pressure refuses or fails to join in, he or she may feel isolated and thus submit, perhaps to avoid disappointing a friend or schoolmate. Joanna (2008:82). Points out some of the factors that drive children from their homes are that they are influenced by other children to believe there is “glitter” on the streets and that life is good without the dominance of parents or adults. Children imagine unlimited freedom where they can be in charge of their own lives. Rural children receive news from “hear say”, that there are possible job opportunities in the cities or towns, informed of leisure and entertainment and propelled by a wish to prove to parents that they are grown-ups who can take

responsible for their lives. Erickson`s theory (1968), states that the adolescent child suffers from role confusion due to hormonal changes. When the promised adventure and fun fail to manifest themselves the children move to the streets (van Blerk, 2006: 47-74).

2.3.3 Political influence

The WHO (2000:9) state that governments lack commitment to UNCRC legislation, recommendations and conventions, as evidenced by economic collapse, conflicts and poor governance. An observation by Tibaijuka (2005:7) revealed that the street children`s problem was expedited by Operation Clean Up / Murambatwsina, which sent more children onto the streets due to the displacement of families. The old townships in Bulawayo, such as Makhokhoba and Njube, had illegal pole and mud huts, which were demolished without plans for rehousing the residents. In Harare, old residential area such as Mbare, experienced a similar problem of children being displaced (Tibaijuka, 2005). The *British Broadcasting Corporation* (BBC, June 4, 2008), reported that the presidential election contributed to children being separated from their parents or parents being killed by opposition political parties, hence this increased vulnerability of children (UNICEF, 2008:17).

Maslow`s need hierarchy theory (1943:370) gives direction to determine why some children decided to return to their homes while others could not. It has been reported that, in Harare, children turn to the streets due to an economic collapse that has negatively affected government structures, such as social services department, which used to assist children under difficult circumstances, and very poor families. WHO (2006:9), assessment conducted in Harare revealed that large percentages of street children who took to the streets did so through poverty and forms of child abuse, whether physical and/or sexual, and family conflicts.

2.3.4 Experiences at home

Domestic factors attributed to the phenomenon have included poor parenting skills, neglect, fathers deserting children and drunken parents pushing children out of the home. Also significant are abuse by parents, such as verbal and emotional, family conflicts, the mother having several sexual partners (UNICEF 2006:11)

According to United Nations Human rights Office of the High Commissioner UNICEF (2011:13), children left their homes because there was no food or basic requirements such as shelter, and the school fees not paid. The interviewed children

revealed that after the death of their parents they moved from one dwelling to another, seeking a home. Joanna (2008:82) confirms that children move from home to home, looking for peace and shelter. Children reported emotional abuse as they were frequently reminded by the adults that there was no money to send them to school because the parents died of AIDS. The loss of their parents to HIV and AIDS related conditions caused some to remain homeless.

Van Blerk (2006:47) reports that some of the children were pushed onto the streets due to being school drop outs. When they banded together with other children they met in the streets and became a family for support, protection, solidarity, friendship, economic and social protection. They also sought unlimited freedom on the streets. Joanna (2008:82), states that the children are mostly destitute, harassed, rejected, and underprivileged, and that they turn to the streets to support their families. In some instances they do so because of an overcrowded domestic environment or alcohol abuse by parents.

The children left home to seek peace of mind because the mother used to drink a large quantity of alcohol. According to Joanna (2008:82) 90% of children leave their homes because of violence and alcoholism. Some are simply abandoned or neglected by the parents, whilst others leave their homes because of abuse, neglect, exploitation, or even in extreme cases they witness murder in the homes.

Initially, the move may be seen as a positive one, however the children usually fail to manage the more sophisticated or complicated lifestyle and lose their old values in the street. According to van Blerk (2006:45), 80% of all street children are associated with extreme circumstances of neglect and rejection of offspring, including various forms of abuse, such as emotional, sexual and physical.

2.3.5 Polygamy and forced marriages

Children from polygamous families are pushed to the streets because they observe the experiences of their mothers, such as common quarrels or inadequate resources. In some instances the father would beat the mother in front of the child, who in turn would be unable to stand her being humiliated. In some societies the girl child would be forced to marry in order for the parents to be unjustly enriched by the bridal price (*lobola*). The child might not want the bridegroom for reasons such as age gap, with the man being rich but too old, and the child feeling unprotected (Rebeiro 2008:89).

2.3.6 Poverty and financial stress

Joanna (2008:82) gives evidence that children leave their normal home environment because of socioeconomic factors such as poverty, however, van Blerk (2009:45) differ in giving evidence that poor families do not abandon, discard, neglect or desert their children because of poverty. Where poverty is the epicentre of a child's situation it lowers self-esteem, as well as contributing to the high levels of HIV and AIDS in developing countries (Joanna 2008:82).

In an African context, if a male reaches puberty he is expected to show signs of manhood by owning cattle in preparation for paying *lobola*. The misguided conception that there is easy money to be made in the cities is unfounded, though children still leave their normal habitat for the streets. When the dream of accessing gold is not realised the child may become desperate and turn to the streets. Van Blerk (2009:47) also observed that some children go to towns with promises of jobs which are not realised.

Migrant labour of parents leaving for other countries to seek better jobs is reported to have left children being cared for by relatives or being assigned adult responsibilities. It has been realised that the African society has a strong culture of solidarity in taking care of extended families, however, findings of van Blerk (2009:47) point to a collapse of family structure. It is reported that breakdown of family structures is due to urbanisation. Van Blerk (2009:50) argues that rapid urbanisation, industrialisation, breakdown of family ties and neglect of children have been significant factors. Depressed, angry, anxious and frustrated parents push children out of their homes. Other reasons, stated by van Blerk (2009:45) reflect political upheaval and social unrest. However the study result did not bring out any political upheaval as a cause of children being driven out of their homes. Van Blerk (2009:47) found that migrant labour exposes children to deprivation of basic needs of a child, such as schooling, as well as discrimination against disabled children and general violence by parents. The model of Grundling, De Jager and De Fourie (2006:12) states what drives children to the street, identify meso (family) and macro (individual) levels. Assumptions were held that some children were driven out of their homes due to poverty and neglect, and another group left their homes due to family breakdown, these children came to be classified as runaways (van Blerk 2009:47). Another school of thought adopting the multifactorial model was that children were pushed

onto the streets at macro-level, related to politics, the economy, housing, health and welfare services, unemployment and rapid urbanisation. Tibaijuka (2005:5) observed that the street children's problem was expedited by 'Operation Clean Up 2005', which sent more children to the streets due to displacement of families, while Joana (2009:82) findings revealed that girls went onto the streets and fell into prostitution to earn a living and counter poverty in their homes.

Social networks were interfered with and left children unprotected, leading to family separation. Van Blerk (2009:47) confirms that being part of a poor family does not necessarily mean that families break down or that parents discard their children, but rather that children leave home due to stigmatisation and in a search for changes in their lifestyle. If poverty were the only factor all the children in most poor families would have left their homes. There have to be factors other than poverty in these homes that push children out. In addition, it has been observed that even children from relatively affluent domestic backgrounds also leave their homes for the streets. In this study only one participant left his home because of smoking cannabis.

Van Blerk (2009:47) argues that children move from household to household in search of a livelihoods, food, and schooling, because of unmet needs. A study conducted in Bangladesh (ARISE, 2001) found insecurity to be a factor, in the case of Tibaijuka (2005:13), it was financial and emotional abuse. This confirms Maslow's need hierarchy theory. For Joana (2009:82), children are driven onto the streets due to family breakdown. Unemployment leads to dysfunctional homes, with overcrowding, use of drugs and alcohol, and many forms of abuse. Other reasons included political upheaval and non-fulfilment of the basic needs of a child, such as love from parents, food, shelter and education. Children tend to lose out on schooling, move from to place due to lack of accommodation or political instability. Reberio (2009:222-228) found that children are embarrassed by drunken parents, and it is understandable that unbecoming behaviour creates a stigma and may lead to discrimination against the affected children. Some parents use verbal cues that would motivate children to get to the streets, as when they are repatriated to their homes and the parents pass comments such as: *"this child's needs cannot be fulfilled except in the streets hence, cannot be controlled and has lost all the norms and values"*.

McGregor (1960:159) posits that human beings will fulfil the prophecy that is if a workforce is classified as lazy it will work against the system and demonstrate

laziness. Human beings are wanting, emotional and intentional beings, forever seeking different styles of environment. The children go to the streets in the hope of improving themselves, however, one said: “*Staying in the streets is like a man on a wheelchair climbing up the staircase*”. Joanna (2008:82) reports that children move from one household to another in search of security and a better place to live, whilst d` Souza (2010:6) states that children are driven to the streets by extreme child labour, as confirmed by the International Labour Organisation (ILO) in India. One of the countries that have not yet signed the Child Labour Convention (2010), India has a population of 1.27 billion people with an estimated population of 4 million street children. Street children suffer from malnutrition and sexual harassment, and children are sources of labour. Economic principles determine that there will be a higher demand for goods and services as supplies diminish (Rebeiro 2008:89). Tatak (2009:275-300) writes that the child begins by being on the street during the day, begging and supplementing family income, and then decides to stay after perfecting begging strategies and being in a position to fend for self.

2.3.7 Impact of child labour

Child labour is classified as an economic activity for children under the age of 12, or as any work for a child under 18 that undermines the health and education and is hazardous (UNICEF 2010-2011:1) According to UNICEF (2010-2011:1) child labour is mainly carried out in developing countries which are signatories to the Rights of the Child Convention. Further on UNICEF states those children are assigned with huge jobs which are difficult to carry out for their respective ages. Arguments are that children can be taught jobs simply jobs commensurate with their ages. Participants reported that they were used as part of labour regardless of their capabilities. WHO (2001:2) writes that governments of developing countries lack stewardship towards their people, and ignore the problems of children. Expediting factors to child labour are an increased number of orphaned children caused by HIV and AIDS-related conditions, and an increasing number of child-headed households (UNICEF 2008:12). Poverty has fuelled HIV and AIDS, and in turn led to increased vulnerability of children. UNICEF (2008:12) states that orphaned children are usually fed last whilst they supplemented the family by begging during the day. The child decided to beg for self since the child had gained experience in begging.

Joaana (2009:82) argue that girl children's vulnerability goes beyond recognition by society due to prescribed gender roles, such as high demand for domestic services that in turn predisposes them to exploitation and various forms of abuse, including sexual. The communities assume that the girl child expects to be subservient to the male counterpart, and on the streets remain 'invisible' because she assumes the role of being a wife until she learns how to fend for herself. Joaana (2009:82) confirms that the boy child goes on the streets in the hope of survival by conducting jobs, such as washing cars and polishing shoes, whilst the girl child engages in prostitution.

2.3.8 Effects of migrant and emigrant labour

Environmental laws state that if normal systems or environments have been interfered with, 'mother nature' will always fill the gap. People who work outside the country are assumed to earn much money, but migrant labour and going overseas or to neighbouring countries will leave gaps in the care and protection of children. Relatives usually show interest in care for the children in the hope of economic enrichment. Migrant labourers seek to be classified as rich, in most cases, overseas jobs do not accommodate children, hence migrant labour might visit home in two to three years' time and the children are left with relatives. The children are harassed by the relatives because of competing interests that is, the child will demand basic needs whilst they feel that it is a waste of funds instead of purchasing furniture or build a house for themselves. Van Blerk (2006:47-74) argue that children cared for by relatives need love and care. The participant reported conflicting interests of the adult left to look after the children and the children because the adult would want to enrich self at the expense of the children.

2.3.9 Lack of schooling for children

van Blerk (2009:35) argue that lack of schooling leads to idleness and children resort to going to the streets to find something to occupy them, which may turn out to be child labour or prostitution. Such children share their work time with school time and may eventually abandon school. Van Blerk (2009:35) further states that school drop outs end up in the streets because they are likely to become destitute hence turn to the streets to support their families. According to Tatek (2009:275-300) they drop out of school due to domestic poverty then leave for the streets in an effort to provide or supplement their family's income. On the other hand, Tatek (2009:275-300) find that street children are largely illiterate, with studies in India indicating that they only

complete elementary schooling before going to the streets. Some of the causes for lack of schooling are natural disasters, such as Haiti 12th January 2010 and Myanmar 25th May 2008, as well as wars and conflicts, such as the Democratic Republic of Congo in 1998. Poor local access to education may also be due to the long distances the children walk in poorly resourced countries (UNICEF2012:31). Participants stated that schooling was not considered as a right or a priority for children since they used to miss school because of other household chores.

UNICEF (2006:17) point out that in underdeveloped countries children participate as child soldiers or work for more than eight hours in a day for small wages, are treated as child slaves or are involved in child trafficking. The 2008 Zimbabwean presidential elections were characterised by torture of human beings by youths trained in cruelty to other political parties. When sanity returned, these children became outcasts and went to the streets (BBC News at 0800:4th June 2008, 'Suspension of NGO'). Very few cases of children left their homes because of being rebellious with parents. One of the major causes for being rebellious was smoking cannabis and had nothing to do political violence.

2.3.10 Relationship of parenting skills to child`s outcome behaviour

Van Blerk (2009:35) argue that children are abandoned by parents due to poor parenting skills or are orphaned, and as a result have nowhere to stay. Hence, they adopt a street life. Most of the children leave their homes because of violation of children`s rights. In general, children lack happiness in their home environment. They need hugs, love, praise, and appreciation of who they are. Van Blerk (2009:35) believes that "net happiness" is derived from the instantaneous mix of positive and negative emotional forces acting on an individual as perceived by an individual. Negative influences on the child have a long-lasting powerful impact on the child`s wellbeing. A child needs to be protected from harm; not only physical but mental, psychological and social (van Blerk2009:35). Participants witnessed lots of violence for instance a child who watched helplessly the mother being beaten by this stepfather motivated the participant to leave for the streets.

Van Blerk (2009:35) argue that as children grow they need to take responsibility for the new opportunities in life, by being selfless. Those children who are outliers evade responsibilities however Tatek (2009:275-300) points to significant boundaries set by love. Children who lack love in their normal homes will seek other satisfying

strategies, which could be in the form of independence and freedom. This may be at any cost, such as taking to the streets.

It is assumed by the community that single mothers are inadequate, as children should have both parents for purposes of socialisation. On the other hand, the community believe that children brought up by grandparents could be well-cultured or go to extremes of bad behaviour. Due to an exodus of people in Zimbabwe to neighbouring countries, the children have been left with grandparents, domestic maids or anyone willing to look after them, with parents hoping that if more funds are channelled home the children will be taken care of.

2.4 STREET CHILDREN IN OTHER COUNTRIES

Wienckie (2008:3) argues that there are several problems that drive children to the streets, such as family structure disintegration, mental breakdowns and poverty. Children leave their homes because of hunger and being orphaned. Family ties that maintain African cultural values are slowly being eroded, possibly due to a scramble for riches. Participants revealed that some of them were chased out of their homes because parents' relatives took over their home.

In the Republic of India, the seventh largest and second most populous country in the world, 22% of the population live below the income poverty datum line. India has a high unemployment rate of 8.3% and is characterised by migration to cities in search of a better life, leading to increased numbers of street children. ([www.oppapers.com/topics/Unemployment-India/0 - 42k](http://www.oppapers.com/topics/Unemployment-India/0-42k) -accessed 28th May 2009). Causes of street children in Bucharest and Romania include poverty and abandonment caused by bad governance. The children are used for sexual entertainment by tourists and also are drug abusers. In Russia, children find a home in abandoned sewage systems during the cold winter (UNICEF 2007:13). It is evident that there are poor systems of looking after the children coming from poor families.

A situation analysis of Zambian orphans and vulnerable children (1999) revealed that children took to the streets because initially they wanted to supplement their income to reduce poverty. They began by cleaning and guarding cars, begging, vending and stealing. According to the study, they would start with drug and substance abuse, delinquency and committing several crimes. Some of the reasons for taking to the streets were sexual abuse, domestic violence neglect and abandonment.

The Consortium for Street Children's (CSC) Civil Society Forum for Francophone Africa (2-5 June, 2004) revealed that some children are promised jobs in cities and towns but as soon as they arrive are overworked with unsocial hours. Some are promised foster parents to change their lives, but the promises are false and hence they turn to the streets due to the extent of suffering. Some children are tricked into child labour due to ignorance.

Poverty remains the epicentre as one of the pushes of children to the streets and failure to send to school. There are similarities in pushes of children in Gabone, Sierra Leone, Liberia, Cote D'Ivoire, DRC and Burundi, such as, poverty, political instability, armed conflict, domestic or intra-familial violence, parental abuse and neglect, separation, and instability of the family unit, dreams of easy money, drug-use, freedom, inappropriate and poor quality education, leading to school drop outs, weakened social and community solidarity. In Mauritania, the causes are similar to other African countries, such as all forms of abuse, children being expelled from their homes, family break-ups, polygamy and long absence of the father. Unemployment, poverty, neglect by parents and poor parenting skills are some of the pushes of children in Mauritania. In some cases the children leave their homes because of the domestic conflicts between parents. All these common problems concur with findings made in Zimbabwe by Tibaijuka (2005). In Pakistan the children are pushed to the streets due to over-population, associated with overcrowding, homelessness, child labour, abuse and hunger. van Blerk, (2009), states that civil wars and HIV and AIDS perpetually swell the streets with children. In these studies, it was revealed that most of the population were boys. The girls are usually invisible because they are domestically and sexually abused or trafficked. Some of the stated reasons for the children to take to the street are abandonment, lack of schooling, being orphaned and poverty. Suzanne (2005:129-146) argues that women are prone to homelessness and it is a predisposing factor for children to be homeless. Factors that drive children from their homes in other countries are very similar to what the participants experienced in this study.

2.5 CONCLUSION

It is evident that most of the authors regarded poverty as the seedbed for all the pushes of the children to streets. A combination of child abuses and HIV/AIDS-related deaths of parents push children to the street. However, some authors

concluded that poverty was not the driving force for children to leave for the streets, but was a confounding factor. The push factors were mainly all forms of abuse and domestic violence. All these common problems concur with findings made in the research study findings presented in Chapter 4.

CHAPTER 3

RESEARCH DESIGN AND METHOD

3.1 INTRODUCTION

The purpose of this research study is to explore the factors that drive children from their natural homes to stay on the streets of Bulawayo city Suburban. This chapter describes the qualitative research paradigm, alternative study methods, based on the research question on experiences of street children, what factors drove the children to the streets. It is therefore imperative that the researcher attempts to understand the lived experiences of street children on how the children decided to leave their homes for the streets. For this study design the rationale for choosing qualitative design allows more revealing experiences of learning in reference to the cultural discovery of reading than the numerical data of quantitative research(Creswell 2009:181).

Qualitative research is a process of naturalistic inquiry that seeks in-depth understanding of social phenomena within the participant natural setting. It focuses on the "why" rather than the "what" of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their everyday lives. Qualitative research describes one or two individuals and the storyteller allows for narration. Therefore, in this research 20 street children who purposeful asked to participate in this study. Initially 13 volunteered to participate however 1 dropped out and remained with 12 who participated to the end of the study. In the same vein, the

larger sample in qualitative research does not determine trustworthiness and credibility of the research study but on how the data instrument collected the story described and analysed the data. Qualitative research design is described as any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification (Cooke 2009:5). It is further stated that qualitative research is characterised by its flexibility and the depth of information that is not easy to collect using quantitative methods. The humans are connected to their environment as a matter of interest, and to gather the truth from them as participants as they describe and understand the phenomenon in question, namely what drives children out of their natural homes to the streets.

3.1.1 ALTERNATIVE STUDY METHODS OR JUSTIFICATION FOR USING QUALITATIVE DESIGN

A qualitative study design was chosen because it examines uniqueness of individual's lived situations in their natural environment, that is the meeting and residential area for the children (Collins, Onwuegbuzie & Jiao, 2007:287). The researcher seeks to understand inner feelings and experiences of street children who were willing to express themselves. The chosen paradigm of qualitative research employs a generic approach, according to which it takes its departure point from the insiders' perspectives on social action (Corbin and Strauss (2008:15). It is naturalistic in that it explores phenomena or real people in their natural setting where the researcher was interested in 'multiple realities' or multiple interpretations and not just one conception of reality (Creswell, 2006:181). Narrative, rich descriptive report of experiences among participants is illuminated in qualitative research. A comparison is made with quantitative design see table below.

3.1.1.1 Differences between qualitative and quantitative research

Table3:1.1 Differences between Quantitative and Qualitative Research

Qualitative	Quantitative
systematic subjective approach used to describe life experiences and give them meaning	A formal, objective, systematic process for obtaining information about the world. A method used to describe, test relationships, examine cause and affect

	relationships.
Expand the understanding of a phenomena: No clearly defined steps to avoid limiting creativity of researcher subjective not generalisable	Understand between 2 or more variables. It is experimental with clearly defined design or steps and the results can be generalised
Design study is driven by induction and exploration than theory	Driven by theory rather than induction and exploration
Include research question but no hypothesis	Include a null and alternative for each question hypothesis
Analysis of data examines experiences beyond human awareness or cannot be communicated Data analysis is through the processes for coding and categorising data to come up with themes.	Use numerical data to analyse findings.
Outcomes and findings are described from subjects` point-of-view Researcher identifies themes Structural explanation of findings is developed Living with data Cluster and categorise data according to what participants say see Examine concepts and themes Define relationships between and among concepts	The results are usually expressed in values such as percentages or ratios
Methodology is very flexible the researcher has to understand evidence guided by innovations such as the process for data abstraction was through drama by the participants. There is no set standard or format but the	Evidence of data is through figures; mainly works with "How many" Experiments could be conducted for evidence. Sample size is guided by scientific calculations for validity and reliability

<p>researcher informs other researcher how the selected tools and materials were used to abstract useful data.</p> <p>Other researchers can also replicate the same ideas or methods</p> <p>Clearly state how the processes for sampling</p> <p>The sample size is guided by data saturation</p>	
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[Adaptation from Merriam, 1998; Firestone, 1987 & Potter, 1996]

3.2 OVERVIEW DATA COLLECTION PROTOCOL

Qualitative research is characterised by flexibility as such the researcher's design methods of collecting authentic data was started off through drama and responding to questions like what drives children to the streets. Methodology is a broad term involving all strategies to explain how, when and where the data was collected and analysed (*UNISA Manual* 301:35). It refers to the steps, procedures and strategies for gathering and analysing data in a research investigation. In this study, literature was conducted after data collection as a prerequisite to obtain an understanding of the phenomena under study. After the research findings and interpretation has been analysed the researcher reviewed the literature to confirm or refute the findings (see chapter 2 literature review).

3.2.1 Planning process

A research question and objectives was formulated which was a parameter to this study.

3.2.2 Proposal writing and approval

Inception of this study was twofold, to conduct academic excellence to add body of knowledge to academic world. The researcher was motivated to understand and explore the experiences of children leaving the natural homes for the streets.

3.2.3 Seeking consent to conduct the study

In this research the director for social services is the only individual who gives consent for child participants if the parents and guardians are unavailable. This is

applicable for international supervised researches. The director is not accessible therefore only consent from Thuthuka Children`s Project organisation was used to conduct this study because the target population is 13-17 years see annexes:

B –approval by HRC

C- Request by the researcher to conduct the research at Thuthuka Street Children`s project

D- Permission granted by Thuthuka Street Children`s Project

E-Participation form by the participants

A meeting was held with the Thuthuka Street Children`s Project staff and consisted of the project manager, and two project officers. A presentation on the research study was conducted for Thuthuka Street Children`s Project staff, with ethical considerations. Both Thuthuka Street Children`s Project and the researcher agreed that there would be no consent form signed, since the participants were children with no guardians or parents.

3.3 ETHICAL CONSIDERATIONS AND HUMAN RIGHTS

The study is deemed to be one of minimal risk to participants and that the probability and magnitude of harm or discomfort anticipated in the research will not be greater than any ordinary encountered in the daily life of a street child, or during the performance of routine physical or psychological examination. The anticipated stress is that of suspicion of law enforcers or identification by relatives or parents. Any risk to participants was considered minimal as the project manager or project staff was available for the participants and the researcher.

3.3.1 Institutional approvals

The research proposal went through the HRC to protect the respondents and for approval of the proposed topic. Also, an agreement was reached between the University and the student, who had to demonstrate professional, legal and social obligations so as to protect the respondents, the University and the institute in which the study was being conducted (see Annexes B, C, D and E)

Thuthuka consented for the research to take place in its premises and for the researcher to access the street children (see annex D)

3.3.2 Ethical principle

According to Sandelowski and Sandelowski and Barroso (2007:10) any kind of research should be guided by the principles of respect for people, beneficence, trust, integrity, autonomy and justice". The participants have the right to be informed that they are free to withdraw from the study without any penalty. The rights of the participants were respected with regards to confidentiality; however, since it was an open discussion the group was encouraged not to divulge information to any other persons outside the FDG room. Participants were assured that the research report would be professionally managed, that is, UNISA would know about it because they needed to examine the work of the student.

If the dissertation were to be published Thuthuka Street Children's Project would be provided with a copy by the researcher, with no names of the participants appearing. According to Sandelowski and Barroso (2007:10), in qualitative research the risks must be minimised of participants being put under any distress, exploitation, anxiety, misrepresentation or identification in a published newspaper.

3.3.3 Justice

The principle of justice refers to equal share and fairness. In this instance the researcher avoided exploitation of the participants considering that this group is a vulnerable population worsened by being children on the streets with no parental protection. It is in this understanding that the proposal of this research went through HRC for scrutiny and approved the research. In addition Thuthuka Street children's Project scrutinised and checked for any anticipated exploitation of participants. Office of the District Social Services (DSS) also affirmed that there was no anticipated exploitation as the office was also interested to know why children leave their homes for the street. However the DSS `s office does not consent, for the participation of minors it is done by National Social Services Department. The principle of justice refers to equal share and fairness. The participants were given the input on the research such as the objectives and the problem statement. The researcher listened to their views such as the participants did not want audio recording for their own security as vulnerable children.

Researchers have an obligation to protect the participants and to guard against misconduct, such as publishing damaging information which would discredit the group under research. Again this research `s goal is to understand the factors driving children from their homes to the streets in an effort to add knowledge to academia. It

is in this vein that the research assistants had some training on data collection and ethical considerations. Though the participants were minors, the researcher asked them to sign participation agreement forms with the assistance of the Thuthuka Street Children`s Project staff. The project staff witnessed the researcher spending some time explaining the research aims and informing the participants of their right to withdraw from the study with no penalty (Creswell 2009:181).

3.3.4 Autonomy

Protection of human rights is mandatory in health sciences and there is no reverse after damaging one`s health therefore it is critical that a health worker treats participants with diligence and respect without harming life. In this study a reflection of a reasonable balance of informing the participants was through the consent form. This meant that the participants had a right not to participate or to withdraw anytime when they felt like. Sandelowski and Barroso (2007:10) writes that consent should be discussed and should be a process of negotiation and renegotiation, not a one-off issue. The participants should be in a position to withdraw the consent at any time during the research. It is also stated that the participants should not quickly consent anticipating a benefit. In (2009:65) writes that consent is a negotiation of trust and requires continuous renegotiation. In this case a participation agreement form was signed by the participants as minors.

3.3.5 Confidentiality

This was difficult because the participants knew each other at the Street Home. Project staff signed a confidentiality form which stated that none of the discussions were to be discussed outside the FDG room and the information would not be used against children. The participant`s voices were not to be tape-recorded for fear of being identified by the parents or police. However, a promise was made to them that information would be shared with them, UNISA, Thuthuka Street Children`s Project and those who supported the study. It was made clear that each individual could choose to have these documents shared beyond the research team. If the research study was published it would be used by other scholars with a keen interest on street children. Child rights were protected from harm, such that their dignity was maintained throughout.

3.3.6 Anonymity

This refers to the act of keeping the participants nameless in relation to participation in the research (Creswell 2009:181). The researcher would not access the physical addresses or contact the participants since they were very mobile. However, in (2009:65) argues, that open discussion in an FGD takes away anonymity because those present could identify the participants through gestures, quotations, speech and mannerisms. The researcher insisted to the participants that all the information would remain at the contact centre. However, human beings will want to oppose the systems Mac Gregor theory (1960:40). As stated above, anonymity in the FDG is not possible; hence there were discussions with the participants to protect each other by not pointing fingers at each other or using the information against each other. This was the group norm that promoted the right to freedom of speech.

3.3.7 Honesty

Accuracy in data collection without manipulation adds body of knowledge to the profession and improve knowledge levels on the understanding of factors that drive children to the streets. Accurate data collection was imperative, and hence originality of the outcome without plagiarism, fabrication or falsification or forging data improves the body of knowledge. Misrepresentation is not only an ethical issue but is very unprofessional (Wagner, Lukassen and Mahlendorf (2008:36-40). Confirmation of statements was made by repeating what the participants had said, and member checking was applied.

The research procedures adhered to the professional, legal, and social obligations of the research, participants, the institute, and the researcher. Professional practice was demonstrated in all respects and its importance could not be overemphasised, since one of the requirements in research is to do no harm to the participants. Research ethics involve protecting the rights of the respondents and the institutions, and maintaining scientific integrity (Creswell, 2009: 189) Much as this research is a requirement for the completion of Masters of Public health it is honourable to produce a document that does not have flaws or forgery which the researcher can be proud of the contribution to body of knowledge.

3.4 DATA COLLECTION

Qualitative researcher finds the best method or steps for a successful story collection therefore the devised, five phases for data collection as stated below. Methods for data collection were focal group discussion and observation of the participants.

- Phase 1: Planning
- Phase 2: Beginning data collection
- Phase 3: Basic data collection
- Phase 4: Closing data collection
- Phase 5: Completion

3.4.1 Phase 1: Planning

Before the actual data collection, planning was conducted to come up with a framework on how data would be collected. A decision was made by the researcher that focal group discussion would be most appropriate for data abstraction from the participants. In addition to the FDGs the researcher brought in the idea of a drama depicting what really caused their departure from their homes by the participants. The drama was used as an ice breaker with the hope of encouraging participants to be at ease and bring more information.

Thuthuka staff would be allowed in and observe the proceedings as the researcher felt that they could influence participants what they thought were the key reasons for children to leave their homes. Role of Thuthuka Street Children`s Project were to safeguard best interest of the participant. It was also to protect the researcher because street children could act rudely. In the same vein the project staff agreed with the researcher that Thuthuka Street Children`s Project centre was most appropriate for FDGs because of its proximity to the city centre where the participants reside. The researcher conducted the FDGs in a location in which the individuals felt comfortable.

3.4.1.1 Designing and translation of the questionnaire

A discussion guide was designed by the researcher with in mind the key objectives of the to answer the research question Denzin and Lincoln (2011:27) The aim of the study is to understand in depth the characteristics of the situation and the lived life experiences, beliefs, perceptions, motivations, intentions that brought children to the streets, based on the social phenomena in a natural setting. It was critical that the researcher`s questionnaire answered the research question therefore the translations of the questionnaire was to maintain the meaning of the tool to answer

the question: How do children`s experiences drive them from their homes and why do they decide to live on the streets of Bulawayo city centre?

Three research assistants were recruited to translate the tool. One research assistant translated the discussion guide into Ndebele then second research assistant translated the tool back to English for credibility of the tool (See Annexes A1 and A2). The translated copies were compared by the researcher and third research assistant for meaning and language consistency. The tool was finally reviewed and by the three research assistants and the researcher. .

Appropriate language chosen for FDGs was Ndebele which is widely spoken in the southern part of the country. The next step was for the researcher to recruit individuals that spoke and wrote the language. The researcher decided to select a national Ndebele language school teacher examiner and marker.

3.4.1.2 Recruitment of research assistants

Research assistants' recruitment was based on experiences working with children in schools and knowing the vernacular language that was used during FDGs. Another criterion was an individual who understood child protection issues or an individual that would not ridicule children when they narrated their stories. It was also checked that these individuals had no criminal record with emphasis on child protection issues. The researcher drew terms of reference for research assistants on what was expected of them during FDGs. Discussion of terms of reference was important to safeguard child rights and on how they would work with children.

3.4.1.3 Research Assistants terms of reference

Terms of reference were drawn as procedure to guide and standardise the roles of research assistants during data collection period.

3.4.1.2.1 Communicating role with the participants

- Moderating language during the discussions and recording key issues for the researcher's attention. Record precise, almost literal, and detailed descriptions of people and situations
- Communicating with soft loving voices to children.
- Maintaining awareness of own expression and tone.

- Directing questions to respondents so that children would speak out and more.
- Listening to discussions even after the meeting had ended.
- Dealing correctly with sensitive issues and consulting with the researcher.
- Building rapport and observing non-verbal communication.
- Record precise, almost literal, and detailed descriptions of people and situations note-taking without being judgemental. Recording children's participant language verbatim accounts or voices clearly to bring out thick description of story narration.
- Not letting conclusions be made by one individual.

3.4.1.2.2 Conduct of research assistants

- They encouraged discussions, reacted neutrally and not to appear as experts on the topic.
- No one-on-one meeting was allowed to be conducted with children after the research team had concluded the meeting with them, as it could have infringed on child rights. It was a way of preventing several types of abuse such as sexual.
- They allowed participants to discuss, however controlled the session, and remain focussed on its set objectives.

Ethical consideration such as integrity and fairness in collecting information was observed at all times.

3.4.1.2.3 Taking notes

- Recording of date and time of the meeting was critical since the participants had other commitments such as scrounging for food. It was also for time keeping and making next appointments.
- Characteristics of participants was noted and linked to the statements said by participants as confirmation of the story.

- Group dynamics of every active and dominant participant was noted to support the stories being told
- Feelings attached to certain points were noted by research assistants as a way of collecting data through observation.
- Vocabulary used was used to link the experiences of participants that drove them to the streets.
- Two research assistants were to identify and track missed questions, comments and topics from participants. They also helped to moderate the language during the discussions. The third research assistant organised logistics with the Thuthuka Children's Project for food and comfort of the participants

3.4.2 PHASE 2: BEGINNING DATA COLLECTION

Drama was used as an ice breaker to allow participants to ease and to encourage them to participate fully. It also ensured that the participant's actions were not easily identifiable with them.

.In this instance the researcher observed drama that was played by participants to come with some sense and logic. The participants were asked to show how and what happened to them before going to the streets. The drama revealed stepparents and relatives' violence towards participants. It also showed how participants started thinking of ways to escape from homes. Correct scientific research requires the logical application of scientific methods to the phenomena under investigation, and towards the decision-making process (Babbie and Mouton (2009: 72). In this study a drama was part of data collection methods. Several questions were raised by the researcher to the participants such as how exactly did the participants feel about all the violence portrayed in the drama. Participants were given the opportunity to comment on the drama and express each's views and what thoughts were stimulated by the drama.

3.4.3 Phase 3: Basic data collection

There are several ways of collecting data each method has disadvantages and advantages. In this study the major method used is the focal group discussion. One major disadvantage is that if the researcher is not careful there could be some

observer dependency. This is the influence the researcher has on observing the participants. The researcher was non-judgemental during data abstraction. Another disadvantage was participant groupthink and this was managed through drama presentation as part of data abstraction. Pre-data abstraction meeting was held to introduce the research study to the participants in an effort easy the participants and to promote participation (Jamie 2013:6).

3.4.3.1 Focal group discussion proceedings

Turner (2010:754) recommends planning for the focal group discussion (FDG) to avoid unnecessary questions. This also improves direction and focus for questioning and also helps the researcher to ask relevant questions which can be analysed to avoid data collector`s bias that is the unconscious distortion of data during data collection

Open-ended questions allow for more answers because they do not limit the participant to single word answers. Specific steps, such as observing the rights of the participants, autonomy, fairness and justice were followed according to the proposal, with predefined research design, methodology and sampling of the population. The methodology embraced both data gathering and analysis using a discussion guide. Open-ended questions were applied to allow for more space and collection of more information till saturation (Turner, 2010:755). Turner (2010:755) defines saturation as “essential means, that no new information is being learned from new data that is collected in a specific research context. Some of the questions were asked twice or more for internal consistency. It is in this direction that only 12 participants were an adequate sample. There was prolonged engagement with the participants in a natural environment during data collection to gain insider perspectives. Subsequent interviews were aimed at building on the amount of information collected. Some issues were verified since children had gained confidence and trust with the researcher (Collins, Onwuegbuzie & Jiao, and 2007:285).

Subsequent FDG meetings were conducted to confirm or refute what had been discussed on the previous day to describe rich vicarious experiences. Following the second FDG the researcher decided to conduct separate meetings for boys and girls because during the second meeting there was so much suspicious giggling and laughter which indicated that there was some data they wanted to share. The fourth and fifth meeting were with eight boys and four girls respectively. The sixth meeting

was for both sexes, to iron out issues from the researcher and participants and to thank the children. de Gialdino (2007: 69) states that prolonged engagement with the participants improves reliability of data because they will have built trust in the researcher and clarified issues. It also allows interim data analysis and corroboration to ensure the match between findings and participant reality. However, the researcher avoided over-involvement with the participants to prevent information bias, such as the researcher filling in gaps in the data instead of verifying the issues. Completion of data-gathering and analysis was determined by data saturation to give rise to credible and authentic information. Data was in the form of words and observation, therefore the meaning of words could differ from researcher to researcher. Replication in qualitative study is rare because qualitative research is subjective and storytelling by participant is usually different in different settings (Berg, 2007:89).

3.4.4 Phase 4: Closing data collection

A total of six FDGs meetings were conducted comprising of 12 children (eight boys and four girls) who signed the participation agreement forms (Annex A). Focus group discussions were conducted at the Contact Centre in an environment in which the participants were familiar with, to produce rich, thick and in-depth contextual understanding of the subject matter. Use of tape recorders was not allowed by children because they feared that the voices could be handed over to the police, despite the researcher having assured them of confidentiality.

3.4.5 Phase 5: Completion

Validation of information through observation and rechecking of participants' perceptions was conducted for credibility of the study (Denzin and Lincoln 2011:1-33). In this research study, data collection was driven by informants rather than theory, with children filling in the data on their lived experiences. Qualitative study does not start with hypotheses but attempts to come up with a theory as the study brings the actual lived experiences of the real people. The FDG enabled natural quality control of data collection because participants talked, questioned, refuted and validated each other's comments as the researcher and the participants walked through the educative journey into the unknown. The participant commented on each other's experiences and exchanged anecdotes, trying to untangle and answer the

research question (Mertens, 2005:25). Ethical procedures were followed to ensure that ethical research conduct and truthfulness in data collection,

3.4.6 Reflexivity

The idea that a person's thoughts and ideas tend to be inherently biased towards a specific thought. In other words, the values and thoughts of a person will be represented in their work. There are two types of reflexivity: personal and epistemological. Personal reflexivity refers to how a person's values, beliefs, acquaintances and interests influence his or her research or work. Epistemological reflexivity attempts to identify the foundations of knowledge and the implications of any findings (Gubrium and Holstein 2009:40). In this instance the researcher distanced self from influencing the thinking of participants by allowing the participants to discuss and openly narrate their experiences. As an academic search for knowledge it was critical again that the details of the investigations are a true reflection of what rives children to the streets of Bulawayo. It was hoped that the research would be used by different academia and policy makers hence the research's trustworthiness is critical to prevent misleading all organisations with vested interest in children.

3.4.7 Bracketing

According to de Gialdino (2007:200) bracketing is "mind mapping" or "phenomenological reduction". The process intends to develop a "non-judgmental research team" whose objectivity about the participants and the material will not impede the perception of the phenomenon at the heart of the study. A process mitigates the potentially deleterious effects of preconceptions that may taint the research process. The researcher attempted to mitigate preconceived ideas by having clear terms of data collection that is, the actual verbatim of participants was captured to bring out the true reasons for their departure from their homes. The questionnaire was specific to the research question. Terms of reference of research assistants stated that there were not to be judgmental and fixing their minds on the negative ideas about street children. Therefore, ethically they were to show respect to the participants.

3.5 Research population

The participants were children that have been on the streets or more and registered with Thuthuka Street Children's Project who take the streets as their home. Selections of participants were after they volunteered to participate in the study.

3.5.1 RESEARCH SAMPLE

Creswell (2007:135) states that sampling is critical to obtaining data that brings out or answers the research question. The participants must be honest and share information or "their story".

3.5.2 Sample Size

Sample size was determined by saturation during data collection as the guiding principle (Creswell 2007:135). A group of 13 participants who volunteered were recruited and 12 participants continued with the research to the end.

3.5.3 Sample process

Sampling is the process of selecting a number of study units from a defined study population. In this study, purposive sampling targeted street children within the age limits of 13-17, to relate with candour and spontaneity their experiences of how they had left their homes. Selection of site was specific to Thuthuka street Children Project because it is a recognised centre where street children are expected to use and has the mandate to identify, collect and rehabilitate street children in Bulawayo (UNICEF 2005: 13). Therefore comprehensively all the street children registered with Thuthuka Street Children's Project were asked to participate depending on inclusion and exclusion criteria stated below. An advantage of purposive sampling was that it allowed the researcher to handpick the sample, based on site, knowledge of the phenomena.

3.5.4 Sample procedure

Purposive sampling is based on the judgment of the researcher, the sample being composed of elements that contain the most characteristics representative or typical attributes of the population. 'Population' refers to a specific pool of cases that will be studied that is the total group of a process that meets the set criteria established by the researcher, whilst 'sample' is a reflection or a representative of the population under study (Yin, 2009:45). In this research, the population were street children of or on the streets for one year or more. Twelve out of the 20 registered street children

volunteered to participate in it. Selecting these participants was deliberate because the street children were registered at Thuthuka /Street Children`s Project.

Inclusion criteria were that all children should have been registered with Thuthuka Children`s Project and have been on the street for at least one year, even if they met the age and time limit of 13-17 years, were not asked to participate. The researcher agreed with the Thuthuka Street Children`s Project that only registered street children were to participate, that is, those who were at the contact centre, still on, or in the street, or were undergoing rehabilitation. Only those children who attended the research briefing and heard of its objectives were free to volunteer and participate. This decision was made for purposes of authenticity and for truthfulness of the study, as the researcher wanted those participants who had actually made up their minds to make the streets their home. It was explained to them that they were not going to be paid (see Annex E).

The project manager assisted in the selection of the sample, using a register when handpicking participants by site, age, address and the date of admission to the Thuthuka Street Children`s Project. A qualitative sample is not necessarily representative of the population or of primary concern. Despite small samples in qualitative research, if the researcher has critically selected the participants basing on the assumed rich expert knowledge on the topic the results would be credible and trustworthy. Larger samples do not guarantee better results than quantitative research, which aims at statistical precision (Mertens, 2005:15), and would have been repetitive and caused artificial saturation.

Charmaz and Oleson (2006:114) argue that the skill of the interviewer has an effect on the quality of data collected and believe the skills of the interviewer have an effect on reaching data saturation. Both sexes were eligible to volunteer and to participate, if the above criteria were met. Although the children were asked to participate and those who volunteered signed participation agreement forms, as indicated above, legally a minor cannot give consent. This special group of children either did not know where the parents were or would conceal the information until after full rehabilitation or repatriation (Lincoln and Guba 2005:192). Department of Social Services consented on behalf of the children after going through the research proposal and confirming that the participants were not at risk particularly different types of abuse (see annex G)

In Bulawayo shareholders agreed that the Thuthuka Street Children's Project and Department of Social Services should take care of the children, including seeking legal representation in court if they were suspected of committing a crime. On that strength, Thuthuka acknowledged that the research would be conducted and its being based on the project was approved by the HRC. Also, the organisation monitored the researcher's ethical consideration, as evidenced by the organisation demanding a presentation of the study protocol. The participants were asked to participate and agreed. Permission was sought from the Thuthuka Children's Project, which worked with street children (Annex D and G) according to Zimbabwe Children's protection Act chapter 5:6, (2002:47).

3.5 ANALYSIS OF DATA

Denzin and Lincoln (2011:343) state that qualitative research data analysis demands much intellectual effort on the part of the researcher because of the detailed data collected, whilst Jackson and Verberg (2007:37) states that the human instrument becomes immersed in data during analysis. Data was classified according to themes. These were experiences that came out frequently during data collection. It is further stated that coding is the basis for making sense in qualitative analysis. Data analysis is the process of bringing order, structure and meaning to the mass of data collected beyond human awareness/ or cannot be communicated. Qualitative data analysis is a search for general statements about relationships among categories of data (Wagner et al, 2009:129). In this study the researcher attempted to bring those statements said by participants into concrete sense of wholeness. According to Babbie and Mouton (2006:270), the primary aim of qualitative research is in-depth (thick) descriptions and understanding of actions and events that are the idiographic motive, with an outcome of generating new hypotheses and theories. However in this study, the researcher as the main instrument grouped experiences to come up with themes and will not come up with hypotheses and theories but attempts to add body of knowledge about street children. These themes were also ranked according to the repetitive frequency.

Jackson and Verberg (2007:30) refer to qualitative data analysis as "grouping similar data bits together, and then comparing bits within a pile. Differentiation will create sub-piles, which eventually will become connected by pattern they share". Coding is defined as marking the segments of data with symbols, descriptive words or

categories names. A segment will be carefully read and the transcribed data divided line-by-line will into analytic units. According to Wagner, Lukassen and Mahlendorf (2008:20) a category is a group of coded data or patterns formed by grouping. A theme is an outcome of codes, categorisation and analytic reflection, produced by a “back and forth” process, for Jackson and Verberg (2007:36) a jigsaw puzzle.

This process of arranging and rearranging continued until saturation was reached, when there is judgement of diminishing returns. During coding there will be a master list for writing all the codes, which can be counted to prioritise the code with the highest number, leading to a hierarchy of themes. This then will give it the top priority in the phenomena, and then linked to sample selection and data collection reaching saturation. Hence, in qualitative research the zigzag will continue until there are no more to add, unlike in quantitative research where a percentage of a number does not change unless the denominator changes. The pieces of the puzzle are the discussions, conversations, emotions, and nonverbal clues.

3.5.1 Methods of evaluating qualitative research

According to Wagner, Lukassen and Mahlendorf (2008:43) qualitative research validity and reliability are not used to measure the soundness of a qualitative research. Rather, the stability of the instrument in qualitative research is centred on repetitive interviews which are conducted to extract the truth from the participants. To ensure validity, this research study will use the above authors` proposed alternative constructs for establishment of trustworthiness, as follows: credibility, transferability, dependability, and confirmability authenticity. Wagner, Lukassen and Mahlendorf (2008:20) state that establishing the truthfulness of an inquiry has four criteria, namely: truth value, applicability, neutrality, and consistency. These in turn are classified as criteria for trustworthiness. They posit that trustworthiness of a research study is important to evaluate its worth. Worthiness of a research study motivates the reader to read the research paper. Unlike quantitative research, which is based on calculation and comparison of numbers and generalizations, qualitative life history research requires a check and balance system because it is based upon interpretation of words, facial cues , nonverbal communication, maps and pictures. In this research study the researcher switched back and forth between these perspectives, checking for consistencies and inconsistencies among the various informants and observations by repetitive question and member check. Qualitative

researcher become immersed in the setting and may well adopt the perspective of the key informants on the other hand the researcher must retain an outsider's scepticism without being judgemental in interpreting the data

3.5.1.1 Credibility

According to Merriam (2009:15), credibility deals with the question, "How congruent are the findings with reality?" Jackson and Verberg (2007:60) states that truth and value are obtained through credibility and are based on research design informants and context. In the study there was prolonged engagement with the respondents until data saturation was reached, as evidenced by planning for six meetings with participants. Before the start of the next meeting the researcher recapped on the previous day's deliberations in an effort to help the participants agree or refute on the data collected. New questions were followed by dissuasions to clarify issues. After each preliminary report the researcher consulted the research assistants to verify and analyse data on truthfulness. Member-checks and second visits for data measurement and validation were conducted and the researcher dedicated uninterrupted quality time with the participants to describe and interpret their experiences in life. Jackson and Verberg (2007:37) further state that credibility is demonstrated if the researcher has set parameters around the study to ensure that the subject is accurately identified and described. Reflexivity was applied to overcome extreme over-involvement with opinions and emotions of the participants. The researcher maintained neutrality by taking notes during interviews and eliciting deep and thick data (Jackson and Verberg 2007:37). Participant observation was conducted during interviews to elicit the unwritten or non-verbal data. Referential adequacy was evidenced by note-taking, a strategy that assisted in simultaneous data collection, verification, and analysis (Motope and Delport 2006:20).

A triangulation strategy attempts to enhance the quality of research, that is, use of different methods of data collection such as, observation, verbal cues and listening carefully to children's narration, as stated above. Peer debriefing was carried out with the research assistants and the Thuthuka Street Children's Project staff for facilitation of logical analysis of data and interpretation to promote credibility of the study. The peers took the "devil's advocacy" position by questioning the researcher's and children's perceptions (Wagner, Lukassen and Mahlendorf, 2008:25). Qualitative research needs creativity and innovation in data collection as works on effective

listening and understanding the participant` storytelling. The researcher attempted to collect data through drama presentation by observing and listening what participants portrayed.

3.5.1.2 Transferability and applicability

Transferability and fitness or applicability of data relates to the extent to which the findings can be applied in another context. Lack of transferability is viewed as a weakness of qualitative methods. The report must provide sufficient detail so that the reader can assess use of the information in another context (Motope and Delport 2006: 35). As indicated above, the research used purposive sampling, with the subjects being handpicked, based on the researcher's judgment. Purposive sampling was based on the estimated number of street children registered at Thuthuka having been in, on or of the streets for at least one year. A qualitative researcher does not claim that the knowledge in one study could be different in a different setting (Motope and Delport 2006:35).

3.5.1.3 Dependability

Jackson and Verberg (2007:13) assert that another researcher with similar training could produce similar results with similar participants in a different setting. The data analysis process could be enhanced by auditing research that is accurate documentation of data for effective analysis. De Vos (2007:136) argues that with the changing scientific world the research findings are not easily replicated in social studies, however, the researcher does attempt to account for changing conditions in the phenomenon. De Vos (2007:136) augments that the criterion of dependability relates to consistency of findings. The detailed thick description using the vivid description of the methodology was used in this study so that it could be repeated by other researchers.

According to Jackson and Verberg (2007:37), dependability refers to the stability and tractability of the changes in data over time and conditions. Peer review determined the authenticity of data collected. At one stage there was a focus group discussion, and it is evident that more details would emerge from the participants. Member checking on truthfulness assisted in the revelation of major causes for children to leave their homes, as participant observation brought out subjective findings and conclusions. However, data collection and analysis was carried out simultaneously,

during prolonged engagement, before the final analysis was applied (Jackson and Verberg: 2007:37).

3.5.1.4 Confirmability

Motope and Delport (2006:37) states that, confirmability guarantees that the findings, conclusions and recommendations are supported by literature control and internal agreement between the investigator's interpretation and the actual evidence. The following was conducted during an audit trail involving the following:

- **Raw data:** This mainly consisted of field notes and participant observation. Accuracy was achieved by two data captures and notes were compared after each FDG. Jackson and Verberg (2007 :37) states that confirmability refers to objectivity of data, whilst Creswell (2009:140) argues that it is determined by linking data to their sources, meaning that the researcher checks the transcripts and notes, and the participants confirm and evaluate the data. In this case the researcher wanted to prevent misrepresentation of participants' views. In this case the research project supervisor evaluated the data to prevent personal bias or bracketing.
- **Data reduction and analysis products:** Analysis was conducted simultaneously with data collection, such as observation and recording. The research assistants observed non-verbal communication and recorded it. Research assistants also assisted the researcher with data analysis.
- **Data reconstruction and synthesis:** During data collection and analysis the researcher grouped data according to categories and came up with sub-themes and themes accordingly to produce some authentic results, interpretation and inferences forms and process notes (Jackson and Verberg 2007:38)
- **Generating understanding and patterns:** The researcher had the opportunity to find materials related to intentions and disparities after carefully listening to children's life stories and experiences (Jackson and Verberg 2007)
- **Focus on interpreting and understanding a social construction of meaning in a natural setting:** Thuthuka participated in verifying and

checking the truthfulness of the results from the time of data collection up to the time of data analysis.

3.5.1.5 Authenticity

According to Mertens, (2005:259) authenticity is an important criterion in qualitative research. Authenticity criteria are the criteria for determining the goodness, reliability, validity, and rigor of qualitative research. They may be contrasted with trustworthiness criteria on foundational grounds, developed in response to conventional quantitative and statistical concerns for rigour, including internal validity, external validity or generalisability, reliability or replicability, and objectivity. However, qualitative research uses the following methods (Mertens 2005:259).

3.5.1.5.1 Ontological authenticity

Individuals' or groups' conscious experience of the world became more informed and sophisticated. It is stated that the same observation can bring out different meanings and conclusions in a social phenomenon. Qualitative research is centred on different paradigms by different people, and the researcher has to see and hear things as a participant in the natural world. In this study the researcher will listen to the participants' lived stories and observe attached motions to all the narration (Mertens 2005: 259). In this study the researcher had prolonged engagement with the participants in an effort to deduce thick data. At the beginning the participants did not trust the researcher because the assumption was that it could have been a law enforcer.

3.5.1.5.2 Catalytic authenticity

Action stimulated by the inquiry process that is finding different routes to get to the point through several actions (Mertens 2005:260). Repetitive questioning and clarifying issues during subsequent FDGs brought information to saturation. The researcher talked less and allowed the participants to express themselves fully. According to Maslow's needs hierarchy, a human being needs to be respected, hence the researcher recognised the importance of respect for participants and allowing the participants to voice their concerns. The role of the researcher was to stimulate the participants to open up and give data and the same time to collect and analyse data.

3.5.1.5.1 Fairness

The researcher presents all value, views and conflicts from the participant (Mertens 2005: 259). The researcher took all the responses from them participants seriously. All the said and the unsaid communication were key to this research for the findings to be authentic. The researcher observed the embedded motions tied to the statements from the participants. In qualitative research the researcher has to extremely guard against content biases and being judgemental because this would defeat the whole purpose of the inquiry.

3.5.1.6 Other methods for establishing rigour in qualitative research

Snider (2010:12) states that figures in quantitative research impress yet conceal more than they reveal. The researcher's prolonged engagement allowed for the following

3.5.1.6.1 Persistent observation

When themes or examples of information begin to be repeated it indicates data saturation. The researcher asked questions and validated the information from the participants until saturation was reached (Mertens, 2005:259-260).

3.5.1.6.2 Member check

The researcher verified responses and answers from participants by showing or reading what had been captured. In communication some words have different meanings, hence confirming with participants avoids exaggerating or under-reporting of the data collected. It was critical to agree on language usage to avoid misrepresentation.

3.5.1.6.3 Progressive subjectivity

The researcher monitored construction and documented the processes of change from the beginning of the study until end. It is for this reason that the researcher generated questions for clarification during the subsequent FDG meetings. Fifth visit was mainly going back on what had been discussed and clarifying confirming on what had been said by participants partly for authenticity of data and for ethical reasons mentioned above.

3.6 LIMITATIONS OF THE STUDY

The study was not financially sponsored hence it limited the number of research assistants. It was also noticed that the research methodology demanded more time for the researcher for prolonged engagement however at times it was impossible to locate the participants since they are very mobile or they would not keep appointments if they knew the police force was looking for them. It was difficult to have consent for the street children participant since there were children below eighteen years. DSS's office could not give the consent it had to be issued by the National Social Services Officer since this study was supervised by an international university. However, a verbal consent was given for the researcher to proceed with investigations. Guardians and parents were not to be consulted, since the street children were not ready for natural homes or relatives association. Thuthuka Street Children's Project did not allow location of parents prematurely before the child was ready for re-union with the parents. Research study on street children was a topic not very common and most academic researchers felt it unnecessary because all the blame was placed on street children without details of the factors that drove children to the streets.

3.7 CHAPTER SUMMARY

Chapter 3 has described the methodology used of data collection and analysis, as chosen to best answer the research question including a discussion of the qualitative paradigm and the rationale for the researcher's choices. Steps taken to adhere to ethical guidelines in research were detailed, as well as measures taken to ensure the trustworthiness of the data collected and the conclusions to be drawn. Research assistants' roles were outlined to protect children's rights during data collection. A description of the population and participants, the researcher's role, the data collection tools, data collection plan, and data analysis plans are incorporated. Data collection and quality threats were influenced by some participants not allowing others to speak out in fear of law enforcers interfering with their stay on / in the streets.

The next chapter analyses the data collected.

CHAPTER 4

ANALYSIS, PRESENTATION AND DESCRIPTION OF THE RESEARCH FINDINGS

4.1 INTRODUCTION

This exploratory descriptive study of “factors that drive children from their home to the streets: Bulawayo suburban experience” used FDGs and purposive sampling of 12 street children. Several studies on street children have been conducted in different settings with different contextual meaning with various findings. Berg (2007:89) describes several ways to collect and analyse qualitative data including interviews, FDG and ethnography. The methodology embraced both data gathering and analysis during FDGs, using a discussion guide until data saturation was reached. Open-ended questions were posed to allow for more space and collection of more information. Cooke (2009:5) defines saturation as “essential means that no new information is being learned from new data that is collected in a specific research context.” The previous chapter discussed data collection methods and preparation for data analysis.

The aim of the study was to address the question: “How do children`s experiences drive them from their homes and why do they decide to live on the streets of Bulawayo city centre?” Relevant quotations from the interviewees and literature review were used in presentation and description of the research findings, which are presented in narrative and descriptive form. Literature sources are applied according to the relevance of the context, as evidence for dependability credibility, transferability, and confirmability (Wagner et al, 2009:215). The questionnaire and the human instrument were used to collect data. The researcher conducted the literature control with the help of the Internet and UNISA Library.

The facilitator introduced the FDG through the following icebreaker. “*Each new day I meet new street children driven from their homes coming to the streets of Bulawayo city centre*”. The participants were asked to respond around the issue, expressing their feelings on how they felt during the decision to go to the streets, that is when they could not take any more, especially those who witnessed home violence.

A group of participants decided to use a drama to tell the story of what drove them from their homes to the streets. The drama revealed children being huge physical jobs and being beaten at home for no apparent reason. The group stressed the point of being orphaned due to HIV/AIDS-related conditions. Data collection and analysis

occurred simultaneously; however, in this chapter the findings will be presented according to the responses of the participants. These were derived from the categories and then coded according to methods described in Chapter 3.

4.2 PRESENTATION OF FINDINGS

Findings from a sample of 12 (eight boys and four girls) street children contributed to the study findings. Drama and introductions confirmed that the participants were aged 13-17 years and came from various families. The introductions revealed that most were from broken homes and or were orphans, most staying with relatives. The FDG guide was used with open-ended questions, in addition to observations during the narrations by the participants. Themes and sub-themes were identified and descriptions of the themes were given. According to Jackson and Verberg (2007:3), a literature review is conducted after the data have been collected and analysed. Below is an outline of the themes.

4.2 Summary of themes, subthemes and categories

Themes	Sub-themes (Participants' experiences and feelings)	Categories	
4.2 .1 All forms of abuse Respondents' experiences of how they were abused	4.2.1.1 Sexual abuse	4.2.1.1.1 Anger, lower self-esteem, depression	
	4.2.1.2 Alcohol abuse	4.2.1.2.1 Delinquency	
	4.2.1.3 Neglect	4.2.1.3.1 School fees, food, and clothing	4.2.1.3.2 Parents remarried, shelter
		4.2.1.4 Emotional abuse	4.2.4.1.1 Angry, abusive language 4.2.4.1.2 lost child in life, death of the mother 4.2.1.4.3 Discrimination and stigma
	4.2.1.5 Physical abuse	4.2.5.1 Fighting back, anger	

4.3 Poverty	4.3.1 Vulnerable children	4.3.1.1 Illiteracy, discrimination by other children
	4.3.2 Orphaned children	4.3.2.1 Hunger, lack of food
	4.3.3 Moving homes	4.3.3.1 Insecurity of the child, lack of love and no food
		4.3.3.2 Effects of migrant labour
	4.3.4 Children staying with grandmother	4.3.4.1 Self-reliance, no schooling,
		4.3.4.2 Inadequate housing, no land for agriculture,
	4.3.5 Peer pressure	4.3.5.1 Shelter
4.3.6 Looking for jobs in the city	4.3.6.1 To better self-esteem, self-determination, self-development	
4.4 Deviant behaviour of the child before coming to the streets	4.4.1 Discriminated by guardian	4.4.1.1 Anger, hate, blame
		4.4.2 Violence at home
		4.4.2.1 Quarrels at home, anger
4.4.3 Rebellious against guardian	4.4.3.1 Anger, influenced by feelings	4.4.3.1 Anger, influenced by feelings
		4.4.3.1 Anger, influenced by feelings
4.5 Future plans	4.5.1 No need for plans	4.5.1.1 Anger, hopelessness, regret

	4.5.2 Look for jobs business	4.5.2.1 Get rich
	4.5.3 Never want school	4.5.3.1 No need for school , feel rejected by the world
	4.5.4 To remain in the streets	4.5.4.1 Reached life limits, nothing can be better
	4.5.5 Go back to school	4.5.5.1 Be a better person
	4.5.6 Get married	4.5.6.1 Need a family

The following are details of themes and sub-themes from the study, to be discussed as topics and categories embedded in the sub-theme discussions.

4.2.1 Theme 1: All forms of abuse

Abuse is defined as anything that is harmful, injurious, or offensive. Abuse also includes excessive and wrongful misuse of anything. There are several major types of abuse: physical and sexual (of a child or an adult), substance, alcohol, and emotional. According to (van Blerk 2008:47-74) child abuse and neglect consist of any acts of commission or omission by parent, caregiver, or adult that result in harm, even if unintentional or witnessed in a domestic setting

The Fourth National Incidence Study of Child Abuse and Neglect`s (NIS-4) (2009-2010) findings correspond with participants' responses that biological parents were closely related perpetrators in 71% cases of physical abuse. Results of this study show that almost all the participants had some form of abuse before they decided to leave for the streets.

4.2.1.1 Sexual abuse

UNICEF (2008:11) states that child sexual abuse; child molestation or indecent exposures of genitals to a child are classified as sexual abuse.

4.2.1.1.1 Anger, lower self-esteem, depression

Respondents expressed that sexual abuse by family members or adults were common if there was overcrowding in a household. Also, if the relative was left to

safeguard the child it provided an opportunity for the perpetrator to rape the child. According to Zimbabwean marriage culture context, the relationship of niece to aunt is casual or loosely called “wife to aunt’s husband”. It begins as a joke but later the husband might wish to be intimate with the child. The respondents further reported that these were the adults who were supposed to safeguard them following the deaths of parents. Ajiboye and Oladiti (2008:15) observed that girls were more likely to be sexually abused than the boys.

The findings confirm those of Ajiboye and Oladiti (2008:15) that girls at home were used by aunts as assurances for their marriage or even as prostitutes to earn money for the family. If a girl associates with a boy or man she is chased away from home to get married, so that the man pays *lobola* (bridal prize) to the parents. The girl participants revealed that they were expected to supplement income or food in exchange for sexual services. One stated that premature exposure to sexual activities precipitated her to leave the home for the streets to earn more money through sexual activities. One participant said the following: “*my aunt assisted her husband to rape me several times by restraining me...*” In the same vein another respondent reported that: “*I was silenced by being beaten ... I was used by my paternal aunt who allowed the landlord to rape me several times because aunt wanted to secure accommodation...*” The respondent further stated that it was common practice that her aunt would pledge to the landlord or anyone that the payment was in the form of sex with a very young girl. Because of the pains experienced during sexual intercourse with several men and some infecting her with sexual transmitted infections, she decided to leave for the streets. One of the respondents said, “*I feel very angry that I was exposed to sexual activities without my consent and I feel humiliated...*”

The findings of the present study correspond with *A study on street children in Zimbabwe* (UNICEF 2005:13), which stated that poverty predisposed children to sexual abuse. The study reported that 18.3% of children were sexually abused by parents and 56% by relatives. According to the study, the effects of child abuse include depression, post-traumatic stress disorder, anxiety and a propensity to further victimisation in adulthood. For a child it reduces the thinking capacity, leading to poor decision-making about the future.

Sedlak, Mettenburg, Basena, Petta, McPherson, Greene and Spencer (2009:20) state that girls are more likely to be abused than boys, and this appeared to be

confirmed in this study by the lack of reports by boy participants of sexual abuse as a driving force for them to leave their homes for the streets. Wagner et al (2009:129) argues that a girl child's vulnerability goes beyond recognition by society due to prescribed gender roles, such as high demand for domestic services that in turn predispose her to exploitation and all forms of abuse, including sexual. The participants confirmed that the girl child was prompted to prostitution.

4.2.1.2 Alcohol abuse

The participants also reported that parents combined alcohol and cannabis, which worsened the domestic violence such that children would be beaten with an electric cord. They also reported that after all this they felt vulnerable and believed reports that the streets were a better place to be. Tomlinson (2004:5) gives an analysis that these are referred, as "risk and resilience factors", that is the ability of a child to cope with negative factors in life. It also leads to negative relationships in the present and future of the child. According to Dubowitz and Bennet (2007:6), risk factors are attributed to poor outcomes for children, such as social isolation and unsafe environments.

4.2.1.2.1 Delinquency

Participants reported that his father spent most of the money in beer drinking. The father could spend all the salary on beer. One participant said: *"If my mother asked for school fees she would be beaten together with the rest of the family. At times my father would promise to pay school fees or would pretend that he was so broke because he had paid school fees yet he would be lying."* Participants added that the behaviour of the fathers were not different from youthful behaviour because of lying.

4.2.1.3 Sub theme 3: Neglect

The participants revealed that there were two handicapped street children among them and they had been neglected by the parents until they left their homes. The children were able to walk and fend for themselves, though one had extreme rickets and the other had very short hands. According to van Blerk (2006:47-74) neglect and abandonment for children drove them to the streets. The participants revealed that they were not considered part of the family and were not trained in any of the household chores. Ajiboye and Oladiti (2008:15) and Tibaijuka (2005:85) add that during political instability parents abandon children and the next best place for them

is the street. However, none of the participants mentioned political upheaval and parents discarding children. Children were abandoned due to poverty and neglect. Alcohol abuse and gender based violence were some of the attributing factors to abandonment.

It was observed that when he described his suffering he showed anger towards the aunt's husband, saying that he could strangle him if he got hold of him. According to Sedlak, Mettenburg, Basena, Petta, McPherson, Greene and Spencer (2009-2010:13), this case would be classified as emotional neglect and reduces a child's self-esteem and self-reliance. Charmaz and Oleson (2006:114) found that such children are often abandoned by guardians and parents. Situation Analysis of Zambian orphans and vulnerable children (1999) found, poor parenting skills or orphan-hood may lead to children adopting a street life. Jackson and Verberg (2009:3-6) state that reasons for children going to the streets in Ethiopia included HIV and AIDS, war, poverty and disability, and abandonment by their families

4.2.2.3 School fees, food and clothing

The participants reported that the parents could not pay school fees for the children, not that they were poor but rather not interested as parents, and seen to be buying more beer, even for friends. . Parents neglected participants by not paying school fees or affording basic needs, such as food clothing and shelter. This concurs with Maslow's hierarchy of needs theory that human beings have basic needs to be fulfilled.

4.2.2.4 Parents remarried

Most of the participants reported that after the death of one parent if the spouses remarries the children of previous marriage are usually exposed to one of the abuses. It had a strong impact on a guardian's behaviour towards the children, as evidenced by the stated experience of the participants: *"...a hot iron was used to beat my mother and all of us My mother ran away from home I was left with the stepfather. On this day I was also beaten with a hot pressing iron and so decided to abandon school in form one for the streets"*. The participant was left in a secondary school in which the stepfather used to teach. He did not pay school fees or electricity bills. A second reason was that the participant had no food or schooling.

4.2.1.4 Sub-theme 4: Emotional abuse

Physical and emotional forms of abuse are sometimes inseparable, as the former experience may trigger the latter. Several forms could be experienced at the same time. Joanna (2008:82) posits that a child who witnesses domestic violence is emotionally abused.

4.2.51 Angry and abusive language

Due to nasty experiences endured by the participants, they developed persistent anger even a simply conversation would trigger anger started using abusive language. Participants reported that most of the time, all what came to their minds was how they would respond to the frequent abuse hence developed abusive language as a defensive mechanism. One participant said, *"...because we developed this defensive mechanism, we lost our values and norms, we sear a lot and use abusive language which we carried from home..."*

4.2.5.2 Lost child in life

The participants felt they lost some norms and values in their homes due to persistent violence. The participants watched neighbourhood children who enjoyed welcoming their father from work. At times the neighbours would be seen going to town with their children and food or toys. One participant said, *"...for us the arrival of our father meant that our parents would start some quarrels leading to fights mother being beaten with a hot iron. I was very angry and I could not help my mother since I and other children were also beaten with a hot iron. My mother also ran away from my stepfather but left me with the monster. Sometimes I once hated my mother but I now understand that she was in serious marital problems"*.

4.2.5.3 Death of the mother

The participants reported that death of the mother was the worst experience in life. One participant said, "I felt it was the end of the world and the sun had set for me and it will never shine anymore... This was the start of the problems of no fixed abode". Participants reported that they lost their inheritance rights, the house schooling and medical care and love.

4.2.5.4 Discrimination and stigma

“Discrimination is the worst experience in a child`s life... Almost all the relatives knew that our parents had died of HIV related conditions, hence no-one wanted to come near us...” Participants reported that the situation was worsened by poverty of their parents because by the time they passed on they had sold their assets to pay for medical bills.

4.2.1.5 Physical abuse

Physical and alcohol abuse were inseparable during participants narration as alcohol abuse triggered physical abuse. Participants reported that the guardian or stepparents, even biological parents, used to harass and beat the children under the influence of alcohol. Alcohol was associated with physical and emotional abuse, and neglect.

According to d`Souza (2010:5), children are driven to the streets due to family breakdown, unemployment and dysfunctional homes, overcrowding, use of drugs and alcohol abuse. Jackson and Verberg (2009:20) quoted a street child`s words: *“When my mother drank she skelled us out, she said we were----! It was so ugly we couldn't take it anymore”*.

4.2.5.1 Fighting back anger

Participants reported that after being beaten several times they developed resilience to fight back the parent, unfortunately they were even beaten harder. One participant said, *“at one time I believed that my father was not my biological father when he beat me with a knobkerrie. There were times when I was beaten and would not shade tears because of anger.”*

4.3 Theme 2: poverty

Poverty is a state in which one lacks possessions, money or basic human needs, such as food, water, clothes and education leading to economic inequality. Focused group discussions confirmed that street children were from poor families and went onto the streets due to lack of family support. Participants reported that they did not attend school because they were sent by parents and guardians to go and beg on the streets. The participants reported that the first few days they used to beg and

take money home. *“...I discovered that the money I collected could sustain me on the streets. I decided not to declare the money I collected from the streets, resulting in beatings. The following day I left for the streets and did not return home”*.

Children in Harare leave their homes because there is no food, no schooling or provision of basic requirements for a child, such as shelter (Tatek 2009:275-300).

According to van Blerk (2008:3-6), poverty does not send children to the streets, but is a contributory factor to unstable homes. However, some poor families cannot afford to send children to school. One respondent said: *“It was better to stay with my grandmother... My mother collected me from my poor grandmother who had looked after me since birth. I was abandoned by mother who left me with my stepfather who used to beat me. I dropped out of school and left for the streets”*. According to Tatek (2009:275-300) children drop out of school due to domestic poverty then leave for the streets in an effort to provide or supplement their family’s income. On the other hand, Ajiboye and Oladiti (2008:15) find that street children are largely illiterate, with studies in India indicating that they only complete elementary schooling before going to the streets. These findings confirm the respondents’ experiences on how they dropped out of school.

4.3.1 Vulnerable children

A vulnerable child is unable to protect and defend self, vulnerability is judged according to physical and emotional development. A child who is depended on others for sustenance and protection is classified as vulnerable. Wienckie (2008:3) says the street children have lost their identity at home and school and are perceived by the communities as criminals. Wienckie (2008:3) argues that those children who run to the streets look devious, yet the key matter to their vulnerability is not critically analysed. Among the most vulnerable children are orphans, children of migrant workers and those looked after by grandmothers?

4.3.1.1 Illiteracy, discrimination by other children

One participant said, *“...because my mother was overseas and I was staying with my grandmother I had no-one to report to or to share my joys...All the time I appeared like a stranger at home and suffered being ridiculed by other children”*

4.3.2 Orphaned children

According to UNICEF (2004:13), in situational analysis an orphan is a child below 18 years who has lost one or both parents. Participants reported orphans being fed last, or considered last when there were inadequate funds to send children to school. The participants reported that it was even worse if the family members knew that the parents had died of HIV/AIDS-related conditions. At times they were called names such, as “*AIDS orphan*”, which was carried over to school and at play by other children. Ajiboye and Oladiti (2008:15) state that when there was a financial crisis at home the orphaned child would be deprived of basic needs such as food, clothing and schooling, and then driven out of the home. UNICEF: (2008:15) described the situation of orphans due to HIV and AIDS being placed in an extended home in which they were discriminated against. During food shortages, the biological children were fed first and the orphaned child last or not at all. The triple problems of, poverty, HIV and AIDS and food shortages have negatively affected children`s survival or livelihoods. Because they find themselves placed in a strange home they feel stigmatised and their self-esteem is lowered. It becomes evident that they did not belong to that home, and then decided to leave for the streets (UNICEF: 2008:5).

Some participants mentioned that they were welcomed and loved in extended homes when the inheritance from their parents was still available. However, as soon as the guardian realised that orphaned child`s assets had depleted the child was harassed. In another scenario, the children were left with parents` pensions and their uncle was the guardian, with the funds being used to educate their own children whilst the orphaned child was driven to the streets. The findings from the participants concur with, UNICEF (2008:13). Situational analysis study on street children in Zimbabwe states that unfulfilled basic social and physical needs of a child, such as schooling sends the child to the streets. It is further stated that poverty is on the increase and it is a contributory factor in driving children out of their homes.

4.3.2.1 Hunger, lack of food

Whenever there was food shortage in the home the orphaned child was fed last whilst the rest of the children ate. Participants said, “*We are always the last whatever queue, be it education, clothes bought, whatever, but we are the first to be selected for physical powered jobs. All the dirty work is given to the orphan. This is how we were treated in the homes, we were. The street home is not a nice place to be but it is better than the harassment we were in...*” The orphaned child`s school fees would

be paid last or not paid until the child left school. This scenario reminded the child of the late parents, hence there was no love from the guardian. It confirmed findings of Davies (2008:14) that children need love and care.

4.3.3 Moving homes

Joanna (2008:82) confirms that children move from household to household in search of security and a better place to live. Davies (2008:8) states that children are driven to the streets due to extreme child labour. UNICEF (2008:10) states that there is increased poverty, especially in the rural setting, and that the children will move from one home to the next in search of a better home that would accept them following the death of the parents. In rural homes the children are used as domestic or agricultural servants as cheap labour. The findings were confirmed by participants' experiences, with some children stating that they had not been to the rural area or handled an ox-drawn plough. After a few failures and beatings one participant ran away, hitchhiked back to Bulawayo city, but could not return to his father's house because the house and assets had been sold, hence the next best home was the streets. This was the last chance of attending school. Tatek (2009:275-300) states that the child starts off by being on the street during the day, begging and supplementing family income. The child would then decide to stay on the street since he or she would have developed begging skills and would be in a position to fend for self.

4.3.3.1 Insecurity of the child, lack of love and no food

One participant had this to say: *"If my mother had not died I would not move from home to home..."* The participants expressed that at times they wished to be loved and cared for and given food. *"At home where I was placed after the death of my mother, other children were given food while scrounged from dust bins I dearly think of my mother when I pick food from the dust bins..."*

4.3.3.2 Effects of migrant labour

Environmental laws state that if normal systems or environments have been interfered with, 'mother nature' will always fill in the gap. Emigrant labour, going overseas or to neighbouring countries, leaves gaps in the care and protection of children. However, in most cases overseas jobs do not accommodate children; hence they are abandoned or left with relatives or friends. Respondents reported that

children were left in the care of relatives whilst the parents worked overseas or in neighbouring countries. The migrant workers would send money home to take care of the children; however the relatives would use the money for different reasons. Van Blerk (2006:47) confirms that children need constant care. One participant had this to say: *“I do not care even if my mother was poor or even if she were to send all the money to me all I need is love and care”*. The participants reported being harassed by the guardian because of conflicting interests and a scramble for cash. In the end the children were abused and neglected, leading them leave for the streets.

4.3.4 Children staying with grandmother

UNICEF (2008:17) states that HIV and AIDS related deaths have contributed to the increase in orphans. In the past, children used to remain with an aunt or uncle, however with the present economic depression the children are pushed to the grandmother, who out of love would accept those of her daughter or son. The burden of care and fending for many children becomes onerous for the aging grandmother on a limited or no income. She may thus abuse the children, blaming it on poverty, old age or having too many children in one home (UNICEF, 2008:17).

4.3.4.1 Self-reliance, no schooling

Due to high burden of HIV related deaths the grand mother is faced with a dilemma of sending the children to school and source food and schooling. The grandmother then thinks of economic strengthening projects and forgets that some of the activities cannot be conducted by children. In the end the children are over burdened with work. One participant said, *“I appreciated my grandmother`s efforts to raise funds for food, but we then never time to rest or play... Grandmother was not keen on education, but she started having profits out of our hard work...”*

4.3.4.2 Inadequate housing, no land for agriculture

The participants realised that the relatives who were guardian would just source housing and agricultural land in the name of children and in the end the orphan would not benefit. One participant said, *“Due to overcrowding, we slept under our parent`s bed if there were, it was awful...”*

4.3.5 Sub-theme 2: Peer pressure to children

As found in the literature review, peer pressure is a negative influence from friends or classmates or other people of the same age. In this study the male participants reported that they were not influenced by peers, however the girl participants reported some peer pressure. All the girls at FDGs said they had been informed about the street life by peers, whilst the boys said they got information from the street children and other sources.

4.3.5.1 Shelter

Peers informed the girl participants that there was plenty accommodation in/on the streets. Some of the accommodation was when the girl child was working as a commercial sex worker. This information was not readily available. As the girl participant arrived at the streets it was a shock to note that the shelter was the pavements which was worse than home. One participant said, "As the sun sets I remember my crowded space at home which had no weather implications or human threats..."

An orphaned boy experienced his parents' home being taken over by the maternal relatives and so moved homes to an aunt, only to be left with no shelter whilst the maternal relatives were unjustly enriched. The participant said with a tone of anger: *"...if parents' had not died my mother's relatives could not have taken and shared my parents' house and property. Because I had no home I moved to my paternal aunt. At maternal aunt's home my aunt's husband became a nuisance and irresponsible after beer drinking"*.

4.3.6 Sub-theme 3: Looking for jobs in the city

The participants reported that they sought jobs in their communities after the death of one or both their parents. The boys had information that there were jobs in Bulawayo city, however, on arrival it was in vain.

4.3.6.1 Self-esteem, self-determination, self- development

The participants reported that their backgrounds were poor hence there wanted to poverty circle. Some participants reported that they wanted to be rich and be respected in life by working and self-determination for self-development. One participant said, *"...my mother died... I wanted a job in the city because and I needed to take care of myself. Unfortunately I cannot be hired now. No one wants to hire a street child because the communities do not hire people with no fixed abode."*

Secondly I am under age; I have to live with it in the streets.” The boy appeared very angry about the death of his mother, as if he had lost everything in this world and the relatives did not empathise with him. It was observed that the boy was shaking when he narrated his ordeal of his departure from home. Wienckie (2008:3) states that street children’s subculture of hawking, working as food vendors and loading lorries contributes to the economy in a small way.

4.3.7 Sub theme 4: Lack of money

Due to inadequate funds and home the participants dropped out of school and had no productive jobs except being sent around the home. It was very difficult to watch other children going to school while they remained at home. One participant said, *“I wanted to work and help my younger siblings to be in a different position than mine...”*

4.3.7.1 Stealing

Participants reported stealing from neighbours or anyone that appeared to have money. Neighbourhood also talked a lot about the family because they were always scrounging for food in neighbours fields or granary. One participant said, *“I got beaten for stealing sweet potatoes and thought of working...”*

4.3.7.2 Snatching other people`s food

The participants reported that they started off by being on the street during the day and going home in the evening. All they did was to smear their hands, face and clothes with coal dust to appear nauseating, as if they stayed in the streets and they would snatch other people`s food. This was mainly due to hunger at home, unfortunately it quickly developed into an enjoyable habit that could not be stopped easily. One participant said, *“...yes we were poor, but we were not the only ones poor in the community. I lacked self-discipline. This was my little secrete...”* Wienckie (2008:3) gives evidence that children leave their normal home environment because of socioeconomic factors, such as, poverty. However, van Blerk (2006:20) refute Wienckie (2008:3) by giving evidence that poor families do not abandon, discard, neglect or desert their children because of poverty. van Blerk (2006:20) states that if this were the case there would be no children in poor homes in developing countries.

Nevertheless, where poverty is the epicentre of a child's outcome it lowers self-esteem, as well as contributing to the high levels of HIV and AIDS in developing countries van Blerk (2006:20).

4.3.7.3 Inadequate self-care

Participants reported that, due to poverty, they were used as instruments to source for money and supplement family income. In the end they realised that they could also source money for themselves without being sent to look for money. The above discussions on seeking jobs in the city were for the reason of getting money for better living. Ribeiro (2009:222-228) agree with Wienkie (2008:3), that street children's subculture includes hawking, working as food vendors and loading lorries. One participant stated: *"If I can manage to work from morning to sunset in town and get meagre wage which can supplement family income. It means that I can do it on my own, at least I will use the funds as I wish than to help uncle's children to go to school and feed them."* The participants ululated, clapped hands, whistled and jumped in support of this response, all concurring that the orphaned child would work hard but that the money would not be used by the orphaned child. It was as if they were saying: *"We can now close the discussions this is the end of our story"*. The girls also publicly acknowledged that if they could illegitimately use their bodies to better other children and raise money for food and clothes, why not do so? The participants reported that that there was inadequate self at home because they could not manage themselves yet they could fund raiser for other children in the home. UNICEF (2008:12) describes the situation of an orphan due to HIV and AIDS being placed in an extended home where, due to food shortage, the biological children were fed first. One of the girl participants said, *"I am a loser in life and I am HIV positive... I would rather die of HIV and AIDS than to suffer... I am here at this home where I do not pay rent and do not get harassed by my relatives... Anywhere I was still going to get it while I was at home. I was raped several times and pledged for sex with old men"*.

4.4 Deviant behaviour of the child before coming to the streets

Deviant behaviour was characterised by anger hate, quarrels at home bad feelings. The predisposing cause for deviant behaviour for both parents and children was closely linked to alcohol and cannabis abuse.

4.4.1 Discrimination by guardian

Michael (2007:122) adds that significant factors comprehend love and boundaries, and the boundaries are set by love. Children who lack love in their normal homes will seek other satisfying strategies, which could be in the form of independence and freedom at any cost, such as taking to the streets.

4.4.1.1 Anger and hate

Some participants could not tolerate the quarrels between siblings. The parents used to be biased against one child and labelled him or her as 'the naughty one', until it reached a stage where it was intolerable and the child left for the streets. According to Michael (2007:150) as children grow they need to take responsibility for the new opportunities in life, by being selfless. It is further argued that it is those children who are outliers who evade responsibilities. One participant reported that, *"It came to a point that I did not love my mother because I was treated like a step son or stranger"*

4.4.2 Violence at home

Tatek (2009:275-300) writes that children do not like violence though at times they become violent through witnessing domestic violence. This has been discussed under physical and emotional abuse.

4.4.2.1 Quarrels at home and anger

One *Participant* reported that he witnessed his mother beaten by his own father over the payment of school fees. The father pretended that he had paid school fees yet he had used all the money for alcohol .the participant had this to say, *"I watched my mother with a black eye over my school fees... It left me with no choice but to leave ..."*

4.3.3 Rebellious against guardian

d` Souza (2010:6) states that runaways come from good families but run away for fun and glamour. They regret this when on the streets but eventually realise their mistake and return home.

4.4.3.1 Anger influenced by feelings

One respondent reported that he left home because he used to fight everyone there, including his uncle who was his guardian. He reported that his behaviour was influenced by alcohol and cannabis, of which his uncle was not aware. He could not take simply instructions from anyone and thought he was cleverer than all in the home. His uncle loved him greatly. He then heard of the street life and ran away, hoping to be happier. He recalled: *“If I had a way to reverse the damage I did to myself I would apologise to my maternal uncle. I have caused so much pain to the whole family. Though I am studying Ordinary Level, I am so unhappy to live on the streets when all was well with my family. If I pass, then, I will go back home to my uncle”*.

4.5 Future plans

Future plans were made when the children were still in their homes and the participants revealed that they were driven by anger and impromptu decisions. They felt hopeless in their own homes and some made the plans out of regret, such as concern for why the parents died or why they ever agreed to move homes in search of welcoming ones. They felt that if they stayed with ‘the devil they knew’ it would have been better than searching for love from guardians but not find it. Michael (2007: 800) confirms that children move from one household to another in search of security and a better place to live.

4.5.1 No need for plans

Most participants stated that when they imagined street life and saw themselves being rich and buying their own house or piece of land. However, they regretted being on the streets, some having nowhere to go to with no land and no shelter. The participants reported that plans are never achieved at any given time.

4.5.1.1 Anger, hopelessness, regrets

One participant said: *“No one would hire a street child because we tend to be unreliable. We are unreliable as a survival strategy, we just need food for the day and just continue being on the streets”* The sentiments from the participants agree with Tatek (2009:275-300) view, that street children are or become unreliable or are considered either ‘at’ or ‘as ‘risks’.

4.5.2 Look for jobs business

Most participants leave their homes in the hope of getting well-paying jobs. Some of the reasons were poverty child headed homes and being an orphan. Zimbabwe unemployment rate is 95% (Zimstat 2010:11)

4.5.2.1 Get rich

The participant expressed disappointment that he had not seen silver and gold on the streets. It boiled back to his home background of poverty. One participant said, *“I dreamt of a big glamorous car and house with many servants...”*

4.5.3 Never want school

Because the participants sought freedom the next plan was to miss schooling and remain on the streets for life. Some were attending school with assistance from Thuthuka Street Children’s project. One participant had passed ‘A’ level while writing the examinations and living on the streets, and was ready to attend university. The behaviour of the participant confirms findings of Michael (2007:806) that children must make use of opportunities in life. The participant left for the streets because the mother and other children were being beaten by his own biological father. The findings correspond with those of Wienckie (2008:3) that children do not want to witness violence. Wienckie (2008:3) states that the street children are mostly destitute, harassed, rejected, and underprivileged and they turn to the streets to support their families. In some instances they do so because of an overcrowded domestic environment or alcohol abuse by parents.

4.5.4 Remaining on the streets

Because there would be no parental dominance or restrictions, participants enjoyed sexual intercourse at any time. Both girls and boys shared these sentiments. One participant said, *“Though life in the streets is not easy but at least I can make my own decisions. Anywhere I did not like school hence this is very convenient for me to be on the streets”* Matthew (2008:34) states that the community’s perception of street life is that it is a school of criminality. Having been a street child, the relatives do not accept them back home. The participants reported that they had reached the end of the road and had nowhere to go such as some have had their homes taken over by relatives or sold out. Some participants stated that the harm on them was

irreversible such those that contracted HIV or have lost years of schooling or acceptable quality life.

4.5.3.1 No need for school, feel rejected by the world

Participants felt that the world was so unfair to them and no-one wants to be associated with a street child. One participant said, *“I have been on the street for ten years now I do not fit in any home. I feel I am a lost child ... I feel no one loves me except other street children.”*

4.5.6 Getting married

Because some participants felt hopeless the next easy plans were to get married but not to pay *lobola*. For those who wanted freedom they could co-habitat at any time and change partners as they wished. The findings on cohabitating many times on the streets correspond with those of Rurevo and Matthew (2008:34) that street child want unlimited freedom with no parental dominance.

4.5.6.1 Need a family.

The participants reported that they could only marry amongst the street children because they have been marginalised, stigmatised and discriminated. Some participants felt dejected by the world because the community `s attitude towards a street child was that there are unreliable and there are ill mannered. One participant said, *“If I had a way of changing my life I would find a caring individual to marry me .At the moment I just want to be married just for company...”*

4.3. CONCLUSION

The findings revealed an array of factors that drove children out of their homes. Four major themes were identified, namely all forms of abuse, poverty, deviant behaviour, future plans. Each theme had sub themes and categories. Poverty was the compounding factor of all the factors that drove children from their homes. All forms of abuses had several subthemes and it was the centre for discussions with participants. Chapter 5 will discuss the findings and present recommendations and conclusions.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In chapter 4 the results were discussed and substantiated with reference to literature review. In this chapter, research design, summary, interpretations of research findings implications, limitations and contributions of the study conclusions will be discussed and presented. The findings brought out four themes, that is, all forms of abuse, poverty, deviant behaviour, and future plans, related in this chapter to the aim and objectives of the study in determining whether the research question has been adequately answered. Recommendations for further studies will also be made.

The aim of the study was to address the research question, “How do children`s experiences drive them from their homes and why do they decide to live on the streets of Bulawayo city centre?” Explorative and descriptive qualitative research was conducted in a naturalistic environment to investigate the phenomenon. A

sample of 12 street children was asked to participate in the study, and a literature control was embedded in the research study results. A discussion guide with open-ended questions was designed as a data collection tool, translated from English to Ndebele then back to Ndebele by two different people to validate consistency of questioning and for truthfulness and soundness of the study. Data collection and analysis were conducted simultaneously. The following objectives attempted to guide the research to answer the research question:

- To explore and discover children`s phenomenon experiences that drive them from their homes and why do they decide to live on the streets of Bulawayo city centre.
- To conduct literature review on the fundamental concepts of the occurrences of street children.
- To determine what factors account for the appearance of the phenomenon in the city, what affects the phenomenon produces, and in what ways these effects can be minimised.
- The study seeks to investigate the extent of home backgrounds which influences the children to leave their homes for the streets.
- To provide the government through the ministry of social welfare, NGOs whose goal is to protect children and child rights and other policy planners with reliable information on the true situation of the street children phenomenon in order to address their problems more seriously.

A qualitative, explorative descriptive study was conducted with a sample of 12 street children who were asked to volunteer and participate in the study. Six focal group discussions (FGDs) were held with the participants and a discussion guide with open-ended questions was used for collection of detailed data. Analysis of data was simultaneous with data collection. Observations were made on participant`s emotions as they gave an account on the factors that drove them out of their homes onto the streets. During data analysis themes were deduced from the narrations and verbatim. Subthemes used to describe the factors that drove the children out of their homes. The research question posed was “How do children`s experiences drive

them from their homes and why do they decide to live on the streets of Bulawayo city centre? Detailed discussions will follow.

5.2 SUMMARY OF FINDINGS

A summary of findings will be presented on the factors that drive children from their homes to the streets of Bulawayo city suburban according to the objectives of the study. The study attempted to explore and discover children's phenomenon experiences that drive them from their homes and why do they decide to live on the streets of Bulawayo city centre.

Discussion points will be according to themes with reference to literature search and children's experiences that drove them to the streets. Recommendations will be according to the actors accounting for the appearance of the phenomenon in the city, what affects the phenomenon produces, and in what ways these effects can be minimised. One of the major reasons for this study is to add knowledge to the academic world and provide government with recommendations through the ministry of social welfare, NGOs whose goal is to protect children and child rights and other policy planners with reliable information on the true situation of the street children's phenomenon in order to address their problems more seriously.

5.2.1 All forms of abuse

Participants agreed that most of the street children selected for the research study had experienced different forms of abuse in their lives. Major types of abuses described were sexual (of a child), physical, and emotional, in addition to neglect. Alcohol and substance abuse were embedded in other forms of abuse (van Blerk 2006:45).

5.2.1.1 Sexual abuse

Research findings revealed that sexual abuse was rife in the homes, especially for the girl child, mainly by guardians in two forms. Rebeiro (2008:89) writes that sexual abuse is common to the girl child. The girl participants confirmed that during their lives at their normal homes they were all sexually abused either by the relative or a guardian. It was also common that the girl child was used as pledge to purchase something or favours or discounts to the men. At times those adults who were supposed to safeguard the girl child turned against her with sexual abuse. The girl child was forced into prostitution to supplement family income regardless of

HIV/AIDS pandemic. This was the major topical factor for driving the girls to the streets. Boys did not report sexual abuse as a factor that drove them to the streets though it could be happening.

5.2.1.2 Physical abuse

All participants reported physical abuse during their lives at home. It was in the form of beatings which traumatised them. To a larger extent the children witnessed domestic violence, with stepparents amongst the major perpetrators (Ajiboye and Oladiti 2008:15) augment that biological parents also physically abused the children by beating them. According to Joanna (2008:82) states that due to the amount of violence in homes children decided to go to the streets. Participants reported that most of physical abuses were attributed to a combination of alcohol and cannabis.

5.2.1.3 Emotional abuse

Findings revealed that physical and emotional abuses are inseparable, as the former experience also triggered the latter. d` Souza (2010:6) states that exposure of child to sensitive issues like being a child soldier sends children to the streets as the developmental stages cannot accommodate traumatic experience by children

5.2.1.4 Neglect

Findings of the study revealed that handicapped children were neglected by their biological parents and relatives, and not adequately taught livelihoods for survival. Participants reported that the mothers also neglected or abandoned children if the mother was in a nasty marriage and being physical abused as well. The children who were abandoned and neglected by the mothers were very angry. Another form of neglect arose after the death of the parents, when the house was taken away or sold, or the orphaned child was left with no shelter or inheritance benefits. UNICEF (2008:10) state that parents abandon children due to poverty. One participant said, *“I wish my mother married my father because she would not be worrying herself to protect her marriage...”*

5.2.2 POVERTY

Participants revealed that most of factors that drove children from their homes incorporated some degree of poverty. However, van Blerk (2008:47) argues that poverty does not send children to the street there would be an underlying cause..

However van Blerk (2009:47) argues that being part of a poor family does not necessarily mean that the children have to be abandoned or discarded. van Blerk (2009:4) poses a question that if it was poverty driving children from their homes why is it that in poverty stricken homes there are children?

5.3 Vulnerable children

Poverty subjected children to various types of vulnerability, placing them in difficult circumstances with little or no choices about present and future life.

5.3.2 The Orphaned child

The findings of the research study revealed that orphaned children are more likely to be vulnerable and abused when no one is there to defend them. The participants stated that they are always last in the queue for their benefit and attention but picked out first to carry out physical labour.

Orphaned children did not have their school fees paid and lacked many of the basic needs of a child. The participants stated that they easily lost their inheritance. They were easily labelled with names such as 'AIDS Orphan' and were discriminated against at home and at school. The results revealed that they lacked love from the guardian. The participants felt that the streets were a better home because they acknowledged that it brought happiness. UNICEF (2008: 19) states that HIV and AIDS are current causes for vulnerability of children. UNICEF (2006:9) state that children are driven to the streets because being orphans.

5.3.3 Moving homes

As stated above, children lacked love and security and a better place to live than with the guardians, hence they moved from home to home until they decided to use the streets as a permanent home. The findings revealed that occupants of the homes in which they tried to stay gave them heavy tasks, which the biological children of the relatives were spared. Those participants who moved from town to the rural areas found life very complex, for example being expected to plough without having seen an ox-drawn plough. An Blerk (2006:45) agrees that there is a load limit that a child carries. It is not easy for children to carry the burden of an adult.

5.3.4 Children staying with grandmother

Participants agreed that those placed in the care of a grandmother life started off smoothly, however as more children arrived to live with her, life changed. The grandmother also demanded child labour and started harassing the children because of shortage of food and money. Van Blerk (2009:47) points out that family structure collapse and rapid urbanisation and HIV and AIDS attributes children living their homes.

5.3.5 Effects of migrant labour

Research findings revealed that the children of migrants were left out of school with no food and clothing. The guardian concentrated on buying furniture and her own personal clothes whilst the children became poorer. The participants compared themselves to orphaned children who were treated as second class citizens. Joanna (2008:82) argues that children cared for by relatives lacked love and care.

5.3.6 Peer pressure

The research findings revealed that peer pressure affected girls more than the boys. It was the least notable cause of children being driven onto the streets. Erickson's theory (1968), argues that the adolescent child suffers from role confusion due to hormonal changes. van Blerk, (2006: 47-74) arguments that children move to the streets trying to find that glitter however all is in vain, In this study only the girl children were lured into the streets by friends. Peer pressure did not come strongly as one of the reasons for the children to leave their homes.

5.3.7 Looking for jobs in the city

The research findings showed that peer pressure had some minimum influence on the children. When they had explored all the survival strategies in their homes and failed to come up with answers they would decide to look for jobs in Bulawayo. However, they would fail to find either work or accommodation and so the only accommodation was the street. Joanna (2008:82) states that jobs for street children are not readily available in the market hence it is not easy to secure jobs. The participants also confirmed that people would not easily hire a street child because they are unreliable with no fixed abode and no identification.

5.4 DEVIANT BEHAVIOUR

Deviant behaviour was characterised by anger hate, quarrels at home bad feelings. The predisposing cause of deviant behaviour for both parents and children was closely linked with alcohol and cannabis. Ajiboye and Oladiti (2008:15) argue that while children must be afforded all the love, there must also take responsibility for their actions. Van Blerk (2009:35) also argues that lack of schooling attribute to negative behaviour of children. The participants revealed that there were children who could not listen to loving parents when they were being guided. The findings revealed that beer and cannabis contributed to quarrel with others in the home. One participant reported that all was well in his home environment, though he was an orphan. The findings revealed that he received love and care, but he was full of regrets for having messed up his life.

5.4.1 Discrimination by the guardian

Some participants could not tolerate the quarrels between siblings. Participants expressed favouritism of parents for one child the other child was always blamed and never praised. Children who lack love in their normal homes seek other satisfying strategies, which could be in the form of independence at any cost, such as taking to the streets. Ajiboye and Oladiti (2008:15) point out those children need abundant love and joy.

5.5 FUTURE PLANS

Research findings revealed that when the participants left their homes there were looking forward to a bright future of riches, freedom, jobs and marriage, but all was in vain.

5.5.1. No need for plans

Research findings showed that most of the participants had no plans on the streets, and only wanted shelter, love, freedom and escape from parental dominance. Some imagined buying small pieces of land for agriculture and a house. Most did not regret being on the streets, preferring it to their natural homes, as stated above.

5.5.2 Schooling

The findings revealed that most of the participants' schooling had ended as they were busy working the streets. A few would want to return to school, however, one of

the reasons for being on the streets was of lack of school fees. Some did not like schooling, hence the streets made life conducive, with nothing forcing the participant to go to school. An Blerk (2009:35) points out that children drop out of school and become idle leading them to think of the streets

5.5.3 Getting married

Some participants felt hopeless and the next easy plan was to get married and not pay *lobola*. Some participants felt they had an opportunity to co-habitat with men or women as they wished. Freedom was at their disposal. Rebeiro (2008:89) states that after school dropout the children find entertainment like falling in love, yet some think of marrying.

5.5.4 Remain on the streets

Participants stated that they would rather remain in, of or on the streets as they were 'losers' in life. It was reported to them that streets had challenges; however they would remain on the streets as planned when they left their homes. Suzanne (2005:129-146) argues that women are prone to homelessness because they get supported by the senior street children (boys) or start prostitution to earn money.

5.6 RECOMMENDATIONS

Following the research findings, the following recommendations are made according to the objectives of the study that attempted to answer the research question: How do children`s experiences drive them from their homes and why do they decide to live on the streets of Bulawayo city centre?

- Communities should find alternatives to place orphaned and vulnerable children rather than staying with the aunt, since aunts' husbands seem to be children's abusers, whether physically, emotionally and or sexually. Gender and cultural issues can be addressed in the communities to empower parents not to trust relatives as guardians of children. There is a need to empower communities to report sexual abuse cases to the police and social welfare service. Civil society need to assist communities to set up child protection committees that are accessible for children to report any form of abuse. The communities need to revisit the loosely used term "wife" to the girl child placed with an aunt. Empowerment of local leadership is needed to discuss with the

communities the formation of 'safety nets' for children, such as being able to identify potential signs of imminent abuses.

- The government needs to identify and support youth projects as part of employment creation. There is a need to support very poor communities, and grandmothers caring for many children should be assisted by the social welfare department. Local leadership should be in a position to mobilise resources and help families in distress.
- The government and civil society must to identify programmes to rehabilitate street children without forcing them to return to their homes. The Thuthuka Street Children`s Project could ask for government support, since they have in place existing structures for safety of children and a rehabilitation infrastructure.
- Parents' signed will and testament should be applied to prevent children from losing parents' assets and their inheritance.
- Organisations that claim to have the interest of children at heart must strongly campaign to the government for the protection of children.
- Communities must realise that the street children have suffered much abuse and are victims rather than criminals.
- There is need for dissemination of information on sexuality and HIV/AIDS amongst street children, since this is a 'lost community'. Many street children have no informed choice to say no to sexual intercourse without condoms, therefore there is a need for civil society, together with the government, to assist them on this issue.

5.7 FUTURE RESEARCH

There is a need for future research on the following issues:

- Life of a street child
- Perception of parents or guardians of children on, in or of the street.
- Reasons married men abuse girl children left in their custody.

- Knowledge of HIV transmission and risky behaviour by street children.
- Attitudes of children against parents, vis-à-vis parents against children.
- The problem of children begging on the streets or in their homes.
- Conduct a comparative study of street children in two cities as to the factors that drive children out their homes to the streets.

5.8 CONTRIBUTIONS OF THE STUDY

This study delineated that poverty is not a direct cause for children leaving their homes, but rather it is a seedbed to all the causes mentioned in chapter four. It is hoped that this research study will assist other qualitative researchers in data collection analysis and drawing conclusions. It is the opinion of the researcher that there will be shift in the consciousness of some scholars to see qualitative research as able to unravel the most minute and relevant issues about human beings, which are not easy to get from quantitative researches.

5.9 LIMITATIONS OF THE STUDY

The study had a number of limitations as follows:

- Views or perception of parents or guardians would have made the research findings stronger. A comparison of perception from parents and children on the factors that drive children out their homes would have created better arguments for better recommendations.
- The topic of the research should have gone further, perhaps to include the lifestyle of the street child after making the streets a home.
- Funding for the research was very limited.

5.10 CONCLUDING REMARKS

The research attempts to get to the fundamentals of the major factors that drive children from their homes to the streets. The participant narration of the lived experience brought up four following themes, all forms of abuse that is, emotional, physical, and sexual and neglect. Other themes were: poverty, deviant behaviour and future plans. These themes brought new knowledge in the major reason for

children to be driven to the streets of Bulawayo. It is the opinion that if all these factors are addressed then there would be fewer children driven to the streets.

The literature control and findings of study generally agree on the factors that drive children out of their homes and onto the streets. An increase in the number of street is attributed to all forms of abuse. In this study, poverty was seen as a "seedbed" or a trigger rather than a direct cause of children moving to the streets.

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Annexes

Annex: A1

DISCUSSION GUIDE in English:

FACTORS THAT DRIVE CHILDREN FROM THEIR HOME TO THE STREETS : BULAWAYO SUBURBAN EXPERIENCE

- **NOTE:** Whenever you have something to say about what drove you out of your home, please stop the conversation and say it.
- **Ice breaker:** Each new dawn brings new street children who are very visible in the at Bulawayo city centre.
- What comes to you mind about this statement?
- You are free to respond.

1. Home background

- Whom did you stay with before you came to the streets?
- Tell me about the parents of street children (not necessarily yours)
- How are you related to the people that you stayed with?

2 Factors that drive children from their homes

- How did you decide to go the streets?
- What were the most challenging issues that you faced in your home that made you decide to leave your natural home?
- When did you decide to leave your home?
- How did you leave your home?
- What was in your mind when you left home?
- How did you end up on the streets?
- Where did you think you were going to?
- Who do you think you were going to stay with in on the streets?
- Are there any other reasons for leaving your home?
- Is there anything that you want to talk about leaving your home?

3. Parents or family you stayed with before you came to the streets

- Describe how long have you lived with your parents?
- What were the reasons for moving from home to home the last five years?
- Could you describe the way your parents or guardian looked after you?
- Your How does family express themselves and what they think of you?
- What is in your mind now about what drove you out of your home to the streets?

4 Knowledge about the streets

- How did you know about the street life?
- What knowledge did you get about the streets?
- How were you motivated to go to the streets?
- How did you feel about living on the streets?

5 Future plans

- What future plans brought you here?
- How have you achieved your future plans?
- How did you reach or decide on these future plans?

THANK YOU FOR YOUR TIME AND ALL THE STORIES YOU SHARED.

Annex: A2 Discussion guide in Ndebele

Isiqondiso sokuxoxa: Uphenyo lembangela yezinto ezidudula abantwana emakhaya abo besiya hlala ezitaladini senziki yedolobho lako Bulawayo.

Qhaphela: Ngasiphi isikhathi ulelungelo lokumisa inxoxo utsho okwakududula emakhaya uze uzohlala ezitaladini.

Umqali isiziba: Insungensuku abantwana abatsha bayatheleka ukuzohlala ezitaladini zenzikini yedolobho lako Bulawayo

Kuyini okufika enqondweni ngalo umutsho.

Hkululeka uphendule sixoxe.

1. Isisusa sendaba

- Ube uhlala lobani ungakabuyi lapha esitaladeni?
- Ungangitshela ngabazali bakho kumbe ababanye abantwana abalapha?
- Uzalana njani labantu owawuhlala labo?

2 Izizatho ezisusa abantwana emakhaya

- Wakucabanga njani ukuza esitaladeni?

- Kuyini sibili okuyikho okwakuhlukuluzayo ekhaya waze wacabanga ukuza esitaladeni?
- Ukusuka ekhaya wakucabanga nini empilweni yakho?
- Kuyini okwakwenza wagcina usulapha?
- Casisa ukuthi wasuka njani kumbe wenza njani uzusuke ekhaya?
- Kuyini okwakusemnqondweni wakho usuka ekhaya lakho?
- Wafika njani lapha esitaladani?
- Wawucabanga ukuthi uyangaphi ubuya lapha?
- Wawucabanga ukuthi uzahlala lobani lapha esitaladeni?
- Zikhona yini ezinye izizatho ongazitsho ezakususa ekhaya?
- Kungabakhona okunye ongafuna ukukutsho mayelana lezizatho ezakususa ekhaya?

3. Abazali loba umdeni

- Akutsho ukuthi uhlale labazali bakho isikhathi esinganani?
- Iminyaka emihlanu eyedlule kuyini okwakwenza wahlala lapha la laphayana?
- Ungatsho ukuthi abazali bakho kumbe abomdeni wakho babekuphethe kanjani?
- Abomdeni wakho babekukhangela njengomuntu onjani? Bathini ngawe?
- Khathesi usulapha ucabanga ukuthi wasuswa yini ekhaya?

4 Ulwazi ngempilo yesitaladeni

- Wayazi njani impilo yesitaladeni?
- Lulwazi bani owaluthola ngestaladi na?
- Kuyini okwakukhuthaza ukuthi ubuye esitaladini?
- Waba lomzwa yedwa bani ngokuhlala esitaladini?

5 Amalungiselelo yekusasa usesitaladini

Wawulamalungiselelo anjani owawunakakela ikusasa lakho?

Uwafeze njani amalungiselelo yekusasa lakho?

Imichabango yakho yafika njani esigabeni yekusasa lakho mayelana ngempilo?

SIYABONGA ISIKHATHI ELISICHITHE LIXOXA LIPHENDULA IMIBUZO.

Annex B Approval from the University

UNIVERSITY OF SOUTH AFRICA
Health Studies Research & Ethics Committee
(HSREC)
College of Human Sciences

CLEARANCE CERTIFICATE

Date of meeting: 9 September 2009 Project No: 3024-992-9

Project Title: Street children in Bulawayo City sub-urban areas: Factors that influence their health

Researcher: Ncube, S

Supervisor/Promoter: Prof ON Makhubela-Nkondo

Joint Supervisor/Joint Promoter:

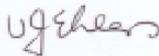
Department: Health Studies

Degree: MA Cur

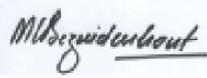
DECISION OF COMMITTEE

Approved Conditionally Approved

Date: 9 September 2009



Prof VJ EHLERS
 RESEARCH COORDINATOR: DEPARTMENT OF HEALTH STUDIES



Prof MC Bezuidenhout
 ACADEMIC CHAIRPERSON: DEPARTMENT OF HEALTH STUDIES

PLEASE QUOTE THE PROJECT NUMBER IN ALL ENQUIRES

Annex C Request letter to carry out a study

From Sitshengisiwe Ncube [mailto:sncube@zol.co.zw]
Sent: Thursday, May03, 2007 6:33PM
To: thuthuka@zol.co.zw
Subject: Request to carry out a study
4365 Luveve
P.O.Luveve
Bulawayo
3rd May 2007

The Project Manager,
Scripture Union Thuthuka Street Children's Programme
Jason Moyo /between Second and Caunaut Avenue
Bulawayo

Request for Permission to carry out a study

Dear Sir / Madam,

Please may I request to carry out a study on Street children and Children of the Street and those that live at Thuthuka Home? I am a part time student at UNISA and I am studying Masters of Public Health. The research study in partial fulfilment of Masters of Public Health.

The research study will focus on the factors that drive children out their home to the streets" Bulawayo Suburban experience. .

I hope the researcher will benefit your organisation with the findings.

Participation in the study is voluntary and the participant is free to withdraw whenever there is discomfort. Ethical consideration with be maintained all the time during the study and thereafter.

May I also request for assistance of your male staff if my interviews are conducted in dangerous or secluded areas. Your assistance will be greatly appreciated. Yours

Sincerely,

Sitshengisiwe Ncube

Annex D Letter of approval Thuthuka Street Children`s Project

Letter from Thuthuka

Thank you very much for allowing me to carry out the study. May God bless you and Thuthuka team and the children

Yours in Christ

Sitshengisiwe Ncube

-----Original Message-----

From: thuthuka@zol.co.zw

Date: Monday, May 14, 2007 22:22:35

To: 'Sitshengisiwe ncube'

Subject: RE: Request to carry out a study

Dear Madam

Thank you for showing interest in the organization and especially in children at risk.

You are welcome to carry out your

Research and it is important that ethics are observed in our work with these children.

We do not want them to feel that they are being used in studies. I believe you will carry on the studies as naturally as possible and the children as well as the organization will benefit a lot from your studies. All at Thuthuka will cooperate with you in your work.

We look forward to working with you and offering as much assistance as we possibly can.

God bless

Susan Mpande
Programme Manager

Annex E Agreement / participation form

I am a Registered Nurse and midwife currently studying with UNISA as a Master of Public Health student conducting a research on, investigation into factors that drive children from their homes to the streets at Bulawayo city suburban.

The researcher wants to find out what sends the children to streets .The results will be used to advocate for the children to the government and interested stakeholders
If you agree to be participant and be available for the focal group discussion at the base or at Thuthuka Street Children's Project contact centre.

Focus group discussions will be facilitated by Mrs Sitshengisiwe Ncube. Three research assistants will capture the discussions. The project staff at Thuthuka contact centre will assist you and the research team that proper procedures are followed with regards to protection. May I assure you that all the information will be handled with strictest ethical consideration? This means that your names will not appear anywhere and whatever will be discussed will remain the property of UNISA.

You are free to ask as many questions as much as possible. You are invited to participate on voluntary basis. May I also highlight that Thuthuka Street Children`s Project work with the Police and Social Welfare to protect children. Thuthuka Street Children`s Project is a legal registered organisation by Social Welfare Department. Social Welfare Department protects the interests of children. Because of these rights and authority vested to Thuthuka Street Children`s Project they have a mandate to protect your interest as children. May I also bring to your attention that anyone below the age of 18 years is a minor without contractual rights? You are asked to write your name below as way to demonstrate that you wilfully volunteered.

To assure you again, an approval letter from the UNISA will be shared with you as part of honesty that I am genuine student.

These names will not be given to the police what so ever.

Please encircle one only

I {AGREE}

{DO NOT AGREE} to be a participant in this study.

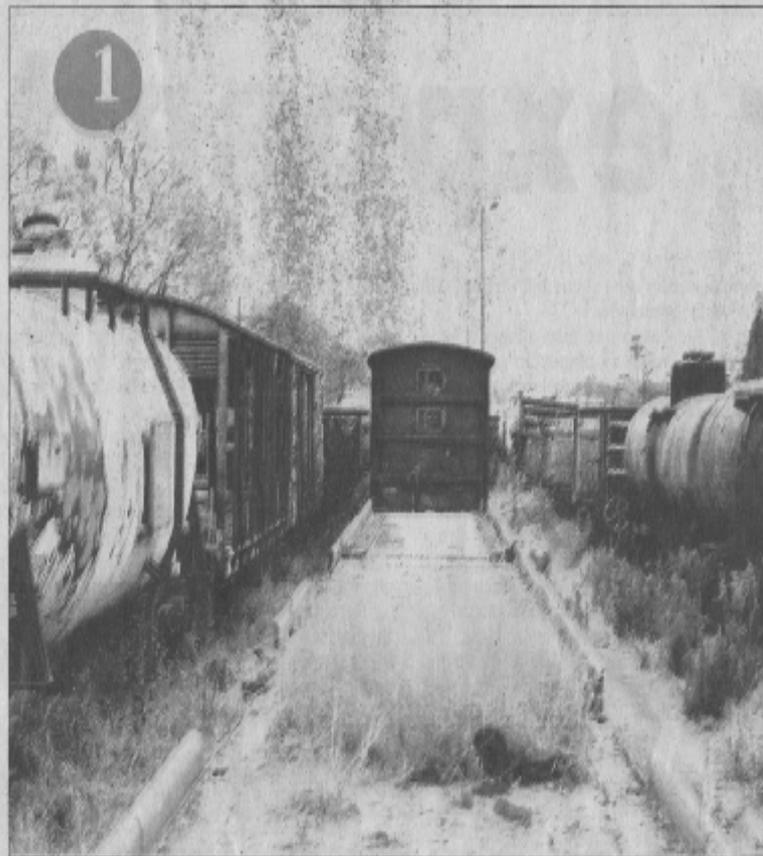
I understand that I will not be paid or have direct benefit or direct donation except that recommendations from you will be used to advocate for children to the policy makers.

Your Name.....

Witness by Thuthuka Street Children`s Project

Signature

Date.....



HOME SWEET HOME . . . 1. Some disused National Rail Zimbabwe wagons in Harare's Workington industrial area which have been turned into homes by some street children. 2. The street children perform various chores inside one of the wagons last week. 3. A parent group leader drinks some alcohol apparently to drown out his frustrations while a young girl prepares a meal. 4. After drinking a quart of beer, the group leader prepares to close the "house's" doors for the night with the help of fellow "residents". 5. The group catches their last glimpse of the fading daylight before securing the door for the night.

Pictures by Takawira Dube