

**THE NATURE OF COLLABORATION BETWEEN SOCIAL
WORKERS AND ISIBINDI CHILD AND YOUTH CARE
WORKERS IN RENDERING SERVICES TO ORPHANS AND
VULNERABLE CHILDREN**

by

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DECLARATION

I declare that “*The nature of collaboration between social workers and Isibindi child and youth care workers in rendering services to orphans and vulnerable children*” 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.



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SUMMARY

Orphans and vulnerable children are increasingly forming a larger portion of the South African population. The escalating number of these children in communities is caused mainly by the loss of parents to HIV/AIDS. This poses a huge challenge for the government and organisations rendering social welfare services to these orphans and vulnerable children.

This qualitative study sought to explore and describe the nature of collaboration between social workers and child and youth workers in rendering services to orphans and vulnerable children in the Free State province. The non-probability sampling technique of purposive sampling guided the data collection process using in-depth one on one semi structured interviews as a data collection method. Finally the data was analysed by means of Creswell's data analysis spiral followed by the principles of Guba for data verification. The ethical considerations adhered to throughout this study were informed consent, right to privacy, avoidance of deception, debriefing of participants, management of information.

The rationale was that overlapping boundaries exist when the two professions work together in addressing the needs of orphans and vulnerable children. The findings of the research confirmed that there are no clear guidelines on the collaboration of social workers and child and youth care workers, although personal efforts are made for a healthy working relationship. Recommendations were made in relation to the findings.

KEY WORDS

- Social work
- Social worker
- Collaboration
- Child and youth care work
- Child and youth care worker
- Orphan
- Vulnerable children
- Isibindi model

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CHAPTER 1: INTRODUCTION AND GENERAL ORIENTATION TO THE STUDY

1.1 GENERAL INTRODUCTION

This first chapter will provide insight into the research that was done, that is the nature of collaboration between social workers and Isibindi child and youth care workers in rendering services to orphans and vulnerable children in the Free State province. A general introduction; problem formulation; rationale for the study; theoretical framework; research question, primary goal and objectives; research methodology; research method; preparation for data collection and method of data collection; method of data analysis; method of data verification; ethical considerations, clarification of key concepts and finally the chapter outline of the research report are presented in this chapter.

The increasing number of orphans and vulnerable children (OVC) worldwide is a serious social dilemma, which calls for all parties involved to come up with creative ideas and processes in order to increase the effectiveness in service delivery. HIV continues to be a major global epidemic, claiming 1, 2 million lives in 2014 (WHO, 2015). According to the World Health Organization (WHO) Sub-Saharan Africa has the highest number of individuals living with HIV, amounting to 25, 8 million. In South Africa the number of OVC has been increasing over the years due to the HIV/AIDS pandemic that affects the nation as a whole. In 2005 an estimated 1 million children had been orphaned and at least 5, 7 million children could lose one or both parents to AIDS by 2015, according to the Medical Research Council (Health Systems Trust, 2005). This therefore leaves most of these children without protection and support (Health Systems Trust, 2005). The children are also at risk of malnutrition; physical, sexual, emotional abuse; deliberate neglect and exposure to HIV infection; exploitation; and being used as labourers, with many never attending or dropping out of school (Health systems Trust, 2005).

In a study conducted by Ngonyama (2013:54) on exploring community resilience strategies on challenges faced by OVC affected by HIV/AIDS in Ekurhuleni

Metropolitan Municipality in Gauteng, it was identified that the non-disclosure by parents about their HIV/AIDS related illness to their children is a staid problem that affects OVC. This aforementioned study shows that children struggle to cope with the knowledge that their parents died of HIV/AIDS whilst they were taking care of them and also helping with other household chores. This exposes children to the risk of contracting HIV/AIDS as they wash their parents without using latex gloves. The study also reveals that it is a taboo in African culture for children to question parents about their health status or wellbeing in general, as this is viewed as disrespectful (Ngonyama, 2013:54).

Economic deprivation or the household impact of HIV/AIDS on children is another identified problem (Ngonyama, 2013:56; AVERTing HIV/AIDS, n.d.). It was also highlighted by Ngonyama (2013:56) that accessing resources to meet basic needs becomes impossible for OVC. The above author made reference to the fact that OVC also long for the material things, such as nice clothing, shelter and food that they used to enjoy when their parents were alive. It is also argued by AVERTing HIV/AIDS, (n.d.) that:

...orphans are more likely than non-orphans to live in large, female-headed households where they are dependent on fewer income earners. This lack of a steady income puts extra pressure on children orphaned by AIDS to contribute financially to the household, which in some cases drives them to the streets to work, beg, or seek food.

Another reason for concern is that OVC's school attendance is disrupted (Ngonyama, 2013:56). The reason for this being that these children often have to leave school at break times to attend to their dying parents and/or siblings. It is further expanded by AVERTing HIV/AIDS (n.d.) that outside of school, children orphaned by HIV/AIDS may also miss out on life skills which are valuable for their development and practical knowledge that would have been passed on to them by their parents.

The OVC experience emotional deprivation, stigmatisation and discrimination according to Ngonyama (2013:60) and AVERTing HIV/AIDS (n.d.). The trauma of losing one or both parents affects children emotionally. The children also suffer

multiple types of abuse and neglect in the extended families in whose care they find themselves. Often, the children are subjected to the misuse of their social grants. When children lose one or both parents they will have to adjust to life with little or no support (AVERTing HIV/AIDS, n.d.). They also show high levels of distress, such as depression and anger. This is further exacerbated when children are separated from their siblings through foster care placements or change in foster care placements. Therefore, there is a need for the nation to introduce new measures of support services to curb these problems faced by OVC.

The motive to shift from statutory work to more preventative services in social work has contributed to the Department of Social Development (DSD) developing a National Strategic Plan (DSD, 2012) in order to address the challenges in services to OVC (DSD, 2012:18). According to the DSD, the government was contributing ample funds to statutory work with the provision and regulation of social grants, and funds to administer Temporary Safe Care (TSC) places as well as Child and Youth Care Centres (CYCCs). The DSD then adopted the Isibindi Programme citing a national roll out of child and youth care workers (CYCWs) nationally to serve OVC in their life space (DSD, 2012:18). The Isibindi Programme will be discussed in detail later on.

The Minister of Social development, Ms Bathabile Dhlamini, in her written foreword in the National Strategic Plan (DSD, 2012) also encourages partnerships amongst various stakeholders to ensure effective service delivery to vulnerable groups in communities (DSD, 2012:5).

For one to understand the emergence of social welfare services within a developmental approach, the White Paper for Social Welfare (1997) is a valuable resource to illustrate this comprehensively. The White Paper for Social Welfare (1997) describes and provides the overall framework and the instruments needed to deliver effective and appropriate services in the social welfare field. The White Paper of Social Welfare (1997) addresses core issues such as: national strategy, institutional arrangements, human resource development, legislation, finance and budgeting, social security, and welfare services to enhance social integration. It also includes proposed programmes, guidelines and recommendations for future action.

The White Paper for Social Welfare was reviewed and its success analysed by Lombard (2008:154) after a 10 year period from the date of implementation. The above author concludes that the implementation processes of the contents of the White Paper were effective in reshaping social welfare policy. According to Lombard (2008:154) there is now a much clearer understanding of developmental social services in contrast to traditional social welfare and social development. The aforementioned author also stresses that the social welfare system used to reflect a more rights-based approach, and there is significant evidence that the sector has made a shift to the developmental approach. There is constant monitoring and evaluation of services in the social welfare sector. The implementation of the developmental approach in social welfare practice provides the context for this research (Lombard, 2008:154).

Social service professionals' roles and responsibilities in communities are in accordance with the developmental approach of the social welfare system that was adopted by the South African Government, as set out in the White Paper for Social Welfare (1997). In the process of exploring the collaboration between professionals in social service delivery to children, there is a need to understand the legislations that guide social service professionals. The Children's Act (Act No. 38) of 2005 describes the effects of children's rights; sets out the principles of child protection, the rights and responsibilities parents have, the provision and services of children's courts; and creates new offences relating to children. The roles and responsibilities of child protection professionals are also detailed in this legislation and it guides them in their daily services to OVC.

Social workers occupy certain roles and responsibilities in their services to communities. According to the DSD job description for generic social workers (2014:2), social workers render professional services in respect of children, the aged, the disabled and the underprivileged, drug and substance abuse, HIV/AIDS, child abuse and neglect, domestic violence, and any other matters that could result in or from social instability in any form. However, the roles of social workers in child protection are to render prevention, early intervention and statutory services to children, youth and families as pointed out below (DSD, 2014:4):

Prevention services, including the following:

- Awareness, information and education regarding children's rights and roles of families
- Inform stakeholders about legal frameworks for children and families
- Awareness regarding child abuse and neglect
- Life skills programmes
- Networking with other stakeholders

Early intervention services include:

- Parental programmes
- Education and information regarding children and families
- Networking with other stakeholders

Statutory services, such as:

- Investigations
- Consultations
- Support and counselling
- Referrals or removals
- Opening of court cases
- Court finalisations
- Supervision services
- Reunification services
- After care services

According to a study by Naidoo and Kasirum (in Earle, 2008:7) caseloads in South Africa are generally in excess of 120 cases, compared to a maximum of 12 cases in the United Kingdom (UK), leading to high levels of stress and frustration. The authors further explain that currently, social workers in the child protection field have very high caseloads, a continued ambiguous routine of statutory work, and they struggle to reach out to every OVC because of the increase in their numbers. Therefore, there is generally a high risk of stress and burnout amongst social workers in the field (Lloyd, King & Chenoweth, 2002:263). The factors that cause stress and burnout amongst social workers could be addressed by a partnership in service delivery and an effective collaboration between social workers and CYCWs

that allocates specific roles and visible boundaries to be fulfilled by each profession, as well as reducing the workload on social workers and improving the provision of services to OVC.

In addition to the above, social workers have been reported to spend more time on statutory work as compared to community engagement and involvement. A massive rollout of community-based prevention and early intervention programmes (Isibindi model) by CYCWs may reduce the need for statutory interventions. Support services for OVC and families should involve a full range of social service professionals to assist each other with a multidisciplinary team approach (Loffel, Allsopp, Atmore & Monson, 2008: 52).

The National Strategic Plan for 2012-2015 (DSD, 2012) emphasises that the Isibindi programme, with its developmental approach, should provide the framework for community CYCWs to render effective support services to OVC (DSD, 2012:19). The Isibindi model was developed by the National Association for Child Care Workers (NACCW, n.d.), and is implemented nationally by different partner organisations. The Isibindi model attempts to deal with problems faced by OVC, as well as youth at risk in different communities (NACCW, n.d.).

The Isibindi approach, which means 'creating circles of care', aims to create safe and caring communities for OVC and their families through a developmental CYCW response, (Thurman, Yu & Taylor, 2009:8). The authors further state that CYCWs are recruited to identify and support OVC within their community. The CYCWs develop beneficiary lists, identifying children and their families who are affected and/or infected by HIV and AIDS, (Thurman et al., 2009:8) They also provide services to beneficiary families during home visits, through referrals and by staffing programme facilities such as Safe Parks and community gardens (Thurman et al., 2009:8). The authors state that support includes assistance with social grant applications and securing necessary documentation, lay counselling and household conflict mediation, medical monitoring and health education, and referrals for local and social services (Thurman et al. 2009:8).

According to Allsopp, Thumbadoo, Mendenhall, Bachman, Bess, Kidman & Walsh (2013:5), CYCWs provide services such as the:

- basic and developmental care of children and youth where their physical, emotional, spiritual, cognitive and social needs are protected;
- application of behaviour management and support techniques;
- implementation of programmes and activities for children and youth on the basis of identified developmental needs;
- participation in the developmental assessments of children and youth;
- undertaking basic CYCW administration;
- participation in a multi-disciplinary team;
- implementation of life space work;
- promotion of the rights of children and youth.

It is argued by Allsopp et al. (2013:5) that social workers and CYCWs occupy roles that might seem very similar; however their activities to address the same goal of child protection may differ. When the need for statutory intervention arises, CYCWs should refer to social workers as they are the only professionals authorised by the Children's Act (Act No. 38 of) 2005 to conduct investigations to determine if a child is in need of care and protection and to compile reports for the children's court inquiry. When a child is placed in alternative care a social worker manages the case, but CYCWs should undertake a therapeutic role in the child's life space.

The importance of supervision of CYCWs according to Scott (2009:IV) is a critical part in rendering effective child and youth care (CYC) programmes. Emphasis is placed on an attentive and competent supervisor as one of the main elements that contribute to a well-functioning programme (Scott, 2009:3). The study reviews four methods of supervision used amongst CYCWs, which are consultative, online, group, and peer. If combined they help with the challenges faced by CYCWs in rendering their services. This research seeks to explore and understand the collaboration between social workers and CYCWs as another means of improving efficiency and effectiveness of service provision to OVC.

In addition Michael (2013:94) writes about the knowledge and skills needed by CYCW supervisors to enhance the provision of professional and effective services to OVC. Culture, religion and language are stressed to address diversity in services provided to those in need. The development of CYCWs, parallel practice in supervision, the supervisory relationship, supervision in a CYC context and teamwork, and leadership are the identified forms of knowledge and skills that enhance the effectiveness of services rendered by CYCWs to OVC. This study, however, did not reveal teamwork in the sense of a multidisciplinary approach. The study of Michael did not reveal how teamwork with other professions will improve service rendering to OVC as an added facet to the above contributions. Therefore, it leaves a gap for this study to investigate.

A study by Thumbadoo (2013:53) explains how the needs of OVC are effectively addressed by CYCWs supervising child-headed households. The researcher is of the opinion that a multidisciplinary approach may have social workers focusing on statutory processes, whilst CYCWs work in the life space of OVC. The core of this study will explore these shared workplace relations between social workers and CYCWs in order to render effective services to OVC.

1.2 PROBLEM FORMULATION

A problem statement summarises the foundation of the entire research process. A problem statement may be defined as a declarative statement that clearly and sufficiently describes the overall direction or focus on research (Creswell, in Cottrell & McKenzie, 2011:81). In support of this definition, Ary, Jacobs and Sorensen (2010:53) state that a qualitative problem statement indicates the general purpose of the study. They add, however, that the statement may be somewhat general in the beginning of a qualitative research process, but it will become more focused as the study proceeds. A problem statement is a comprehensive argument with clarity, direction, logic, rationale, sequence, structure, substance and power to establish, relate and justify the aspects of the problem to pursue the solution (Jha, 2014:34).

From the definitions provided above, the researcher is of the opinion that a problem statement begins by providing a general overview of the problem being researched

and after data has been collected, analysed and interpreted, the problem becomes more specific and focused. A research question is then formulated from the problem statement. After exploring the sites, the people and the situations, the researcher will narrow the options and state the problem more specifically.

The problem statement of this study is formulated as follows: the lack of clarity on the nature of collaboration between social workers and Isibindi CYCWs in rendering services to OVC in the Free State.

1.3 RATIONALE FOR THE STUDY

The need for research study evolved from the researcher's personal experience in her capacity as a child protection social worker, in interaction with the CYCWs of the Isibindi project in Mangaung community. The researcher is employed by Child Welfare Bloemfontein and ChildLine Free State, which is an implementing partner of the Isibindi model in the Mangaung Area.

The researcher, as a social worker, found it challenging to render therapeutic counselling to children and their families due to a high case load. Most of her time was taken up by investigations of alleged child abuse and neglect cases that were reported by community members, other professionals, and CYCWs. Therapeutic services such as mediation, family group counselling, individual counselling, assessments (clinical, developmental and psychosocial), group therapy, and community work were completely unachievable. This seems to be in line with the experiences of other colleagues and even other organisations. The result of this overload severely and negatively affects the quality of services rendered to OVC.

The researcher's interaction in her capacity as a social worker with the Isibindi CYCWs showed, however, that there was a shared clientele, namely the OVC, and that a collaboration in the services rendered to OVC could contribute towards more effective service delivery. The social worker had been referring cases to the CYCWs for support services to OVC. Tasks such as assisting them with homework, addressing urgent material needs, and monitoring their medication intake for those on Antiretroviral Treatment (ART) were undertaken by CYCWs.

CYCWs, on the other hand, have reported serious cases that required statutory intervention, like the legal removal of children from their primary caregivers and placing them in temporary safe care or assisting clients with new kinship foster care applications. The CYCWs live in the communities to which they render services. This was a major advantage to the social worker as CYCWs also notified her of potential social grant fraud with child support, foster care and care dependency grants, the recipients of which are OVC. This is a major challenge experienced by most of the researcher's colleagues as well as other organisations.

The researcher has experienced cases where caregivers abuse alcohol using children's social grants. In addition, some grandmothers taking care of their grandchildren report their biological parents as untraceable in order to qualify for kinship foster care as well as the grant, while in actual fact the children's parents are able to take care of their children, but are living and working in other areas or are living with the grandmothers. Such complex cases are very difficult for social workers to verify as they do not conduct daily home visits to families or even live in the areas to be able to identify any patterns. It is the community CYCWs that have raised red flags regarding such families and the social worker could successfully follow up on these cases.

As a social worker, the researcher has also experienced that whenever a case of child neglect or abuse is reported, after investigation the problem is presented as multidimensional. For example, a foster care child was reported to be underperforming at school with high absenteeism and wearing an untidy and torn uniform to school. This problem calls for a multidisciplinary approach with the social worker conducting family conferences with the family, and a CYCW to work with the child in his or her life space by assisting with homework, providing for material needs, and ensuring that the child attends school every day. Such a collaboration results in effective service rendering to OVC for them to have a well-adapted and balanced life.

On the other hand, the researcher in her capacity as social worker has clashed with some of the CYCWs in rendering services to the same families as feelings arose that

the two parties involved used different approaches to dealing with the problem, different messages were conveyed to the client, and no boundaries or specific roles for the social worker or CYCW were present in the relationship with the client. Other social workers have reported that they wanted to handle cases on their own without having CYCWs confusing them. Some CYCWs also expressed their concerns that most social workers did not understand the Isibindi model of practice and that they needed their support, but often they were turned down because of not having the so-called 'boundaries' when working with the same client.

This inconsistency between social workers and CYCWs called for this study to take place to explore the collaboration between the two and to establish a possible working agreement which should enhance effective service rendering. The researcher's interaction with the mentors and senior mentors from NACCW shows that the inconsistent relationship between social workers and CYCWs is a national problem that affects effective service rendering to OVC and needs urgent attention. This observation is substantiated by Allsopp et al. (2013:30) who state that the process of recognising CYCW as a profession has taken years. Barriers to this have included professional rivalries between social workers and CYCWs, and unclear and overly restrictive regulations.

The inter-dependency between social workers and the CYCWs is obvious and the serious need for more collaboration to enhance effective services motivated the researcher to pursue research in this regard. The need to clarify the specific roles and responsibilities to be undertaken by CYCWs and social workers for effective service rendering to OVC emerged as part of the problem.

By undertaking this research, the researcher hopes to explore and understand the experiences of a selected group of participants about the current collaborative roles and processes of both professions in service delivery to the same clients, namely the OVC. Thus, a possible collaborative working agreement will emerge on how best social workers and CYCWs can work together to render more effective quality services to OVC.

1.4 THEORETICAL FRAMEWORK

It is important that a research process be embodied in an existing theoretical framework. A theoretical framework is defined as:

...theories that are formulated to explain, predict, and understand phenomena and in many cases, to challenge and extend existing knowledge within the limits of the critical bounding assumptions. The theoretical framework is the structure that can support a theory of a research study. The theoretical framework introduces and describes the theory which explains why the research problem under study exists (Labaree, 2013).

A theoretical framework is also defined as “any empirical or quasi-empirical theory of social and/or psychological processes, at a variety of levels (e.g. grand, midrange, explanatory) that can be applied to the understanding of phenomena” (Anfara & Mertz, 2014:15). A theoretical framework can be viewed as a body of knowledge existing to guide the phenomena under investigation.

According to Labaree (2013) the main purpose of a theoretical framework is

...to explain the meaning, nature and challenges of a phenomenon, often experienced but unexplained in the world in which we live, so that we may use that knowledge and understanding to act in more informed and effective ways.

The researcher is of the opinion that the ecological systems theory helps to understand, explain, support and predict the phenomena explored in this research. The ecological systems theory is summarised by Coady and Lehmann (2008:89-118) as follows:

Ecological systems theory emerged as a contemporary effort to conceptualise social work practice for the whole profession in a way that it gives weight to the individuality of clients as people and to their social and physical environment. This theory attempts to describe people's dependency on their physical and social environment.

According to Coady and Lehmann (2008:92), the ecological systems theory is relational in that the person and the environment are continuously sustaining and shaping one another. When properly employed, an ecological system's focus is on the mutual contribution and response to an unending transactional process on which both are altogether dependent (Coady & Lehmann, 2008:92). This theory is complex in that it attempts to understand a unique complex person in a particular place and time. It aims to address the person, their needs, their biology, creativity and choice, beliefs, strength and competencies, as well as roles. It also addresses the environment which comprises of the physical environment, culture, gender, social justice systems, marginalisation, disempowerment, and anti-oppression (Coady & Lehmann, 2008:98).

Finally, the ecological systems theory is integrative: new approaches and techniques and new professional challenges that come with social and cultural change prompt individuals to respond creatively with innovative suggestions about how to help. "If people are to flourish, they require relationships that work, fitting them adequately well with the families and societies on which their lives depend" (Coady & Lehmann, 2008:115).

The ecological systems theory was relevant in the context of this research, and gave guidance and support to the main aim of the research process. Social workers and CYCWs are subsystems within a larger system of service delivery towards OVC who are in interaction with each other and their clients. The empirical information gathered about the topic in the light of the ecological systems theory contributed to the understanding of information in context and could contribute to more effective services.

Clarifying the shared workplace relations and collaboration between social workers and CYCWs may enhance the effectiveness of services they provide to OVC in the communities. Exploring this collaboration should contribute to understanding the roles of both parties and the effectiveness of the services they render to OVC. The ecological theory was the most applicable to this study because of its emphasis on strengthened working relationships as the route to success.

1.5 RESEARCH QUESTION, PRIMARY GOAL AND OBJECTIVES

The research methodology and research methods' application will be discussed in detail in chapter 2. In qualitative research, a research question needs to be formulated instead of a hypothesis. A research question is defined as an explicit query about a problem that can be challenged, examined, and analysed and that will yield useful new information (Wood & Ross-Kerr, 2011:2). A research question is "a narrowed research topic" (Rubin & Babbie, 2011:78). A research question is related to the identification of the problem area and can be answered through research (Krysik & Finn, 2013:64).

Rubin and Babbie (2011:78) identified the following attributes of a good research question:

- it needs to be narrow and specific;
- must be posed in a way that can be answered by observable evidence;
- it should have significant potential relevance for guiding social welfare policy or social work practice; and
- it should finally give a clear-cut indication of whether the research question addresses practical problems in social welfare.

With the above discussions one can define a research question as a very specific research problem that seeks empirical solutions. Having analysed the knowledge given by other scholars concerning research questions the research question for this study was formulated as: "What is the nature of the collaboration between social workers and Isibindi CYCWs in rendering services to OVC in the Free State?" Now that a research question is in place it is essential to explore the primary goal of the study.

1.5.1 Primary goal of the study

The goal, according to De Vos, Delport, Strydom and Fouché, (2011:94), implies a broad, more abstract conception of something which one plans to achieve, while

objective is more concrete, measurable and more speedily attainable. The terms aim and objective are defined as something which one plans to achieve by the Cambridge Advanced Learners Dictionary (in De Vos et al., 2011:94).

The above notion is supported by Cottrell and McKenzie (2011:217) who state that although goals and objectives are related, they are not synonymous. These authors separate the two by stating that goals are broad statements of direction written in non-technical language and are used to explain the general intent of a study to those not directly involved in it. They further highlight that objectives are more specific and they serve as guideposts by which the entire study is developed. The researcher also ascribes to the scholastic views mentioned above that goals give a general direction of the research, whereas objectives are much more specific tasks to be achieved.

The goal of this qualitative research was to explore and describe the nature of collaboration between social workers and CYCWs in rendering services to OVC in the Free State. The purpose of the study was clearly defined, hence it is important to state the specific objectives formulated in turn.

1.5.2 Objectives of the study

Objectives are what one sets out to attain in a study; they inform the reader what the researcher wants to achieve through the study (Rukwaru, 2015:53). According to Lal Das (2008:31), objectives may be defined as foundations of a research project that eventually guide the entire process of research. According to Tucker (in Mathison, 2005:282), objectives are:

...specific outcomes an individual expects to accomplish within a given time frame. They are detailed enough to provide an overall sense of exactly what is desired without outlining the specific steps necessary to achieve that end. Objectives link 'upward' to goals (more abstract statements of intentions), 'downward' to strategies (specific, action oriented plans) and directly to outcomes or effectiveness measures. The acronym SMART (specific, measurable, appropriate, realistic and time bound) identifies the elements of objectives.

The researcher is of the view that objectives are specific actions that should be undertaken to achieve the overall purpose of the study. The objectives of this research were as follows:

Table 1.1: Objectives with regard to social workers and CYCWs

Objectives with regard to social workers	Objectives with regard to CYCWs
<ul style="list-style-type: none"> • To obtain a sample of social workers rendering services to OVC in the Free State. • To collect data, by conducting semi-structured interviews aided by open-ended questions contained in an interview guide, with social workers rendering services to OVC in the Free State. • To explore the services rendered by social workers to OVC at in the Free State. • To sift, sort and analyse the data obtained from the social workers, by means of Creswell's spiral (Creswell, 2013), applicable to qualitative data analysis. • To describe the social work services rendered by social workers to OVC in the Free State. • To interpret the data and conduct a literature control in order to verify the data. 	<ul style="list-style-type: none"> • To obtain a sample of Isibindi CYCWs rendering services to OVC at the in the Free State. • To collect data, by conducting semi-structured interviews aided by open-ended questions contained in an interview guide, with Isibindi CYCWs rendering services to OVC in the Free State. • To explore the services rendered by Isibindi CYCWs to OVC in the Free State. • To sift, sort and analyse the data obtained from the CYCWs, by means of Creswell's spiral (Creswell, 2013), applicable to qualitative data analysis. • To describe the Isibindi CYCW services rendered by CYCWs to OVC in the Free State. • To interpret the data and conduct a literature control in order to verify the data.

- To draw conclusions and make recommendations about the collaboration of services between social workers and child and youth care workers to orphans and vulnerable children in the Free State

1.6 RESEARCH METHODOLOGY

Research methodology consists of the research approach, strategy and design of the study. This will be discussed in more detail below, as well as in Chapter 2.

1.6.1 The research approach

A qualitative approach to research guided this study. This approach enabled the researcher to explore and describe the shared workplace relationship between social workers and CYCWs and the effectiveness of the collaboration between the two. Detailed and rich descriptions which are characteristic of qualitative research enabled the researcher to develop recommendations for a working agreement between social workers and CYCWs in rendering services to OVC that might add value to the nation as whole.

Qualitative research maybe defined as an umbrella term covering an array of interpretive techniques which seek to describe, decode, translate and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world (Van Maanen, in Merriam, 2009:13).

It is also expanded by Merriam (2009:13) that qualitative research is interested in understanding the meaning people have constructed, that is how people make sense of their world and the experiences they have in the world. Understanding the meaning of research data is an important focus of this research (Merriam, 2009:13). According to Denzin and Lincoln (2013:6), qualitative research involves an interpretive, naturalistic approach to the world. This from the researcher's point of view means that people give meaning to their own experiences. This approach contributes to an in-depth understanding of the shared workplace experiences between social workers and CYCWs and their relations in this shared field of service.

The approach allows for individuals in the professions involved to share, give meaning and interpret phenomena in their own world.

Qualitative research has specific characteristics. According to Rossman and Rallis (in Creswell, 2005:181-183) some characteristics have evolved from the traditional characteristics and some have developed with time. These scholars analyse and substantiate the following characteristics of qualitative research:

- An important characteristic of qualitative research is the **strategy of enquiry**. It is explained that the researcher adopts and uses one or more strategies of inquiry as a guide for the procedures in the study. The researcher used three methods of inquiry which are explorative, descriptive and contextual case studies.
- A characteristic of qualitative research that is emphasised is its **holistic view** to social phenomena. The authors argue that qualitative studies appear as broad, panoramic views rather than micro-analyses. The more complex, interactive, and encompassing the narrative is, the better the qualitative study. The researcher explores the phenomenon under investigation and is interested in the process, meaning and understanding gained through words. For this study, the researcher explored the experiences of social workers and CYCWs in rendering services and their shared workplace relations with one another, which enabled her to describe the possibility of a working collaborative agreement of their services to OVC and its effectiveness in service delivery.
- **Interaction and humanism** has also been identified as a characteristic of qualitative research. The authors explain that researchers look for involvement of their participants in data collection and seek to build a rapport and credibility with the individuals in the study. For this study, the researcher engaged both social workers and CYCWs in open discussions that allowed them to express their experiences fully.
- Qualitative research implemented in **a natural setting** is central. The process of the researcher being able to visit the research participants on site to conduct the study is an inherent characteristic of qualitative research. It enables the researcher to be highly involved in the actual experiences of the participants and to develop a level of depth and detail about the research topic. The researcher

physically visited the service sites of Isibindi CYCWs and also approached the social workers who serve in the areas at their offices to get involved in their actual experiences.

- Qualitative research is also **emergent**. This means that research questions may change and be refined based on the experiences faced by the researcher in the process. A general pattern of understanding will emerge, as it begins with initial codes, develops into broad themes, and coalesces into grounded theory or broad interpretation.
- The researcher must **interpret** the data gathered. This includes developing a description of an individual or setting, analysing data for themes and/or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically, stating the lessons learned and offering further questions to be asked. This is illustrated in Chapter 2, 3 and 4 of this study.
- **Complex reasoning** is typical of qualitative research. The scholars argue that although the reasoning is largely inductive, both inductive and deductive processes are at work. The thinking process in the form of a cycle that involves data collection and analysis to problem formulation and back again simply illustrates complex reasoning. The researcher used complex reasoning by blending in research data obtained in the research process in the context of relevant theory. This process led to conclusions and recommendations that may contribute to the developing of an effective working agreement between social workers and CYCWs in their rendering of services to OVC.
- Qualitative research includes **self-reflection** by the researcher. The researcher's frame of reference influences and shapes the study. The researcher's introspection and acknowledgement of biases, values and interests typify qualitative research today. The personal-self becomes inseparable from the researcher-self. In adherence to the ethical consideration of the avoidance of deception the researcher was cautious and very alert in gathering information from the participants.

Having described the characteristics of qualitative research, it becomes clear why this approach was suitable for this study. The researcher was interested in exploring,

describing and understanding the experiences of social workers and Isibindi CYCWs in a shared workplace context where they render services to OVC. The perceptions, interpretations and meaning each participant had was entirely based on them being unique individuals and how they experience events, despite sharing the same work environment, goals and objectives. The qualitative approach allowed a holistic and an in-depth understanding of the problems and possible solutions presented at hand. The study's design was formulated in line with the qualitative approach.

1.6.2 The research design

The goal the researcher wished to accomplish was supported by a fitting research strategy. The research design gave guidance and direction to how the research process unfolded. A research design is a plan for conducting a study (Creswell, 2013:49). It is the specification of the way in which data will be created, collected, constructed, coded, analysed and interpreted (Perri & Bellamy, 2012:20). According to Salkind (2010:1253), a research design is the plan that provides the logical structure that guides the researcher to address research problems and answer research questions. The researcher's point of understanding is that a research design is like a programme or plan of action to be followed throughout the research process to answer the research question and to fulfil the main purpose of the study.

In order to collect data, the researcher conducted a case study research design. A case study is defined as an exploration or in-depth analysis of a bounded system (bounded by time and/or place) over a period of time through detailed, in-depth data collection involving multiple sources of information (Creswell, in De Vos et al., 2011:321). According to Yin, in Baxter and Jack (2008:544) the notion of a case study seeks to explore and describe a phenomenon in context using a variety of data sources. It also allows the researcher to explore individuals through complex interventions, relationships, communities, or programmes and supports the deconstruction and the subsequent reconstruction of various phenomena (Yin, in Baxter & Jack, 2008:544). A case study refers to the study of a social phenomenon carried out within the boundaries of one social system (the case) or within the boundaries of a few social systems (the cases), such as people, groups and individuals in the case's natural context (Swanborn, 2010:13).

The researcher made a conclusion that a case study seeks to explore and describe phenomena in their natural settings (context), bounded by place or time where individuals give meaning to their own experiences. This could then be used as a basis for theory formulation of a working agreement between social workers and CYCWs.

There are various types of case studies that have been identified by different researchers. These are exploratory, explanatory, descriptive and contextual case studies (Yin, 2009:3). This study was guided by the combination of exploratory, descriptive and contextual case studies. According to Yin (2009:3) an exploratory case study may be used to explore those situations in which the intervention being evaluated has a single set of outcomes. The above author also explains that a descriptive and contextual case study is used to describe a phenomenon and the real-life context in which it occurred (Yin, in Baxter & Jack, 2008:548). One can then articulate that based on the main purpose and objectives of this study, a combination of the exploratory, descriptive and contextual case studies was essential.

According to Labaree (2013), case studies are valuable when characteristics are addressed such as:

- an understanding of a complex issue through detailed contextual analysis of a limited number of events and their relationships;
- an application of a variety of methodologies and a variety of sources to investigate a research problem;
- an extension of experience to what is already known through previous research;
- the use of this research design to examine contemporary real-life situations and provide the basis for the application of concepts and theories and extension of methods; and
- a provision of detailed descriptions of specific and rare cases.

This case study consisted of the social workers and CYCWs who render services to OVC in the Isibindi context, living in the small towns of Dewetsdorp, Thaba Nchu and Gariep Dam in the Free State province. The case study design allowed an exploration and description of the shared workplace functions and relationships of

social workers and CYCWs. Data gathered was sufficient to enable the researcher to give a rich description of the collaboration between the two parties. This could also contribute to the development of a working agreement towards more effective services to the OVC or be used by future researchers to solve social problems, contribute to social policy formation, and/or to generate theories in the field of social work. Now that the research design was in place the research method was fully described together with the processes that were involved.

1.7 RESEARCH METHOD

The study's research method comprised of descriptions of the population, sampling and the sampling methods that were used to guide the research process.

1.7.1 Population

The population on which the empirical study was conducted was identified and clearly defined to allow understanding for the research process. The word population refers to every individual who fits the criteria that the researcher has laid down for research participants (Given & Saumure, 2008:644). A population refers to a group under study with some specific characteristics which is of interest to the researcher and related to the research (Jha, 2014:182). Holloway and Wheeler (2010:137) identify two distinct types of populations in expansion of the aforementioned definition which are the target population and the study population:

- Target population is the accessible population that has the particular experience and knowledge of the phenomenon which the researcher is seeking to explore as defined by the researcher.
- On the other hand, the study population is that which consists of individuals to whom the researcher can gain access and who have the required knowledge and experience.

This study consisted of two populations which comprised of social workers and Isibindi CYCWs who work in a partnership in the Free State province. They may also be referred to as the study population based on the previously mentioned definition.

According to the provincial heads of departments at the DSD and NACCW, 20 social workers and 191 CYCWs form the population in the Free State province. The researcher's colleagues (social workers and CYCWs) participated in the pilot testing to measure the data collection instrument and questions. This ensured the principles of data verification were achieved. With the finalisation of defining the population, sampling procedures immediately took place.

1.7.2 Sampling

Sampling is a vital aspect of qualitative research apart from identifying the target and study populations. Sampling may be defined as a complex process which is informed by the research question and theoretical considerations and it is guided by the phenomenon of interest to the researcher (Holloway & Wheeler, 2010:137). The authors further state that the sample is chosen on the basis of personal knowledge of the participant selected and about the phenomenon under study. They also argue that useful informants would be people who have had experiences about which the researcher wants to gain information. These informants may consist of newcomers, people who are changing status, or those who have been in the setting for a long time. Sampling is a process of choosing a group of individuals drawn from a population to participate in a study (Clow & James, 2014:225). It is the act of selecting groups of participants chosen to share experiences about the populations from which they are drawn (Marston, 2010:103). Sampling may then be simplified as a sub-set of the population.

Non-probability sampling is the core of qualitative research. It allows the researcher to have control and take charge of the whole research process by purposefully approaching participants that have the characteristics needed for the research without wasting time and money on subjects that may not fit the study being conducted, which does occur with probability sampling. The non-probability sampling methods are those that do not use random sampling (Jupp, 2006:197).

The following types of non-probability sampling techniques are identified: purposive, quota, accidental or convenience, snowball, and theoretical sampling. The researcher is of the opinion that purposive sampling was ideal for this study.

Purposive sampling is defined as selecting a sample on the basis of the researcher's own knowledge of the population, its elements, and the nature of the research aims (Babbie, in Latham, 2007). The researcher is then able to select participants based on the internal knowledge of the mentioned characteristics (Latham, 2007).

To begin purposive sampling, the researcher must first determine what selection criteria are essential in choosing the people to be studied (Merriam, 2009:77). Criterion-based selection is when the researcher creates a list of attributes essential to the study and then proceeds to find a unit matching the list (Le Compte & Preissle, in Merriam, 2009:77).

Two samples were taken; one from the population of social workers and one from the population of CYCWs in the mentioned geographical areas. The criteria of selection for this study was all CYCWs in the Isibindi project in Dewetsdorp, Thaba Nchu and Xhariep Dam and all the social workers working in the same area, who at least have a year's experience of working with OVC and who also have experience of working with each other as professionals. They were able to communicate in English. They were also willing and available for interviews with the researcher. The criteria established for purposeful sampling directly reflects the purpose of the study and guides the identification of information-rich cases (Merriam, 2009:78).

The sample size is usually dictated by the process of data analysis. It is also dictated by the method of study and the complexity of the phenomenon of interest. The composition and richness of the setting and participants rather than the sample size determines the usefulness of the study findings (Macnee & McCabe, 2008:122). The sample size consisted of 24 participants. The sample size was influenced by the available time and resources, availability and willingness of participants on a voluntary basis, and until data started to replicate itself or a point of saturation was reached.

Saturation of data is the point in data collection at which the data become repetitive and no new information or participants are being added (Macnee & McCabe, 2008:122). According to Given and Saumure (2008:2) when the theory appears to be robust, with no gaps or unexplained phenomena, saturation has been achieved and

the resulting theory is more easily constructed. Emphasis is made that if the researcher does not attain data saturation, any resulting theory may be unbalanced, incomplete and essentially untrustworthy (Given & Saumure, 2008:2).

1.8 PREPARATION FOR DATA COLLECTION AND METHOD OF DATA COLLECTION

The actual data collection took place after participants and the relevant stakeholders were prepared for the process. According to Jupp (2006:97) and Marshall and Rossman (2011:137) there are four primary methods of data collection in qualitative research which are participating in the setting, observing directly, in-depth interviewing, and analysing documents and/or material culture.

The researcher used semi-structured in-depth interviews and observed directly to collect data from the participants. Interviews are the central resource through which contemporary social science and society engages with issues that concern it (Klenke, 2008:120). Semi-structured interviews are those that make use of closed-ended and opened-ended questions. The content of the interview was focused on issues that are central to the research question (Klenke, 2008:127).

The researcher used open-ended questions contained in an interview guide (Addendum C) to collect data from the participants. An interview guide is a prepared set of open-ended questions carefully worded and arranged so that there is minimal variation in the way questions are posed to the interviewee (Gavin, 2008:259).

One-on-one interviews are an interaction between an interviewer and a single interviewee (Denscombe, 2007:177). The author further discusses some advantages and disadvantages of one-on-one interviews described below. Interviews are easy to arrange as they are between the researcher and participant. The opinions and views expressed throughout the interview stem from one source: the interviewee. This makes it easier for the researcher to locate specific ideas with specific people. One-on-one interviews have also been identified as easy to control. This means that the researcher only has one person's ideas to grasp and interrogate, and one person to

guide through the interview agenda. Finally, it is easier to transcribe a recorded interview when it just involves one interviewee.

A potential setback of one-on-one interviews is that they limit the number of views and opinions available to the researcher at that time. However, the researcher addressed this by conducting follow-up interviews when clarity was needed.

The researcher conducted a single interview with each participant until data saturation was achieved. One-on-one semi-structured interviews aided by an interview guide were conducted on the selected sample of participants, social workers and CYCWs in the Dewetsdorp, Thaba Nchu and Xhariep Dam areas. The researcher envisioned that this allowed her to understand the scope of their services to OVC.

The researcher included the biographical profiles of participants which were useful for the data analysis; an exposition is found in Chapter 3, section 3.2.1. To conduct the semi-structured interviews the researcher was guided by an interview guide (Addendum C) to keep the discussions focussed towards the goal of the study. Pseudonyms were allocated to all participants to keep their identities anonymous and information given confidential.

The researcher recorded the interviews with the consent of the participants to ensure that all the data gathered was available for the data analysis. This information was then transcribed.

The following interviewing skills are emphasised by De Vos et al. (2011:345-346), and deemed to be valuable in the interviews with the participants of the case study:

- **Probing:** The purpose of this technique is to deepen the response to a question, to increase the richness of the data being obtained, and to give cues to the participant about the level of response that is desired. It is a technique to persuade the participant to give more information about the issue under discussion. The researcher mostly used this technique to ensure that participants responded at a level that enhanced a deeper meaning and explanation of the phenomena.

- **Verbal and non-verbal expression:** A verbal response that is correlated with occasional nodding. This gave some encouragement to the participants and ensured that what he or she said was worthy and of value to the researcher.
- **Reflection:** This technique is used to reflect back on something important that the person has just said in order to get him to expand on that idea. The researcher used this technique especially when in-depth exploration was needed for responses that are vital to the study.
- **Reflective summary:** This technique is used to summarise ideas, thoughts and feelings that the participants have verbalised so far to see if the researcher understood what the participants were saying. The researcher used this technique at the end of every main question to ensure that all important points were understood.
- **Clarification:** A technique used to get clarity on unclear statements. The researcher made use of this technique to ensure that she understood what the participants meant.
- **Listening:** Interviewers should have superb listening skills, in other words be able to listen to what is being said and not being said (implied messages). This skill was very important to the researcher and the study, because it allowed the participants to talk more and allowed the researcher to gather more information as well as understand what was being conveyed.
- **Encouragement-** To encourage the participant to pursue a line of thought. This is important to this study to ensure full participation from participants.
- **Comments:** To inject the researcher's own idea or feelings to stimulate the participants into saying more. This was of value to the study as the comments encourage the participants to say more on the issues being discussed or add what they could have left out.

Once data collection was finalised, data analysis followed.

1.9 METHOD OF DATA ANALYSIS

Qualitative data analysis is the non-numerical examination and interpretation of observations (Babbie, 2007:418). It is the segmenting of data into relevant

categories and the naming of these categories with codes while simultaneously generating the categories from the data. The categories are then reassembled to generate theoretical understanding of the social phenomenon under study in terms of the research questions (Boeije, 2010:76). Data analysis creates meaning in part, by using raw data to learn something more abstract and general (Monette, Sullivan & DeJong, 2011:432). The researcher understood data analysis as the processing of complex and detailed information into a format from which conclusions and recommendations can be drawn. The researcher was guided by the data analysis spiral of Creswell (2013:182-188). An illustration of the data analysis spiral which reviews steps taken by the researcher is presented in Chapter 2, Section 2.2.5 as Figure 2.1. The steps are discussed below:

- The researcher started by **organising the data**. In the context of this research the interviews were written down word for word. Verbatim transcripts were typed and saved on a computer.
- She **read and memoed** data by making sense of the whole database and reading through the transcripts in their entirety several times. Notes and memos were written in the margins of the transcripts. These memos are key concepts that were identified by the researcher.
- **Describing, classifying and interpreting data into codes and themes** then followed. The researcher built detailed descriptions, developed themes, and provided an interpretation in her own views and perspectives in the literature. This meant that she gave a description of what she saw. This detail was provided within the context of the setting of the person and place.
- **Coding** was then done which involved aggregating the text into small categories of information, seeking evidence for the code from different databases being used in the study, and then assigning a label to the code. The researcher developed a short list of tentative codes which amounted to 25. There ended up being less codes for the final report. Code labels emerged from several sources. They were terms that were the exact words used by participants, terms drawn from the social sciences, and terms that the researcher composed that seemed to give the best description to the information provided.

- The researcher then **classified** the data. This pertained to taking the text apart and looking for themes of information. It involved identifying a few themes. Themes are broad units of information that consist of several codes arranged to form a common idea. Sub-themes also emerged. The researcher had to look for a detailed description of the particular cases.
- **Data interpretation** followed immediately. It involved making sense of the data and the messages that emerged. It involved abstracting out beyond the codes and the themes to the larger meaning of the data. It is a process that began with the development of the codes, the formation of themes from the codes, and then the organisation of themes into larger units of abstraction to make sense of the data. Interpretation was within a combination of personal views as contrasted with a social science construct. The researcher also linked her interpretation to the larger research literature developed by others.
- **Representing and visualising** the data was the final step and was done in text and tabular form. The researcher obtained feedback on the initial summaries by taking information back to the informants or member checking.

1.10 METHOD OF DATA VERIFICATION

After the process of analysis the researcher verified the data using Guba's model (Shenton, 2004:63). Data verification is the product of checking one or more aspects of the research process to ensure that they are a true representation of what actually occurred (Ballinger, in Given, 2008:913).

Data verification is also defined as the testing of provisional conclusions for their plausibility, sturdiness, and conformability or validity, as expanded by Silverman (2010:234).

It is argued by Lincoln and Guba (in De Vos et al., 2011:420) that data verification is the truth value of the study, its applicability, consistency and neutrality as questions against which the trustworthiness of the project can be evaluated. They however propose four alternative constructs that more accurately reflect the assumptions of the qualitative paradigm: credibility, transferability, dependability, and neutrality.

The researcher is of the opinion that data verification is the process whereby the findings of a study can be readily and easily recognised by the participants and they can also confirm their input.

Data verification of this study was guided by Guba's model (Shenton, 2004:63). Credibility, transferability, dependability, and neutrality will be discussed in brief. **Credibility** according to Merriam in Shenton (2004:64) addresses the following question: 'how congruent are the findings with reality?' This means that the findings of the study should reflect the truth. The researcher made provisions in line with the criterion of credibility as suggested by Shenton (2004:73).

- The researcher adopted appropriate and well recognised research methods.
- She also developed early familiarity of the culture of the participants through communicating with their superiors and getting a feel for what to expect from the participants.
- Triangulation of data sources (by interviewing participants from three different towns) and research methods (individual interviews and observing directly) was also done.
- Interviewing techniques were properly utilised, like probing, summarising, reflecting and seeking clarity.
- Tactics to ensure honesty among participants was done by emphasising the confidentiality of information given and keeping the participants anonymous.
- The researcher's peers also scrutinised the research methods used in workshops and through consultations.
- The description of the background, qualifications and experience of the researcher assisted in gaining the truth value of study as a qualified social worker with experience in the field.
- Member checks of data collected and interpretations was done through following up telephonically with some participants in the study to confirm the findings.

Transferability is concerned with the extent to which the findings of one study can be applied to other situations (Merriam, in Shenton, 2004:69). However, the findings of a qualitative study are inclined to a small number of individuals making it

impossible to generalise the findings and conclusions to other populations (Shenton, 2004:69). The researcher used an extensive description of the research methodology to ensure transferability of the findings (Shenton, 2004:73).

Dependability is another factor considered very important for data verification in a qualitative study. This means the findings of the study should be consistent if the inquiry is to be replicated with the same participants or in the same context (Shenton, 2004:71). However, it is argued that in qualitative research “published descriptions are static and frozen in the ethnographic present” (Florio-Ruane, in Shenton, 2004:71). To address such a setback, Shenton (2004:71) reports that the processes within the study should be presented in detail to enable a future researcher to repeat the work and not necessarily to gain the same results. The researcher described the research methodology in-depth to ensure that the study can be repeated in the future (Shenton, 2004:73).

Conformability is the final factor of data verification suggested for this study. This is to ensure that the study’s findings are based on the experiences of the participants rather than the characteristics and preferences of the researcher (Shenton, 2004:72). The researcher, as an experienced social worker, has developed the skill to not allow personal biases to influence the study (Shenton, 2004:73).

1.11 ETHICAL CONSIDERATIONS

Anyone involved in social scientific research needs to be aware of the general agreements shared by researchers about what is improper in the conduct of scientific inquiry (Babbie, 2007:62). Ethics is concerned with the attempt to formulate codes and principles of moral behaviour. The focus is on the capacity for ethical inquiry to inform reasons for action in the conduct of social research and to protect participants and the integrity of the inquiry (May, 2011:61).

There are four sub-themes of ethics. They are mentioned by Mertens and Ginsberg (2009:5) as descriptive, normative, meta, and applied ethics. The authors state that descriptive ethics are relevant to social research, as they show how people actually behave and what ethical values they hold.

Ethical guidelines that are vital to this research are avoidance of harm to participants, ensuring informed consent, the avoidance of deception, and the avoidance of the violation of anonymity, privacy and confidentiality.

1.11.1 Informed consent

Informed consent involves ensuring that all potential research participants are fully informed about every aspect of the investigation and any issues that might influence their decision to participate (Hardwick & Worsley, 2011:33). This definition is expanded on by Polit and Beck (in Streubert & Carpenter, 2011:62) by stating that participants are supposed to be capable of comprehending the information, and have the power of free choice, enabling them to consent voluntarily to participate in the research or decline to participate.

There are three elements involved for informed consent to be regarded as valid as suggested by Hardwick and Worsley (2011:33):

- **Firstly**, the person must be capable of making the consent decision.
- **Secondly**, the person must be acting voluntarily and must not, for example, be under obligation to give his or her consent.
- **Thirdly**, the person must be provided with enough information to enable him or her to make an informed decision.

For this particular study, the researcher issued the participants with an information and consent form document (Addendum B) which explained the purpose and procedure of the study. Each participant signed a form before participating after they had agreed to the contents. Participants were allowed to seek clarity on those aspects they did not understand for them to be able to make a sound decision about taking part in the study.

1.11.2 The right to privacy

Securing privacy for participants involves ensuring that they are given an opportunity to control if, when and under what circumstances they reveal or grant access to personal information on their behaviour, values and/or beliefs. There are three ways of protecting participant's privacy. **Confidentiality** means ensuring that information

or data collected from participants in the investigation is not revealed in a form that can be linked or traced back to individuals. **Anonymity** refers to ensuring that real names are replaced by pseudonyms, thus protecting the participant's identity. Finally, **editing** allows participants to see data that relate to them and decide whether they wish these to be revealed or edited out (Hardwick & Worsley, 2011:35). The researcher included a confidentiality clause in the information and informed consent form and gave reference to it.

1.11.3 Avoidance of deception

Deception is when a researcher gives incorrect information about the research. This could entail withholding important information from the participants or giving incorrect information on the actual purpose of the research (Babbie, 2013:70).

According to Whitley and Kite (2013: 77) deception is lying. The authors describe deception in two forms; active and passive deception. Active deception is when the researcher provides participants with false information, for instance about the purpose and nature of the research (Whitley & Kite, 2013:75). Passive deception is when the researcher withholds information from the participants or observes their behaviour without their knowledge (Whitley & Kite, 2013:76).

The researcher avoided deception by informing the participants about everything they needed to know and answering questions as truthfully as possible. The researcher used the information and informed consent document to formalise the procedure.

1.11.4 Debriefing of participants

Debriefing entails interviews to discover any problems generated by the research experience so that those problems can be corrected (Babbie, 2013:71). The researcher also ensured the participants' right to self-determination in that they could withdraw from the research any time they felt any discomfort. The researcher made arrangements with colleagues for the referral for debriefing of participants who may have been affected emotionally and for therapeutic support should it be necessary.

1.11.5 Management of information

With reference to managing information provided by participants and ensuring anonymity and confidentiality, the researcher followed the procedures proposed by Holloway and Wheeler (2010:45-46):

- Digital records, notes and transcripts were kept secure at all times. They were locked away in a cabinet that only the researcher had access to.
- To ensure anonymity, names of participants were not written on the digital record files, notes or transcripts, but the researcher allocated pseudonyms to them to hide their identities. The researcher ensured that the lists containing the real names and pseudonyms allocated to participants were kept away from the digital record files, notes or transcripts of the interviews.
- When other people (supervisor, independent coder and editor) had access to the information, the researcher did not disclose the participants' names. The participants' identities were disguised at all times.
- Finally, the researcher erased digital records and transcripts on completion of the research.

1.12 CLARIFICATION OF KEY CONCEPTS

1.12.1 Social work

Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing (International Federation of Social Workers, 2014). This definition was proven by the researcher's motivation to conduct a study that is practice-based as well as contributing to the academic body of the social work field.

1.12.2 Social worker

A social worker is a person registered under Section 17 of Social Service Professions Act (Act No. 110) of 1978. The Children's Act (Act No. 38) of 2005 also

supports this definition by highlighting that a social worker is a person registered or deemed to be registered as a social worker in terms of the social service professions (Act 110 of 1978). The researcher as a social worker was guided by the ethical code of the social services professions in the processes involved, hence the academic ethics were easily integrated.

1.12.3 Collaboration

Collaboration is defined as individuals who differ in notable ways sharing information and working toward a particular purpose (Amabile et al., in Burkova, 2010:1) It is the coming together of diverse interests and people to achieve a common purpose via interactions, information sharing, and coordination of activities (Jassawalla & Sashittal, in Burkova, 2010:1). Collaboration can therefore be defined as a shared relationship amongst different individuals with diverse ideas, who share information and coordinate activities to achieve a common goal.

Collaboration is also used in social work practice. According to Weinstein, Whittington and Leiba (2003:15) collaboration is the more active form of working together which entails the collection of knowledge, skills, values and motives applied by practitioners to translate the following into effective practice:

- Formal systematic joint working arrangements such as inter-disciplinary teams.
- Less formalised joint work between different professions arising in the core of assessing for, arranging, providing and evaluating services, also known as multi-professional networks.
- The goals of participation, empowerment and social inclusion of service users and carers.

Therefore it can be concluded that collaboration is an active process of partnership in action (Weinstein et al., 2003:15). Collaboration in context of this study was reviewed by how social workers and CYCWs work together to render effective services to OVC.

1.12.4 Child and Youth Care Work

Child and youth care work can be described as work with children and youth as whole persons, in order to promote their social competence and healthy development, by participating in their day-to-day environments and life experiences and through the development of therapeutic relationships, most importantly the relationship with the particular child or youth who is the focus of attention. The word 'therapeutic' is taken to mean having healing or curative powers; gradually or methodically ameliorative (Anglin, 2010:7).

The definition of child and youth care work by Mattingly (in Scott, 2009:6) was used as the working definition, and guided and shaped this research study:

...focuses on infants, children, and adolescents, including those with special needs, within the context of the family, the community, and the life span. The developmental ecological perspective emphasizes the interaction between persons and their physical and social environments, including cultural and political settings. Professional practitioners promote the optimal development of children, youth, and their families in a variety of settings, such as early care and education, community-based child and youth development programs, parent education and family support, school-based programs, community mental health, group homes, residential and treatment, psychiatric centres, rehabilitation programs, paediatric health care, and juvenile justice programs. Child and youth care practice includes assessing client and program needs, designing and implementing programs and planned environments, integrating developmental, preventive, and therapeutic requirements into the life space, contributing to the development of knowledge and practice, and participating in systems interventions through direct care, supervision, administration, teaching, research, consultation, and advocacy.

Child and youth care work is now recognised as part of the social service professions as described in terms of Section 28(1) (gD) of the Social Service Professions Act (Act No. 110) of 1978, as amended. There was a call to elect six members to the professional board for child and youth care, as written in notice 56 and 57 of 2012 of the Social Service Professions Act (Act No. 110) of 1978.

1.12.5 Child and Youth Care Worker

A member of the community in which a child and youth care project is being initiated, trained by different institutes to work with young people and their families (to fulfil the aims and objectives of the project) in accordance with the values and ethics of the child and youth care profession (NACCW, n.d). The CYCWs who participated in this study were trained by the NACCW and were residents of communities they render their services to.

1.12.6 Orphan

An orphan is a child under 15 years of age who has lost their mother (maternal orphan) or both parents (double orphan) to AIDS (UNAIDS, in Skinner, Tsheko, Mtero-Munyati, Segwabe, Chibatamoto, Mfecane, Nkomo, Tlou and Chitiyo, 2004:2). It is also argued that some researchers increase the age to 18 years (UNAIDS, in Skinner et al., 2004:2). An orphan is also defined as a child who has lost one or both parents (UNICEF, n.d.). It is further suggested that an orphan is a child who has no surviving parent caring for him or her (Children's Act, No. 38 of 2005). Therefore, one can conclude that an orphan is a child under the age of 18 who has lost one or both parents. According to the social workers and CYCWs that participated in this study, they viewed orphans as children who had lost a single or both biological parents hence their placement in foster care with relatives or other screened and trained adults.

1.12.7 Vulnerable children

Vulnerable children are those who live in a household in which one person or more is ill, dying or deceased; children who live in households that take care of orphans; children whose caregivers are too ill to continue to look after them; and children living with very old and frail caregivers (World Vision, cited in Skinner et al., 2004:2). Vulnerable children in the context of this study were those who had no visible means of support.

1.12.8 Isibindi model

The Isibindi model deploys trained community-based child and youth care workers in their own communities to provide developmental support to children and families who are vulnerable as a result of the HIV/AIDS pandemic (NACCW, n.d). NACCW is

a registered non-profit organisation working independently to promote optimal standards of care for orphaned, vulnerable and at risk children and youth. This unique professional association undertakes a range of activities aimed at improving the quality of life for children and families, particularly those affected by HIV/AIDS and poverty (NACCW, n.d.). The community CYCWs revealed their use of the developmental approach when rendering services to OVC, which is the core of the Isibindi model.

1.13 CHAPTER OUTLINE OF THE RESEARCH REPORT

Below is an outline of the chapters that make up this research paper.

Chapter 1: General introduction, problem formulation, and the motivation for the study

This chapter consists of the introduction and background of the problem, the theoretical background and substantiation, the problem statement, the rationale for the study, the research question, the goal and objectives of the study, the research strategy and methodology, ethical considerations, and the clarification of key concepts.

Chapter 2: Application of the research methodology

In this chapter the practical unfolding of the empirical research process will be described.

Chapter 3: Research findings and literature control

In this chapter the raw data is analysed and the themes and/or sub themes that emerged from the research findings are explored and described. This enables the data to be compared and contrasted. A literature control adds to the understanding and interpretation of the research findings.

Chapter 4: Summary, conclusions and recommendations

The last chapter summarises the essence of the findings and conclusions of the research, and also the recommendations of the researcher.

1.14 CONCLUSION

The general background to the study was given, as well as the research methodology and methods used by the researcher. The direction of the research was set, hence there is a need to describe the application of the research methodology which is evident in the next chapter.

CHAPTER 2: APPLICATION OF THE RESEARCH METHODOLOGY

2.1 INTRODUCTION

In this chapter the practical unfolding of the empirical research process is described. The population and sampling procedures; the data collection process; data analysis; validity and trustworthiness; ethical considerations; and literature control are the topics of focus.

2.2 RESEARCH METHODOLOGY AND METHODS

Research methodology consists of the research approach, strategy and design of the study. According to Blumer (in Alasuutari, Bickman & Brannen, 2008:1), research methodology constitutes strategies and procedures that include: developing a picture of an empirical world, asking questions and turning them into researchable problems, choices about methods and data, the development and use of concepts, and the interpretation of findings. It is a philosophical view that underlies and informs a style of research (Sapsford, 2006:176). In support of the aforementioned, Vogt (2005:192) defines methodology as the study of research methods from general problems bordering on epistemology, to specific comparisons of the details of techniques used. The researcher simplified the research methodology as the manner to conduct the research process, guided by specific techniques. The researcher presented how she was guided by these principles in her field work and following the research process.

2.2.1 Research approach

The qualitative research approach was used to guide this empirical study. This approach assisted the researcher to explore and describe the working relationship between social workers and CYCWs, as well as to draw recommendations from the two parties for an agreed collaboration to render effective services to OVC.

According to Merriam (2009:5), qualitative research seeks to understand how people interpret their experiences, the manner in which they construct their worlds, and what meaning they attribute to their experiences. Qualitative research is also a way in which a researcher, gathers, organises and interprets information obtained from participants using his or her senses as filters (Lichtman, 2012:7). It involves studying the meaning of people's lives as they experience it under real world conditions (Yin, 2015:9).

The researcher chose this approach because of its attributes: there is a focus on the process, understanding and meaning; the researcher is the primary instrument of data collection and analysis; the process is inductive; and the end product is richly descriptive, as described by Merriam (2009:14).

The researcher used semi-structured, in-depth interviews with individuals in the process to seek understanding and meaning from social workers and CYCWs rendering services to OVC as they experience this on a regular basis. The researcher was then guided by interviewing skills like paying attention to verbal and nonverbal communication, probing, seeking clarity, and summarising to enhance the accurate interpretation of what the participants meant in their responses. The data gathered by the researcher and the results in her analysis build up themes from the collaboration of social workers and CYCWs in rendering services in OVC. All this information also assisted in the exploration and description of the collaboration of the professionals in question.

2.2.2 Research design

Like previously stated in Chapter 1, a research design according to Salkind (2010:1253) is a plan that provides the logical structure that guides the researcher to address research problems and answer research questions. The explorative, descriptive and contextual case studies guided this study. According to Yin (2009:3) an exploratory case study may be used to explore those situations in which the intervention being evaluated has no single set of outcomes as in the case of interviewing social workers and CYCWs varied responses were observed.

A descriptive and contextual case study is used to describe a phenomenon and the real-life context in which it occurred (Yin, in Baxter & Jack, 2008:548). In this study the researcher was investigating the real experiences faced by social workers and CYCWs in working together to render services to OVC.

The combined case studies were essential in addressing the purpose of the study as the researcher went to the different towns of Thaba Nchu, Dewetsdorp and Gariep Dam to investigate the experiences of social workers and CYCWs there. The information gathered was enough to draw summaries, conclusions and recommendations for future use, as is seen in Chapter 4. The next section focuses on the research method the researcher used.

2.2.3 Research method

The research process consisted of what the researcher actually did in the field, from selecting her participants to analysing data. This was done through discovering the study population and the sampling of participants with specified sampling techniques.

Population and sampling procedures and sampling

The population of the study was identified and clearly described. A population is the entire collection of entities one seeks to understand (Salkind, 2010:1053). The study population is specified by Holloway and Wheeler (2010:137) as consisting of individuals to whom the researcher can gain access and who have the required knowledge and experience. The term population is described as the entire set of individuals to which findings of a study can be conveyed, according to Levy and Lemeshow (2013).

The researcher therefore defined a population as all the individuals who have the potential to participate in a study based on their direct experience with the phenomenon in question. The study population identified by the researcher was all social workers and Isibindi CYCWs working in collaboration in the Free State. These professionals had the required knowledge and experience for the study at hand.

Not everyone could be included in this study due to time constraints and limited resources, hence it was important to draw a sample for those who actually participated from the towns. A sample is a subset of a population selected for inclusion in a study (Daniel, 2012:1). In agreement, David and Sutton (2011:632) define a sample as a subsection of the total target population selected to participate in a study. Sampling is also a process of selecting people from a population of interest so that by studying the sample one can generalise the results back to the population from which they were chosen (Research Methods Knowledge Base, 2006).

The researcher is of the opinion that a sample is a portion drawn from the population with participants with the required characteristics to take part in a study. Samples were drawn from the Free State province in three towns, namely Thaba Nchu, Dewetsdorp and Gariep Dam, because of time constraints and limited resources.

Sampling in qualitative research is guided by non-probability techniques which are any samples not suggested by probability theory (Babbie, 2013:199). In non-probability sampling methods, the elements in the population do not have any probabilities attached to their being chosen as sample subjects. This means that the results cannot be entirely generalised (Sekaran & Bougie, 2010:276). It is argued that non-probability sampling methods are those that do not select participants randomly from the target population (David & Sutton, 2011:625). The researcher can therefore conclude that with non-probability sampling methods the participants do not have an equal chance of participating in a study, so the findings cannot be generalised to the entire population.

Amongst the different types of non-probability sampling techniques which are snowball, quota, convenience, self-selection and purposive (Babbie, 2013:199), the researcher chose purposive sampling. This type of sampling is confined to specific types of people who can provide the desired information, either because they are the only ones who have it or because they conform to the criteria set by the researcher (Sekaran & Bougie, 2010:276). Purposive sampling is defined by Rubin and Babbie, (2011:357) as the selection of a sample based on the researcher's knowledge of the population, its elements, and the nature of the research aims. In purposive sampling

each participant is selected for a purpose usually because of the unique position they hold (Engel & Schutt, 2010:96).

With the knowledge that purposive sampling is a technique based on the researcher's knowledge of the population and what the study intends to achieve, the researcher approached the social workers and Isibindi CYCWs who work together. These two groups of potential participants had the required knowledge and first-hand experience to aid the purpose of the study. The participants also met the criteria of inclusion set by the researcher that they should at least have a year of practical field work experience.

The sample size was determined through the principle of data saturation. Saturation indicates that everything of importance to the agenda of a research project will emerge in the data and concepts obtained; this is also known as informational redundancy (Holloway & Wheeler, 2010:146). In addition, Marshall, Cardon, Poddar and Fontenot (2013:11) state that data saturation entails bringing new participants continually into the study until the data set is complete as indicated by data replication or redundancy. The authors further explain that saturation is also reached when the researcher gathers data to the point of diminishing returns, when nothing new is being added.

The researcher had estimated to interview 12 social workers and 12 CYCWs from Dewetsdorp, Gariep Dam and Thaba Nchu. However, the researcher interviewed 18 CYCWs and six social workers when data saturation was reached. The participants kept presenting the same information although they were from different towns, which convinced the researcher that data had begun to replicate itself and which proved saturation had been achieved.

2.2.4 Data collection process

The process of data collection is described fully including all the necessary steps that guided the researcher.

Access gain to research site

Prior to the data collection process it was important to gain entrance to the research site. Gaining access to appropriate research sites for empirical work is critical for research success (Owen, Algeo & Connor, 2015: 261). Gaining access is important at the planning stage of the research to ensure that all data that should be collected is indeed collectable (Birley & Moreland, 2014:14). The researcher established that the person responsible for granting access to the research participants was the head of the Department of Social Development for Social Workers and the director of NACCW for CYCWs.

Access may be gained through informal and formal networks (Owen et al., 2015:262). The researcher made use of these by speaking to colleagues and other professionals who referred her to the relevant personnel. The process of gaining access is inclusive of the context, the setup, what needs to be done, risks and lessons learnt (Owen et al., 2015:263-265).

The director of Child Welfare Bloemfontein and ChildLine Free State where the researcher is an employee referred her to the head of Children Services at the DSD provincial office. The researcher approached the Free State mentor of the Isibindi CYCWs who then referred her to the National director of NACCW. A formal letter requesting the participation of CYCWs in the study was sent immediately (see Addendum A). A chain of communication was established as the access to the research site was being negotiated. The national monitoring and evaluation manager of Isibindi CYCWs then contacted the researcher via email requesting her research proposal, as well as the ethical clearance certificate. Communication was very formal where questions were asked around issues of ethics and the actual outcomes of the study. A formal letter giving permission to the researcher to proceed with data collection was granted by NACCW on the 13th of February 2015 (see Addendum E).

The researcher was also referred by the head of Children Services of the Free State DSD to the head of the DSD. It was a difficult process to get hold of the head of the department, as she was always reportedly busy. The letter requesting participation (Addendum A) together with the research proposal, as well as the ethical clearance certificate, was requested but it took a long time to get a response from the DSD. It

was through the researcher's determination and enthusiasm for the research, through making follow-up calls and writing emails that the DSD finally issued their approval letter on the 30th of March 2015 (see Addendum D).

The risks the researcher encountered was the possibility for the study to take longer than anticipated because of procedures that needed to be followed, as requested by the stakeholders involved. The researcher overcame this by showing determination towards the study, as well as full cooperation with their requests.

During this process, the researcher learnt that to ask for permission to access the research participants needed to be done informally during the research planning phase just to establish and build relationships. The researcher also learnt that it is important to have a back-up plan or two in case the process did not go according to plan. Professional and personal networks are also very helpful in gaining access to research participants; it makes the process easier and more manageable because of the sources of reference. Knowledge of the topic under investigation and being prepared is also helpful when engaging questions asked by the stakeholders. Finally, regular communication through calling, sending emails and physically visiting the site coordinators, as well as following proper channels based on the organisations' policies is vital throughout the research.

The complete process was transparent and records of all correspondence were kept meticulously with regard to gaining access. Once all approval letters to access research participants were issued and were informally negotiated, which highly emphasised ethical behaviour as well as reporting back on the final findings of the study, the actual data collection process began.

Pilot testing of the data collection instrument

A pilot test was conducted before the actual data collection process began. A pilot test is a small-scale implementation of a larger study that is completed to determine if the full study can be accomplished (Given, 2008:625). Pilot testing is also defined by Salkind (2010:1033) as a pre-test of a particular research instrument or procedure. It is further argued that pilot testing is a small-scale trial of the proposed procedures, materials and methods and sometimes also includes coding and

analytic choices (Mackey & Gass, 2015). The researcher concludes that pilot testing is a pre-trial of the actual study.

A pilot test should be conducted using participants who closely resemble the targeted study population, with the major objective the pilot test being to discover problems prior to the main study so that the researcher can take corrective action to improve the research process (Salkind, 2010:1033). To expand, Mackey and Gass (2015) state that a pilot test is done to revise and finalise the materials and methods to be used in the main study.

The researcher conducted a pilot test of the data collection instrument as soon as she received formalised access to her research participants from the relevant authorities. The social workers and CYCWs of Child Welfare Bloemfontein and ChildLine Free State participated in the pilot test. There were three social workers that participated and eight CYCWs. The pilot test of the data collection instrument was through individual interviews. The participants resembled the actual participants of the main study in terms of knowledge and experience.

She learnt from the pilot test that the interview questions were likely to spark emotional unrest and turn the interview into a complaining session. The researcher addressed this shortcoming by using informal conversations; a skill she grasped as she interviewed more people. The researcher included humour and was flexible to stop asking questions and then continue later when needed. The participants seemed calm and comfortable with informal talks and hence participated fully.

Role clarification was also very important, as the pilot participants felt they finally had a platform to express their emotions and challenges to someone who was capable of standing up for them as an advocate. The researcher used the opportunity to clarify her role in the group information sessions she had with the participants to seek their voluntary participation and consent prior to conducting the main study.

There was need to jot down field notes, as this assisted the researcher to seek clarity from the participants as well as to probe for more information. The pilot CYCW participants tended to use abbreviations that were not known to the researcher. The

researcher learnt about the acronyms used in the CYCW profession through the pilot study. This ensured time was not wasted in the main study by asking the CYCW participants what certain acronyms meant.

The interview questions seemed to have been thoroughly structured, however through interviewing both social workers and CYCWs there was need to add a question which explored if both parties had knowledge of and understood each other's roles. This came after they would accuse each other of not fulfilling certain tasks, but without knowledge of the specific roles they play. Having finalised the pilot testing, the next step was to add the questions to the interview guide and then prepare for the actual data collection process.

Preparation for data collection

Having obtained formal letters from the DSD and NACCW to conduct the study with social workers and CYCWs, the researcher then communicated with the actual leadership of the participants from whom data was collected.

Contact was made with the site coordinators for the Isibindi CYCWs. Appointments for individual interviews were also scheduled. The researcher interviewed six social workers and 18 CYCWs over a period of two weeks. The questions asked were as follows:

- What do you do on a daily basis as a social worker/CYCW to address the needs of OVC?
- How do you work together with social workers/CYCWs to address the OVC's needs?
- Do you think social workers/CYCWs understand your roles in the community?
- Do you understand the roles of social workers/CYCWs in the community?
- What successes have you experienced in working together with social workers/CYCWs?
- What challenges have you experienced in working together with social workers/CYCWs?
- How do you suggest this relationship be improved?

- What other resources do you have to support you in the services you render to OVC?

The interview environment was of importance. Since this study is an explorative and descriptive case study design the researcher negotiated for the interviews to take place in the working environment of the participants to allow comfort, privacy and silence. The physical environment of an interview should be comfortable, private and quiet (King & Horrocks, 2010:42). The authors emphasised that the interviewer and interviewee should be close enough together so that they can hear each other. The researcher negotiated separate rooms at the sites and also put up a sign on the door to show other workers that interviews were in progress with CYCWs. With social workers it was even easier as the researcher made an appointment to interview them in their individual offices just like any client would do, therefore disturbances were minimal. It is argued that the interview environment should be standardised as this increases the efficiency and reduces potential bias when obtaining information (Vonk, Tripodi & Epstein, 2007:24).

The actual interview process began with the researcher introducing herself again after the group meetings and establishing a rapport with the interviewees. The researcher ensured that the interview itself would not take more than 30 minutes, but had scheduled interviews an hour apart to allow for time if the interview exceeded the set time frame and allowing the researcher time to freshen up before seeing the next participant.

The researcher asked for the participants' permission to use a digital audio recorder during the interviews and also to jot down field notes which ensured adherence to the ethical consideration of informed consent. The digital recorder allowed for the transcription of the all the interviews word-for-word. The field notes were written as a form of backup in case of a technical fault, and allowed the researcher to highlight points where more clarity was needed and note nonverbal communication, such as gestures and facial expressions that suggested strong emotions (King & Horrocks, 2010:48).

The following interviewing skills emphasised by De Vos et al (2011:345-346) were used by the researcher as mentioned in Chapter 1, Section 1.8. However, a comparison was made in this section of the critical analysis given by other scholars.

- **Probing** is meant to deepen the response to a question, to increase the richness of the data being obtained, and to give cues to the participant about the level of response that was desired. However, according to Seidman (2013) the interview can too easily become a vehicle to achieve the researcher's agenda avoiding the participant's real experience. The author proposes the use of the term 'explore' as opposed to 'probe' to achieve the aforementioned purpose, although he acknowledges the universal use of the latter term. The researcher was intrigued by such arguments and ensured she explored the experiences of the participants and did not push her own agenda by the guidance of the ethical consideration of avoidance of deception. The researcher used this technique often to persuade the participants to respond at a level that gave deeper meaning to and explained the nature of collaboration between social workers and CYCWs in rendering services to OVC.
- **Verbal and non-verbal expression:** a verbal response that is correlated with occasional nodding. According to Seidman (2013) such expressions actually prove that the researcher is listening and is interested in what the participant is saying, thereby allowing the participant to say more. The use of verbal cues like 'aha', 'uhm', 'ok', 'yes' and 'yeah', and non-verbal cues like nodding encouraged the participants to say more. Such cues also assured the participants that their experiences were worthy and of value to the study.
- **Reflecting** back on something important that the participant said allows him or her to expand on that idea. It is a response to what the participant has said; the interviewer follows up, seeks concrete details and requests stories (Seidman, 2013). The researcher skilfully employed this strategy when in-depth exploration was needed for responses that were addressing the study's main purpose.

- A **Reflective summary** helps in shortening the participant's ideas, thoughts and feelings verbalised so far to see if the researcher understood what the participant was saying. This together with asking questions is another way that shows the researcher is listening according to Seidman (2013). The researcher did a reflective summary at the end of every main question to ensure that all important points were clear and understood.
- **Clarification** is essential for unclear statements. The researcher used this technique to ensure that the participants meant what they said in order to convey the correct message.
- **Listening:** interviewers should have superb listening skills, that is to be able to listen to what is being said and not being said (implied messages). This is termed 'active listening' where the interviewer 'listens more and talks less,' according to Seidman (2013). The author breaks it down on three levels. Firstly, listening to what the participant is saying, concentrating on the substance to ensure that the interviewer understands it and assessing whether it is as detailed as possible and complete. Secondly, listening to the inner voice which was termed the implied message previously. Finally, listening while remaining aware of the process and substance. This means the interviewer should stay alert of how to move on with the process. This skill was very important to the researcher and the study, because it allowed the participants to verbalise their feelings and experiences.
- The researcher should make **comments** by injecting his/her own idea or feeling to stimulate the participant into saying more. The researcher used information gathered from previous interviews as comments to see if there were particular issues that may have been missed by the participant.

Method of data collection

The actual data collection took place when all participants were prepared through group meetings and gave individual consent to participation through signing the

information and informed consent document (see Addendum B). The researcher held informal group meetings with the potential participants where she explained the purpose of the study, as well as allowing voluntary participation.

Qualitative research has four known methods of data collection. These data collection methods are: participating in the setting, observing directly, in-depth interviewing, and analysing documents (Marshall & Rossman, 2011:137). It is also argued that a wide range of qualitative research approaches use a limited number of data collection methods which are: interviews, observations and reviewing documents (Fortune, Reid & Miller, 2013:18). It is also supported by Ravitch and Carl (2015) that the main methods of data collection used by qualitative researchers are interviews, observation and field notes, focus groups, and a review of documents or the archives.

The researcher observed directly, held in-depth interviews and jotted down field notes as the primary methods of data collection. Observations were recorded in the form of field notes and the researcher was non-judgemental in the process as suggested by Marshall and Rossman (2011:139). The researcher had informal conversations with the participants through the use of an interview guide. The questions asked (see Addendum C) were all open-ended to allow the participants to narrate their unique experiences (Marshall & Rossman, 2011:142). This semi-structured interviewing process was done on a one-on-one basis to get in-depth information on the unique experiences of social workers and CYCWs.

On completion of collecting data and data capturing, data analysis followed. The researcher was guided by Creswell's data analysis spiral (2013:182-188) to produce and discuss the findings.

2.2.5 Data analysis

According to Boeije (2010:76) data analysis is:

...the segmenting of data into relevant categories and the naming of these categories with codes while simultaneously generating the categories from the data. In the assembling phase the categories are

related to one another to generate theoretical understanding of the social phenomenon under study in terms of the research questions.

In the same understanding, Monette et al. (2011:433) view data analysis as the transformation of raw data in an attempt to extract some meaning from it. The authors, however, expand by stating that analysis sometimes occurs as the data are being collected (Monette et al., 2011:434).

Data analysis consists of preparing and organising text data, such as transcriptions, reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in a discussion (Creswell, 2013:180).

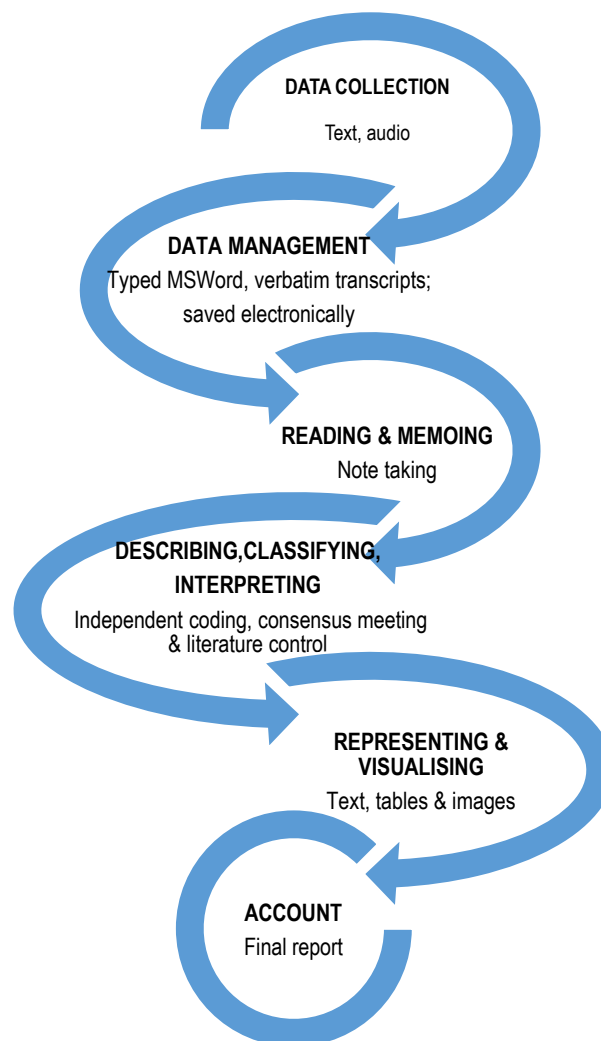
From the aforementioned definitions, the researcher can deduce data analysis as the breaking down of raw data into smaller themes then regenerating these themes into a comprehensive report that gives meaning to a social phenomenon. The process of data analysis was as follows according to Creswell's data analysis spiral (2013:182-188):

- The researcher began by **organising the data**. The interviews were typed in verbatim form and the transcripts were saved on a computer.
- She **read and memoed** data by making sense of the whole database through reading all the transcripts. Notes and memos were written in the margins of the transcripts.
- **The description, classification, and interpretation of the data into codes and themes** was done by an independent coder. The researcher developed themes and detailed descriptions that were in line with literature. A consensus meeting was also held with the independent coder to confirm the themes of data analysis.
- **Coding** was done by an independent coder who came up with different categories of data. The main codes were used for publication of the research findings.
- The researcher then **classified** the data. This involved formulating themes and a detailed description of the storyline was done with the assistance of an independent coder.

- **Data interpretation** followed in which the researcher joined the themes together and made sense of them and together with the messages that emerged. It is a process that began with the development of codes, then the formation of themes from the codes, and then the organisation of themes into larger units of abstraction to make sense of the data. The researcher linked her interpretation to the larger research literature developed by others.
- **Representing and visualising the data** was the final step done in text form. The researcher wrote a report on the findings to aid in the summary and conclusions.

The visual image summarising the research process according to Creswell's data analysis spiral (2013: 182-188) is represented below.

Figure 2.1: Creswell's Data Analysis Spiral



It essential to verify the analysed data against Guba's strategies of enquiry (Shenton, 2004:63). More detail is given below of what actually took place.

2.2.6 Data verification

After the process of analysing data the researcher verified the data using Guba's model (Shenton, 2004:63). Data verification is presented with the purpose of recapping Chapter 1, Section 1.10 and giving an in-depth explanation of the process. The following table will summarise the process of data verification.

Table 2.1: Strategies, characteristics and activities taken to ensure trustworthiness of the findings

Strategy	Characteristic	Activity
Credibility	This means that the findings of the study should reflect the truth (Shenton, 2004:63).	<p>The researcher ensured credibility of the findings of the nature of collaboration of social workers and CYCWs in rendering services to OVC by the following:</p> <ul style="list-style-type: none"> • The adoption of appropriate and well-recognised research methods. • Familiarity of the culture of the participants was done through the process of seeking access to the site, as well as during the group meetings by presenting information on the study and seeking their informed consent to get involved. • Triangulation of data sources was done by interviewing social workers and CYCWs from Thaba Nchu, Dewetsdorp and Gariep Dam. The triangulation of research methods was done through individual interviews with both social workers and CYCWs who

		<p>work in collaboration in the previously stated towns, observing directly, and jotting down field notes</p> <ul style="list-style-type: none"> • The following interviewing techniques were used to gather information: <ul style="list-style-type: none"> ➤ Probing ➤ Verbal and non-verbal expressions ➤ Reflection ➤ Reflective summary ➤ Clarification ➤ Listening ➤ Encouragement ➤ Comments • To ensure honesty among participants the researcher ensured that the information given remained confidential and the participants remained anonymous. • The researcher's peers also scrutinised the research methods used in workshops and through consultations. • The description of background, qualifications and experience of the researcher assisted in gaining the truth value of the study. The researcher holds a Bachelor of Social Work degree and completed a mini research dissertation. She is also a qualified social worker with four years of experience in the child protection field. • Member checks of information gathered and interpretations were
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		<p>done through following up telephonically with some participants in the study to confirm the findings.</p> <ul style="list-style-type: none"> • Consultations and supervision sessions were held more often by the researcher and her study supervisor.
Transferability	The extent to which the findings of one study can be applied to other situations (Merriam, in Shenton, 2004:69).	The researcher ensured this by an extensive explanation of the research methodology used.
Dependability	The findings of the study should be consistent if the inquiry is to be replicated with the same participants or in the same context (Shenton, 2004:71).	To ensure that the study can be repeated in the future, the researcher described the research methodology in depth.
Confirmability	This is to ensure that the study's findings are based on the experiences of the participants rather than the characteristics and preferences of the researcher (Shenton, 2004: 72).	<ul style="list-style-type: none"> • The researcher used the audio records and transcripts from the participants. • An independent coder was involved with the data analysis prior to a consensus meeting. • The researcher also used her experience as a social worker to not allow her personal biases to interfere with the findings.

2.2.7 Ethical considerations

Researchers are bound by ethics when carrying out their studies. It is important for researchers to be guided by ethical principles in their field work. Ethics focuses on providing guidelines for researchers, reviewing and evaluating research and establishing enforcement mechanisms to ensure ethical research (Aguinis & Henlein, in Rogelberg, 2008:34).

It is argued by Mertens and Gisberg (2009:1) that in social research, descriptive ethics show how people actually behave and what ethical values they hold. To expand on this, May (2011:61) states that ethics are concerned with the attempt to formulate codes and principles of moral behaviour. The researcher guided by the aforementioned definitions describes ethics as a set of principles that guides researchers in distinguishing right from wrong in practice.

Informed consent

The very first and important principle of ethics in social research is seeking the informed consent of the participants. It involves accurately informing participants of the nature of the research and obtaining their written consent to participate (Babbie, 2013:72). In addition, Polit and Beck (in Streubert & Carpenter, 2011:62) state that participants are supposed to be capable of comprehending the information and have the power to free choice, enabling them to consent voluntarily to participate or decline participation in the study.

It is suggested that there are three elements involved for informed consent to be regarded as valid (Hardwick & Worsley, 2011:33):

- **Firstly**, the person must be capable of giving his or her consent.
- **Secondly**, the person must be acting voluntarily and must not, for example, be under obligation to give his or her consent.
- **Finally**, the person must be provided with enough information to enable him or her to make an informed decision.

It can be concluded that informed consent is informing the research participants of all the information they need to know that will influence their voluntary participation or non-participation in the study. Agreement to participate in the study needs to be written. For this study, the researcher issued out information and informed consent forms to the participants. These forms contained information on the purpose and procedures of the study (Addendum A). The participants read the forms, asked for clarity where needed, and signed the forms to confirm participation in the study.

The right to privacy

Another very important ethical consideration is the right to privacy. Securing privacy for participants involves ensuring that they are given an opportunity to control if, when and under what circumstances they reveal or grant access to personal information on their behaviour, values and/or beliefs. There are three ways of protecting participants' privacy. **Confidentiality** means ensuring that data collected from participants in the investigation is not revealed in a form that can be traced back to those individuals. **Anonymity** refers to ensuring that real names are replaced by pseudonyms, thus protecting the participants' identities.

Finally, **editing** allows participants to see data that relate to them and decide whether they wish such data to be revealed or edited out (Hardwick & Worsley, 2011:35). A confidentiality clause was included in the information and informed consent document (Addendum B). The researcher kept all information gathered very safe and presented it in a way that it could not be traced back to the participants. The participants were given pseudonyms to ensure anonymity. The data collected was also presented to the participants in person to ensure they were comfortable with the information being published.

Management of information

With reference to managing information provided by participants and ensuring anonymity and confidentiality, the researcher followed the procedures proposed by Holloway and Wheeler (2010:45-46):

- Digital records, notes and transcripts were kept secure at all times. They were locked away in a cabinet that only the researcher had access to.

- To ensure anonymity, names of participants were not written on the digital record files, notes or transcripts, but the researcher allocated pseudonyms to them to hide their identities.
- When other people (supervisors and an independent coder) had access to the information, the researcher did not disclose the participants' names. The participants' identities were disguised at all times.
- Finally, the researcher erased digital records and transcripts on completion of the study.

Avoidance of deception

Deception is when a researcher gives incorrect information about the research. This could entail withholding important information from the participants or giving incorrect information on the actual purpose of the research (Babbie, 2013:70)

Like previously stated in Chapter 1, Section 1.11, deception is lying (Whitley & Kite, 2013:77) which takes two forms; active and passive deception. Active deception is when the researcher provides participants with false information like the purpose and nature of the research (Whitley & Kite, 2013:75). Passive deception is when the researcher withholds information from the participants or observes their behaviour without their knowledge (Whitley & Kite, 2013:76).

The researcher avoided deception by informing the participants both in writing and verbally about all the relevant information pertaining to the study. She also answered all questions asked by participants truthfully. For example, some participants asked if the researcher was going to use the study's findings as evidence to their superiors to improve their situation. In response to such a question the researcher maintained that she was conducting the study for academic purposes and that it will be the decision of the participants' superiors whether to use the information gathered or not.

Debriefing of participants

Debriefing allows interviewers to discover any problems generated by the research experience so that those problems can be corrected (Babbie, 2013:71). It also consists of a verbal summary provided by the researcher to the participants after the

study (Carey, 2012:210). The researcher allowed the participants the right to self-determination in that they could withdraw from the study any time they felt any discomfort. The researcher made arrangements with colleagues for the referral for debriefing of participants who may have been affected emotionally for therapeutic support. However, it was not necessary for any of the participants to be referred for debriefing as far as the researcher was aware.

Literature control

To enhance the validity and applicability of the study a literature control was done throughout the investigation. The researcher focused on legislations and regulations that guide the social work and the CYCW professions. Text books, articles, eBooks, eJournals and publications were used for literature control. Existing literature partially addressed the findings of this study, therefore the results of this study will be added to the existing body of knowledge.

2.3 CONCLUSION

In conclusion this chapter focused on what actually transpired in the data collection and analysis process. The researcher displayed her research skills which were aided by literature. The researcher documented how the research process unfolded from the beginning to the end. This chapter will lead into the next chapter that focuses on the discussion of the research findings supported by literature control.

CHAPTER 3: RESEARCH FINDINGS AND LITERATURE CONTROL

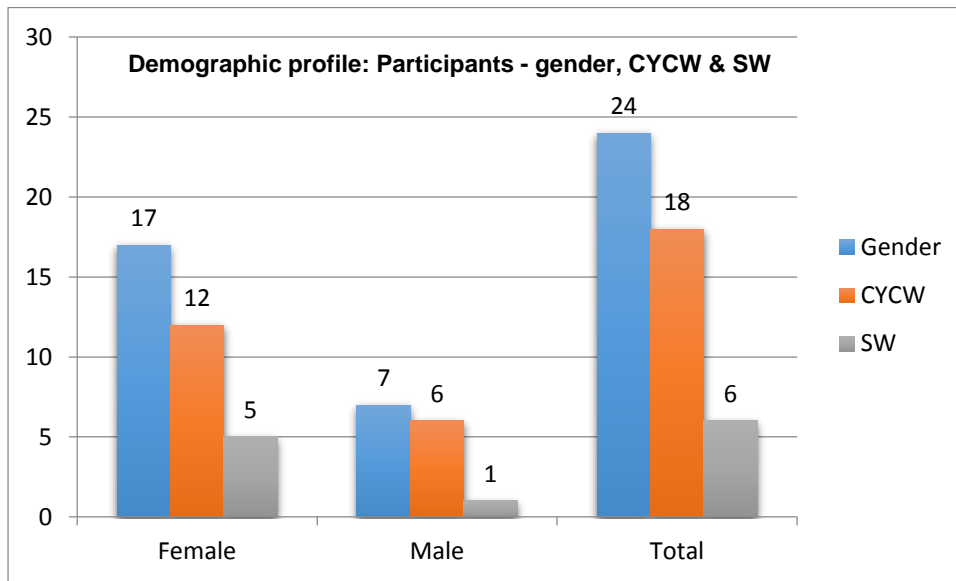
3.1 INTRODUCTION

This chapter is aimed at discussing the research findings and verifying the data for objectivity. The themes that were formulated as a result of interviewing social workers and CYCWs are stated together with their sub-themes and the supporting evidence from transcripts used. The themes of the study were arrived at by the consensus meeting held by an independent coder, the researcher and her study supervisor.

Like previously mentioned in both Chapters 1 and 2, this study followed a qualitative approach to inquiry which sought to explore and describe the nature of collaboration between social workers and CYCWs in rendering services to OVC. The study was guided by the explorative, descriptive and contextual case study. The participants of the study made a total of twenty-four, with six being social workers and eighteen CYCWs, all rendering services to OVC in the towns of Thaba Nchu, Dewetsdorp and Gariep Dam in the Free State province, South Africa. The participants met the criteria of inclusion, namely having at least a year's experience of practical field work and working in collaboration with social workers or CYCWs in rendering services to OVC.

3.2 DEMOGRAPHIC INFORMATION OF PARTICIPANTS

According to YourDictionary (n.d.), demographic data is defined as statistical data about the characteristics of a population such as age, gender and occupation. These were important to the researcher because they proved that the participants met the criteria of inclusion set by the researcher. The graph below summarises the demographic data gathered in this study.

Figure 3.1: Demographic information of participants

The above graph gives a summary of demographic data of participants who took part in the study. The first axis shows that there was a total of seventeen female participants, of which twelve were CYCWs and five were social workers. The second axis shows that there were seven male participants who took part in the study with six of them being CYCWs and only one being a social worker. The total number of participants combined was twenty-four, with eighteen being CYCWs and six being social workers.

The information presented above is evidence that the participants met the criteria of inclusion set by the researcher that they should be qualified social workers and CYCWs working in collaboration. These participants also came from three different towns, namely Thaba Nchu, Dewetsdorp and Gariep Dam. It is also evident from the graph that most of the participants were female and most of them were CYCWs.

A detailed description of their demographical information is presented in Table 3.1 below.

3.2.1 Demographical information of participants

Table 3.1: Demographical Information of Participants

Pseudonyms	Occupation	Qualification	Gender	Age	Years of experience
Angela	CYCW	CYCW certificate	Female	30	2
Brenda	CYCW	CYCW certificate	Female	23	2
Carol	CYCW	CYCW certificate	Female	26	2
Debra	CYCW	CYCW certificate	Female	37	2
Ellen	CYCW	CYCW certificate	Female	22	2
Florence	CYCW	CYCW certificate	Female	22	2
Gabby	CYCW	CYCW certificate	Female	27	5
Harold	CYCW	CYCW certificate	Male	36	5
Innocent	CYCW	CYCW certificate	Male	30	5
Jacob	CYCW	CYCW certificate	Male	29	5
Kate	CYCW	CYCW certificate	Female	30	5
Larry	CYCW	CYCW certificate	Male	27	2
Mike	CYCW	CYCW certificate	Male	37	2
Nolan	CYCW	CYCW certificate	Male	36	2
Olivia	CYCW	CYCW certificate	Female	26	2
Patricia	CYCW	CYCW certificate	Female	35	2
Queen	CYCW	CYCW certificate	Female	30	5
Rose	CYCW	CYCW certificate	Female	21	2
Seth	Social worker	Bachelor of social work	Male	30	2
Terry	Social worker	Bachelor of social work	Female	30	5
Una	Social	Bachelor of	Female	30	5

	worker	social work			
Viola	Social worker	Bachelor of social work	Female	41	19
Wendy	Social worker	Bachelor of social work	Female	32	5
Xuxa	Social worker	Bachelor of social work	Female	29	3

The participants were given pseudonyms to protect their identities and adhere to the ethical consideration of ensuring anonymity. The participants were qualified social workers and CYCWs, their ages ranged between 21 and 41, and they had practical experience ranging between two and 19 years of practical field work. The reason why there were more CYCWs compared to social workers is because of the working ratio that is estimated to 12 CYCWs to a social worker. Generally speaking there are more CYCWs than social workers in a given working area.

The next section will focus on the research findings which consist of the themes, sub-themes and categories as agreed upon by the independent coder, researcher and study supervisor.

3.3 THE PRESENTATION OF THE RESEARCH FINDINGS AND LITERATURE CONTROL

This section will focus on the themes, sub-themes and categories of the findings of this study and a literature control is presented. The researcher conducted semi-structured interviews with the aid of an interview guide (Addendum C). The findings were also compared against existing literature and the researcher's own experiences as a social worker. Table 3.2 gives a summary of the themes, sub-themes and categories arrived at after analysing data.

Table 3.2: Themes, Sub-Themes and Categories

THEME 1	Participants' accounts of their daily activities to address the needs of OVC	
SUB-THEME	CYCWs' accounts of their daily activities	Social workers' accounts of their daily activities

CATEGORIES	<ul style="list-style-type: none"> • Assist with personal care and household chores • After school care • Sessions with children • Accompany children & parents to resources • Administrative • Supervise and support team • Deal with community complaints 	<ul style="list-style-type: none"> • Statutory work • Counselling and support • Crisis intervention • Awareness programmes • Registration of CBOs • Social grant administration • Prevention and early intervention
THEME 2	Participants' accounts of how they work together	
SUB-THEME	CYCWs' accounts of how they work with social workers	Social workers' accounts of how they work with CYCWs
CATEGORIES	<ul style="list-style-type: none"> • Report/refer cases to social workers • Social workers assist with grants, administration and documentation • Social workers provide background information • Social workers assist with counselling • Social workers assist with food parcels • Work together on community programmes • Social worker as an advocate 	<ul style="list-style-type: none"> • CYCWs refer and report cases to social workers • CYCWs support OVC • CYCWs provide information • CYCWs link social workers to the community
THEME 3	Participants' perceptions on the understanding of each other's roles	
SUB-THEME	CYCWs' accounts of whether social workers understand their roles to OVC	Social workers' accounts of whether CYCWs understand their roles to OVC
CATEGORIES	<ul style="list-style-type: none"> • Do understand • Partial understanding • Do not understand 	<ul style="list-style-type: none"> • Do understand • Do not understand
THEME 4	Participants' knowledge of each other's roles to OVC	
SUB-THEME	CYCWs' accounts of their understanding of social workers' roles to OVC	Social workers' accounts of their understanding of CYCWs' roles to OVC
CATEGORIES	<ul style="list-style-type: none"> • Do understand • Partial understanding 	<ul style="list-style-type: none"> • Do understand • Support OVC in

	<ul style="list-style-type: none"> Do not understand 	community <ul style="list-style-type: none"> Provide information Expect social workers to do everything
THEME 5	Participants' accounts of the successes experienced in working together	
SUB-THEME	CYCWs' accounts of successes experienced in working with social workers	Social workers' accounts of successes experienced in working with CYCWs
CATEGORIES	<ul style="list-style-type: none"> No successes Social workers facilitate documents related to social grants and school enrolment Successful intervention by social workers Assisted with food parcels/social grant administration Case consultations and advice Social workers accompany CYCWs to court Good relations with social workers facilitated training opportunities 	<ul style="list-style-type: none"> CYCWs report issues Assist with school enrolment OVC's needs are met Assisted to establish a crèche Assist with awareness campaigns Successful family preservation
THEME 6	Participants' accounts of the challenges experienced in working together	
SUB-THEME	•CYCWs' accounts of the challenges experienced in working with social workers	•Social workers' accounts of the challenges experienced in working with CYCWs
CATEGORIES	<ul style="list-style-type: none"> Unavailability of social workers Social workers neglect their duties <ul style="list-style-type: none"> Lack of role clarification between the two professions Undermine CYCWs Role confusion in the community Lack of communication 	<ul style="list-style-type: none"> No challenges Undertake tasks for which they are not trained Maintaining of confidentiality and ethical code Role confusion in the community Misrepresenting themselves as social workers Do not inform social workers and lack of communication

	<ul style="list-style-type: none"> • Lack of assistance and resources 	<ul style="list-style-type: none"> • Place pressure on social workers
THEME 7	Participants' suggestions on improving the working relationship between CYCWs and social workers	
SUB-THEME	CYCWs' suggestions to improve the working relationship	Social workers' suggestions to improve the working relationship
CATEGORIES	<ul style="list-style-type: none"> • Establish a local social work office • Improve communication and regular meetings • Educate social workers regarding CYCW's role • Social workers must do their work • Minimise social workers' caseloads • Use a multi-disciplinary approach in practice • Register CYCWs • Recruit and employ more social workers and provide transport • Enrol CYCWs to study Social Work 	<ul style="list-style-type: none"> • Clear role differentiation • Regular meetings and case discussions • CYCWs must identify themselves correctly
THEME 8	Participants' accounts of other resources that support them in their work with OVCs	
SUB-THEME	Other resources used by CYCWs	Other resources used by social workers
CATEGORIES	<ul style="list-style-type: none"> • NGOs and CBOs • South African Police Services (SAPS) • School teachers • Clinic professionals eg. Doctors, nurses, occupational therapists and psychologists • Librarians • South African Social Security Agency (SASSA) • Ward councillors 	<ul style="list-style-type: none"> • School teachers • Local clinics • South African Police Services (SAPS) • South African Social Security Agency (SASSA) • Early Childhood Development centres (ECDs) • Herdsmen • World Vision • CBOs

	<ul style="list-style-type: none"> • Community developers/Municipalities • Other departments: Department of home affairs, department of education and department of agriculture • Nature reserve personnel • OVC 	<ul style="list-style-type: none"> • Department of Health • Church leaders
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The discussion of the themes, sub-themes and categories with their supporting story lines will be presented in the next section against existing literature and the researcher's own experiences.

3.3.1 Discussion of the themes, sub-themes and categories

In this section, each of the main themes and accompanying sub-themes and categories will be presented and confirmed by direct quotes from the transcripts of the interviews. The identified themes and sub-themes, with their supporting storylines from the transcripts will be compared and contrasted with the body of knowledge available. This means a literature control will be undertaken.

3.3.1.1 Theme 1: Participants' accounts of their daily activities to address the needs of OVC

This theme was deduced from the information provided by the participants to the researcher's request: "What do you do on a daily basis as a CYCW or social worker to address the needs of OVC?" The accounts of daily activities of CYCWs and social workers are given separately as sub-themes with categories of activities underneath.

Sub-theme 1: CYCWs' accounts of their daily activities

The CYCWs' accounts of their daily activities are classified in different categories based on their experiences. The CYCWs' accounts of their daily activities are in line with their roles in the community and are based on their specific job descriptions.

- **Assist with personal care and household chores**

A common theme in terms of CYCWs' daily activities was assisting OVCs' with personal care and household chores, particularly through home visits in the morning. As explained by **Brenda**: *"I ensure that the children are safe by conducting home visits every morning to certain families that need assistance with basic chores. I check that the children have eaten."*

This tallies with the roles of CYCWs as described by Allsopp et al. (2013:5), that CYCWs provide services such as the basic care and developmental care of children and youth where their physical, emotional, spiritual, cognitive and social needs are protected. **Carol** also displayed knowledge of the aforementioned role by stating that: *"I conduct home visits in the morning to families that need support... we have to see that the parents are taking care of the children... we also do household chores."*

It seems that from the literature provided and the information gathered from the field that CYCWs conduct home visits to assist children with personal care and household chores since there is a need especially in child-headed households and households headed by grandparents. The Isibindi approach, which means 'creating circles of care', aims to create safe and caring communities for OVC and their families by providing services to beneficiary families during home visits (Thurman et al., 2009:8). This is supported by **Gabby** who had this to say: *"I conduct home visits every morning to ensure that children are prepared for school, I accompany the younger learners like those in Grade R to school. I do this in families where the children are under the care of grandparents and they are too old to take them to school."*

Mike illustrated the Isibindi approach in practice: *"I conduct home visits to work with children in their life space as well as check that they are living in a conducive environment and taking care of their basic needs."*

The researcher understood CYCW as replacing the traditional extended family. Their involvement as role models to the children and taking crucial responsibilities that could have been occupied by parents proves this. **Olivia**

emphasised the importance of health care for OVC and the adherence to drugs for those on antiretroviral therapy: *“I cook for them and ensure that they take their medication like antiretroviral drugs.”*

It is the emphasis of the developmental approach employed by the Isibindi approach that **Queen** presented that is supported by literature as the core of this community-based programme (Thurman et al., 2009:8): *“I conduct home visits in the morning, prepare food for children, wash them and take them to school. I do not do this every day as I want to empower the families to be self-reliant.”*

The researcher discovered that the issues of gender roles were shown by the nature of assistance given to the OVC by female and male CYCWs. The female CYCWs were mainly focused on teaching children how to cook and wash clothes, whilst the male CYCWs incorporated gardening. In the researcher's opinion this helps the OVC learn certain life skills that they could have learnt from their parents.

A study that was conducted by Ngonyama (2013:56) on exploring community resilience strategies on challenges faced by OVC affected by HIV/AIDS in Ekurhuleni Metropolitan Municipality in Gauteng stated how OVC focused on nursing their ill parents, and that they missed out on basic life skills valuable for their development and gaining practical knowledge that could have been passed on to them by their biological parents. **Florence** and **Larry** proved that this gap in the aforementioned study is addressed by services rendered to OVC by community CYCWs. Their contributions are stated below respectively: *“I assist with household chores like teaching them how to wash their clothes.” / “I conduct home visits and escort children to school ensuring that they are clean and have eaten.”*

Information on the supervision was also evident from the information provided by the CYCWs. Thumbadoo (2013:53) explains how the needs of OVC are effectively addressed by CYCWs supervising child-headed households. Speaking from experience, **Harold** stated the following: *“I conduct home visits early morning to ensure that the children I work with are prepared for school. I*

supervise child-headed households by ensuring that they have eaten and cleaned the house so that they become self-reliant. I use the developmental approach.”

Jacob also shared his experience with child-headed households: *“As for the child-headed households I assist with cleaning, cooking and some of them we do gardening.”*

It can be concluded that the role of CYCWs in assisting with personal care and household chores to OVC is crucial to the needs of these children. Based on the information presented from the field and available literature this is a unique and distinct responsibility that is not done by social workers and allows a multidisciplinary approach to take place to enhance effective services rendered to OVC.

- **After school care**

As stated before, CYCWs assist children with personal care and household chores before going to school. However, it does not end there as all the CYCWs play an important role in after school care as evidenced by the following story lines: *“After school I conduct other home visits to assist with homework and to clean where I need to.” [Angela].*

“I also conduct home visits to do activities with them.” [Brenda].

“...assist with homework... we play with the children... During the holidays we have holiday programmes where we play with them so that we can keep them out of danger.” [Carol].

In response to a request to explain the Safe Park and its role, **Carol** explained it as follows: *“It is a place where we gather all the children from our programme and also from the community. It is a place where we see that children are safe because sometimes children are left at home unattended. We also serve some refreshments, sometimes there is no food at home. When we do not have food*

or money to purchase groceries we consult with social workers who assist with food parcels.”

As **Carol** elaborated on what the Safe Park is and its purpose it is evident that it is a place where OVC are kept from possible abuse and neglect at their homes. What also caught the researcher’s attention is the nature of collaboration between social workers and CYCWs. This interdependent relationship proves that services are rendered effectively to OVC although no clear guidelines are in place at the moment. This could aid as proof of the existing, unwritten relationship between the two professions. In support of the aforementioned, Thurman et al. (2009:8) states that CYCWs have programme facilities such as Safe Parks and community gardens in which they render services to OVC. CYCWs also assist with the implementation of programmes and activities for children and youth on the basis of identified developmental needs (Allsopp et al., 2013:5).

The responses from some CYCWs are as follows: *“I go to Safe Park with the children so that they engage in educational activities as well as life skills sessions and also help with homework.”* **[Angela]**.

“I take them to the Safe Park for play and to do activities; netball, soccer, dolly houses and skipping ropes.” **[Florence]**.

“I help children with their homework, play with them, uphold their rights and address their needs.” **[Debra]**.

“I teach children chores, the younger ones I teach them to polish their school shoes and the older ones to wash their school uniforms when they come from school.” **[Debra]**.

“After 14:00 I conduct home visits again to check if the children arrived well from school and assisting with homework. I work with the family on a daily routine for them to grasp what is expected of them. Afterwards I then go to the Safe Park to

have activities with the children, play sport and have group discussions on school work.” [Innocent].

“I also conduct school visits to check if everything is fine with the children then assist with homework after school. My role as Safe Park coordinator is to plan and coordinate all Safe Park programmes and ensure that they are age appropriate and address the needs of children.” [Mike].

“After school time I assist children with homework either at home or in the Safe Park. I cook and wash children who are living with aged caregivers.” [Olivia].

“I also assist with homework.” [Patricia].

“After school hours I go to the Safe Park to assist children with their homework and do activities with them.” [Queen].

“If it is school holidays I take the children to the Safe Park for some educational and sporting activities which include netball, soccer and dolly houses for smaller children. I assist with life skills programmes. I am currently advocating that they include Grade 10, 11 and 12 classes since the school has up to Grade 9.” [Rose].

With the information provided above one can clearly see another unique and distinct role CYCWs play in comparison to their colleagues, social workers. Having both professions understand each other’s roles will allow social workers to utilise after school care programmes and activities done by CYCWs to help them from moving away from statutory intervention, as it is the goal of the National Strategic Plan of the DSD (2012). This is also supported by Loffel et al. (2008:52), who suggest that the massive rollout of community-based prevention and early intervention programmes by Isibindi CYCWS may reduce the need for statutory interventions by social workers.

The researcher as a social worker has first-hand experience of how social workers in the child protection system practise statutory work compared to other

activities that they are supposed to do. The focus is then on meeting court return dates and not necessarily meeting the holistic needs of OVC.

- **Sessions with children**

Some CYCWs, mainly those who co-ordinate specific programmes, hold individual and group sessions with children as part of their daily activities, focusing mainly on life skills. As the young women's co-ordinator, **Debra** explained: *"I meet with the young girls; we have sessions where we talk about puberty. We work with those that are 14 years old and above. We also do some activities with them."*

As the child protection co-ordinator **Ellen** explained her activities as follows: *"I support children and help them express their feelings, talk about what has happened to them, giving them journals so that they can express their feelings through writing."*

Florence also explained what she does as the adolescence development coordinator: *"As the adolescence development coordinator, I conduct group sessions at the Safe Park where we focus on adolescence physical and emotional changes, we also talk about teenage pregnancy and the use of contraceptives."*

As the tuition programme coordinator, **Harold** had this to say: *"Here in Thaba Nchu we focus on Grade 12 only and we give them past examination papers for revision. I also organise career workshops where different stakeholders talk to the learners to prepare them for different career paths that they choose. I also advocate for them to get bursary forms for them to further their studies. I then become a centre of information for the children, because most facilities are in Bloemfontein and they will not afford to go there since their families depend on social grants."*

Apart from the Safe Park activities, **Jacob** reported his coordination of the young men empowerment programme: *“I also go to the Safe Park to do activities with children and also assist with school work. As a young men empowerment programme coordinator I organise debates, we discuss issues of rights and responsibilities. For example most of them feel insecure because they have not been to initiation school and hence they are labelled as ‘boys’. We do gum boot dancing as well as encourage them to set their future goals.”*

The involvement of a male figure in the grooming of other young men is in the researcher’s opinion effective. This comes from the *“like father, like son”* English proverb. It also gives an opportunity for those who never had a father figure to learn from others in a group setup for support and encouragement.

Likewise, the young women empowerment programme is also in place as explained by **Olivia**: *“The older girls who are about 17 and not attending schools I have life skills sessions with them and empower them in being entrepreneurs. The young women empowerment programme consists of girls that drop out of school because of pregnancy and some just drop out.”*

“I encourage children that have dropped out of school to go back or to attend adult school, especially those between 16-18years. I do this in group life skills sessions.” **[Patricia]**.

According to Allsopp et al. (2013:5), CYCWs assist with programmes, activities and developmental assessments for children and youth on the basis of identified developmental needs. In the researcher’s opinion similarities can be seen with therapeutic work done by social workers although CYCWs focus on the basics.

Clause 2.1 of the CYCW job description as composed by the NACCW (n.d.) for implementing partner organisations states that:

...participate with team leaders and/or co-community CYCWs in making developmental assessments of the young person and the family by:

- identifying strengths and needs;
- assessing risk factors;
- identifying and carrying out tasks in consultation with team leaders and with the participation of young people and their families in terms of plans of action identified for individual young people and/or families;
- regularly reviewing the plans in consultation with team leaders and keeping young people and their families involved in and informed of changes.

This aids the social workers when cases are referred to them as there is a source of reference, thereby allowing effective service rendering in a multidisciplinary team to take place. However, this will work well when both social workers and CYCWs understand each other's roles to ensure the practicality of working together.

- **Accompany children and/or parents to resources**

Another activity undertaken by CYCWs is to accompany children and/or parents to undergo treatment, or when going to the clinic or to SASSA. This is supported by Thurman et al. (2009:8), who report that support given to OVC includes assistance with social grant applications, securing necessary documents and medical monitoring.

"As a disability co-ordinator I take the children for occupational therapy."
[Brenda].

"I accompany the families to the clinic for example with children with disabilities I accompany them to see the therapist so that I can get the information of what happened there in the therapy. It is the parent's responsibility, but they don't care for the children they just sit there at home even if they know that tomorrow is the date of therapy, so we go there to remind them. It is our responsibility to meet them half way. We don't do things for them, we do things with them."
[Debra].

The involvement of CYCWs in escorting OVC with special needs to local clinics or the relevant sectors actually aids in the prevention of child neglect. The researcher as a social worker sees this as an opportunity for a multidisciplinary approach to cases of neglect where CYCWs can actually report on the child receiving services from other professionals. CYCWs often assist the elderly who are caregivers in assuming the responsibility of taking children to clinics since their grandparents may not be physically fit to do so on their own. **Queen** shows this below: *“In cases where children need to go to the clinic I accompany them since their care givers may be too old to do that.”*

The issue of escorting clients to SASSA to register for social grants is explained by **Ellen**: *“I also take parents to SASSA to help process their social grants.”*

- **Administrative tasks**

CYCWs also undertake administrative tasks on a daily basis which include handling essential documentation for children and parents, obtaining food parcels and statistics: *“...I go to the office for administrative work. From there we refer some families to SASSA and Home Affairs for birth certificates or social grant applications. We also advocate for food parcels.”* [**Brenda**].

“...helping mothers to go to home affairs and SASSA if they need grants... To apply for birth certificates and IDs. I have one family whose mother did not have an ID and the children had no birth certificates. When I intervened I helped them to apply for their documents at home affairs. After that the children were enrolled in school and then applied for social grants.” [**Ellen**].

CYCWs undertake basic administration (Allsopp et al., 2013:5). This is in agreement to the job description from the NACCW that states that CYCWs should keep records of all activities they do in consultation with team leaders and in terms of formats and/or provided guidelines (Clause 3.1). **Gabby** reported the following: *“I then go to the office for a few hours for administration”*.

“Afterwards I work on my administration at the office... I oversee all the activities done by CYCWs and monitor the statistics that is submitted to DSD and NACCW monthly.” Nolan

The researcher believes that administration in any profession allows monitoring and evaluation of the tasks being carried out. It allows the programme leaders to measure its effectiveness and make necessary adjustments where applicable. In the context of this study the record keeping done by CYCWs allows for comparing and contrasting the activities they do with those of social workers.

- **Supervise and support team**

Supervision and support to CYCWs are important activities undertaken by the CYCW supervisors. In her study on knowledge and skills required by supervisors in order to provide effective supervision for CYCWs in South Africa, Michael (2013:94) writes about the knowledge and skills needed by CYCW supervisors to enhance the provision of professional and effective services to OVC. As a supervisor, **Gabby** explained: *“I assist my team members with difficult cases, monitor what they are doing every day and also for planning.”* **Angela** also stated: *“I supervise my team, I have four members. I support them and go wherever they want me to go with them. We do our admission together and meetings.”* **Nolan** explained: *“I also supervise the other CYCWs... I oversee all the activities done by CYCWs and monitor the statistics that is submitted to DSD and NACCW monthly.”* In support **Larry** reported: *“As a supervisor I give support to my team, I assist with advocacy and accompany them when we have multi-disciplinary team meetings. I also discuss information from the project leader with my team.”*

However Scott (2009:35), in her study on a community-based model of supervision for CYCWs employed in the Isibindi model of care in South Africa, reviewed four methods of supervision namely; consultative, online, group and peer. All methods were confirmed by CYCWs in this study as another means of ensuring effective service rendering. The researcher feels that the effectiveness of supervision in the CYCW profession allows clear-cut role clarification when it comes to working with social workers. This means it is decided during the

supervision and consultation process of what needs to be referred to social workers and how this can be done, thereby creating a smooth chain of communication in their collaboration of services to OVC. The CYCW supervisors explained the process as follows: *“As a team leader or supervisor I give my team support through online supervision where I conduct home visits with my team members to the families they work with, and we have weekly meetings for case consultations.”* [Innocent].

As project leader I do site visits, I do online supervision to give support to the CYCWs and go with them to the cases that are challenging to them.” [Kate].

“I then do online supervision with my team mates. As a team leader I give support to my supervisees by doing consultations as well as conduct home visits to families that they have difficulties with.” [Queen].

- **Deal with community complaints**

Only one CYCW referred to handling community complaints as part of her daily activities: *“I... handle complaints from the community if there are any.”* [Nolan].

The researcher as a social worker can confirm the above in that community members tend to approach CYCWs especially after hours or during weekends when they cannot approach social workers to report such cases. It can also be taken as evidence of the visibility of CYCWs in the community, since they render services in the communities that they live in.

Sub-theme 2: Social workers’ accounts of their daily activities

A thorough analysis was done on the daily activities of CYCWs, therefore it is necessary to do the same for social workers since they work in collaboration to render services to OVC.

- **Statutory work**

The most prevalent daily activity reported by the SWs was the statutory work they undertake: *“I assess the needs of OVC. I usually receive intakes that are*

reported by family or community members that a child's biological parents are deceased from HIV/AIDS or other causes. I then classify the child as one who is in need of care and protection according to the Children's Act 38 of 2005. I conduct investigations to come up with the best intervention for the child concerned. When investigations are done, I either place the child in foster care, place the child in a CYCC or place the child in temporary safe care awaiting adoption." **[Seth]**.

"Mainly the focus is on statutory work, especially foster care. I also conduct investigations through home visits and schedule some office appointments to interview clients. I also write reports to court for foster care reviews as well as go to court with children newly placed in foster care." **[Terry]**.

"...do statutory work by placing such children [OVC] in foster care... I also do foster care reviews and it takes most of our time to do this" **[Viola]**.

"I mainly focus on statutory work, i.e. removing children in need of care and protection, foster care placements, foster care reviews and sometimes reunification services." **[Wendy]**.

"I do investigations on child abuse and neglect through home visits or by having family conferences and panel discussions. I also focus on statutory intervention, i.e. removing children placing them in temporary safe care, placing them at CYCCs or in foster care with extended family members or private foster parents." **[Xaxa]**.

The above discussions are in line with the generic social work job description (DSD, 2014:2) that list the following as the tasks to be completed under statutory services: investigations, consultations, referrals or removals, opening of court cases, court finalisations, supervision services, reunification services, and after care services.

The aforementioned statutory services are only to be undertaken by social workers in accordance with the Children's Act (Act No. 38) of 2005. This distinct role therefore allows CYCWs to refer such cases to the social workers to

enhance effective services to OVC. The researcher is of the opinion that with adequate knowledge and skills to do this, the collaboration between social workers and CYCWs leads to effective service provision to OVC.

The provision of statutory services to OVC like foster care placements and supervision are dominating the social workers' roles to OVC. The researcher as a social worker has experienced this first hand that other tasks then become impossible to achieve because of the very high volumes of statutory cases. This explains the recruitment of community CYCWs to work with OVC in their life space.

It is argued that social workers in the child protection field have very high caseloads and a continued monotonous routine of statutory work to the extent that they struggle to reach out to every OVC (Naidoo & Kasirum, in Earle, 2008:7). However, Lloyd et al. (2002:263) suggest a partnership in service delivery and an effective collaboration between social workers and CYCWs that allocates specific roles and visible boundaries to be fulfilled by each profession, as well as reducing the workload on social workers and improving the provision of services to OVC.

- **Counselling and support**

Social workers also occupy a therapeutic function for OVC. It is also confirmed by the DSD job description for child protection social workers that they offer counselling and support to children (DSD, 2014:2). Three of the social workers stated that they undertook counselling and support:

"I provide counselling to OVC." [Viola].

"I also do therapeutic work with victims of domestic violence and rape." [Xaxa].

"I also work in a multi-disciplinary team of professionals. For example, some children may be sick and may need medical attention. I refer them to a medical doctor who prescribes medication and I do counselling and give support to the child and his or her family." [Seth].

The counselling provided by social workers is in-depth compared to the basic counselling provided by CYCWs, according to the researcher's experience as a social worker.

- **Crisis intervention**

When necessary, social workers undertake crisis intervention and often collaborate with other resources in this:

"I also receive cases from such organisations like sexual abuse and I intervene together with the police." **[Seth]**.

"I also attend to crisis situations which makes it very impossible to work on a schedule with child protection social work." **[Terry]**.

"I attend to crisis situations and also liaise with other stakeholders that are involved in child protection like the Department of Home Affairs, SASSA, clinics and the schools." **[Xaxa]**.

- **Awareness programmes**

Enhancing the community's and other professionals' awareness on issues such as child protection and gender violence is also undertaken by SWs. This is done in the form of prevention programmes according to the DSD social work job description (DSD, 2014:2).

"We also hold awareness activities with other professionals on child protection." **[Seth]**.

"I also conduct community awareness events during child protection week, women's day and 16 days of activism." **[Wendy]**.

There is need for communities to be enlightened on issues affecting OVC such as child abuse and neglect, as well as domestic violence. The researcher views this as essential to enhance effective service rendering to a knowledgeable community.

- **Registration of community-based organisations (CBOs)**

The registration of community-based organisations is important in helping the community to mobilise and care for the children residing in the community and social workers can provide assistance in achieving this as explained by **Seth**: *“I also assist with the registration of community-based organisations. We have assisted an organisation called Tshepang in Dewertsdorp to give psychosocial support to families infected and affected by HIV/AIDS.”*

- **Social grant administration**

Social workers not only assist with obtaining social grants, but also monitor their proper use; another similar role to that of CYCWs. **Viola** explains: *“We also assist with social grant administration.”*

- **Prevention and early intervention**

The focus in developmental social welfare services is on prevention and early intervention, but the high demand for social workers to undertake statutory work hinders the realisation of this as previously stated: *“There is a lot that I am required to do in terms of child protection like prevention and early intervention programmes but I struggle to get to these because of a high case load and return dates for court reports.”* **[Wendy]**.

The researcher can deduce from the aforementioned roles of CYCWs that they actually make the prevention and early intervention services intended for social workers become a reality. The community CYCWs' approach to rendering services to OVC is mainly based on prevention and early intervention principles, which therefore allows collaboration with social workers; a necessity to success.

3.3.1.2 Theme 2: Participants' accounts of how they work together

After the description of roles played by social workers and CYCWs to OVC, the second theme to emerge from the study was the participants' accounts of how they work together. These accounts are described and discussed in detail below.

Sub-theme 1: CYCWs' accounts of how they work with social workers

The first sub-theme to be discussed is a description given by CYCWs on how they work together with social workers.

- **Report or refer cases to social workers**

The CYCWS all referred to the fact that they report or refer cases they come across in the community to the social workers for appropriate action: *"I refer cases to the social workers, because they are not here all the time. When there are incidents the social workers call me and I give them information then they intervene with counselling."* [Ellen]. When asked what child protection cases she refers to social workers, **Ellen** further explained: *"Sexual abuse, rape, attempted rape; then the social worker will consult with the police and make follow ups."*

"I refer cases like those of not having documentation. The social workers assist in that regard, because some children were chased from school for not having birth certificates. This also helps children in need to apply for social grants." [Florence].

"I refer cases of child neglect to them. For example, a lady was neglecting her two children. The social worker placed the children under the care of their grandparents and transferred their child support grants to them." [Gabby].

"I refer cases to social workers and also follow up with their intervention when some families complain to us that they have not been attended to. We have a good relationship with some social workers, but some feel like we want to take over their work." [Innocent].

“I report cases of misuse of social grants, assisting with late birth registration and assist my team mates to refer cases to social workers. Sometimes they assist with enrolling children in special schools.” [Larry].

“They help in channels where we cannot go to. For example, a child was raped and I took the case to the social workers for possible placement in a safe place.” [Larry].

“I report and refer cases to them that need their attention. An example of when I worked with a social worker was when a foster parent approached me reporting that the foster care grant she was receiving on behalf of her late sister’s children had been stopped. I reported this to the social worker who immediately did her investigations with SASSA and everything was sorted out.” [Mike].

“I refer cases to them that need their intervention especially statutory cases.” [Nolan].

“I refer cases to social workers. A specific case is when the social worker removed children to Gariep Dam to live with family, but they started misbehaving at school. The social worker provided counselling. There was another family that did not understand my role as CYCW and thought I am spying for social workers; the social worker intervened by explaining that we work with social workers.” [Olivia].

“I refer cases to social workers. A specific case is when I referred a case of a mother who did not have an identity document and hence her children could not be registered. The social worker then intervened by providing material needs of the family whilst she was liaising with the Department of Home Affairs to register her and her children” [Patricia].

One CYCW reported that the social workers supported her when she referred cases: *“The social workers give us support when we refer cases to them.” [Debra].*

However, this was gainsaid by **Queen**, who stated: *“We refer cases to them, but I have never worked directly with them since they do not attend to the cases we refer.”*

The above accounts of events illustrate the interdependency of social workers and CYCWs. They rely on each other for information to ensure the continuity of services rendered to OVC. The CYCWs also proved the theoretical framework that shaped this study. The ecological systems theory attempts to describe people's dependency on their physical and social environment (Coady & Lehmann, 2008:92).

The researcher can see the ecological systems theory at play whereby CYCWs refer cases to social workers for attention, thereby ensuring effective service rendering to OVC.

- **Social workers assist with grants, administration and documentation**

CYCWs saw working together with social workers as being illustrated by their assistance in terms of social grants and documents that enabled access to resources and services: *"They also assist us with social grant applications."* [Brenda].

"Sometimes they assist with transferring social grants from one family to the other." [Debra].

"I refer cases like when children are not receiving social grants for social work intervention. Social workers also assist with the placement of children in foster care." [Harold].

"Social workers also assist us with the transfer of grants to more responsible people." [Innocent].

"They assist with cases like late birth registration and school enrolment for children without birth certificates." [Jacob].

"I work with social workers when I refer cases that concern them, especially those concerning grant administration. They also assist with late birth registration." [Kate].

“They assist with social grant administration, investigate cases of child abuse and neglect, and also distribute food parcels to families in need.” [Kate].

“I report cases of misuse of social grants, assisting with late birth registration and assist my team mates to refer cases to social workers. Sometimes they assist with enrolling children in special schools.” [Larry].

Children that are abandoned or orphaned qualify for late birth registration in terms of the Births and Deaths Registration Act (Act No. 51) of 1992. A notice of birth of an abandoned or orphaned child must be given by a social worker within 60 days of obtaining a court order [regulations relating to the registration of births and deaths 2014 (9)(1)]. Based on the aforementioned legislation and regulation, the CYCWs rely on social workers for assistance with cases of late birth registration of OVC.

In accordance with the Children’s Act (Act No. 38) of 2005, section 156(e)(i), if a child has no parent or caregiver or has a parent or caregiver but that person is unable or unsuitable to care for the child, the child should be placed in foster care with a suitable foster parent. In relation to the social grant administration according to SASSA guidelines any child placed in foster care by a designated foster parent may apply for a foster child grant provided they have a court order. CYCWs also rely on social workers as they are the designated professionals to process documents to apply for social child grants at SASSA.

The accounts presented by CYCWs and the supporting legislations and regulations allow the two professionals to collaborate when rendering services to OVC and this also reviews an interdependent relationship of the two parties.

- **Social workers provide background information**

One CYCW highlighted that social workers provide background information on families to the CYCW that assists them. The researcher as a social worker can confirm a sense of mistrust and resentment from community members towards CYCWs with a fear of breach of confidentiality, as the CYCWs reside in communities that they render services to. It is in such instances that the CYCWs

approach social workers for background information. **Brenda** stated that: *“Social workers assist us with background information on some families because some of them are afraid of talking to us or disclosing their situation since we work on a door to door basis.”*

- **Social workers assist with counselling**

The social worker’s ability to provide counselling whilst the CYCW monitored the use of a grant was given as an example of how CYCWs and social workers work together. As previously mentioned, social workers provide in-depth counselling towards behaviour modification (DSD, 2014:2). **Carol** explained: *“There was a child who was staying with her sister and the sister would not sleep at home and word from the surroundings had it that she was ‘selling her body’ in Bloemfontein. This would leave the child vulnerable. I consulted with the social worker and he provided counselling for the young lady as I monitored that the child’s foster care grant was not being misused.”*

The scenario above shows clear-cut roles for both social worker and CYCW in the same case without overlapping boundaries. This is evidence of an effective intervention by both parties to preserve the life of an OVC.

- **Social workers assist with food parcels**

Obtaining food parcels for needy children and families was mentioned as one of the ways social workers assist CYCWs to meet the needs of OVC. According to SASSA this is called social relief of distress. Social relief of distress is temporary provision of material assistance intended for persons who are unable to meet their own or their families’ most basic needs (SASSA, n.d). SASSA (n.d.) further stipulates the role of social workers in identifying and assessing families in need of social relief of distress. Hence **Debra** in relation to social workers stated that: *“They also help with food parcels.”*

- **Work together on community programmes**

Innocent mentioned that CYCWs and social workers work together on community programmes: *“We also go out to the community with social workers for programmes.”*

This is yet more evidence of collaboration between social workers and CYCWs. The programmes are mainly prevention programmes.

- **Social worker as an advocate**

Rose explained that social workers assist CYCWs in advocating for proposed changes to programmes to meet the needs of OVC more effectively: *“The social worker helps to advocate on our behalf just like the school extension that they include Grade 11 and 12 for children not to travel long distances to other schools.”*

A social worker as an advocate provides leadership in collecting information and presenting the validity of the client’s needs and requests, thereby exclusively serving the interests of the client (Zastrow, 2009:36). The social worker in the study’s context fits the description of an advocate, because she took leadership in challenging the local school to accommodate Grades 11 and 12 to address the needs of the learners who needed to continue with their learning experience. This therefore addressed the challenges of the community as a whole.

The researcher sees this as an effective collaboration between social workers and CYCWs to fight for the rights of children to have access to education. These children also include OVC.

Sub-theme 2: Social workers’ accounts of how they work with CYCWs

The social workers also gave accounts of how they work together with OVC. The storylines are discussed below.

- **CYCWs refer and report cases to social workers**

Social workers highlighted the fact that CYCWs are in the community and they refer and report cases to them, which is an important way of working together. Their accounts are as follows: *“The CYCWs serve as a link between myself and the community. Since they are community-based they inform me through referrals about the needs of OVC.”* [Seth].

“They usually report cases to us and we do follow ups.” [Terry].

“They assist by doing home visits since they are community-based and refer cases to me and they can even follow up.” [Una].

“They refer cases of child abuse and neglect as well as monitor the way children are being treated within the community and families.” [Wendy].

“They report and refer cases for social work intervention and sometimes they assist in the monitoring of these cases.” [Xaxa].

The above accounts as described by social workers are exactly the same as reported by CYCWs to prove their collaboration.

- **CYCWs support OVC**

Social workers stressed that CYCWs give support to OVC and undertake home visits, which they are not always able to do: *“They conduct home visits and give support to OVC in their life space.”* [Terry].

“They assist by doing home visits since they are community-based and refer cases to me and they can even follow up.” [Una].

“They assist with monitoring OVC in the community, especially their living circumstances. The CYCWs are community-based and are always there when needed, which makes it easy for us to work well together. Sometimes because of a high statutory case load we fail to attend to cases that require early

intervention and prevention and with the CYCWs there it all works well. We sit and plan together on how they can do monitoring after our intervention.” [Viola].

This is a very same account given by CYCWs to prove that collaboration exists between the two parties to ensure effective service rendering to OVC.

- **CYCWs provide information**

CYCWs were also seen as being useful sources of information for OVC and families: *“They also assist families with practical information on administrative procedures like how to apply for social grants.” [Wendy].*

- **CWCYs link social workers to the community**

Being community-based was seen by social workers as a positive aspect in working with CYCWs: *“They also work as a link between us social workers and the community since we are not always in the community.” [Wendy].*

From **Wendy’s** statement the researcher can conclude that social workers and CYCWs depend on each other for information sharing to enhance effective services to OVC.

3.3.1.3 Theme 3: Participants’ perceptions on the understanding of each other’s roles

Sub-theme 1: CYCWs’ accounts of whether social workers understand their roles to OVC

There were varied responses by CYCWs to the question: “Do you think social workers understand the role of CYCWs?” Responses ranged from do understand to do not understand.

- **Do understand**

Most CYCWs reported that social workers understood their roles in the community. Below their responses are presented:

“Yes, because the social workers told us that we do a very good job, we get the whole job done and we help them.” [Angela].

“They do understand – just that we need more of them, because they do not stay here.” [Carol].

“Yes they do, because we work together and they listen to us and they are willing to assist when they can.” [Brenda].

“Yes they do because they help us, they even give us information to work with the families.” [Debra].

“Yes because they are supportive. When they are here sometimes they refer cases to us so that we can do follow ups when they are not present.” [Ellen].

“They understand our roles in that we are community-based, our work is based on conducting home visits and working with children in their life space. We also have case discussions on families that possibly require multi-disciplinary intervention.” [Florence].

“Yes because the social worker managed to explain my role as CYCW to a family I am working with.” [Olivia].

“She does understand, but we have to push her to deliver what she is supposed to do. I was having a problem where she needed to extend the foster care placement of a certain family and I had to push her since the families were reporting to me.” [Rose].

Based on the responses given by the CYCWs that reported that social workers understood their roles in the community the researcher discovered that it was mainly through personal relationships that were built over time. For example, some CYCWs that had been in the field longer had managed to work on their professional relationship over time. Some CYCWs showed they had constant

interaction on a day-to-day basis with social workers and that is how social workers got to understand the role of CYCWs in the community.

- **Partial understanding**

A few CYCWs reported that social workers had partial knowledge about their roles in the communities that they work in. Their responses were as follows:

“Some understand, but some don’t. Some feel like we are doing their job or trying to take their responsibilities.” [Larry].

“I think they see CYCWs as a channel of communication between community members and them. There is a lot they are yet to learn from us.” [Mike].

“I think they’re not sure about our role as CYCWs since they sometimes do not take us seriously.” [Nolan].

The CYCWs that reported that social workers showed partial understanding of their roles in the community were very experienced field workers with more than five years of practical experience. This could be because these CYCWs are aware of their roles and those of social workers and are competent enough to challenge social workers in decision making.

- **Do not understand**

A reasonable number of CYCWs also stated that social workers did not understand their roles to OVC. Illustrations of this listed below.

“I don’t think they do (laughs) because I have a case where a child was raped and a criminal case was not opened because the social worker said she did not have enough evidence to report it. The social worker just placed the child with someone who was also misusing the social grant and after I reported to her she just removed the child to another place again. The child’s biological mother had to take her back to live with her and the alleged perpetrator.” [Gabby].

"I don't think they understand what we do. Sometimes there is a myth that we want to take over their work or overtake their job and I fail to understand it, because sometimes they rely on us to give them information." **[Harold]**.

"I don't think they do, because some of them see us as if we are taking over their job." **[Innocent]**.

"Not really, because sometimes they do not want to consider our input in cases that maybe known to us as CYCWs." **[Patricia]**.

This statement was also supported by **Kate** and **Queen** who said the following: *"They don't, because they sometimes undermine us."* **[Kate]**. *"They do not, because they do not want to be questioned or want inputs; it sometimes intimidates them."* **[Queen]**.

"They don't because I was forced to terminate services with a family I was helping with budgeting which is part of my job description and she understood it as if I was controlling the family of their money." **[Jacob]**.

Based on the above responses one can clearly see that the perception of each other's roles was rated on how much knowledge the one party perceives to have about the other. It is this awareness and understanding of these experienced CYCWs' roles to OVC that may have likely lead to issues of intimidation from social workers.

Sub-theme 2: Social workers' accounts of whether CYCWs understand their roles to OVC

The social worker's responses regarding whether CYCWs understood their roles to OVC was either in the affirmative or the negative.

- **Do understand**

“Yes, they understand because I and the other social workers have conducted workshops with the CYCWs in Dewetsdorp on the Children’s Act 38 of 2005 for them to understand our roles in the community as social workers.” [Seth].

“They understand, because they sometimes refer cases for social work intervention.” [Una].

“They know, because they know there are certain things that they are not supposed to do and they refer to social workers.” [Viola].

- **Do not understand**

“I do not think they do, because social work is not only about statutory work. There are models and theories involved that they do not know.” [Terry].

“Not really, because I sometimes feel like they want me to solve problems in the way that they would. For example I only go to Gariep Dam twice a week and I cannot keep conducting home visits to the same clients as compared to them that have a few cases to address and they live in the community they also render services to.” [Xaxa].

There is no available literature to support the theme of the participants’ perceptions of understanding each other’s roles. These findings can be viewed as new knowledge that edify the existing body of knowledge. Having analysed in depth the issues surrounding the collaboration of social workers and CYCWs to render services to OVC, the researcher is of the opinion that having knowledge of each other’s roles is being influenced by the overlapping implementation of these services to OVC. So it appears as if the professionals do not fully understand each other’s roles. It is then then the responsibility of each profession to define clear-cut guidelines on how the two can work together effectively.

3.3.1.4 Theme 4: Participants' knowledge of each other's roles to OVC

The discussion will in part show whether CYCWs understand the roles of social workers in the community and the social workers' perceptions of CYCWs understanding their roles in the community.

Sub-theme 1: CYCWs' accounts of their understanding of social workers' roles to OVC

The responses to the question as to whether CYCWs understand the role of social workers to OVC ranged from definite responses that their role was understood to partial understanding with one response being in the negative.

- **Do understand**

"Yes. The role of a social worker is to protect children from abuse or the misuse of their social grants. They do referrals on our behalf and do things that we cannot do as CYCWs like removing children in need of care and protection." [Brenda].

"Yes (in child protection) they provide counselling, consult with the police and remove children from their current caring position if they are not safe." [Ellen].

"They intervene in situations where we cannot intervene, like statutory intervention (removing children from their current caregiver), processing foster care placements and grants and transferring children to centres or places of safety." [Florence].

"I understand their roles in that I know where to start and end and they can take over from there. For example, if I am working with a family that is misusing their social grants mine is to do budgeting with them and the social worker can transfer the grant to a responsible person. It is my duty to report physical abuse to the police but a social worker can remove a child to a place of safety." [Gabby].

"Yes, they assist where reports need to be written and also when bigger decisions need to be made like placement of children." [Innocent].

“They assist families with applying for social grants, they conduct home visits and are responsible for placing children in need of care in safe places. In fact we do similar things, the difference however, is that I spend most of the time doing field work I do not wait for clients to come to me.” [Jacob].

Queen and **Rose** both stated *“I understand that they do statutory work”*, but did not explain what this entailed.

From the above discussions it is evident that most CYCWs are knowledgeable about the roles of social workers in the communities regarding OVC.

- **Partial understanding**

“Yes I do understand, because they are the ones that are giving permission about the foster care grant” [Carol]. But when probed because of her facial expression, **Carol** stated: *“I don’t really know, I just know that we work with them about grants and about when a child is not behaving well.”*

“No, not really. I know what is required of me as a CYCW, but I do not know what is required of a social worker. I just have basic understanding that social workers are involved in statutory intervention but I do not know when, how and why they do it.” [Mike].

“I do not understand everything but I know that they are involved with statutory placements of OVC and social grant administration.” [Patricia].

- **Do not understand**

“(Shaking head in disagreement) because we do not have much time to talk to them, they are always busy.” [Angela].

These responses also tally with what was discussed previously that knowledge is not a concern. It is the issue of drawing boundaries to collaborate services that seems to be a challenge for social workers and CYCWs to work together in a multi-disciplinary team.

Sub-theme 2: Social workers' accounts of their understanding of CYCWs roles to OVC

One social worker responded by stating that she did understand the role of CYCWs, but the other social workers then responded to the question by explaining what they understood the role of CYCWs to be.

- **Do understand**

"I think my understanding of how they work comes from my years of experience working together with them which my other colleagues are only getting exposed to only now." [Viola].

- **Support OVC in community**

"I understand that they give support to OVC in the community." [Seth].

"To some extent I understand that they support OVC." [Xaxa].

"Now I know that they give support to OVC and are community-based. Before, it was chaos. They are mostly inclined to prevention and early intervention strategies." [Una].

- **Provide information**

"They also give information to families that do not understand certain procedures like late birth registration or applying for social grants." [Seth].

- **Expect social workers to do everything**

Wendy did not explain the role of CYCWs, but instead complained and suggested CYCWs still have a lot to learn: *"Sometimes I feel like they think we have to do everything, yet there are other stakeholders that can assist them like the police. They have a lot to still learn."*

The above responses from social workers clearly highlight the knowledge they have about the roles of CYCWs in the community. It is the specific tasks done by CYCWs to render services to OVC in the community that are based on their job description

(NACCW) that show that social workers do have knowledge of what they do in the community. However, the researcher gathered the issue of implementing and working together as the main problem, as is suggested by the problem statement of this study.

The responses given above confirm the problem statement of this study which was formulated as: “the lack of clarity on the nature of collaboration between social workers and Isibindi CYCWs in rendering services in the Free State province.” This will be addressed in Chapter 4, sub-section 4.5.2, under recommendation for future research.

3.3.1.5 Theme 5: Participants’ accounts of the successes experienced in working with each other

This theme will show successful collaboration between social workers and CYCWs in rendering services to OVC. This will prove that attempts are made to work together and could be given as an example that improvement is possible, thereby enhancing effective service rendering to OVC.

Sub-theme 1: CYCWs’ accounts of successes experienced in working with social workers

This sub-theme highlights of success stories as accounted by CYCWs of how they work together with social workers.

- **No successes**

Queen was the only CYCW who stated she had experienced no successes working with social workers: *“In my experience I have no positive experience in relation to clients ...”*

- **Social workers facilitate documentation related to social grants and school enrolment**

Social workers’ assistance with documentation was reported as having been successful and beneficial to children and families in respect of children being admitted to schools, as well as obtaining social grants and food parcels.

"We have a challenge here in Dewetsdorp of children not going to school because of not having birth certificates. The social workers help us with letters to allow their admission in schools. They also give us referral letters to SASSA. I have families who now have IDs and children going to school even if they do not have birth certificates yet." **[Brenda]**.

"I was working with a family that had no documents so this made it impossible for them to get social grants. The social worker intervened by assisting with late registration with the Department of Home Affairs, they issued food parcels from SASSA whilst the family was processing social grant applications." **[Florence]**.

"I referred a case of orphans that were living with their aunt and were also struggling financially. The social worker then assisted with foster care placement and now they receive foster care grants. Another case was of a child who did not have a birth certificate and could not attend school as a result. The social worker assisted with a letter that we took to Home Affairs and the child got his birth certificate." **[Gabby]**.

"There was a case of an old lady who was a caregiver to her grandchild. Her daughter was living in another area where she was receiving the child's social grant and not assisting her mother financially. I reported the case to the social worker who then wrote a report to SASSA for the grant to be transferred to the old lady. Another case was of a child whose biological father was imprisoned and whereabouts of his mother unknown. The child was placed in foster care of his paternal family and is now receiving the grant." **[Innocent]**.

"Cases where the social worker had to transfer a social grant from irresponsible recipients to more responsible caregivers." **[Patricia]**.

"The social worker assisted with late birth registration of a child whose biological mother was from Lesotho, but the child was born in South Africa. The child was also enrolled for school." **[Jacob]**.

"They would assist in enrolling children in school even without birth certificates."

[Larry]

The aforementioned accounts of success stories from the CYCWs' perspective prove that a great attempt at collaboration between the two professionals is being made in order to render effective services to OVC.

- **Successful intervention by social workers**

Instances of social workers successfully assisting with specific cases were related by the CYCWs:

"I had a client who was physically disabled and had developmental delays. I referred the case to the social worker who intervened by assisting the child with admission in a special school. The child was also an orphan living with his aunt and the social worker assisted her with the foster care grant application as well as to receive a care dependency grant. The child was also exempted from paying school fees" [Angela]. Angela related other successes: *"The social worker transferred the child support grants of children whose mother was abusing alcohol."*

"Removing children to safe places." [Carol].

"They help a lot... investigating child abuse and neglect cases, because they are rife in the communities we work in" [Harold].

"I had a case where an uncle wanted to evict a child from his parents' property. I reported this to the social worker who reported it to court and the court officials contacted the high court in Bloemfontein and they made a decision that the child inherits the property. Another case was of a child who was orphaned but under the care of maternal aunt and uncle. The social worker placed that child in their foster care." [Nolan].

"There was a child who was attending special classes because he was mentally disabled. The school wanted to expel him because of aggressive behaviour and

it was the social worker's intervention that made them see that he was a child with special needs." [Olivia].

"The social worker is now part of the task team of having upper grade classes in the high school since most children drop out at Grade 9 after I reported this problem to her." [Rose].

- **Assisted with food parcels or social grant administration**

"They help a lot in social grant administration..." [Harold].

"The social worker has also assisted families in need of food parcels through my recommendations." [Angela].

"A child was raped and she was not safe at home. She was now using a catheter to aid with urination. She could not eat porridge, samp or bread. She was put on a special diet that was costly. The social worker provided food parcels so that they could use their money to buy that specific food for the child." [Ellen].

"The social worker also assisted with the application of care dependency grant. The child is now much better and the doctors removed the catheter from her." [Ellen].

- **Case consultations and advice**

Case consultations and advice from social workers were also cited as successes: *"We do case consultations with them"* [Carol]. Larry expanded on this by stating: *"They also give advice on how to handle certain matters."*

- **Social workers accompany CYCWs to court**

The support provided to CYCWs by social workers accompanying them to court was seen as a successful aspect of their working relationship by Larry: *"They sometimes go with us to court if there is a hearing involving the children we're working with."*

- **Good relations with social workers facilitated training opportunities**

One CYCWs' response highlighted that he had been given additional opportunities for further training:

"I was handpicked by a social worker to attend a training on temporary safe care. I felt this was good exposure for a CYCW to have information on that. My colleague and I were also chosen by a social worker to attend a training on NPO governance and conflict management for a week. In May 2015 we are scheduled to attend another workshop. Such exposure is very empowering and shows that we work as a team with social workers. The workshops also expose us to information we never received whilst being trained to be CYCWs." [Mike].

Sub-theme 2: Social workers' accounts of successes experienced in working with CYCWs

Social workers cited a number of ways in which successes had been experienced when working with CYCWs, ranging from reporting vital cases to establishing a crèche.

- **CYCWs report issues**

"Since CYCWs are community-based they get to see most things that we cannot see. We have a lot of successes when they report community members that misuse the social grants. We were even able to get some loan sharks arrested by the police who would take people's social grant cards to pay off their debts." [Una].

"Their reporting of vital cases. Sometimes when children are placed in foster care the foster parents start mistreating them or misusing their funds. Such reports are seen by CYCWs since they are community-based. It is good to know that while I am in Bethulie there is someone keeping an eye on the OVC." [Wendy].

- **Assist with school enrolment**

CYCWs assist with enrolling children in school, which appears to involve taking them to the school to enrol them: *“They assist children to be enrolled in schools because I have a very high case load and lack of resources to attend to such needs, like the shortage of transport. Currently we have one car used by eight social workers.”* [Terry].

- **OVC’s needs are met**

Seth was of the opinion that CYCWs address the needs of OVCs by stating: *“A lot of OVC’s needs have been addressed and many are receiving social grants.”*

- **Assisted to establish a crèche**

CYCWs’ reporting about children living with disabilities resulted in establishing a crèche for them: *“Through the reporting of children living with disabilities a crèche has been established in Dewetsdorp to cater for such children from March 2015.”* [Seth].

- **Assist with awareness campaigns**

Being in the community, CYCWs are in a good position to assist with campaigns: *“They also assist with awareness campaigns.”* [Una]

- **Successful family preservation**

Collaboration between the social worker and the CYCW led to a family being preserved, as is illustrated by Viola: *“There was a case of child neglect I dealt with. I involved a CYCW to do monitoring and to support the family. I received feedback that the child’s mother is always at home and when she needs assistance she contacts the CYCW and their family life has been preserved. So since the Children’s Act emphasises early intervention the CYCW did a great job in preventing the child to be removed from home. The presence of CYCWs in the community helps a lot in terms of child protection.”*

Literature is not available to comment on the successful collaboration between social workers and CYCWs, but the researcher can confirm this in practice. The researcher

is of the opinion that the success stories presented by both social workers and CYCWs in their working together serves as the starting point of drafting guidelines of collaboration. Their successful collaboration also proves that the needs of OVC are addressed holistically, hence preventing statutory intervention and enhancing effective service rendering.

3.3.1.6 Theme 6: Participants' accounts of the challenges experienced in working together

Sub-theme 1: CYCWs' accounts of the challenges experienced in working with social workers

CYCWs were asked to describe the challenges they experienced in working with social workers. The most common theme was the unavailability of social workers.

- **Unavailability of social workers**

"We refer cases to them, but it takes time for them to solve problems in the households because of transport problems... It affects a lot. We struggle a lot. Sometimes a child may need immediate intervention from a social worker but this does not happen, because they only come the following week. In such cases I go to the household to try contain the situation till the social workers come... when they come to Dewetsdorp they will be busy with their own cases that need their attention." [Angela].

"Sometimes refer cases to the social workers, but they are not always here and that delays the services to families that are in need of them." [Brenda].

"Sometimes you struggle and say 'Oh, what am I going to do?' Most of the times there are things that we as CYCWs cannot do then we have to consult with the social worker first, but we are struggling. Sometimes there is a crisis during the weekend and the social workers are not here." When asked to clarify what CYCWs cannot do, **Carol** responded: *"Removing children in need of care from current caregiver."*

"The social workers have their own caseloads this therefore delays the cases that need urgent attention that we would have referred." **[Carol]**.

"The social workers are never around when we need their assistance. They only come here twice a week." **[Ellen]**.

"The social workers are available twice a week and this delays service rendering. Sometimes clients come to the office with problems, but they will not be assisted because of the absence of social workers. The social workers' unavailability is due to transport problems according to them." **[Florence]**.

"Sometimes social workers also delay in responding to urgent cases we refer to them, because of their high caseloads or lack of transport." **[Innocent]**.

"The social workers only visit Gariep Dam twice a week and sometimes we need them to attend to crisis situations. When the social workers are here they cannot attend to all cases we refer to them, because they have their own cases to handle first. The social workers' offices are in Bethulie which is about 55km from Gariep Dam and this affects service rendering to clients." **[Mike]**.

"Social workers are available twice a week and sometimes they do not come stating that they have transport problems. This infuriates community members who blame us for not doing our work, but I always explain to the community that I cannot do something that is outside my job description." **[Nolan]**.

"Social workers are barely available since they only come to Gariep Dam twice a week and sometimes never come. Some cases need urgent attention, but they will not be here." **[Olivia]**.

"Social workers do not come here every day hence it disrupts the services we render." **[Patricia]**.

"Social workers' availability is very limited. When they become available they are always in a hurry and do not attend to the cases we refer to them. They take a

very long time to address the children's needs, but mostly never attend to them. I have not voiced these concerns with the social worker because of fear that she would think I want to know better, or take over her job at the same time undermining her, because it once happened to my colleague. The social worker even told me herself and since then I am not able to open up." [Queen].

The storylines provided above correspond with Alpaslan and Schenck's findings (2012:404-415). Their findings stated that social workers employed in the rural areas face challenges which include lack of resources and the nature of their work. There is a shortage of vehicles and/or vehicles are not suitable for travelling in the rural areas (Alpaslan & Schenck, 2012:374). This could explain why some social workers according to the findings of this study are only available twice a week which then affects service rendering to OVC. It is also further articulated that some challenges that social workers face are in relation to high caseloads, multiple role responsibilities, and shortage of staff (Alpaslan & Schenck, 2012:376). This may explain why it is a struggle for the social workers to attend to cases being referred to them by CYCWs.

- **Social workers neglect their duties**

Some CYCWs referred to the challenge of social workers neglecting their duties as far as the CYCWs were concerned: *"The social workers delay to attend to crises that we refer, stating that they are busy or do not have transport. This affects the service we render because we get stuck in the situation with no solution."* [Florence].

"The fact that we are always in the field and them in the office makes us see a lot of things that they cannot see. When we report such things it leads into clashes and I feel they belittle us. Social workers have more power than us hence they can do statutory intervention, but sometimes I feel like they are not fulfilling their role. An example was of child neglect reported by neighbours to me and I reported to the social worker, the social worker advised the neighbours to report to the police, but I expected her to at least conduct a home visit" [Jacob].

"The social workers ask us to make appointments for a certain time, but never show up which results in clients waiting for a long time and the clients often blame us." **[Kate]**.

"They delay to respond to the cases we refer even when they need urgent attention." **[Larry]**.

"I always have to push the social worker for feedback and she tells me she has a high case load or does not have transport." **[Rose]**.

The above storylines presented by CYCWs prove that some of them are not aware of some challenges that social workers face that actually hinder progress in relation to addressing the needs of OVC. As previously mentioned the lack of resources like transport and the high caseloads are genuine struggles that social workers face internally, according to findings from a study by Alpaslan and Schenck (2012:374-376). What is intriguing to the researcher is the fact that the social workers do state the reasons behind their absence, but some of the CYCWs choose not to believe them.

- **Lack of role clarification between the two professions**

"Some social workers are not clear with our job description; they feel like we are spying on them. Some feel like we want to take over their jobs since we work in similar ways, whilst some think that we want to teach them how to do their jobs especially when we consult with them on what clients would have reported... there is no progress with their cases." **[Innocent]**.

"The social workers also don't recognise CYCWs, they see us as a threat to them as if we want to take over their jobs." **[Mike]**.

"Sometimes social workers do not consider our input in decision making in what is in the best interests of the child since we work in the life space of children and are community-based." **[Patricia]**.

The above illustrations prove the problem statement of this study that there is a lack of clarity on the roles played by social workers and CYCWs respectively in rendering services to OVC. However, this lack of a clear, distinct guidelines of how the two professions should work together leads to speculations about each other when in fact it is an issue of overlapping boundaries that need to be defined.

- **Undermine CYCWs**

CYCWs also described the challenge of social workers seeing CYCWs as a threat, ignoring their input and undermining them: *“Sometimes they think that we want to take over their jobs. They misinterpret us and it is, because they do not understand our work. They undermine the CYCWs. After reporting cases to them and seeking help from them they promise to intervene in that particular case but never do. This will lead our clients in not trusting the service we render to them because of these empty promises.”* [Harold].

“When we pressure them they state that we are boring and always want first preference we cannot stand in a queue. Being told to stand in a queue like any other client makes me feel small, especially that we are always in the community and get first-hand information that they might not have access to.” [Florence].

“Sometimes I feel like my role as CYCW is undermined. There was an incident where a case was referred to me by the Department of Education. The mother and daughter involved had a bad relationship and there was need to restore their relationship, as well as improve their communication. I spoke to both parties, referred the case to the social work for us to do a family conference. After the social worker asked me to relate my side of the story she then asked me to leave. I felt excluded, disrespected and undermined in that I should have formed part of that meeting. After the meeting was over the social worker called me again to ask how we could solve the situation. They also do not follow up on cases because ever since this incident the social worker never asked me about the family.” [Kate].

“Sometimes they feel like we are taking over their jobs since we are doing similar work... sometimes they feel intimidated by our work.” [Larry].

The feelings stated by the CYCWs are clearly a reflection of unclear guidelines of collaboration. These findings correlate with Molepo’s (2015:299) findings in his study on the challenges and coping strategies of CYCWs in the South African context. The author illustrated poor stakeholder relations with other professionals like social workers in this context. The study reviewed how the emergence of CYCWs as part of the social services professions would likely generate tension for other professions like social workers.

- **Role confusion in the community**

Confusion regarding the separate but collaborative roles of social workers and CYCWs was also cited as a challenge: *“Sometimes the clients we render services to call us social workers since we work in similar ways and this got one of my colleagues into trouble when a client approached the social workers’ offices looking for her. It felt as if we are using false identity to community members although it was not the case.” [Innocent].*

“There was an incident where the social worker felt like I was spying on her or causing confusion to the client. We worked with the same family and I was assisting the family with budgeting which is part of the Isibindi model. The social worker was not happy and I had to terminate my services with that family.” [Jacob].

It is evident that the role confusion between social workers and CYCWs also confuses clients which leads to poor service rendering. According to the ecological systems theory which guided this research, “...if people are to flourish, they require relationships that work, fitting them adequately well with the families and societies on which their lives depend” (Coady & Lehmann, 2008:115).

This in simple terms means that if social workers and CYCWs are to succeed in rendering effective services to OVC they need to have clear cut guidelines in their working relations.

- **Lack of communication**

Nolan was the only CYCW that cited a lack of communication as a barrier to working together with social workers: *“There is no clear communication, for example the social worker gave us a Form 22 to report child abuse and neglect cases in January 2015 but up until now, April 2015, she never showed us how to complete that form. Therefore we are not using that form.”*

- **Lack of assistance and resources**

CYCWs explained how social workers do not provide assistance and cited the lack of transport for social workers as a contributing factor to this situation: *“The challenge is transport and not rendering services”* meaning *“when I refer cases to the social worker, he will take time to go there because of [not having] transport.”* **[Angela]**.

“...it’s only transport, because when we need them they are not here and when we call them they say they don’t have transport.” **[Debra]**.

The above storylines are similar to the findings in Alpaslan and Schenck’s (2012:407) study on the challenges faced by social workers employed in rural areas. Their findings stated a lack of vehicles for social workers to render services to clients.

Sub-theme 2: Social workers’ accounts of the challenges experienced in working with CYCWs

One social worker could not identify any challenges experienced in working with CYCWs, although others identified challenges such as CYCWs undertaking tasks for which they are not trained; ethical conduct; role confusion; and misrepresenting themselves as social workers.

- **No challenges**

"I cannot pick on any challenge that I have faced when working with them, because like I mentioned previously that I worked with them for a very long time and relationship building was very important. We always discussed cases together." **[Viola]**

The researcher was intrigued by **Viola's** response that she cannot pick up challenges when working with CYCWs, then she stated 'relationship building' over time as the driving force towards this. This requires effort from both parties to achieve and can be used as a future recommendation.

- **Undertake tasks for which they are not trained**

"Sometimes CYCWs attempt to do things that they are not trained to do. An example may be providing therapeutic counselling to a sexually abused child which may worsen the situation." **[Seth]**.

"Also at times when they attempt to do what they are not trained for without consultation and I have to clean up after them." **[Wendy]**.

"CYCWs have taken over our work. They sometimes attempt to do things they are not trained for and will not do it as we would. This work which is of not of good quality taints the image of the social work profession." **[Terry]**.

The responses given by the social workers tally with the CYCWs' reports that they feel undermined and intimidated by their colleagues. This actually proves the overlapping boundaries between the two professions that results in role confusion. However, according to Molepo (2015:299), some professionals who enjoyed a monopoly on recognition in the historical context of the social services professions for too long might feel that their territory is being invaded by CYCWs. This is very likely of social workers in relation to CYCWs.

- **Maintaining confidentiality and ethical code**

Two social workers reported that they felt the confidentiality of information given to them as being difficult to maintain when working with CYCWs. Seth stated: *“It is also difficult to maintain confidentiality between myself as social worker as the case may have been referred by a CYCW or sometimes CYCWs need to know the progress with the client just to report to their employer.”*

Withholding information from CYCWs because of uncertainty about how they are regulated has strained their relationship with **Terry** as follows: *“CYCWs ask for information that I feel is very confidential so it strained my relationship with some of them. I do not even know their ethical code and if they are registered. An incident happened where a child was raped by four guys; the CYCW kept asking for information and I could not give the CYCW in fear of putting the child’s life at risk, because I was not told of their practice guidelines or know if they are registered with the council.”*

This information was collected from participants in April 2015, but regulations of the registration of CYCWs with the SACSSP were already in place since they were made public on the 31st of October 2014 (Regulations on the registration of CYCWs, Auxiliary CYCWs and student CYCWs, 2014:838). However, it is evident that the social workers were still unaware of this as it could have addressed the issues of the ethical code of conduct that binds CYCWs.

- **Role confusion in the community**

“There is also a confusion in identity. Community members often call CYCWs social workers and when they complain they just refer to social workers not rendering effective services, but they would have been in contact with a CYCW.”
[Seth].

“Community members cannot differentiate between CYCWs and social workers.”
[Terry].

This also is in line with what the CYCWs reported. The researcher as a social worker can also relate to how community members mistake CYCWs for social workers and how some of them even label them 'wanna-be social workers'.

- **Misrepresenting themselves as social workers**

Based on the previous discussions it is evident that there is some role confusion from the community's perspective, but some social workers strongly felt that CYCWs misrepresent themselves to community members.

"Some CYCWs call themselves social workers and this confuses the communities we work in." [Una].

"Sometimes it is the CYCWs that present themselves as social workers. This causes clashes." [Terry].

As previously mentioned, this correlates with Molepo's findings (2015:299) that some professionals may feel that CYCWs are invading their territory, as displayed by social workers in this study, based on the fact that they had dominated the social services field for far too long.

- **Do not inform social workers and lack of information**

Una as a social worker gave evidence of the overlapping boundaries between the two professions. Giving mixed messages to clients results in ineffective services rendered to OVC.

"Some CYCWs also work with our clients and they do not even inform us and most of the times we give the client different messages which is not good for our image in the community". [Una].

- **Place pressure on social workers**

Some social workers felt pressured by CYCWs to address their cases whilst ignoring the fact that there is a high case load.

“The challenge comes when they become very pushy not considering the high case load I have.” [Wendy].

“The challenge comes when they expect me to work in a way they would, not bearing in mind that I have a very high case load; I sometimes feel like they know better about my job than me.” [Xaxa].

High caseloads of social workers is a real crisis, and Alpaslan and Schenck’s findings (2012:410) confirm that this leads to social workers focusing mainly on the administration of statutory work, hence the frustrations they feel when CYCWs push for them to get involved in other cases.

3.3.1.7 Theme 7: Participants’ suggestions on improving the working relationship between CYCWs and social workers

After both parties presented their challenges they also gave suggestions on how their working relationship could improve.

Sub-theme 1: CYCWs’ suggestions to improve the working relationship with social workers

The CYCWs suggested a number of ways in which the working relationship between CYCWs and social workers could be improved. These were generally linked to the main challenges they had identified.

- **Establishment of a local social work office**

As stated in the challenges faced by social workers it was evident that the lack of resources, such as transport, hindered their work. Some social workers would also travel from other towns and not reside in the local areas which they render services to. This led to them being available only twice or thrice a week. The suggestion of a local office may address the needs of clients and also ensure the continuity of services.

“We need a local social work office. We also need a social worker who is available every day so that we render a good service.” [Angela].

“...I think it will also be good if they can create some offices around here or find other people to work here as assistants.” [Brenda].

“Having a social worker here on a full-time basis.” [Carol].

“We should have social workers that live in Dewetsdorp that come to the office every day, Monday-Friday, so that the children and families can be helped every day.” [Debra].

Both **Florence** and **Ellen** made similar statements: *“Having a local social work office in Dewetsdorp with workers available everyday.”*

Both **Olivia** and **Queen** stated the need for social workers to be in a local office: *“Having a local social work office in Gariep Dam.”*

- **Improve communication and regular meetings**

The suggestion that communication should be improved and regular meetings should be held was supported by a number of CYCWs: *“To build a strong relationship between social workers and CYCWs to understand each other’s roles... Open and good communication will lead to effective service rendering.” [Jacob].*

“To have regular meetings with NACCW and DSD for us to understand each other’s roles... also to include CYCWs in family meetings for us to use a multi-disciplinary approach to client’s needs.” [Kate].

“Social workers should learn to believe in CYCWs so that we can work together well as a team... The social workers should also understand that we have the same goal to achieve which is child protection.” [Larry].

“Social workers should also make time for us as CYCWs so that we work as a multi-disciplinary team.” [Queen].

“Good communication and mutual respect. This is because the social worker once told me that she studied for this profession and does not need to be told how to do her work. This was after I made a follow up on an urgent case I referred to her. If each individual does their part in full then it can eliminate problems.” [Nolan].

“I suggest we meet regularly as CYCWs and social workers to discuss our roles as well as case consultations.” [Florence].

“Regular meetings where we use open communication either one-on-one or as a group to communicate our needs to each other will also be helpful.” [Harold].

- **Educate social workers regarding CYCWs’ role**

CYCWs made suggestions on how social workers’ understanding of the CYCWs’ role and functions could be improved. Innocent detailed how social workers should be educated which was also supported by **Harold**: *“I have a solution that I already proposed to the social work supervisor that we call a mass meeting with the social workers, NACCW, other senior staff from social development so that we clarify our job description thoroughly to the social workers and try to build a relationship. I feel this was supposed to be done before we even started working. I also think that the social workers should have a document of all the policies of Isibindi.”*

“The social workers should also understand that some community members cannot separate us from them therefore if a community member calls a CYCW a social worker, they should just correct that person not making it an issue that leads to the dismissal of someone.” [Innocent].

- **Social workers must do their work**

Linked to the challenge mentioned by CYCWs of social workers neglecting their duties, two CYCWs suggested the following: *“Also if social workers can fulfil what they promise it will make work much easier and the community will see that we render effective services.” [Harold].*

“Social workers should give feedback without pushing. She should also stick to promises so that our clients can have faith in our services. The social workers should be available and be flexible when they are needed.” [Rose].

- **Minimise social workers’ caseloads**

Linked to the suggestion that social workers should be more available and also do their work, **Jacob** suggested that some tasks could be given to CYCWs, thereby decreasing the load on social workers: *“We can also minimise the social workers’ caseloads if they allow us to work in some of the cases that may not need their attention.” [Jacob].*

- **Use a multi-disciplinary approach in practice**

“...include CYCWs in family meetings for us to use a multi-disciplinary approach to clients’ needs.” [Kate].

- **Register CYCWs**

“If CYCWs get registered with the SACSSP it will assist them in defending their role as part of the social service professionals.” [Mike].

At the time the data collection was done, CYCWs were already in the process of getting registered. The regulation pertaining their registration was gazetted in October 2014 (regulation for CYCWs, auxiliary CYCWs and student CYCWs, 2014, 838). Based on the aforementioned it is clear that neither social workers nor CYCWs were aware about the registration of CYCWs.

- **Recruit and employ more social workers and provide transport**

Two CYCWs suggested that recruiting more social workers and providing them with transport would help curb this problem: *“DSD should recruit more social workers and avail transport to the current ones” [Mike]. “Increase the number of social workers providing services in Gariep Dam and for the government to educate and employ more social workers” [Patricia].*

- **Enrol CYCWs to study Social Work**

Angela suggested that the relationship would be improved if CYCWs studied social work: *“Enrol CYCWs to study Social Work.”*

From this the researcher deduced that there will be no need for social work intervention or relying on them, as CYCWs will be able to assess situations on their own without the burden of inconveniencing their colleagues.

Sub-theme 2: Social workers’ suggestions to improve the working relationship

The social workers’ suggestions to improve the working relationship with CYCWs were also linked in many cases to the previously identified challenges, ranging from addressing role confusion to improving communication.

- **Clear role differentiation**

“There should be clear roles between social workers and CYCWs to avoid clashes. There should be a clear definition of identity so that community members are able to differentiate between social workers and CYCWs. Finally, awareness campaigns or area meetings should take place to make the community aware of the different stakeholders and their roles in rendering services in the community.” [Seth].

According to **Seth’s** suggestion of clear roles between social workers and CYCWs the researcher understood it as a need for written guidelines which are formally presented to both parties to enhance their effectiveness.

“Respecting each other’s work and maintaining proper boundaries will assist in the future.” [Xaxa].

- **Regular meetings and case discussions**

Regular communication between CYCWs and social workers was also mooted as a way of improving the working relationship.

“CYCWs should also have case discussions with the area social workers to come up with the best intervention to a problem. Regular joint meetings with CYCWs can address any communication barriers or make needs be known.”
[Terry].

“I also suggest that we meet at least once a month for case discussions.” **[Una].**

“Open communication is what I suggest to solving most of the challenges.”
[Viola].

“I suggest there be monthly meetings where we discuss challenges in the community and come up with ways to address them as a team from our lines of training.” **[Wendy].**

Linked to these suggestions for open communication was **Una’s** suggestion that CYCWs must keep social workers informed of all developments in their work with clients: *“It will be best if we can have a relationship that we have with psychologists in that when I refer a case to them they will let me know what they are doing with my client. The same should happen with the CYCWs especially when they work with our clients in foster care”* **[Una].**

The above suggestions prove that social workers and CYCWs are interdependent on the services they render to OVC. This, therefore, confirms the ecological systems theory which guided this study which states that the focus is on the mutual contribution and response of each other to an unending transactional process on which both social workers and CYCWs are altogether dependent (Coady & Lehmann, 2008:92).

- **CYCWs must identify themselves correctly**

Terry suggested the importance of accurate identification by CYCWs: *“CYCWs must identify themselves properly to the community to avoid role confusion.”*

3.3.1.8 Theme 8: Participants' accounts of other resources that support them in their work with OVCs

Table 3.3: List of other resources used by social workers and CYCWs

SOCIAL WORKERS	CYCWs
School teachers	NGOs and CBOs
Local clinics	SAPS
SAPS	School teachers
SASSA	Clinic professionals, e.g. doctors, nurses, occupational therapists and psychologists
Early Childhood Development centres (ECD)	Librarians
Herdsmen	SASSA
World vision	Ward councillors
CBOs	Community developers/ Municipalities
Department of Health	Other departments, e.g. Department of Home Affairs, Department of Education, and Department of Agriculture
Church leaders	Nature reserve personnel
	OVC

From the abovementioned list of resources available to social workers and CYCWs it is evident that both professions work in multi-disciplinary teams. The researcher can also see such resources easing the burden on the social workers' shoulders as was expressed by **Terry**: *"We are struggling, because people expect us to be a 'jack of all trades' and all responsibility lies on our shoulders."*

3.4 CONCLUSION

It can be concluded from the findings of this study from social workers and CYCWs that the two professions are interdependent, although overlapping boundaries and the duplication of services were evident. It is from the suggestions presented by both professions and the researcher that the summary, conclusion and recommendations of the study were formulated. The next and final chapter will focus on the summary, conclusion, limitations and recommendations for the future as deduced from the study.

CHAPTER 4: SUMMARY, CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

4.1 INTRODUCTION

The research process and findings deduced from this study were motivated by the researcher's experience as a social worker in collaboration with Isibindi CYCWs and was confirmed by available literature. The study focused on the nature of collaboration between social workers and Isibindi CYCWs in rendering services to OVC. This final chapter of the study gives an extract on the summary of the research methodology; a summary of the research findings; limitations to the study; recommendations for social work practice and an agenda for future research; and finally a conclusion of the study. It is important to reflect back on the research methodology that guided this study

4.2 SUMMARY AND CONCLUSIONS: THE RESEARCH METHODOLOGY

This study was guided by the **qualitative approach** of inquiry as already mentioned in both Chapters 1 and 2. Qualitative research seeks to understand the meaning people construct and how they make sense of their world and experiences (Merriam, 2009:13). It describes, decodes, translates and gives meaning to phenomena in the world (Van Maanen, in Merriam, 2009:13). Drawing conclusions from the study, the researcher is satisfied that the qualitative approach was suitable as the participants (social workers and CYCWs) were able to describe their unique experiences and attached their own meanings from their understanding, responding directly to the research question: "What is the nature of collaboration between social workers and CYCWs in rendering services to OVC in the Free State province?" (See Chapter 1, Section 1.5).

The qualitative research approach informed the **exploratory, descriptive and contextual case study research design** for the study. According to Yin (2009:3) an exploratory case study is used to explore those situations in which the intervention being evaluated does not have a single set of outcomes. The above author also

explains that a descriptive and contextual case study is used to describe a phenomenon and the real-life context in which it occurred (Yin, in Baxter & Jack, 2008:548). The researcher drew conclusions that this research design was best suited for the study as both social workers and CYCWs were able to share and comprehend their experiences in the context of their different areas of service rendering.

To recruit participants for this study the researcher used **purposive sampling techniques**. This was because the target population of the study was known to the researcher and possessed the qualities suitable to address the problem at hand. The social workers and CYCWs who participated in the study met the criteria of inclusion set by the researcher, namely that they should have knowledge and/or experience of working together and at least a year's practical field experience (see Chapter 2, Section 2.2.2.1). The methods (formal and informal networks) used by the researcher to recruit the study's participants was suitable and reliable for information gathering. Approaching the managers of both the social workers and CYCWs ensured that the right participants were identified.

Data were collected through in-depth semi-structured interviews and direct observation, with questions directed to participants contained in an interview guide. This allowed the interviewing process to be flexible, leaving room for more exploration and creating follow-up questions which sought clarity on information provided by both the social workers and CYCWs.

The researcher was guided by Creswell's spiral (2013:182-188) in analysing the data collected. The steps contained in the spiral enhanced the deconstruction and reconstruction of information obtained. This aided the researcher in starting in large quantities of information and then breaking them down into themes, which were then reconstructed again in a report supported with the relevant literature.

To ensure the trustworthiness of the information gathered the researcher was guided by Guba's model, (Shenton, 2004:63). Trustworthiness was achieved through the triangulation of data collection methods, an audit trail, and member checking. All this

was done to achieve the credibility, dependability, confirmability and transferability of the study's findings.

The study was grounded in the ecological systems theory which seeks to conceptualise the social work practise for the whole profession (Coady & Lehmann, 2008:92). The ecological systems theory was proven by the interdependence of social workers and CYCWs in the services that they render. Although clear-cut guidelines are not defined, attempts to ensure the co-existence of the two professionals were evident. The aforementioned authors further state the importance of mutual contribution and dependency, which was what the study sought to achieve. The qualitative research approach was essential in for this study as it gave the researcher an opportunity to gather people's real life experiences and their uniqueness as described by the participants.

The next discussion is on the summary of the research findings.

4.3 SUMMARY AND CONCLUSIONS: THE RESEARCH FINDINGS

The summary and conclusions on the research methodology used in the study was mentioned above. However there is a need to summarise the research findings. The themes, sub-themes and categories that emerged were agreed upon in a consensus meeting by the researcher, independent coder and supervisor.

The following themes emerged from the study:

- Participants' accounts of daily activities done to address the needs of OVC;
- Participants' accounts on how they work together
- Participants' perceptions of understanding each other's roles
- Participants' knowledge of each other's roles to OVC
- Participants' accounts of successes experienced in working together
- Participants' accounts of challenges experienced in working together
- Participants' suggestions on improving the working relationship between CYCWs and social workers

- Participants' accounts of other resources that support them in their work with OVCs

The summary of the themes will now be discussed and conclusions drawn.

Theme 1: Participants' accounts of daily activities done to address the needs of OVC

Both social workers and CYCWs presented the activities that they do on a daily basis to address the needs of OVC which resulted in different sub-themes and categories.

The CYCWs cited that they **assist with care and household chores** as the main activity in addressing the needs of OVC (Allsopp et al, 2013:5; Thurman et al., 2009:8). They also render **after school care programmes and activities** in the OVC's homes and Safe Parks according to the aforementioned authors. **Accompanying children and/or parents to resources** like the clinics and SASSA to assist with social grant applications and medical monitoring is another vital role of CYCWs to OVC (Thurman et al., 2009:8). They also conduct **basic administrative tasks** which include handling essential documents, obtaining food parcels and compiling statistics (Allsopp et al, 2013:5). The **supervision and support** given to the teams by CYCW supervisors enhances effective service rendering to OVC (Michael, 2013:94) through four confirmed methods, which are: consultative, online, group and peer supervision (Scott, 2009:35). Lastly, CYCWs deal with community complaints on the abuse and neglect of OVC. The researcher came to a conclusion that the CYCWs know and understand their role to OVC.

Social workers also gave an account of their daily activities towards OVC. The major role they occupy is that of **statutory services** which include investigations, consultations, referrals and/or removals, opening of court cases, court finalisations, supervision, and after care services. They also stated how they offer **counselling and support** to OVC and/or their families. Sometimes social workers **intervene in crisis situations** that involve OVC thereby protecting them from harmful events. **Awareness programmes** in communities are done to enhance the **prevention** of and **early intervention** in cases of child abuse and neglect. Social workers also

assist in the **registration of community-based organisations**, as well as the **administration of social grants**. All the above information is supported by the DSD (2014:2). It can also be concluded that social workers understand their role towards OVC and adhere to their job descriptions. The two professionals' responsibilities are very similar except for when social workers render statutory services, hence there are overlapping boundaries. The second theme that emerged was the accounts on how social workers and CYCWs work together.

Theme 2: Participants' accounts of how they work together

The need to show how social workers and CYCWs collaborate to render services was essential for the purpose of this study. The summaries and conclusions the researcher arrived at are presented.

The CYCWs stated that they **report and/or refer cases to social workers**. In doing so they enhance information sharing as well as pave way of collaboration. Based on the literature consulted, this interdependency for information proves that the two professions are interdependent (Coady & Lehmann, 2008:92). According to the CYCWs social workers assist them with **social grants administration and documentation**. They acknowledged that social workers are authorised to administer the social grants in relation to children, such as foster care, child care and care dependency grants. It was also evident that the CYCWs relied on social workers to process documents like birth certificates on behalf of children in need of them [SASSA; Births and Deaths Registration Act (Act No. 51) of 1992; regulations relating to the registration of births and deaths 2014 (9) (1)].

Social workers also **provide background information** on clients just to avoid issues of mistrust from other community members. Based on the literature consulted social workers are trained and equipped to offer **in-depth counselling** to OVC (DSD, 2014:2) whereas CYCWs practise basic counselling, hence their dependency on social workers for assistance. CYCWs rely on social workers for the **provision of basic needs** like food parcels. They also work together on **community awareness programmes** that address the needs of OVC. Finally, social workers advocate on behalf of CYCWs and the literature proves that social workers occupy different roles in their profession, including advocacy (Zastrow, 2009:36). A conclusion was drawn

after the above presentation that collaboration is evident between the two professions, which is necessary for effective service rendering to OVC.

The social workers who participated in this study also explained how they collaborate with CYCWs by acknowledging the **reporting and referring of cases** that affect OVC to them. The social workers reported their lack of time to conduct home visits on a regular basis as paving the way for CYCWs to **support OVC** in their absence. This is made possible because CYCWs reside in the communities they render services to. CYCWs also **provide information** and serve as a **link between social workers and OVC**. There was no literature available to prove this clear interdependency. However, the researcher as a social worker can confirm these dynamics. In concluding the working relationship between social workers and CYCWs it is clear that they are interdependent to render effective services to OVC. However, this needs further investigation and to be clarified. The next theme that emerged was that of participants' perceptions on the understanding of each other's roles.

Theme 3: Participants' perceptions on the understanding of each other's roles

An interdependent working relationship exists between social workers and CYCWs. However, an in-depth investigation was necessary to see their perceptions on understanding each other's roles.

The researcher deduced that most of the CYCWs that reported that social workers understand their roles were those that had built relationships over time and interacted more often. The few CYCWs that suggested that social workers only had a partial understanding of their roles to OVC were very experienced with more years of practical field work. These CYCWs also displayed competence in challenging social workers in decisions made during their working relationship. The few CYCWS that stressed their roles to OVC as being clearly misunderstood by social workers were those who had experienced first-hand clashes and felt that their counterparts felt intimidated by them. With the unavailability of literature to prove these statements, this study could pave way for such.

Some social workers on the other hand gave specific examples of how some CYCWs misunderstood their roles to OVC and expected them to do everything, whilst some were practising what they were not trained for and hence there were feelings of unclear boundaries in their working relationship. Literature again does not specify this and such a discovery is essential to the social work practice. A conclusion was drawn that the two professionals are supposedly working together, but without understanding each other's roles.

Theme 4: Participants' knowledge of each other's roles to OVC

It was important to investigate the perceptions the participants had of understanding each other's roles. This means the social workers' perceptions of CYCWs in understanding their role to OVC and vice versa.

All CYCWs with the exception of one participant reported that they understood the roles of social workers to OVC. This was based on their experiences in their working relationship. The main roles of social workers as understood by CYCWs were doing statutory work and social grant administration. Literature confirms through the findings of Alpaslan and Schenck (2012:409) that social workers were mainly focused on finalising statutory cases and on administration. Therefore it can be concluded that the roles of social workers known to CYCWs are those that they actually practise, not necessarily what they are supposed to do.

The social workers' knowledge on the roles of CYCWs to OVC was from their collaboration in practise. One social worker was specific in stating how her knowledge grew over the years of working with OVC. According to social workers, CYCWs **support OVC** in the community and **provide information** to the social workers on OVC. Literature is silent on the issue of role clarification between social workers and CYCWs. Therefore, a conclusion was made that the introduction of CYCWs to render community-based services was not clearly introduced to social workers.

After all issues of collaboration between social workers were discussed and clarified it was essential to highlight the successes of such a relationship.

Theme 5: Participants' accounts of the successes experienced in working with together

Both social workers and CYCWs shared the successes they experienced in their collaboration in rendering services to OVC. All CYCWs, except **Queen** (who could not recall), shared their progressive moments when working with social workers. The assistance with **documentation for social grants** and **school enrolment** was cited as an achievement. Social workers were also reported to **intervene in cases** that involve OVC successfully, especially with the statutory processes. Assistance with **food parcels** and **social grant administration** was also a highlight for the CYCWs. Some CYCWs reported how they **consulted cases** with social workers and received fruitful advice that was of assistance in rendering services to OVC. Some social workers had **accompanied CYCWs to court** for cases like child abuse that involve OVC. Some good relations stirred between social workers and CYCWs saw CYCWs being linked with **training opportunities** for continued professional development.

Social workers also shared their successes with working with CYCWs which include the **reporting of cases** of child abuse and neglect. CYCWs were also reported to assist social workers in **enrolling OVC in schools** and ensuring that their **needs were met**. The two professionals conducted **awareness campaigns** in the communities in collaboration. Finally, they were also able to achieve **successful family preservation**. To conclude this the researcher can see established relations between the two professionals as enabling them to share their successes. The researcher also aimed at focusing on areas that had room for improvement in the working relationship between social workers and CYCWs.

Theme 6: Participants' accounts of the challenges experienced in working together

The general feeling from both social workers and CYCWs was the overlapping boundaries in their services that they render to OVC, miscommunication, and high expectations of role fulfilment from each other. The individual and collective ideas presented were as follows:

- Unavailability of social workers to render services to OVC
- Social workers neglecting their duties

- Lack of role clarification
- Undermining CYCWs
- Professional role confusion in the community
- Lack of communication
- Lack of assistance and resources like transport on the part of social workers
- CYCWs undertaking tasks they are not trained for
- Lack of confidentiality and upholding the ethical code
- Professional misrepresentation
- Placing pressure on social workers

The researcher concluded that the challenges affecting social workers and CYCWs actually hinder their service rendering to OVC. The above challenges paved the way for possible solutions, which will be discussed next.

Theme 7: Participants' suggestions on improving the working relationship between CYCWs and social workers

The researcher drew conclusions that although there are challenges experienced in the working relationship between social workers and CYCWs, they managed to employ coping strategies to co-exist to enhance the provision of effective services to OVC. The following suggestions were provided by both professionals:

- Establishing a local social work office for accessibility
- Improving communication through regular meetings
- Training and education of the professionals' specific roles to OVC
- Commitment and adherence to duties
- Minimising caseloads
- Practising a multi-disciplinary team approach through case discussions
- Recruiting more social workers and/or training CYCWs to become social workers
- Improving role clarification
- Accurate professional representation to clients

There are other resources available to assist both social workers and CYCWs to enhance effective services to OVC.

Theme 8: Participants' accounts of other resources that support them in their work with OVCs

Apart from social workers and CYCWs working together as social service professionals rendering services to OVC, there is a number of other stakeholders that assist them in the same regard. These are listed below:

- School teachers
- NGOs and CBOs
- SAPS
- Local clinic professionals. e.g. doctors, nurses, occupational therapists and psychologists
- SASSA
- Other departments, e.g. health, education and agriculture
- Early Childhood Development centres
- Librarians
- Herdsman
- Ward councillors
- World vision
- Churches

The researcher gathered that there are other resources available that both social workers and CYCWs can rely on or team up with to render effective services to OVC. It can therefore be concluded that the findings of the study reviewed the goal of the study which was to explore and describe the collaboration between social workers and CYCWs in rendering services to OVC in the Free State province.

4.4 LIMITATIONS OF THE QUALITATIVE RESEARCH PROCESS APPLIED TO THE RESEARCH TOPIC UNDER INVESTIGATION

The following limitations were experienced by the researcher:

- Getting formal approval to gain access to the research participants was timeous in that hierarchies needed to be followed, and at some point it was confusing to the researcher. This was overcome by constant follow ups.

- It was difficult to keep up with scheduled appointments as crisis situations with clients were given preference, hence prolonging the data collection process. However, this was addressed in that the researcher was flexible and spent more time than scheduled at the research sites.
- Two very experienced social workers were involved in a fatal car accident and were deceased before the researcher could interview them. The researcher contacted their office that then asked the remaining social worker to participate in the study.
- The study sample was too small, therefore findings cannot be generalised. This realisation gives acknowledgement that qualitative research is not aimed at generalisation. This was a case study of a selected group in selected areas as also indicated in the title and goal. The study was done to pave way for a large scale study.

4.5 RECOMMENDATIONS FOR SOCIAL WORK PRACTICE AND AN AGENDA FOR FUTURE RESEARCH

Based on this study's findings and conclusions made, recommendations for social work practice and an agenda for future research are presented.

4.5.1 Recommendations for social work practice

- Based on the finding that overlapping boundaries exist between social workers and CYCWs, it is recommended that both professional roles be re-visited and clear guidelines for collaboration be set by the DSD and NACCW.
- Regarding the finding that speaks on the uncertainty of social workers and CYCWs' adherence to the ethical code of conduct of social service professions, it is recommended that the SACSSP conducts formal workshops and effective communication tools to familiarise its members on any new professional developments
- To strengthen the multi-disciplinary approach in practice, it is recommended that regular meetings, training, and workshops be held to educate the social service professionals and keep them up to date with new information.

4.5.2 Recommendations for future research

The findings of this study opened doors for future research. The following may be taken into consideration:

- A larger scale study on the nature of collaboration between social workers and CYCWs should be conducted by both the DSD and NACCW throughout the provinces of South Africa for them to evaluate if the experiences of the participants are similar. This will aid both the DSD and NACCW to come up with specific interventions to address the existing challenges.
- It is essential to strengthen the relationships between social workers and CYCWs, both informally and formally.
- A study that focuses on a working model between social workers and CYCWs is recommended for future research, based on the findings that collaboration already exists although it is not clearly defined and the presence of overlapping boundaries between the two professions.
- It is recommended that a study be conducted on the effects of the top-down decision making model in the social services professions. This was based on the finding that social workers who participated in the study were not aware that CYCWs are now being regulated by the SACSSP.

4.6 CONCLUSION

This final chapter of the study focused on a summary of the research methodology and conclusions drawn; a summary of the research findings and conclusions made from them; limitations of the study; and recommendations for social work practice, as well as future research.

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ADDENDUM A: LETTER REQUESTING PARTICIPATION

Dear participant

I, Michelle Nyarai Mapurazi, the undersigned, am a Social Worker in the service of Child Welfare Bloemfontein & ChildLine Free State in Bloemfontein, and also a part-time master's student in the Department of Social Work at the University of South Africa. In fulfilment of the requirements for the master's degree, I have to undertake a research project and have consequently decided to focus on the following research topic: the nature of collaboration between social workers and Isibindi CYCWs in rendering services to OVC.

In view of the fact that you are well informed about the topic, I hereby approach you with the request to participate in the study. For you to decide whether or not to participate in this research project, I am going to give you information that will help you understand the study (i.e. what the aims of the study are and why there is a need for this particular study). Furthermore, you will be informed about what your involvement in this study will entail (i.e. what you will be asked/or what you will be requested to do during the study, the risks and benefits involved of participating in this research project, and your rights as a participant in this study).

This research project originated as a result of the expansion of the Isibindi project throughout the Free State establishing new sights for CYCWs to render relief services to OVCs. Isibindi sites across the Free State province work with partner social work organisations and they work together to meet all the basic needs of OVCs.

The study will take place in the small towns of Dewetsdorp, Thaba Nchu and Xhariep Dam, the information gathered from this study will help contribute towards the improvement of services rendered to OVC and ensure their effectiveness.

Should you agree to participate, you will be requested to participate in one-on-one or interviews to be held at a venue in the vicinity of your workplace at a time that will suit your schedule. It is estimated that the interviews will last approximately thirty minutes. During the interviews the following questions will be asked of you:

- What do you do on a daily basis as a social workers to address the needs of OVC?
- How do you work together with child and youth care workers to address the OVC's needs?
- Do you think child and youth care workers understand your roles in the community?
- Do you understand the roles of child and youth care workers in the community?
- What successes have you experienced in working together with child and youth care workers
- What challenges do you experience in working together with child and youth care workers?
- How do you suggest this relationship can be improved?
- What other resources do you have to support you in the services you render to OVC?

With your permission, the interviews will be audio taped. The recorded interviews will be transcribed word-for-word. Your responses to the interview (both the taped and transcribed versions) will be kept strictly confidential. The audiotapes will be coded to disguise any identifying information. The tapes will be stored in a locked office at Child Welfare Bloemfontein & ChildLine Free State -Mangaung Office and only I will have access to them. The transcripts (without any identifying information) will be made available to my research supervisor, translator, and an independent coder with the sole purpose of assisting and guiding me with this research undertaking. My research supervisor, translator and the independent coder will each sign an undertaking to treat the information shared by you in a confidential manner.

The audiotapes and the transcripts of the interviews will be destroyed upon the completion of the study. Identifying information will be deleted or disguised in any subsequent publication and/or presentation of the research findings.

Please note that participation in the research is completely voluntary. You are not obliged to take part in the research. Your decision to participate, or not to participate, will not affect you in any way now or in the future and you will incur no penalty and/or

loss to which you may otherwise be entitled. Should you agree to participate and sign the information and informed consent document, as proof of your willingness to participate, please note that you are not signing your rights away.

If you agree to take part, you have the right to change your mind at any time during the study. You are free to withdraw this consent and discontinue participation without any loss of benefits. However, if you do withdraw from the study, you would be requested to grant me an opportunity to engage in informal discussion with you so that the research partnership that was established can be terminated in an orderly manner.

As the researcher, I also have the right to dismiss you from the study without regard to your consent if you fail to follow the instructions or if the information you have to divulge is emotionally sensitive and upsets you to such an extent that it hinders you from functioning physically and emotionally in a proper manner. Furthermore, if participating in the study at any time jeopardizes your safety in any way, you will be dismissed.

Should I conclude that the information you have shared left you feeling emotionally upset, or perturbed, I am obliged to refer you to a counsellor for debriefing or counselling (should you agree).

You have the right to ask questions concerning the study at any time. Should you have any questions or concerns about the study, contact the numbers: 0745880979 or 0789886356.

Please note that this study has been approved by the Research and Ethics Committee of the Department of Social Work at UNISA. Without the approval of this committee, the study cannot be conducted. Should you have any questions and queries not sufficiently addressed by me as the researcher, you are more than welcome to contact the Chairperson of the Research and Ethics Committee of the Department of Social Work at UNISA. His contact details are as follows: Prof AH (Nicky) Alpasan, telephone number: 012 429 6739, or email alpasah@unisa.ac.za.

If, after you have consulted the researcher and the Research and Ethics Committee in the Department of Social Work at UNISA, their answers have not satisfied you,

you might direct your questions/concerns/queries to the Chairperson, Human Ethics Committee, College of Human Science, PO Box 392, UNISA, 0003.

Based upon all the information provided to you above, and being aware of your rights, you are asked to give your written consent form provided herewith and initial each section to indicate that you understand and agree to the conditions.

Thank you for your participation

Kind regards

.....

Signature of researcher

Contact details:

(Cell) 0789886356

(Email): michymnm@gmail.com

ADDENDUM B: INFORMATION AND INFORMED CONSENT DOCUMENT

TITLE OF THE RESEARCH PROJECT: The collaboration of services between social workers and Isibindi child and youth care workers to orphans and vulnerable children in the Free State

REFERENCE NUMBER: 50863835

PRINCIPAL RESEARCHER: Michelle Nyarai Mapurazi

ADDRESS: 5 Ben Fya, 76A Raymond Mhlaba street, Bloemfontein, 9301

CONTACT TELEPHONE NUMBER: 0789886356

<p style="text-align: center;">DECLARATION BY OR ON BEHALF OF THE PARTICIPANT:</p> <p>I, THE UNDERSIGNED, (Name), (ID no :.....) the participant or in my capacity as.....of the participant ID no: of</p> <p>.....(Address)</p> <p>HEREBY CONFIRM AS FOLLOWS:</p> <p>I/the participant was invited to participate in the above research project which is being undertaken by Michelle Mapurazi of the Department of Social Work in the School of Social Science and Humanities at the University of South Africa, Pretoria, South Africa.</p>	<p><u>Initial</u></p>
<p>2. The following aspects have been explained to me/the participant:</p> <p>2.1 Aim: The researcher is studying the.....</p> <p>The information will be used for</p>	<p><u>Initial</u></p>

I understand that.....	<u>Initial</u>
Risks..... Possible benefits as a result of my participation in this study	<u>Initial</u>
Confidentiality: My identity will not be revealed in any discussion, description or scientific publications by the researcher	<u>Initial</u>
Access to findings: any new information/benefit that develops during the course of the study will be shared with me.	<u>Initial</u>
Voluntary participation/refusal/discontinuation: My participation is voluntary. My decision whether or not to participate will in no way affect me now or in the future.	<u>Initial</u>
The information above was explained to me by.....(name) in Afrikaans/English/Zulu/Xhosa(other language indicate) and I am in command of this language/it was translated to me satisfactorily by.....(name of translator). I was given the opportunity to ask questions and all these questions were answered satisfactorily. No pressure was exerted on me to consent to participate and I understand	<u>Initial</u>

that I may withdraw at any stage from the study without penalty	
Participation in this study will not result in any additional cost to me.	<u>Initial</u>
<p>B. I HEREBY CONSENT VOLUNTARILY TO PARTICIPATE IN THE ABOVE PROJECT.</p> <p>Signed at.....on2014</p> <p>.....</p> <p>Signature of participant</p>	<p>.....</p> <p>Signature of witness</p>

ADDENDUM C: INTERVIEW GUIDE

- What do you do on a daily basis as a social worker/CYCW to address the needs of OVC?
- How do you work together with social workers/CYCWs to address the OVC's needs?
- Do you think social workers/CYCWs understand your roles in the community?
- Do you understand the roles of social workers/CYCWs in the community?
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- How do you suggest this relationship can be improved?
- What other resources do you have to support you in the services you render to OVC?



Ms M Mapurazi
Child Welfare SA

Dear Ms Mapurazi,

PERMISSION TO CONDUCT RESEARCH BY INTERVIEWING SOCIAL WORKERS

Your request to conduct research by interviewing Social Workers in Thaba Nchu, Dewetsdorp and Gariepdam, refers.

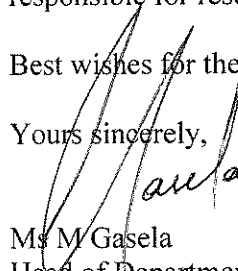
Permission is granted for you to conduct a research study for the purpose as outlined in your letter, provided that the following are adhered to:

- That the identity of the respondents will not be disclosed
- The administration and activities of the Department will not be hampered
- That the employees are made aware that it is not compulsory for them to be subjected to the assessment.

For any further assistance, please contact the office of the Executive Manager responsible for research in the department, Mr LJ Mosuhli at (051) 400 0312.

Best wishes for the successful completion of your project.

Yours sincerely,


Ms M Gasela
Head of Department

Date: 30 March 2015

Cc: Mr LJ Mosuhli

OFFICE OF THE HEAD OF DEPARTMENT
Private Bag X20616, Bloemfontein, 93 00
Civilia Building, 6th Floor, 14 Elizabeth Street
Tel: (051) 409 0619 Fax: (051) 409 0618
E-mail: hodpa@socdev.fs.gov.za

HEAD OFFICE
PO Box 36407 Glosderry 7702
Office No. 9
220 Ottery Road
Ottery 7800

Tel: (021) 762-6076
Fax: (021) 762-5352



NATIONAL ASSOCIATION OF CHILD CARE WORKERS

13 February 2015

TO WHOM IT MAY CONCERN

Masters Research Project

We confirm that we would be happy for Michelle Nyarai Mapurazi's research project 'Exploring the collaboration of services between social workers and Isibindi child and youth care workers to orphans and vulnerable children in the Free State' to go ahead. We feel the project will explore a valuable research question. We request a copy of the research report once completed, and a copy of article/s or presentation/s related to the topic if there are subsequent publications or presentations.

We wish Michelle the best for her research process.

Yours sincerely

Merle Allsopp

Director



Ms M Mapurazi
Child Welfare SA

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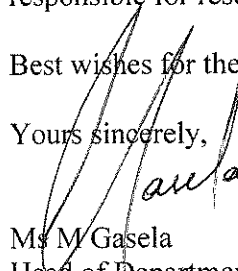
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Ms M Gasela
Head of Department

Date: 30 March 2015

Cc: Mr LJ Mosuhli

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We wish Michelle the best for her research process.

Yours sincerely

Merle Allsopp

Director