

**A PSYCHOSOCIAL SUPPORT FRAMEWORK FOR SUSTAINABLE LEARNING  
FOR LEARNERS FROM CHILD-HEADED HOUSEHOLDS**

**By**

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## DECLARATION

I declare that the thesis, A PSYCHOSOCIAL SUPPORT FRAMEWORK FOR SUSTAINABLE LEARNING FOR LEARNERS FROM CHILD-HEADED HOUSEHOLDS, hereby submitted in fulfilment of the qualification of Doctor of Philosophy at the University of the Free State, is my own work. I declare that it has never been submitted at any other university for a qualification purpose.

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A.M. LEPHEANA

18 January 2016

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## **DEDICATION**

I dedicate this study to my only son Thato Mokoena, who despite the misery of sometimes not being with him, had all the understanding and gave me a continued support that kept me going under all odds.

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## LIST OF ACRONYMS AND ABBREVIATIONS

ACRWC	African Charter on the Rights and Welfare of the Child
APP	Annual Performance Plan
CAPS	National Curriculum and Assessment Policy Statements
CBOs	Community Based Organisations
CDA	Critical Discourse Analysis
CER	Critical Emancipatory Research
CES	Chief Education Specialist
CHHs	Child-headed Households
CPF	Community Policing Forum
CSTL	Care and Support for Teaching and Learning
DBE	Department of Basic Education
DBST	District Based Support Team
EMIS	Education Management Information System
EASA	Education Association of South Africa.
FAI	Free Attitude Interview
HOD	Head of Department
KZN	KwaZulu-Natal
LO	Life Orientation
LOLT	Language of Learning and Teaching
MEC	Member of Executive Committee
NGOs	Non-Governmental Organisations
NGEOs	Non-Governmental Empowering Organisations
NSP	National Strategic Plan

OVC	Orphaned and Other Vulnerable Children
PAR	Participatory Action Research
PEPFAR	President's Emergency Plan for AIDS Relief
PSS	Psychosocial Support
SACE	South African Council of Education
SADC	Southern African Development Community
SASA	South African Schools Act
SBST	School Based Support Team
SGBs	School Governing Bodies
SMGD	School Management Governance and Developer
SMT	School Management Team
SWOT	Strength, Weakness, Opportunity and Threats
SOF	Strategic Operational Framework
SYRAC	Sport Youth Recreation and Arts and Culture
UNAIDS	Joint United Nations Program on HIV/AIDS
UNESCO	United Nations Educational, Scientific and Cultural Organisations

## **SUMMARY OF THE STUDY**

The aim of this study is to design a psychosocial support (PSS) framework for sustainable learning for learners from Child-Headed Households (CHHs). The study is therefore guided by the following objectives:

- To examine the psychosocial challenges of learners from CHHs so that a relevant support may be practised for sustainable learning.
- To elucidate components of a PSS for learners from CHHs for sustainable learning.
- To establish how such components relevant to identified challenges may be useful.
- To anticipate possible threats to operationalisation of the framework.
- To propose a PSS framework for learners from CHHs to account for their learning.

The study is embedded within the lens of critical emancipatory research (CER). This is a theoretical framework that guided the study towards the realisation of PSS that attempts to promote social justice, liberation, hope, equity and peace for CHH learners. The literature reviewed indicates various challenges experienced by children of CHHs including learning challenges. The proposed suggestions lead to development of support frameworks for instance Southern African Development Community (SADC), of which nothing is mentioned as far as PSS for learners from CHHs specifically is concerned. Much has been mentioned regarding support to socio-economic problems. Therefore, in order to design a PSS framework relevant to their learning challenges, data was gathered through participatory action research (PAR) which is more applicable for the study. This means that the participating team had to be established to the operationalisation of the above objectives. The team consisted of teachers, learners from CHHs, education officials, psychologists and parents' representatives. These are participants who are directly affected by the lack of PSS of learners.

The method that is used to generate data is a Free Attitude Interview (FAI) which allowed participants to openly voice out their views responding to posed question such as *'How can we psychosocially support learners from child-headed households to acquire sustainable learning?'*. The discussions indicated that there are problems with regard to PSS that needs attention since learners and teachers appear to feel side-lined and oppressed. To deal with inequalities of power amongst teachers and CHH learners, also amongst curriculum officials and the teachers the team identified components of a PSS for sustainable learning. The process of the research was accomplished by developing a common vision, analysing strength, weaknesses, opportunities and threats (SWOT) and developing a strategic plan. The research was employed at one school that had higher enrolment of orphans who were members of CHHs to establish usefulness of steps taken. The study revealed that there are many challenges facing CHH learners, therefore it suggests that there is still much work to be done by the government to assist learners.

Again findings of the study revealed that learners from CHHs have a challenge of anger which has never been given attention for example, looking at the cause of such anger and how to manage it. Furthermore, findings revealed that most learners of CHHs are experiencing a low self-esteem more often due to their life challenges.

This study also found out that there was a limited role played by the Department of Basic Education (DBE) in the district in guiding teachers to support learners from CHHs. A pressure of authoritative power from curriculum officials, appeared leading teachers and school management teams (SMTs) to ignore some learners' social problems which could be contributing to their poor academic performance. Finally, the study found out that, different stakeholders in the district such as inclusive specialists, curriculum specialists, senior curriculum management officials and teachers at schools were working in silos. Based on the fore mentioned findings the following was recommended: training both teachers and SMTs to equip them with strategies of dealing with various challenges that are experienced by CHH learners; different directorates within the districts should



work together to overcome different learner challenges because collaboration is a weapon to success.

As a result, priorities were identified in order to minimise the challenges indicated above and address the broader aim of the study which led to the proposed PSS framework for sustainable learning for learners from CHHs.

Key concepts: *Child-headed household, Critical Discourse Analysis, Critical Emancipatory Research, Participatory Action Research, Psychosocial support, Sustainable learning.*

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# CHAPTER ONE

## ORIENTATION

### 1.1 INTRODUCTORY BACKGROUND

The purpose of this study is to design a psychosocial support framework for sustainable learning for learners from child-headed households. The prevalence of Child-Headed Households (CHHs) increases day by day and it is assumed that children are exposed to numerous challenges such as emotional problems, learning difficulties, poverty, stigmatisation, discrimination and child labour (Lepheana, 2010:20-22; Taggart, 2007:12; Van Breda, 2010:259). Out of 18.2 million children, it was estimated that 122,000 households in South Africa were headed by children in 2010 (Meintjies, 2010:4; Mohlakwana, 2010:6), while Nicholson and Jefferson (2008:409) had postulated that 3 million children in South Africa would be orphans in 2015, compounding the possibility of an increase in CHHs. However, Meintjies, Hall, Marera and Boule (2010:13) point to the 2000-2007 statistical analysis on CHHs in South Africa which showed no increase in the proportion of children living in such households between 2002 and 2006. These children, who were 10 years of age and younger before 2003, could currently be deemed as teenagers, with about 88% between 15 and 19 (Meintjies et al., 2010:3).

Child-headed households (CHHs) are those wherein members are 18 years and younger, as indicated in the children's act of 2005 (RSA Act No. 38 of 2005). Human and Van Rensburg (2011:960) define them as comprising a child of 18 years or younger who assumes the role normally played by parents. Alternatively, Taggart (2007:11) considers them as households in which children are cared for by a brother or a sister under the age of 18. In agreement with the above, the Department of Social Development (2010:13) defines them as households in which, in the absence of an adult caregiver or due to terminal illness of parent, a child assumes the primary role of care-giving in respect of other resident children, such as providing food, clothes and psychosocial support. I therefore understand that the important aspect in these definitions is an absence of parents resulting in

# CHAPTER ONE

## ORIENTATION

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children taking care of themselves and their siblings. For instance, in this study, the children were staying on their own, without parents, due to poverty, or working in farms far away from home.

As a result, the concept of psychosocial support (PSS) is central to the study, and entails supporting children, families or communities to improve their wellbeing by encouraging better relationships, while assisting learners in their education. Central to this study is an indication of the literature that teachers were not trained in care and support, yet some learners from CHHs were faced with challenges to learning (Pillay, 2012:4). In contrast, the Department of Basic Education (DBE) stipulates that teachers be provided with training in order that they are first equipped with approaches to be employed in a classroom situation with regard to diverse learning needs before taking further steps of referral (Guideline for full-service & inclusive schools, 2010:47). Furthermore, PSS is informed by the varying percentages of CHH learners revealed by the literature who are school drop-outs due to various challenges (Mnguni, 2014:48-59; Pillay, 2012:4; Van Breda, 2010:272; Taggart, 2007:69). PSS is further informed by the psychosocial nature of the challenges experienced by CHH learners and their leading to a learning environment which is not conducive. Learning is therefore not sustainable and teachers' training on how to interact with learners experiencing challenges due to their life circumstance through care and support is limited. Learners from CHHs who leave school without completing their studies are further evidence that their learning is not sustainable, hence a need for PPS.

Therefore, the study supports the creation of a comfortable and supportive environment for learners from CHHs (UNESCO, 2006:4), most importantly one in which learning is sustainable. The concept of PSS is further defined in the next chapter (*cf.* 2.3.3), with focus on life skills which children need in order to empower them throughout their lifetime (Taggart, 2007:11). For the purpose of this study psychosocial support is regarded as efforts geared to support the emotional state of the learner from a CHH and reinforce the relationship between the teacher and the learner.

## 1.2 OVERVIEW

The concept of CHHs in South Africa has become a common phenomenon, which became a reality (Pillay, 2012:4). About 90% of these households in South Africa have been located in Limpopo, KwaZulu-Natal and the Eastern Cape (Meintjies et al., 2010:1). The number can be attributed to double-orphaned children (who have lost both parents), single parent families who, due to economic challenges, have seen one parent leave to seek job opportunities elsewhere in the country, and terminally ill parents who are unable to perform normal duties and have to depend on their children. Additionally, the number of CHHs was estimated to be 7,270 in Gauteng in 2008 (Van Breda, 2010:265), whilst Bonthuys (2010:269), Meintjies et al. (2010:3) and Van Breda (2010:265) indicate that such households were relatively infrequent before HIV and AIDS became prevalent, and even long before the 18<sup>th</sup> century. Suddenly, HIV and AIDS became a pandemic, which led to parental deaths and children being doubly orphaned. Based on its impact, Pillay (2012:4) predicted that there would be more than five million orphaned children in South Africa by 2015, from 2.2 million of 2003 (UNAIDS, in Nicholson & Jefferson 2008:409). This is inevitably leading to an increase in CHHs because grandparents currently caring for orphans will also die. The prevalence of CHHs may have a negative impact on the education sector of the country since it will be populated by vulnerable learners who are emotionally affected by losing parents and staying by themselves with nobody to look to for support in the house. The pressure will be to work hard alone without an intervention of parents in developing these children towards maturity. This means that the Education sector will need to find a special way in which learners from CHHs can be assisted. Having indicated the statistics associated with learners from CHHs it is important to indicate that the study is not quantitative, but rather numbers are used to indicate the magnitude of the problem and to justify a need for a PSS framework for learners from CHHs to achieve sustainable learning.

As mentioned above, there are many aspects regarding CHHs of which the emotional impact of losing parents is one, and which will continue for years if not dealt with appropriately. Some children face poverty, financial constraints, lack of shelter and day-to-day care, food insecurity and child abuse (Hill, Hosegood &

Newell, 2008:68; Nicholson & Jefferson 2008:408, 411; Richter & Desmond, 2008:1023; Mushunje & Mafico, 2005:266). Factors particular to different provinces of South Africa have been reported by researchers such as, Mohlakwana (2010) and Taggart (2007) in Gauteng; Meintjies et al., (2010) in Limpopo, and Leatham (2005) in Northern Free State.

The challenge of CHHs is not restricted to South Africa. Anger and anxiety, as consequences of having to live in such families, have also been reported as common in Uganda, Zimbabwe and the USA during 2007 (Van Breda, 2010:267-268), and in Rwanda in 2006, where 86% of children living in CHHs had a feeling of rejection (Van Breda, 2010:268). In Botswana, Zambia, Lesotho, Namibia and Swaziland the prevalence of the HIV and AIDS epidemic exceeded 15% in 2007 (Bequele, 2008:5), resulting in a large number of orphans which led to CHHs because only a small number was adopted by families or taken in by social welfare organisation (Bequele, 2008:8), but little has been implemented to assist them. There is an indication that poverty disrupts relations and causes hardships of stress, resulting in improper wellbeing (Harcourt, 2014:9). Donald, Lazarus and Lolwana (2006:22), supported by Van Breda (2010:261) and Chinyoka and Naidu (2013:201) confirm that poverty leads to learners' developmental barriers if nothing is done to assist.

Based on the aforementioned, there are different PSS frameworks and policies developed by different organisations and departments in the government to deal with social challenges, although much attention is on HIV and AIDS from the Department of Social Welfare and Health Department. For example, the Southern Africa Development Community (SADC) initiated Care and Support for Teaching and Learning (CSTL) Regional Scope in which the focus was to ensure that schools were becoming inclusive centres of learning, in which most vulnerable learners could learn (RIATT, 2015:1). Furthermore, SADC devised the 2011 Regional Conceptual framework for psychosocial support for orphans and other vulnerable children and youth, the focus being on poverty, HIV and AIDS, financial constraints and natural disasters. The Department of Basic Education (DBE) identified a care and support framework for teaching and learning (Action step National Model 2011) which prioritised nutritional support, health promotion, social



welfare, curriculum and co-curriculum support, and psychosocial support (Action step National Model, 2011:9). The National Model focussed on sufficient teaching and learning material, sport-related activities, homework assistance and peer education programmes, but not necessarily on CHH learners though they could benefit. In addition, different policies have been designed, hence White Paper 6 on Education to address emotional and mental needs of learners and educators, also cascaded to support learners with learning barriers. However, implementation, protection and promotion of emotional, spiritual and psychosocial rights remain a challenge (Salamao, 2011:12). Specifically, the care and support of CHH learners is not mentioned and the DBE relied on teachers to take responsibility. This provided the impetus to propose a PSS framework for care and support for learners from CHHs in order to assist them with their learning challenges.

This study reveals the challenges faced by CHHs as anger, rejection and poverty (cf. 4.2.1.1), noted in studies conducted several years ago, and highlight the need to strengthen or intensify psychosocial support. It attempts to account for the care and wellbeing of CHH learners. The sub-section below looks at what informs the need for a PSS framework.

### **1.2.1 Need for a psychosocial support framework for CHH learners for sustainable learning**

In South Africa, education is entrusted to play a preventive role regarding barriers to children`s development, with all children to be kept in schools as required by the country`s Constitution (Education White Paper 6, 2001). However some factors such as challenges facing CHHs need attention because they might keep learners away from schools. It is challenging for teachers to work with learners who are from CHHs and who do not attend classes regularly or participate productively as expected. Some of these learners do not study at home due to family circumstances that may emanate from psychosocial problems such as basic needs not being met, poverty, poor shelter, inadequate clothing and health care, absence of parental support and emotional problems (Human & Van Rensburg,

2011:963; Martinus, 2009:302; Mohlakwana, 2010:7; Newell, 2008:6-7; Pillay 2010:9; Taggart 2007:12). The number of learners from CHHs in schools of the Xhariep district of the Free State province fluctuates annually, for example in 2014, the school with the highest number of learners from CHHs enrolled about 17% and the school with the lowest about 10%. Compared to 2012, the school with the highest number of learners from CHHs enrolled was 35% and the least 23%, and in 2011 it comprised 39% and 26% respectively, of such learners according to education management information system's records (FSDoE EMIS, February 2014 and March 2012). This is an indication of the prevalence of such households in the district, despite a slight decline of school enrolment for such learners. In addition, regarding the challenges mentioned above, I argue that if nothing is done to assist in this regard the future for those learners who are adversely affected is under threat.

As a result, this study suggests different methods of transformation with regard to emotional support at school, such as strengthening the relationship between teacher and learner, and encouraging collaborative participation between all stakeholders who hold responsibility to equip learners with life skills. For instance, Bonthuys (2010:49) and Van Breda (2010:262-269) postulate that members of CHHs may suffer from low self-esteem, depression and lack of a sense of realistic goals for the future. It is therefore vital to take care of these learners' emotional wellbeing, as they also have a right to education. Although statistics show the prevalence of the phenomenon in schools, Pillay (2012:4) indicates that teachers have not been trained to deal with learners from CHHs or the magnitude of the difficulties they experience. I support Pillay in this regard, and agree that schools and curriculum officials might not be dealing with the crux of the matter in an appropriate manner, nor even understanding the psychosocial difficulties learners are experiencing. It appears as if teachers do not have any idea of how to work with learners from CHHs, yet they are pressurised to produce good academic results and equip learners with different life skills. Teachers are unaware that psychosocial factors (physical, security and emotional challenges), and care and support which affect schooling negatively, are their responsibility despite the White Paper six, policy of Inclusivity. It is an obligation of the government in South Africa

to care for children from CHHs, as indicated in the Constitution. Due to challenges identified, literature suggested programmes regarding PSS, such as National Association of Child and Youth Care workers, and Children in Distress Initiatives (Nicholson & Jefferson, 2008:415), including the conceptual framework for PSS, but I realised that no mention was made of support for CHH learners in particular.

### **1.3 THEORETICAL FRAMEWORK**

Used as the theoretical foundation guiding this study, critical emancipatory research (CER) is viewed essentially as a process of deconstructing the world for the purpose of freeing human beings from the constraints limiting ways of thinking (Henning, van Rensburg & Smith, 2004:22; Merriam, 2009:12). The ideology entailed in CER is that it transforms and empowers as it seeks to bring about change. Piper, Piper and Mahlomaholo (2009:12) view it as a vehicle for redress and liberation in education so that learning can take place. It is 'critical' in that the goal is to understand the phenomenon and also to analyse the power dynamic of a situation (Taylor & Cranton, 2012:65). It is this critique that enables individuals to be empowered and leads to their transformation of a situation, and that is 'emancipatory', particularly for this study, in freeing individual learners of CHHs from conditions which limit their rationality and social connection (Watson & Watson, 2011:66; Young, 1990:58).

Unlike positivism, the goal of which is just to describe; explain and predict the experiences of the researched phenomenon (Henning et al., 2005:17), the questions asked within this study will assist in exploring the dialogue between the learner from a CHH, the teacher and the curriculum official and how it manifests in this learner's life with the view to change the life of teachers and learners in the classroom (Mertens, 2010:16). No predictions are made in critical emancipatory theory since there is no systemic way of experiments implemented, instead reality matters most. This means that the researched participants have a major role to play in a research as they explore realities of their lived experiences and the structure of their social relations so as to recognise what they currently have, where they need empowerment and how to get it. The main focus will be on

understanding the interaction of the curriculum officials, teachers and the psychosocial experiences of the learners from CHHs and the manner in which the learning challenges are facilitated.

In contrast to positivism, interpretivist theory, as opposed to CER, is more distributed and dispersed, constructing knowledge by observing the phenomenon and describing people's intentions, beliefs, values and self-understanding. While the knowledge system that drives society is the focal point of the interpretive research (Henning et al., 2005:20), CER does not construct through multiple viewpoints but questions the everyday life processes (cultural, social or historical) that are more powerful than others with the aim of reconstruction. Even though the researcher's interest in the interpretivist point of view is to look into the way social meaning comes about through discourses (Henning et al., 2005:19), I still find CER more relevant for this study because it gives participants as human beings a chance to themselves interpret their lived experiences. It also allows them to be engaged in the study through communication, together with the researcher, rather than to be studied as with other research. The idea is to look into the lives of communities that are pushed to the margins of society, such as non-dominant group of CHH learners, with the aim of allowing them to make introspection and value themselves. This means that it is important for the marginalised first to appreciate what they have so as to think of creating a positive vision of improvement (Mertens, 2009:48), empowerment and a feeling of liberty.

I believe that this research will assist teachers as parents in understanding their responsibility as change agents as far as life of CHH learners is concerned (Taylor & Cranton, 2012:65), by working closely with them more than imposing power on them. Therefore, I interacted with learners from CHHs together with the identified group of teachers as co-researchers, studying their psychosocial problems and analysing and interpreting them collectively (Bradbury & Reason, 2009:422-423). This was to present the multiple realities of participants from their own view with the hope of contributing towards learners from CHHs' way of life (Henning et al., 2004:19, 20) and giving them courage to free themselves from self-imposed lack of freedom (Young, 1990:58).

A transformative viewpoint was used in conjunction with CER to guide the study because it also aims at studying the power structure that maintains social inequalities and exercises oppression with the idea of liberating (Mertens, 2009:4). As a result, I believed that engaging these learners would bear personal transformation, consequently leading to social transformation. As Taylor and Cranton (2012:66) argue, "Personal transformation leads to alliance with others of like mind to work toward effecting necessary change in relationships, organisations and systems". Employing CER will enable educationalists to reflect critically on the implementation of their different policies for transformation, and so is viewed as an approach focusing on how people learn to act their own purpose, feelings and meanings to gain control over their lives (Taylor & Cranton, 2012:76). The intention is to help understand different factors affecting CHHs which may be seen as challenges experienced by children, and to look at the impact caused on their education. It will be important to identify factors which are impacting on learners' wellbeing. The study examines the social and learning challenges experienced by learners from CHHs and their teachers, with the components of a PSS framework that can be used by schools for learners' sustainable learning with the aim of strengthening their emotional support. I believe that through participatory action research (PAR), as discussed in chapter 3, the relationship existing between learners from CHHs and their teachers and the learning challenges will be identified which will then assist in developing the PSS framework to meet the identified needs.

#### **1.4 RESEARCH QUESTION, AIM AND OBJECTIVES**

Since learners from CHHs are a marginalised group in the DBE in general, they need to be supported in an appropriate and sound social, psychological and educational manner (Human & Van Rensburg, 2011:964; Leathum, 2005:1). They must be given the chance to voice their lived realities and experiences in order for curriculum officials and teachers to realise the need for support. I believe that teachers must also voice their challenges with regard to insufficient support in

dealing with different issues that may cause barriers to learning. Therefore, the question that guided the framework in this study is:

- *How can we (teachers and curriculum officials) psychosocially support learners from child-headed households for sustainable learning?*

#### **1.4.1 Aim and objectives of the study**

The purpose of this study is to design a PSS framework for sustainable learning for learners from child-headed households. It was necessary to design such a framework for sustainable learning, which school communities and education officials may use effectively for productive learning, as the marginalised learners will be accommodated in a daily teaching and learning process. It is presumed that this framework will empower both learners from CHHs and teachers by supporting them in their daily struggle as psychosocial problems conflict in achieving education goals.

Therefore, the specific objectives of the study are:

- To examine the psychosocial challenges of learners from CHHs so that a relevant support may be proposed for sustainable learning.
- To elucidate components of a PSS for learners from CHHs for sustainable learning.
- To establish how such components relevant to identified challenges may be useful.
- To anticipate possible threats to operationalisation of the framework.
- To propose a PSS framework for learners from CHHs for sustainable learning.

The section that follows elucidates each objective as a way to be followed to achieve the aim of the study.

#### ***1.4.1.1 Objective 1: Justification of the need to identify the psychosocial challenges of CHHs' learners***

Document analysis, FSDoE EMIS documents and school records give an indication of the number of learners from CHHs. The documents were analysed in order to obtain information about the prevalence of such learners in schools and the information from the school records was used to decide on the research site to enrich the data. Documents, such as the Bill of Rights and White Paper 6 on inclusive education, were used in relation to children's rights, relating to what is expected from learners and teachers in schools. Chapter three implements and discusses face-to-face interview of learners from CHHs which indicate the challenges they experience. Interviews were also conducted with teachers regarding their observation of the phenomenon and their daily experience in class. A face-to-face open ended discourse is also conducted with a representative from the Department of Social Development to identify the complexity of the phenomenon that will then justify a need to develop a PSS framework for sustainable learning.

#### ***1.4.1.2 Objective 2: To elucidate components of a PSS for learners from CHHs***

Identification of challenges from interviews of CHH learners assists in identifying the relevant components of PSS. I assumed that the real-life circumstances of learners of CHHs would be explicit since learners would be given a chance to voice their experiences. Therefore, the relevance of the components is informed by such experiences. In this regard, chapter 2 examines what psychosocial support entails, with its meaning, purpose, strengths and weaknesses. Chapter 6 examines components of PSS framework in detail.

#### ***1.4.1.3 Objective 3: To establish the usefulness of the identified components***

The intention was to ensure that the identified components of PSS would bring change to the lives of learners and teachers, thus PAR was recognised as relevant. To guard against unfavourable circumstances that might obstruct the success SWOT analysis was also used. Another factor was to ensure that CHH learners and their teachers were included in the group of participants as the main beneficiaries and as co-researchers so that they owned the product of their own making.

#### ***1.4.1.4 Objectives 4: To anticipate possible threats to operationalisation of the framework***

Implementation and threats of operationalisation were pursued and there were measures identified to overcome such threads. Since teachers were interviewed it helped to identify ways which could be used during the implementation of the PSS framework, depending on challenges expressed by both the learners and teachers. This assisted in suggesting ways to deal with threats that might inhibit the success thereof, such as teachers who might not support the idea of being secondary parents and provide pastoral care, or who might raise the issue of being overloaded by other commitments at school. Threats relating to interaction with the two schools taking part in the research are discussed in the operationalisation of the framework and in chapter three (research method). Learners from CHHs might feel that they were being exposed while teachers might indicate that it was not their responsibility to work with CHH learners. A crucial factor might be lack of funds for conducting workshops in empowering teachers.

#### ***1.4.1.5 Objective 5: To propose a PSS framework for sustainable learning for learners from CHHs***

The effectiveness of the framework might have been a medium-term goal which was not observed during the period of the research project. However a tool that



would assist in monitoring the implementation, successes and failures of this framework was designed by the participant teachers and myself as the principal researcher. The monitoring tool was then informed by some of the challenges that were identified as weaknesses that might hinder the success of the framework. The presence of the principal, the school management and governance developer (SMGD) and the chief education specialist (CES) for inclusive directorate were used to argue the effectiveness of the monitoring tool, since they were senior managers of schools. It was important to consider other monitoring tools used in schools and see how best an alignment to the research tool could be made to avoid duplication or unnecessary overload.

## **1.5. RESEARCH DESIGN AND METHODOLOGY**

A research design is defined as a series of stages or an overall strategy used by the researcher to address the research problem. It is viewed as an intervention to the research problem (Labaree, 2013:2), or as a plan and procedure that spans the decisions from broad assumptions to detailed research methods of data collection and analysis (Creswell, 2014:3). I engaged with learners from CHHs in the identified school of the Xhariep district through interviews and dialogues, investigating psychosocial challenges and inquiring how they viewed the classroom teaching and learning situation and its dynamics.

The research study used participatory action research (PAR) to investigate reality. PAR is viewed as an exploratory action that unfolds through communication using social practice (Bradbury & Reason, 2008:132; Kemmis, 2011:13), with the goal being to empower people by involving them in the implementation of a specific project in solving identified problems and to achieve effective-historical consciousness (Taylor & Cranton, 2012:65). Focus was on how learners of CHHs made sense of their world and experiences of psychosocial problems, the power that teachers have on them, and in turn the oppressive power of curriculum officials over teachers, which might be affecting learners of CHHs. The transformative and emancipatory intentions, through participation, might assist in understanding the phenomenon of psychosocial problems of the CHH learner

(Mertens, 2010:11, Bradbury & Reason, 2009:133) in order to design a sustainable support framework for learning. The reason behind employing PAR was its effectiveness in transformative learning, since it involves people telling their stories and resultant healing (Kemmis, 2011:18).

The intention was to engage in a dialogue as a team with five learners and three Life Orientation (LO) teachers, one of whom was also a head of department (HODHOD). The team also contained a local Social Worker, representative of the School Governing Body (SGB), the principal, one HODHOD, Chief Education Curriculum Specialist, one Subject Advisor, an Inclusive Education Specialist and myself. The dialogue was pioneered through an open-ended discourse and free attitude interview (FAI) questions to incite communication and gain insight into individuals' understanding of the phenomenon (Buskens, 2011:3). FAI was understood and presented in this study as an approach that allows people to participate freely in group discussions in order to generate ideas and gather necessary information. It is further discussed in chapter 3, (cf 3.5.1). As indicated by Mertens (2010:16), knowledge is constructed by collective, active social participation of people in the research process, which is the motive behind employing discursive interviews. I understood this as an act of gathering information, whilst gaining and making knowledge in the process (Watson & Watson, 2011: 73; Henning et al., 2005:57). Interviews were chosen because my intention was to understand the lives of the learners from CHHs and give participants the opportunity to reflect on their actions and perspectives (Clark, Flewitt, Martyn & Robb, 2014:137; 138). In this regard, all participants had an equal opportunity and freedom to pose questions to avoid power imbalances between participants (Tinson, 2009:171). In Kemmis's (2011:13) words, participants engage in a self-reflective action and are able to improve their educational practices.

Both learners from CHHs and teachers' involvement as co-researchers and participants made it easier to generate ideas for a particular support framework (Mertens, 2009:243). Inclusion of the school principal as a team member simplified access to the site (Terre Blanche, Durrheim & Painter, 2006:49). Regular and continuing meetings were held throughout the research process to keep members

informed, given that each was tasked with a role to play. This assisted me in checking regularly whether the research was indeed making a difference in broadening knowledge. The role and contribution towards learning development of learners from CHHs by curriculum officials and inclusive directorate facilitators, who represent the DBE, were also gathered through an open-ended discursive interview question. Due to the sensitivity of the phenomenon, the representative from the Social Development Department was invited together with the psychologist of the DBE within the district to monitor participants' emotions, especially during the interviews.

For Kemmis and Wilkinson (1998:23), central to PAR is a **social process**, as “no individuation is possible without socialisation, and no socialisation is possible without individuation”, that is it can be followed in settings such as schools, in which individually and collectively, teachers work together with learners to improve the teaching and learning process.

It is important that I relate how and why PAR is a social process. **Participatory** describes the process in which individuals in a group examine their knowledge, skills and values in shaping their sense of identity, whilst reflecting critically on how the present knowledge constrains their actions. PAR is **practical and collaborative** in that it engages people in observing acts linking them with other in social interactions. Communication, production and social organisations play an important role in improving interactions. It is **emancipatory** as a process in which people explore social practices that constrain their lives and how they can release themselves.

PAR is **critical** as a process in which people deliberately contest and release themselves from constraints through discourses, working together and the way they relate to others. Finally, PAR is **reflexive** as it aims at investigating reality so as to change it, and is a process of learning by doing while learning with others.

## **1.6 GENERATION OF DATA**

Data gathering will be discussed in detail in chapter three (cf 3.5), however observations, meetings and workshops will be employed in this regard. An indication of interviews has been elucidated in section 1.5.2 above with the reasons for interviewing participants and the type of interview. The duration, as also indicated in chapter three, was about one hour to one hour and a half, depending on deliberations. The process was conducted after school hours when both learners and teachers will be free.

## **1.7 DATA ANALYSIS**

Data analysis is viewed as a continuous process, therefore, findings are assembled and systematically built as pieces of work in the dialogue throughout the research process. Data was processed gradually through the relationship between the principal researcher and co-researchers as team participants (Mertens, 2010:427). In this study the use of critical discourse analysis (CDA) was deemed appropriate because it involves issues of power and its implications in wider society, the power over teachers and of teachers over the learners of CHHs, and implications thereof could be better understood (Mertens, 2010:427). Firstly, the importance of a discourse is to use language for meaning-making focusing on the way of life of a specific society. Secondly, discourse analysis critically describes the elements of power relations and social identities by explaining and evaluating existing realities of human wellbeing in society (Fairclough, 2013:3). Therefore, through CDA focus was on different psychosocial challenges as indicated by learners from CHHs and the manner in which their learning was affected. CDA was deemed relevant to critically evaluate the challenges experienced, their causes and the best ways to deal with them. It was the most appropriate analytical tool for this study since the real-life experiences of learners from CHHs and their wellbeing were explored.

Further analysis was on the interaction of teachers and learners of CHHs, interacting with text as data collected, framing it in order to analyse elements of

power between curriculum officials, teachers and learners. This analysis then led to the identification and exploration of a strategy to be employed in the PSS support framework for sustainable learning. The envisaged strategy is viewed as transformative since it is expected to cater for the teaching needs of teachers and the learning needs of learners of CHHs (Bray & McClaskey, 2014:1; Mertens, 2010:429; Blomberg, 2008:3). The study makes use of transformative criteria in its concern for social justice, human rights and authenticity in presenting a balanced and fair view of all perspectives. It is important that participants were marginalised learners of CHHs in order that they would speak for themselves and so justify a need to design a psychosocial support framework for sustainable learning.

## **1.8 COMPONENTS OF A PSYCHOSOCIAL SUPPORT FRAMEWORK**

Different studies conducted on CHHs concentrate on children's health status with regard to HIV and AIDS, emotions, poverty, access to education, shelter and grants. For care and support to be strong in schools, teachers need to be well trained for the achievement of set educational goals (Action Step National Model framework, 2011:26). This study, therefore, responding to the need, proposes the following six components:

***Enhancing teacher Induction and capacitation:*** this will include transferring necessary skills of care and support to all teachers to simplify implementation.

***Respecting (protecting) learners' feelings:*** teachers should be aware of learners' feelings to know what support is needed.

***Empowering teachers:*** facilitate workshops with regard to identification of challenges and providing care and support.

***Rebuilding relationships:*** enhance networks and coordination between curriculum and inclusive directorate.

***Encouraging resilience:*** having identified existing resilience of CHH learners, acknowledge and encourage others to practice such strategies.

***Strengthening psychosocial support:*** care and support responding to emotions, mental and educational needs of learners and teachers will contribute to learning sustainability.

A more expatiated discussion of the components of a PSS framework is in chapter two.

## **1.9 VALUE OF THE STUDY**

The significance of the study concerns the design of psychosocial support framework for learners from CHHs for sustainable learning. The study will contribute to a better understanding of the learning challenges experienced due to psychosocial factors and the findings used as reference by teachers, curriculum officials and the learners themselves, and I believe that the proposed framework will be user friendly. Most importantly, the study's contribution to the body of knowledge will be made by closing the identified gap as far as psychosocial support to learners of CHHs is concerned. For instance, it is imperative to see more emotional support, learners being developed in necessary life skills and harmonious relations between teachers and learners. PSS is valuable since it builds resources for people to cope with situations (Freeman, 2006:2). Freeman further indicates that PSS plays a role in building resilience in children. Children's emotional wellbeing needs care, especially when they lack adult support and guidance. This need not be seen as an add-on activity but rather one to be integrated within everyday life programmes.

## **1.10 ETHICAL CONSIDERATIONS**

The researcher applied for the ethical clearance from the University of the Free State and a clearance number<sup>1</sup> was granted. It was important to take into consideration the following ethical issues during the process of the study,

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<sup>1</sup> UFS-EDU-2012-0059

especially because it was focusing on teachers and learners as human beings (Leedy & Omrod, 2010:101). Participants were human beings, both adult and children. Children were between 8 and 18 years of age. Letters were written to participants requesting them to participate, explaining the purpose of the research and ensuring learner participants that their rights would be protected. The same consent letter was written to the principal, LO teachers, SGB chairperson, social worker, psychologist, CES and subject advisor.

## **1.11 LAYOUT OF THE STUDY**

The thesis will unfold in the following chapters:

**Chapter 1:** this chapter has provided an orientation and introductory background of the phenomenon of child-headed household, while the problem statement, aims and objectives, theoretical framework, research design and methodology, components of the proposed psychosocial framework, value of the study, ethical consideration as well as the demarcation of the study were outlined.

**Chapter 2:** presents operational concepts used in the study, a more detailed theoretical framework, PSS conceptual framework guiding this study, literature review on psychosocial problems, legislative imperatives, review on components and aspects of a psychosocial support for sustainable learning, conducive conditions for implementation, evidence that PSS worked, threats on operationalization and possible means of avoiding threads identified.

**Chapter 3:** deals with research methodology used to conduct this study viewing specifically the approach, design, instrument and presentation of generated data.

**Chapter 4:** presents the findings, discusses the analysis of data and gives an interpretation.

**Chapter 5:** draws a conclusion and makes recommendations based on the findings in data analysis.

**Chapter 6:** presents the proposed PSS framework for sustainable learning for learners from child-headed households.

## **1.12 CONCLUSION**

This chapter has provided the orientation and background of the study. It also posed the research question, presenting aims, research design and components of a psychosocial support. The value of study has been discussed.

The aim and objectives of the study are to provide a psychosocial support framework for learners from child-headed households for sustainable learning. The intention is to assist teachers know how to deal with the learners from child-headed households and other learners who may experience the same challenges. This will ultimately help the curriculum officials and the Department of Education (DoE) to realise where the crux of the matter regarding learner performance lies and to implement a framework to improve pass rates.



## **CHAPTER TWO**

### **THEORETICAL FRAMEWORK AND LITERATURE REVIEW ON PSYCHOSOCIAL SUPPORT FOR LEARNERS FROM CHILD HEADED HOUSEHOLDS FOR SUSTAINABLE LEARNING**

#### **2.1 INTRODUCTION**

The purpose of this study is to design a psychosocial support framework for sustainable learning for learners from child-headed households (CHHs). The issue of CHHs has been studied globally in different countries, including those that are well developed and developing. Studies conducted in South Africa as one of the developing countries focused on various issues regarding CHHs, for example: experiences of learners from child-headed households in a vulnerable school; An ecosystemic programme for dealing with difficulties experienced by Aids orphans at school; and lived experience of adolescent learners from child-headed families in the Northern Free State (Pillay, 2012; Mokoena, 2007; Leatham, 2005) which signify people`s concern for children.

Traditionally, in South Africa and other neighbouring countries, when children became orphans they would be adopted by their extended families to look after them (Taggart, 2007:62), but this no longer happens because even the extended families are experiencing the same problems of families that are now referred to as child-headed. This shows the seriousness and the magnitude of CHHs due to various reasons, from ill-health of parents, migration due to unemployment and death of parents also from various causes. Various studies (Leatham, 2005:63; Taggart, 2007:12; Richter & Desmond, 2008:1019-1020; Lepheana, 2010:6-10; Mohlakwana, 2011:6; Pillay, 2012:4,9; Nicholson & Jefferson, 2008:5,11) discovered similar challenges faced by CHHs, as indicated in the previous chapter, ranging from social, psychological, economic and educational. All these challenges appear to be affecting children`s educational success due to anticipated stressful situations of their lives. Consequently, this chapter of the

study focuses on some that are affecting the learning process so that an appropriate PSS framework can be designed. The chapter will outline the components of such a framework, look at conducive conditions for implementation and the threats that are foreseen to the success of the framework implementation, while also suggesting ways in which such threats could be avoided. Below is a discussion on the lens through which this study was viewed.

## **2.2 THEORETICAL FRAMEWORK**

Theoretical framework positions research by helping one to make explicit one's assumptions about the interconnectedness of the way things are related in the world, which is the lens through which the world is viewed (Henning et al., 2005:25). There are various theoretical frameworks which can be used when conducting research, such as critical emancipatory research (CER), positivism and an interpretivist framework. As a result, taking into consideration the beliefs guiding each framework, CER was employed for this study. It is essentially viewed as a process of deconstructing the world for the purpose of freeing human beings from the constraints limiting ways of thinking (Henning et al., 2004:22; Merriam, 2009:22). This theory is briefly explored to emphasise its relevance for this study, having received a new and powerful formation from Habermas's position in calling for democracy in education system (Merriam, 2009:366; Osborne, 2001:172-173). The theory's foundation is based on socialism and the emancipation of individuals from various directions.

It was Braune's wish to connect critical theory to liberalism and reconstructive social science but there has been criticism against Habermas's critical theory from other theorists with the feeling that it was more politically bound (Braune, 2013:16). My understanding is that this theory is looking both into the kind of power people have over others and at their submissiveness at the same time and it allows people to voice their feelings, hence the power of the word is embraced. Transformation of the public depends on people socialising, mediating, talking and opening up, questioning previous assumptions and their strengths and weaknesses optimistically for their success. in Braune ( 2013:18), Habermas's

idea is seen as a process to explore the hidden relation between knowledge and interest which subsequently contributes towards free individuals, thus free society, with the aim of empowerment.

Empowerment is defined similarly but using different words in specific contexts within which it occurs. Meko (2013:16) defines it as awareness of attempts that may exclude one from decision-making and taking a stand to counteract such an attempt, whilst Cornwall (2014:2) defines the concept as changing power relations in favour of those who previously exercised little power over their own lives. It a process of providing people with the opportunity to feel that they understand their world and have power to change it, which is liberty in decision-making. For instance CHH learners have to look critically at their daily life, its influence emotionally and the impact it has on them academically, and do something to change prevailing conditions so as to enjoy their future education together with their secondary parents (teachers) (Mahlomaholo & Netshandama, 2012:42).

Empowerment and emancipation complement each other reciprocally, freeing human beings from the constraints limiting ways of thinking (Henning et al., 2004:22; Merriam, 2009:22.). Learners from CHHs voiced their decisions relating to their learning and teachers voiced issues affecting their teaching to be empowered since they themselves suggested solutions. Therefore, I used CER in this study, opposed to positivism (*cf.* 1.3.1), as a framework for PAR which aims at helping people to investigate reality to change the stereotype way of viewing things in life (Kemmis & Wilkinson, 1998: 21). The theory behind CER is not a set of fixed claims as in traditional theory, but rather it questions new ideas for easy adaptation. That means the purpose of CER would be to liberate should the new ideas appear to be oppressive and display unequal power relations. CER therefore helped me in questioning relationships that were more powerful than others in the classroom situation and learners who seemed to be worth more than others because these were aspects leading to social inequalities and inferiority. From these questions people will learn to be rational, thus normal development of their minds for critical, universal thought and moral responsibility that can be learned from the family (Braune, 2013:16) of which it might be a challenge in

CHHs. This is one theory that looks at the concerns that are subjective, objective, positive, negative, sociological and aesthetic at the same time.

Through CER in the interpretive phase I was able to engage through listening, observation and communication with CHH learners and their teachers to understand their fears and experiences with the aim of being reciprocal. My expectation was that we would interrogate CHH learners for our common understanding, drive towards their empowerment and eventually lead to transformation (Mahlomaholo & Netshandama, 2012:44). Eventually we would analyse data gathered from our discourse in the analytical phase, and engage the team in our findings to verify whether they related a common understanding.

The objective behind CER would be emotional freedom and education as CHH learners learn that it is their right to be introspective, identify an obstacle, voice it and become free. Teachers will be empowered as they share their frustrations of teaching learners from CHHs and producing results required by their employer because through participatory research they will identify strategies to overcome power against them. Both the marginalised learners from CHHs and teachers will correct the imbalances and power relations amongst themselves (Mertens, 2009:4; Piper, Piper & Mahlomaholo, 2009:12). The critical knowledge envisaged is aesthetic, described as the art of supporting the wellbeing of human beings (Butts & Rich, 2014:2). It is the responsibility of society, in this instance the school, to internalise and reflect on practices of injustices that exist between curriculum officials and teachers, and between teachers and learners. Self-reflection is seen as a tool of self-understanding and personal knowledge leading to emancipation.

CER's emphasis of communication and realisation that social oppressions are not fixed created a platform to begin processes towards designing a PSS framework. Based on its principle of recognising the unjust, it is possible to rectify the situation through collaborative engagements for the common vision of freeing the marginalised. Learners from CHHs will be equipped with skills to realise their potential, despite challenges they face. Together with their teachers, having participated in this research they will be empowered. The implication therefore would be realisation that children's problems are sometimes linked to their social

circumstances, and the solution is embedded in active participation of the marginalised. They should act against oppression and stand up on their own. For instance, some challenges observed during the research processes were difficulties finding people who had answers to some of the questions. It appeared as if the oppressors were enjoying the privilege and had no assurance on what kind of outcomes there would be after the project, therefore they decided to play hide and seek during meetings. In my opinion, the democracy referred to by Habermas does not exist in the education system. Secondly, the most important role players in education, teachers and learners, are not consulted during the curriculum design or development of policies that are guiding curriculum. There are still hidden agendas (Braune, 2013:18) that affect performance in the system, notably ignorance, reluctance and lack of commitment. It would be proper to face challenges as teachers and oppose with empowerment incorrect practices as curriculum officials.

### **2.3 CONCEPTUAL FRAMEWORK**

Henning et al. (2005:24, 26) define 'conceptual framework' as coverage of the main characteristics of the research design and the presumed relationships thereof. This section will explain how the main concepts (cf 2.4) particularly in this study, fit into CER. It also explains my interests by listing the components of the psychosocial support (PSS) framework employed for the study.

The concept of 'Child-Headed Household' is globally a societal problem as it exists in different societies of the world (cf 1.1). Again, there are various challenges associated with living in a CHH, as discussed above (cf 1.2.1), to the extent that children feel disregarded. Therefore, linking the concept to the study's theory, CER's main aim is to liberate human beings from the experienced constraints through voice (Braune, 2013:16; Henning et al., 2004:22), meaning the CER with its ideas is seen as a tool that can be employed to bring change in the life of the CHH learner. The concept of psychosocial support which is informed by problems attached to CHH plays a role in developing human wellbeing by addressing stressful conditions, reconstructing the social structures (UNESCO, 2006:1) and

creating supportive environment. By so doing the unfavourable conditions which overpower humans can be opposed as postulated in CER. There are also various life skills (discussed in 6.8.1) that should to be employed in order to empower the marginalised and guide them to transformation. Amongst others, communication is the most powerful skill in transformation and it plays an outstanding role in sustainable learning (Mahlomaholo, 2010:11). On the other hand, Nkoane (2012:99) indicates that the most powerful tool in CER is communication, which helps people to construct meaning towards transformation. This supports the idea of having chosen CER as the theoretical framework for developing a PSS framework in this study.

Having discussed the relationship existing between the concepts of the study and its theoretical framework, it is necessary, as indicated above, to view components of a PSS framework proposed in this study. These components will be viewed in relation to some existing frameworks and theories of education. The wellbeing of children plays an important role in their education, hence whatever kind of PSS is provided has to be guided by the policies that are protecting children's rights (Department of Health, 2010:4). PSS is viewed as a way of rebuilding and strengthening relationships which are important in the development of the human being. The focus of this PSS framework is on specific components (discussed in chapter 5 subsection 5.2), such as enhancing teacher induction, empowering teachers, respecting learners' feelings, rebuilding relationships, encouraging resilience and strengthening PSS.

These components are viewed as tools for CHHs to improve their relationships by building a strong sense of self. Taking into consideration the magnitude, uniqueness and complexity of the CHH phenomenon the DBE is supposed to have an effective PSS from all role players because learners may be experiencing distress due to unmet basic needs such as shelter, food and healthcare, lack of encouragement, affirmation, unfulfilled or unsatisfied need for a sense of belonging and need for basic safety. PSS will then cater for educational needs and be an emotional response (Department of Health, 2010:4; Regional conceptual framework-SADC, 2011:16, 23).

For instance, the Strategic Operational Framework (SOF) 2011-2115 (2011:3) describes PSS as preventive and curative since it facilitates resilience. I believe that PSS will not overcome challenges identified but it is there to strengthen resilience in humankind. The 2011-2015 Strategic Operational Framework further identifies skills such as listening, critical thinking, communication, mediation as well as resolution of tension as crucial when strengthening resilience and offering care and support. Therefore, in teaching and learning, this care and support is assumed to offer a coordinated response in addressing barriers faced by learners and teachers (Action Step National Model, 2011:11).

The PSS framework is necessary in schools because they are centres obliged to ensure access to education for all children as far as their rights are concerned. In this regard I acknowledge the 2011 care and support conceptual framework developed to support DBE in improving access to school and learner retention with the intention that it is used as a guideline in delivering appropriate care and support (Care & support conceptual framework, 2011:13). However, this national framework as a guideline does not indicate how or what has to be done in order to deal specifically with CHHs. Instead, it indicates that for the success and achievement of 2015 goals, teachers need to be well trained and motivated in strengthening care and support in schools (Care & Support Conceptual Framework, 2011: 19-23). This informs the proposed framework in my study, and education officials need a relevant way of assisting learners from CHHs for their success. The concern is that this training has not been conducted since 2006, in the implementation of White Paper 6 on inclusive policy. While teachers are not trained on care and support they are expected as an obligation to ensure emotional development of all children for their full potential. The gap identified here guided me in identifying the components of a PSS framework, as indicated in 2.7.2.

### **2.3.1 Childhood theory and Ecological systems theory on psychosocial support framework**

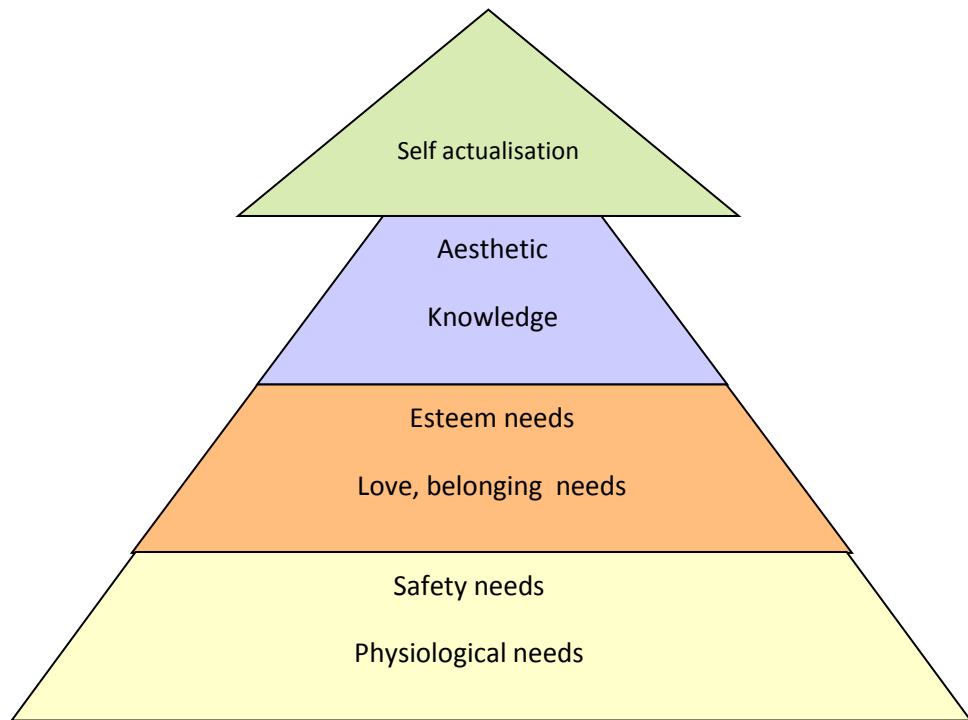
Of various theories guiding education practice as a basis for the development process of the child and the learning process, this study is informed by childhood theory and ecological systems theory. According to Winberg (2008:6), childhood is the period during the early years of human life marked with rapid growth and development. It is important to realise that the conditions in which growth takes place can either enhance or limit development, taking into consideration that development referred to here is holistic and includes psychological, intellectual, spiritual, social, physical and emotional development. Winberg's study examined the needs of children with the objective of advising foster families offering care to orphans. In this way there is a spirit of empowerment which matches the ideas of the theoretical framework for this study.

On the other hand, Ganga and Maphalala (2013) were interested in examining cognitive learning challenges facing Orphans and Vulnerable Children (OVC) of CHHs. their objective being to examine the lifetime cognitive learning experiences in and outside the classroom. Amongst the challenges indicated, these learners suffered mental stress which deprived them of a chance to be educated, therefore the study was couched by ecological systems theory, which posits that there is a holistic interdependence between different organisms and their environment (Ganga & Maphalala, 2013:51). According to the principle of interdependence, individuals are important to each other in order to sustain the cycles of life between birth and death, hence CHH learners need people from different levels in society around them for their development. It is a specific reciprocal interaction that exists between peer groups, siblings, classmates, school and community as internal and external environments which also impacts on the individual's development. Based on this, PSS is necessary for the CHH learners to strengthen their role within the reciprocal interactions as human beings, taking into consideration social challenges such as poverty, financial constraints and emotions. Winberg (2008:6) argues the importance of considering children's needs when designing any kind of programme that would be of assistance with care and support.



### 2.3.2 Maslow`s Hierarchy of needs

Abraham Maslow`s theory focuses on Human development, which support the idea of considering children`s needs when developing plans to support them. Maslow (Social development statutory services, 2010) explains a hierarchy of needs in the journey of human development, as represented diagrammatically below.



**Figure 2.1: Maslow`s hierarchy of needs** (Cited in Social development statutory services, 2010)

In summary, Figure 2.1, Maslow`s theory explains that as human beings develop there are different needs to be satisfied which are grouped into different levels in the hierarchy. In this section I discuss the first three levels relating more to care and support for CHH learners and showing a need thereof.

## **Physiological needs**

When there are unsatisfied needs, human beings are motivated to do something in order to satisfy them. For instance, the first lower level deals with basic physiological needs such as food, which has to be satisfied before the higher levels. This is caused by a powerful factor for the prime satisfaction, which is bodily need. Should the basic needs be neglected it becomes impossible for the learner to pay attention during teaching and learning. The great disadvantage resulting from this, as Richter and Desmond (in Lepheana, 2010:11) argue, is vulnerability to child labour, abuse and exploitation (Winberg, 2008:6) some of the challenges experienced by CHH learners.

## **Safety needs**

Security plays an important role in a human being's life and the body needs to be protected in a safe home. For the CHH learners, security is not guaranteed, which becomes a threat to their physical and psychological being (Ibebuke & Van Belkum, 2014:63; Van Breda, 2010:268), consequently optimal functioning in a classroom situation is compromised. Again, for the CHH children, health security also affects them negatively, and lack of financial support makes it difficult for them to take care of themselves. When the safety need is not fulfilled there will be unfamiliar reactions (Higgins, 2014:4) and insecurity constitutes a risk factor for development of anxiety disorders (Acher & Hansen, 2013:195).

## **Love and belonging**

Human beings have a need to belong as members of a family, community and society. Parents play a special role in a child's learning, as seen in their self-esteem and cognitive functioning. These are the next levels in the hierarchy of needs which push the individual to fulfilment and self-actualisation.

From the diagram and discussion above it is clear that growth and development are achieved gradually on different levels. Consequently, care and support for psychosocial needs will be easier. Bronfenbrenner (1986) describes five nested systems that play a role in the development of individuals holistically, namely the microsystem, mesosystem, macrosystem, exosystem and chronosystem. Each guarantees the necessity in its role since there are specific needs that are to be fulfilled. Ideology in these two theories, ecological and childhood development, were considered in designing a PSS framework for sustainable learning since they are relevant to development. It is the aim of the study to contribute towards helping CHH learners cope with psychosocial effects, such as emotions, in order to allow them smooth development. My understanding is that the child may not develop on her/ his own in isolation, without other people who can assist towards fulfilling and satisfying needs on different levels of development. Engaging learners from CHHs as co-participants in designing a PSS framework for sustainable learning afforded me an opportunity to recognise multiple realities with regards to unsatisfied developmental needs, to bridge the gap and at the same time empower them.

### **2.3.3 The model framework**

This subdivision will look at and compare National Model and the Strategic Operational Frameworks (SOFs) in implementation to see how they respond to the needs of learners from CHHs. The aim of the SOF is to save or protect lives and strengthen recovery from crisis, enabling healthy and safe living and promoting social inclusion amongst vulnerable victims of crisis (SOF, 2011-2015:2). On the other hand, the National Model framework aims at guiding the DBE on engaging and leading its institutions on implementation of care and support for teaching and learning. It also aims at a collaborative and coordinated action from different stakeholders to overcome barriers to education for vulnerable children in South Africa, also intend to assist in realisation of human rights, including education (Action Step: National Model, 2011:13).

Different approaches to be followed on implementation of the SOF are: advocacy and communications, knowledge sharing, capacity building of national society, technical and operational support. The National Model mentions principles as opposed to approaches, such as the child in the centre and community participation in order to ensure a continuum of care and support between school and home, schools as centres of care and support are used to facilitate access to support services. The SOF defines psychosocial support as a process of facilitating resilience within individuals, families and communities, whilst the National Model is defined as provision of care and support in response to emotional, mental and social needs of learners and educators. In this regard we recognise a principle of empowerment embedded in CER.

The SOF recognises a need for expansion of psychosocial centres as its focus, dissemination of tools and guidelines, training on tools to be launched and master trainers to facilitate a broad spectrum of health, and care and training of trainers. The national model's focus is to play an important supporting role for vulnerable learners, assist SBST in identifying at-risk learners and address barriers to learning, put in place learner teacher support services who will address their needs, ensure support for stress and depression, provide access for teachers' in-service education, and ensure that barriers to learning, life skills orientation and counselling are addressed. Lastly, it should provide teachers with training in identifying and addressing barriers to learning.

The two frameworks discussed (National Model and SOF) above make no mention of learners as participants and does not mention CHH learners specifically, except for vulnerable children in general, of which CHH learners may be excluded in this case. More important is that the National Model framework does not explicitly indicate the role to be played by learners themselves, and this on its own signifies that the mentality of power still exists. My intention is to bridge the gap by helping learners and teachers to be more empowered in addressing learners' psychosocial challenges. Eventually this will minimise the learning challenges of CHH learners. I also intend allowing these learners to participate in designing a framework that will assist them. In this manner, types of participants will be recognised and no power will be imposed over any individual, but rather

there will be a feeling of ownership. As the study is driven by CER, people's feelings will be accommodated to inform the designing of the PSS framework. In this way people will be able to invent their own means of addressing challenges they are facing, and this will ultimately lead to unrestrained education. Therefore, the aim is to design a PSS support framework that will be sufficiently flexible to contribute towards CHH learners and strengthen some components mentioned in the national model. Engaging CHH learners in the study should allow them recognition in solving life problems.

## **2.4 DEFINITION OF OPERATIONAL CONCEPTS**

This section defines the concepts used in this study for a common understanding.

### **2.4.1 Child-headed household**

UNICEF defines CHH as a household consisting of children who take care as head of their household without adult supervision and who may be attending school (Hlengwa, 2010:12). Although different words may be used a common understanding is that care is provided by the person under the age of 18 years (Van Breda, 2010:263). For instance, Section 137 of the Children's Act no 38 of 2005 (amended) defines the concept as a household in which parents, guardians or care givers are either terminally ill, have died or have abandoned children, therefore there is no person to provide care, resulting in a child over the age of 16 assuming the role of caregiver for other children in the household. Jefferson (in Nicholson, 2008:408) defines CHHs as having neither parents alive and the head and primary income earner below the age of 18. The General Household Surveys defines CHH as a household in which the oldest is 17 ( Meintjies & Hall, 2014:1).

While in 2008 there were approximately 11,500 CHHs with two children staying by themselves without an adult in South Africa (Richter & Desmond, 2008: 1022), in 2013, 96,000 CHHs were reported in the country by the Department of Social Development, of whom about 51,000 were male and 44,000 female, and 24,000 in

KwaZulu-Natal (SABC News, 2013: 6 November). From the above definitions I understand a CHH learner as a child who is 18 years and below, in a household that does not have an adult carer and is attending school. This is a child experiencing numerous psychosocial challenges because of having assumed adult responsibilities at an early age. For example, he or she has to ensure that there is food in the house, life is going on as if the family is normal, and young ones are taken care of in relation to clothing, health status and emotional comfort. The child heading the household is bound to ensure that basic needs are met or are satisfied, and relies on the school to provide skills, guidance and education on how to deal with daily challenges.

#### **2.4.2 Psychosocial problems and support**

Psychosocial problems are understood as challenges that are caused by poverty, hunger, rejection by community, unfavourable health status and people's emotions (Hlengwa, 2010:8,9; Winberg, 2008:4; Nicholson & Jefferson, 2008:408; Van Breda, 2010:263; Richter & Desmond, 2008:1022), which ultimately affect the wellbeing of an individual. Psychosocial support (PSS) refers to efforts that can assist in dealing with such challenges by meeting continuing social, emotional and educational needs of children. It involves policies and any programme, framework or guideline aiming at improving the psychosocial wellbeing of people. Morgan (2009:8) views the concept as referring to a relationship between the child, family, community and society that relates to how the child feels about self and life. This view therefore leads to the definition of PSS as taking care of the wellbeing of an individual's physical, spiritual, material, social and psychological aspects in building a stronger sense of self. PSS is defined by UNESCO (2006:1) as recognising the importance of the social context in addressing stressful psychological events and reconstructing social structures to give effective support, whilst the DBE's National Model Conceptual Framework (2011-2015) identifies teachers as obliged to create a supportive environment during teaching and learning. For Walker (2005:16) the concept means families, communities and friends providing care for orphaned vulnerable children. Nevertheless, according to the liberal approach it is an individual's obligation to take responsibility for his or her own wellbeing (Dickens, 2009:596), therefore PSS involves taking care of and

addressing the emotional and social context of individuals, such as CHH learners for their wellbeing. For the purpose of this study, the focus is on a kind of support that would address the teaching and learning challenges of CHH learners. It may be the individuals' obligation, friends, teachers and education officials are the nearest people who can immediately offer support. The study aims to enquire from affected learners and teachers the challenges then identify the kind of support required to encourage learning and create an atmosphere for its sustainability. Below are some of the challenges indicated by the literature.

#### ***2.4.2.1 Poverty***

Poverty, a status not favourable in CHHs, is caused by lack of income for living through absence of parents. Statistics South Africa (2015), using the 2006-2010 survey, indicates that about 62% of children are disproportionately affected by poverty while 51% are talking to all people in South Africa. CHH learners are more vulnerable economically than orphaned learners staying in adult-headed households since they are unable to generate income or sustain the little they receive from the child grant if they do (Blaauw, Viljoen & Schenk, 2011:140). As a result, learners have to sleep without having had food for more than two days. They experience stress due to poverty, as for instance the head of the house worries about what siblings will eat and subsequently is unable to concentrate in class. It sometimes becomes difficult for them to concentrate on their schoolwork due to hunger. Poverty also has an effect on the health status of children.

#### ***2.4.2.2 Discrimination***

The absence of parents and lack of love leaves a fixed mark on the psychological wellbeing of the children in CHHs (Chidziva, 2014:19). They experience hurtful utterances from their friends, classmates and even from the community due to their status. They are labelled as those who do not have clothes, those who are always wearing shabby uniform or those who are always first in the queue to get

food during break. When other children receive grants they are deprived because they do not have required documentation. They are treated as if they are responsible for their status of not having parents who could have given them certificates to rescue them. For example, the survey 2006 – 2010 reports significant racial disparities of other vulnerabilities, with about 68% of black African children living in poverty as compared to 3% of white children (Statistics SA, 2015). These kinds of treatment are causing them to be withdrawn and be regarded as antisocial.

### ***2.4.2.3 Stigmatisation***

Since most of the CHHs emanate from the pandemic of HIV and AIDS, there is a stigma attached to the family. It becomes difficult for learners to interact with other children due to the treatment they receive and they are often referred to as 'AIDS orphans', (Lepheana, 2010: 26, 29), as those who have been abandoned by parents who have left them in search of employment. Children live with this emotional thoughts of when they might escape the kind of labelling. Some end up developing bad behaviour, becoming violent as a defence mechanism, while others engage in substance abuse. By so doing their problems are aggravated and academic performance becomes worse. This is the time when support is needed most from teachers.

### ***2.4.2.4 Child labour and exploitation***

Children who are from CHHs are bound to find jobs to assist their siblings. Some became school dropouts and the challenge is frequently exploitation (UNICEF, 2015:1), because they earn just enough for basic subsistence. Girl children are more vulnerable in this regard because that is when prostitution begins, for the sake of making money to satisfy the basic needs. This is when homework is either incomplete or unattended to at all because the learner had no time.



#### **2.4.2.5 Role adjustment**

Role adjustment, as referred to here is when parents die and the child head of the house takes all the responsibilities in the house that were catered for by parents. The head ensures that siblings are safe, have food, go to school and worries if all these are not carried out properly. This shifting to parental role, according to Kurebwa (2014), Awino (2010) and Lepheana (2010), is burdening and challenging to children because they are not yet mature enough for such responsibilities. They play this role to the extent that they end up sacrificing their schooling in the absence of support, dropping out mainly for the siblings.

#### **2.4.2.6 Emotional and social distress**

It is possible to experience high levels of depression with the kind of challenges experienced in CHHs. Being discriminated against by the government, being stigmatised and living in poverty are conditions leading to emotional distress. Chidziva (2014), Lepheana (2010), Moffet (2008) and Nkomo (2008) witnessed that a CHH itself is a stressful condition and affects children's psychological functioning. Children feel insecure and have no one to cry to when they are not well or have no one to protect them. Their main hope may be the teachers with whom they spend most of their time, hence in this framework the emphasis is on equipping teachers with life skills in order to bring about change in CHHs.

#### **2.4.2.7 Learning challenges**

Often, learners from CHHs are not at school and due to lack of concentration their academic performance is not good. Absenteeism caused by looking after their sick siblings or having to perform a specific job to get money for a doctor, or to apply for a birth certificate so as to access the child foster grant. Sometimes they experience challenges with schoolwork because they are bound to perform domestic chores then have no chance to consult their books (Lepheana, 2010: 12). Learners cannot show interest in learning when they are over-burdened by

socio-economic and psychosocial problems. They are forced to drop out of school because they do not receive adequate support from their teachers.

#### **2.4.2.8 Lack of care and support**

Clauses in the South African Constitution, such as the new children's act (Act No. 38, 2005), are not always taken into consideration and children's rights are not respected by schools. This framework therefore aligns itself with legal policy statements to ensure that CHH learners are taken care of.

#### **2.4.3 Sustainable learning**

Sustainable learning has been defined as different life skills that are needed by learners to empower them throughout their lives (Taggart, 2007:11). According to Tsotetsi (2013:43), it includes a formalised transfer of knowledge from the teachers to the learner as a child not only learns in the classroom but also at home. Complementing the view, Mahlomaholo (2010:11) believes that such skills may be required to face life challenges, and as indicated by (Mapesela, Hlalele & Alexander, 2012:90), sustainable learning depends on cooperation between teachers, learners, parents and stakeholders. Sustainability is then understood as ensuring that human development efforts achieve lasting improvement in the lives of children and their carers including communities, without causing harm or compromising their wellbeing or that of others in the present and future (Salamao, 2011:14). Therefore, sustainable learning takes place through interactions whereby adults can help learning at a higher level of understanding (Ministry of Education 2014:19), and through collaborative enquiry, as teachers engage with other stakeholders for critical reflection, discussing ideas, theories and learning methodologies (Ministry of Education, 2014:22). To ensure long-term sustainability, communities have to be empowered with regard to livelihood, self-resilience skills and strengthening capacity to deliver services that are needed most through learning. To ensure this, individuals have to stand up for themselves

and exercise some introspection. Having identified their limitations in dealing with life challenges they have to seek empowerment in order that learning takes place easily and without resistance. It is imperative that they see a need to change so that they may not feel compelled to transform, which then will be oppressive in a way. Sustainable learning is viewed in this study as learning gained through interaction with different social beings in different contexts to nourish physical being, emotional states and the psychological being of individuals in need. The empowerment and sustainability activities referred to above will be looked at with reference to national policies and legislation.

## **2.5 LEGISLATIVE IMPERATIVES AND MANDATES**

There are different policies guiding people on how children could be handled in their development, both international and national. This section highlights a few of the legal statements contained in some of these policies. Department of Social Development (2010:12) in the guideline to statutory services suggest international legislation such as the United Nations Convention on the Rights of the Child (2009) which reaffirms children`s vulnerability and the need for special primary care and family protection. Other policies that are promoting children`s protection, care and support are the Hague Convention on the Protection of Children and Co-operation in Respect of the Inter-country Adoption (1993); the African Charter on the Rights of the Child (1999); the Hague Convention on Civil Aspects of International Child Abduction (1983); the United Nations Protocol to Prevent Trafficking in Persons (2003); and the International Labour Organisation Convention No. 182 on the Elimination of the Worst Forms of Child Labour (1999). For instance, the African Charter on the Rights and Welfare of the Child (ACRWC) can improve children`s lives as it is implemented holistically, taking into account children`s civil, political and socio-economic rights. The development of this framework is informed by national legislation, therefore aligning itself with policies and guidelines that are in favour of children. The psychosocial support or the wellbeing of children depends on the protection of their rights. For instance, in the Bill of Rights of the Constitution of South Africa (1996), the child has a right to

proper care, protection from any harm, basic needs such as food, shelter and health care, education and over and a right to be loved (Children`s Act No. 38 of 2005). Furthermore, in SASA, Act 84 of 1996, chapter 3: section 12 as amended :3 it is required that all learners` educational needs must be served without unfair discrimination. This issue of education discrimination is also noted in the inclusive schools` guideline (Guidelines for full-service and inclusive schools, 2010:3).

Nationally, the Constitution of the Republic of South Africa, Act 1996 (Act No. 108 of 1996) acknowledges that children represent the future of the country, therefore their rights should be fulfilled as an obligation of the Parliament. The Children`s Act (Act No. 38 of 2005 as amended) was launched, giving children rights to participate in any decision-making that concerns them. The Social Assistance Act (Act No. 13 of 2004) and Guardianship Act (Act No. 192 of 1993) gives parents authority and obligation to give consent in case the child has to be removed from one place to another or has to apply for a passport, which becomes a challenge in CHHs. In the Domestic Violence Act (Act No. 116 of 1998:16), children may not be prevented from entering their usual residence and so may not be taken out of their homes, even when parents are dead, by order of the court. The Sexual Offences Act (Act offence to engage in such an act, even if it can be in exchange for money due to poverty. Education White Paper 6 (2001) and Guidelines for Inclusive Schools (2010) encourage schools to administer care and support to learners who experience barriers to learning, however, it appears as if the policies mentioned here are not meant for CHH children, taking into consideration their psychosocial challenges. It is imperative that all children are taken care of as future citizens and leaders of the country, irrespective of where they come from.

The seriousness of CHHs countrywide made the South African government realise the need to accommodate them within the South African Constitution in the amended Children`s Act (No 38 of 2005), which defines a CHH as a household in which the parent, guardian or caregiver is terminally ill, has died or has abandoned children in the household. As a result, a child has assumed the role of a caregiver and there is no adult member available to provide care. The Constitution of South Africa in the Bill of Rights (Section 28) upholds the rights of every citizen, including children, to family care, parental or an appropriate

alternative when removed from the family environment. Therefore, children must be given the requisite means for normal development both materially and spiritually as stipulated in the declaration of the rights of the child of 1924 (Mohlakwana, 2011:4).

In responding to these statements, different departments and organisations, such as the DBE, Department of Social Development and Nongovernmental Organisations (NGOs) have developed movements with specific guidelines. For example, child grants by the Department of Social Welfare, the White Paper 6 and guidelines to inclusive schools by the DBE have been developed to liberate children from stressors such as barriers to learning but a challenge remains as different departments or organisations are not mutually reinforcing each other in this regard (Schmid, 2007:508), or are not coordinated in working together to help CHH learners regarding PSS support, hence schools are confused in relation to how psychosocial support could be implemented. The state is obliged to ensure the safety and wellbeing of children, especially when parents are failing to do so or are not available. Again, as articulated in Solange (2004:ii), according to the Constitution the state must ensure that CHHs are able to access social assistance and schools are entrusted by the state to fulfil such obligation through teachers in loco parentis. The South African School Act (SASA, Act 79 of 1996) clearly states that all learners' educational requirements must be served without unfair discrimination.

With regard to emotional response and resilience, this framework is guided by the Action Step National Model (2011), in which it is stated that skills such as listening, critical thinking, communication, mediation as well as resolution of tension are crucial when strengthening resilience and offering care and support. The intention is to address barriers to learning for the learner who comes from the CHHs. Therefore, the role and responsibility of district and provincial curriculum officials are aligned with the guidelines to DBE inclusive policy (2010:45) for mutual support and collaboration. This is enhanced by the statements in Education White Paper 6 (2001:48). Additionally, teachers are regarded as appropriate alternatives to look after emotions and educational needs of children who spend most of their time at school (Schmid, 2007:508). For instance, the Ministry of Education (2014)

regards teachers as reflective practitioners who can listen, observe and discuss with others the individual's uniqueness for better understanding. Children have a right to be loved, cared for and protected, all basic needs in Maslow's hierarchy of developmental stages. They need support to enable them to reach their full potential (Nugent, Masuku & Jones, 2007:4) and the framework to be designed in this study is guided by the legal statements indicated in policies promoting children's rights. Lastly, as suggested in international legislation, such as United Nations Convention on the Rights of the Child, CHHs should be given special attention due to their vulnerability (Social Development guideline to Statuary Services, 2010:12). As a result, it is an obligation of the school to ensure the wellbeing of children, especially when they do not have parents to guide them.

Based on the above, this study aligns itself with the guidelines to inclusive policy (2010:45) which outlines the roles and responsibilities of districts and provincial curriculum officials in providing mutual support and collaboration. With the assistance of educators, learners who are excluded from the system, such as those in CHHs, will be identified and given a chance to participate in the project. Through advocacy, people will be made aware of challenges experienced by CHH learners and the ways of empowering them. It is my intention to use official specialists in the inclusive directorate to give all learners access learning, access support programmes. There will be a plan for all educators to receive staff development programmes through training and classroom support in addressing needs of learners from diverse social backgrounds. Additionally, SASA 1996 (*Act 84 of 1996, chapter 3: section 12 as amended* :3) will be considered as it emphasises that education has to be non-discriminatory, so human resources will be made available in the person of adequately trained educators who will be available and effective for all learners. Section 2.6 (below) discusses how different literature views the phenomenon of CHHs in order to see a need for designing a psychosocial support framework for their learners.

Reflecting on legislation, it is evident that internationally there are expectations that the community will raise the child, with community members regarded as part of the family. However, children may consider community as their family members if their best interests are properly served. Children have the right to participate and

be heard in matters concerning their care. Similarly, in Africa, promotion of child welfare with regard to education, medical care, nutrition and other basic services became a priority of the ACRWC. Designing a psychosocial support framework for the care of CHH learners in schools is to ease the operationalisation of ACRWC since it is in the best interest of the child's education. Children's rights relating to education have been allocated a clause in the South African Constitution. The next section views findings from different literatures conducted in relation to CHHs.

## **2.6 RELATED LITERATURE**

The introduction in chapter one acknowledged the increasing number of CHHs due to HIV and AIDS that have left children as orphans and which will affect educational institutions of this country if nothing is done to assist. It is the responsibility of parents as primary caregivers to ensure development of self-actualisation and social education of their children by giving them love, support and care (Pillay, 2012:4). For that reason, the absence of parents in CHHs leads to many challenges, such as discipline, emotional instability, and lack of self-esteem and self-confidence. Nugent et al. (2007:11) add to these, notably missing school, malnutrition, extreme sadness, exploitation through child labour, and lack of life skills and training opportunities. Such problems impact on education because children who lack parental guidance in social issues become the responsibility of teachers, who have then to make sure that they augment and close the gaps as secondary caregivers in their classrooms and facilitate social interaction. They are expected to educate learners, support them when the need arises and by so doing ensure courtesy.

This study is conducted so as to contribute and add to the teachers' knowledge on how to deal with learners who are faced with challenges such as those experienced by learners from CHHs, taking into consideration inclusivity as one of the principles in policies of basic education (CAPS, 2010). Therefore, looking briefly at different psychosocial problems which may contribute to learning

challenges experienced by learners who are from CHHs, can assist in determining the support required.

### **2.6.1 Psychosocial problems of learners from CHHs and the need to design a support framework for sustainable learning**

South Africa has faced a serious challenge from the HIV and AIDS pandemic, which led to an increased death rate. Mothers and fathers have left children alone when young, and without adult care givers. Coupled with unemployment, the number of CHHs increased since elder children were compelled to head families. By the year 2013 there were projected to be 1 million double orphans (having lost both parents) specifically by AIDS, excluding other causes (Meintjes & Giese, 2006:407). These children are faced with different social and psychological challenges, such as stigmatization, discrimination and poverty, as well as emotions which consequently lead to disparate learning challenges (Mohlakwana, 2011:6; Lepheana, 2010: 20-22; Richter, 2008:1019-1020; Mokoena, 2007:60; Masondo, 2006). Learning challenges include barriers that contribute to ineffective learning (Hugo, 2006:46), whether pedagogical, medical, socio-economic or systemic in nature. For Lepheana (2010:10-12), pedagogical barriers include inappropriate application of teaching and assessment strategies to address learners' needs. Of relevance to this study, the teaching and assessment methods used might be that they are not appropriate for some learners from CHHs, hence learners feel excluded and drop out of school. Another perspective is that teachers might not know strategies relevant to CHH learners, a motivating factor for this study. The next paragraph focuses on what each barrier mentioned above entails.

Socio-economic barriers include the impact of environmental influences on learning, which could be linked to a lack of basic needs such as shelter and clothing, poverty, poor medical care and living conditions, and a lack of parental involvement and stimulation. Another perspective of socio-economic barriers to learning repeats the challenges which affect the CHH learner, as indicated in the literature review above. These need to be identified and dealt with appropriately in schools so that learning can be more accessible to all learners, irrespective of



their background. This study not only aims to raise awareness but also suggests a framework as an intervention to be used in schools to assist learners who are affected by socio-economic barriers to learning.

Systemic barriers refer to a lack of basic and appropriate learning and teaching support material (Lepheana, 2010:11-12). White Paper 6 and guidelines to inclusive education have been developed by the DBE to support teaching and learning, but the challenge is to show teachers how to use these materials and give them adequate time to interact with their content. Teachers should know which materials are relevant to address both socio-economic and pedagogical barriers in teaching and learning of the CHH learners. The PSS framework proposed later in this study is intended not only for learners and teachers but also for all stakeholders who may collaboratively play a role in the teaching and learning.

Medical barriers include sensory impairments that could be either visual or auditory, impaired mobility, and chronic and infectious diseases (Hugo, 2006:48). Inability to deal with medical barriers leads to increased absenteeism in classrooms, impacting negatively on teaching and learning (Chidziva, 2014:32). Advising on how to address them as a way of offering support is important for this study because learners from CHHs are sometimes more affected in their health due to their lack of knowledge about where to get assistance.

Children are forced to take on adult responsibilities, such as taking care of their siblings when ill and making daily decisions (Bourdillon, 2004:100), engaging in house chores and trying to keep the house in order. This leaves no time left for them to study or do their schoolwork. Pillay's study, *Experiences of learners from child-headed households in a vulnerable school that makes a difference: lessons for school psychologists*, found that most learners did not have furniture at home, including tables on which to do schoolwork, or space for a desk (Pillay, 2012:9). Such conditions add to pedagogical barriers and make learning more difficult.

Mokoena (2007:59) indicates that most learners who are from CHHs struggle with clothes, including school uniform, to an extent that they are not regularly at school as they would have one outfit and wait for it to dry. Other learners from CHHs

would go to school wearing dirty clothes because of not having soap, which adds to discrimination and emotional upset when other learners scorn and laugh at them (Lepheana, 2010:7). Often, children leave school feeling challenged in class, stigmatised by their life conditions.

Poverty is problematic, despite feeding schemes introduced in schools and grants received by orphaned children, as learners still do not have food to eat before going to school. The only time they get food is at school during break and they still have to engage with their schoolwork when they get back home (Leatham, 2005:86). Learners are expected to participate in group afternoon and weekend discussions but if they are hungry their concentration to learning is disturbed.

The indication is that about 95% of the children living on their own without parents or elders are always angry, unhappy and sad. Their sadness is linked to the domestic situation and feelings of insecurity (Pillay, 2012:10). According to Mwamwenda (2004:241), the presence of parents in children`s lives and their development is important, whilst Maslow indicates that if one of the developmental stages is not gratified it becomes difficult to achieve self-actualisation which is accomplishment of everything that one wanted to be, and transcendence which refers to giving oneself up to spirituality (Reitan, 2013:3). Learners from CHHs are growing up in such circumstances without the support and care of their immediate family, "without protective environment of their homes ... their situation deprives them opportunities of learning values they need to become socially knowledgeable and economically productive adults" (Meintjes & Giese, 2006:412).

Another crucial factor is that, under difficult circumstances, learners develop negative emotions. Schools in the Xhariep district have no counsellors and only one psychologist employed at the district office responsible for the whole district, expected to monitor learners` emotions. As important sites of psychosocial development it is important for schools to have access to a psychologist who would guard against psychosocial problems of learners, as teachers often do not know how to assist such learners (Pillay, 2012:14). Teachers are under pressure not to leave behind a single learner, and accountable to education officials. It is important to mention that the psychosocial problems and learning challenges

indicated above apply not only to learners of CHHs, but the argument in this study is the vulnerability of the marginalised CHH learners who do not have someone at school who may see their problems and assist through support as soon as necessary. The study conducted by UNAIDS in 2009 indicated that the number of CHHs was not increasing and the environment of heads of these households was proportional, however, now the major concern is to help them overcome their learning challenge (UNAIDS, 2010:6).

Studies conducted with orphans and vulnerable children in Kenya, Lesotho, Malawi, Uganda and Zimbabwe found that they were less likely to attend school when they reached adolescence, signifying that learners from CHHs were unable to cope with the learning demands while having to play adult roles in their households (UNAIDS, 2010:8). As Taggart (2007:45) argues, teachers also need assistance with regard to challenges they are experiencing with CHH learners. In support to this, a study conducted in Zambia in 2009 indicated a need for schools to be inclusive and supportive. Learners need more flexible and alternative opportunities for better participation in learning, while teachers need a professional development opportunity to support curriculum developments and manage large classes (UNAIDS, 2010: 18). As much as the South African government introduced a developmental social welfare programme responsible for the grants in response to the needs of vulnerable children (Schmid, 2007:501; Department of Social Development, 2010: 36), it is necessary that having realised the need, education specialists also design a working framework for sustainable learning for the learners of CHHs.

Huni (2009) one of the national writers in his publication, *Psychosocial wellbeing series: Mianstreaming psychosocial care and support within the education sector*, indicates that learning abilities of children are directly related to their wellbeing at home, school and/or wherever they are. Children who are suffering due to hunger, displacement and/or illnesses at home tend to struggle to reach their full learning potential (Huni, 2009:11), but if their emotional and social needs are met it is possible that they can reach their full potential. Based on these challenges, I assume that CHH is one of the psychosocial issues affecting schools and learner performance. South Africa has many areas that are poverty-stricken, many

households that are still lacking basic needs such as health care, food and appropriate shelter, despite the presence of parents, consequently children become victims. It is worse for CHHs who do not have parents or even an adult figure around them to give support as they are at risk of coping with many issues, including finding an income for living.

The uniqueness of this study is therefore its focus on assisting learners from CHHs to be able to overcome some of their barriers to learning by designing a psychosocial support framework. I acknowledge learners' different resilience strategies because they are exposed to different challenges to survival. They learn numerous endurance skills so their coping mechanisms need to be explored (Gorongo & Moyo, 2013:1) before employing an appropriate PSS framework that will contribute towards strengthening them and also giving support to teachers in this regard. This is informed by the high performance and achievement expectations as far as curriculum in the DBE is concerned.

Within the South African context of CHHs, countrywide studies pointed to a need to establish a focused, coordinated and sustainable strategy for support. Further recommendations indicate that attention be paid to different policy documents that are addressing children's needs and rights for precise implementation (van Rensburg & van der Wal, 2008:198). The value of having a better understanding of the challenges and limitations experienced by learners of CHHs will enhance the implementation and maintenance of focused and sustainable support structures and programmes which will effectively address their learning needs (Human & Van Rensburg, 2011:961, 965). Some experienced teachers believe that the only move towards assisting learners from CHHs involves life skills, since they assist in acquiring mechanism to effectively manage their lives.

#### ***2.6.1.1 Effects of child-headed households on learning***

This study is informed by the challenges I observed when investigating learning challenges of CHH learners during research conducted in 2009 to gain a deeper understanding of the learning challenges faced specifically by Black girl learners

at secondary schools in the Xhariep District. Based on the findings, as discussed below, the suggestions and recommendations indicated a need for a PSS for learners from CHHs. The various challenges were as follows.

#### *2.6.1.1.1 Discrimination*

Discrimination is defined as the practice of unfairly treating a person or group of people differently from others and it has the quality of power that finely distinguishes groups (Public sector information, 2015:3). For instance, CHH learners are discriminated against for their conditions of life, seen as those who do not have school uniforms or food at home (Jakachira, 2012:31), subsequently leading to labelling, which further affects their emotional state. Maclellancomb (2014:110) notes that learners CHHs' negative emotions are sometimes caused by an intense trauma of being in foster homes whilst Chidziva (2014:33) has found that as a result of losing parents due to HIV and AIDS learners often had poorer academic performance.

#### *2.6.1.1.2 Stigmatisation*

Despite educational talks and announcements on the media, advocacy and workshops conducted to teach societies about HIV and AIDS, victims such as children orphaned by HIV and AIDS are still stigmatised. These are some of the learners from CHHs who are found in schools, one effect identified as weakening learner self-esteem then academic performance becoming poorer. Some learners experienced rejection; others without parents left to seek jobs and experienced fear of exploitation. Being called by names such as "*orphans*" placed a stigma that they felt would follow them until they die. Some indicated that they therefore denied themselves their rights and felt ashamed following steps of receiving the national grant. Adding to the impact of stigmatisation, Jakachira (2012:31) associates stigma with discrimination, the two phenomena often going together because discrimination is at times caused by a specific stigma attached to a

person, or vice versa. Stigma degrades social identity, leading to low self-concept (Jakachira, 2012:31).

#### *2.6.1.1.3 Emotional and psychological impact*

Children staying in CHHs often suffer emotional trauma and emotional neglect due to little or no support, depending on what led to their situation, whether AIDS-related death of parents, unemployment that led to migration, or being separated from siblings due to orphanage. This kind of situation was also reported in Zambia and rural Uganda, causing anger, depression and psychological distress (Hapunda, 2015:3). In Rwanda, about 55% of young people who were heads of households reported clinical depression, as reiterated by Schenk, Michaelis, Sapiano, Brown and Weiss (2010: 328), whilst events such as rejection and feelings of anguish were reported in Zimbabwe. Children's emotions are also negatively affected by the same issues of discrimination and stigmatisation, and the social functioning and emotional state of learners who head households is affected by time spent on taking over the responsibility for playing a parental role while not being well-developed for it. Parenting has been shown to be detrimental to child development, is stressful, challenging and arousing a feeling of having lost one's childhood due to role adjustment (Van Breda, 2010:266). These are severe observations that were found to impact on academic performance, resulting in dropping out, with a need for emotional support since some children showed what she referred to as 'suicidal ideation'.

#### *2.6.1.1.4 Basic needs*

Lepheana (2010: 42) iterates that children who live in CHHs due to loss of parents experience severe consequences with regard to basic needs such as shelter, food, clothing and health. One participant twin learner in Lepheana who was interviewed indicated that her aunt claimed that their mother's house was hers so they had to move out while they were fighting to get it back. This was a learner

whose academic performance was good before she had lost parents but had extremely deteriorated after loss. Situations similar to this, put extra pressure on learners who have to take over parental roles and stand before the court to fight for their rights. Children`s rights regarding access to property are often violated, especially in households where there are specified guardians (Maclellancomb, 2014:105). Protection, parenting and spiritual needs are abstract livelihood needs for survival, and were found to be the most necessary needs for the children of CHHs since they did not have an adult figure in house to take care of them.

#### *2.6.1.1.5 Poverty, abuse and child labour*

Poverty was identified as a life-threatening fear in CHHs, since heads of the house had to provide for their siblings. The state of affairs placed children at risk of abuse and exploitation. Female heads appeared more vulnerable than males as had to seek jobs in order to earn money to provide for living, despite the South African Basic Conditions of Employment Act, section 43, which states that children should not be employed. For instance, research conducted in Zimbabwe indicated that girl children continue to be faced with psychosocial challenges that were perpetuated by poverty, despite the goal of eradicating hunger and poverty by 2015 (Chinyoka & Naidu, 2013:195). Girl children who are heading households are at risk of sexual abuse, and as found by Chinyoka and Naidu (2013:203) they become victims of sexual abuse by relatives, guardians and some teachers. Alternatively, girls sell their bodies for sex in order to get money, food, gifts and shelter (Van Breda, 2010:271). Sometimes they are forced to work for little or no money. Witnessing the challenge of child labour in CHHs, Ibebuke, Van Belkom and Maja (2014:74) found that children were involved in obtaining money for their living whereas young girls were engaged in domestic employment as maids.

Despite the challenges indicated above, such as low self-esteem, low self-regulation, absence of expectation due to absence of parental involvement , some learners of CHH still have a positive hope regarding their academic goals (Lepheana, 2010:112), hence the reason for designing a psychosocial support

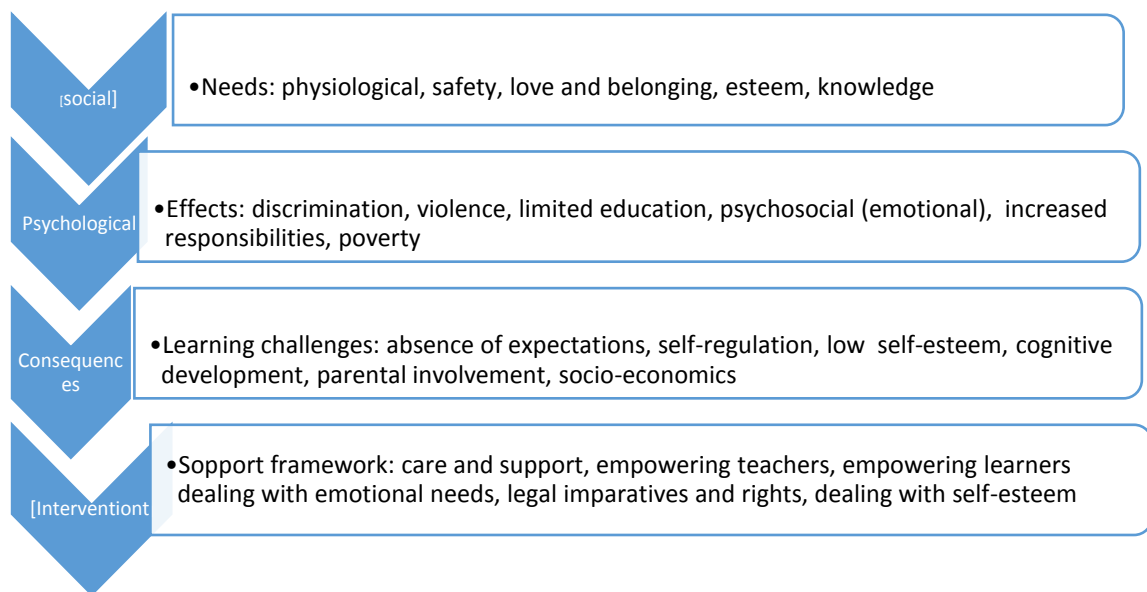
framework in order to mitigate challenges mentioned above whilst mounting important life skills for resilience.

#### *2.6.1.1.6 Education*

Education may be informal or formal, the former starting at home when parents play a major role in imparting social values such as respect, love and honesty, the latter imparting knowledge related to mastering specific skills like in numeracy and literacy (Eaton, 2010:2). In this regard, informal education is necessary for formal education to take place, therefore a gap exists in CHHs due to absence of parents and lack of fixed foundation of learning. Children living in CHHs often drop out of school, not only from lack of informal education but also due to poverty and economic challenges. Some drop out of school long before they are orphaned or heads of households. Other reasons for dropping out are depression, stressful conditions at home, low levels of achievement in class because of un nourished cognition, as reported by Chinyoka and Naidu (2013). This is supported by Van Breda (2010), with unfavourable conditions of living identified as having adverse consequences on the mind. Some children continue in absenteeism, even missing examinations because of lack of parental support.

Having realised that some learners from CHHs see no purpose in life, and some have ambitions, I considered them suitable participants of this study. Below is a summary of CHHs challenges affecting their learning as basis for a PSS framework for sustainable learning.





**Figure 2.2:** The learning challenges of learners who head households in the Xhariep District informing the PSS framework.

### **2.6.2 Components and aspects of the framework for sustainable learning of learners from child-headed households**

The needs of child-headed household learners differ and it is difficult to draw a precise assessment of existing needs in terms of the nature and extent of services and programmes that are in place. Government structures have programmes which appear as if vulnerable children such as CHH learners are cared for holistically, however these are not necessarily dedicated to or specifically targeted to such learners. I concur with Human and Van Rensburg (2011:960) by concluding that there are challenges regarding the management of psychosocial support and care structures for child-headed households in South Africa schools which are not being addressed sufficiently and their academic challenges are neglected. There is a need to establish focused and sustainable strategies that may support learning of CHH learners.

### ***2.6.2.1 Enhancing teacher induction***

The aim is to look at transferring necessary skills of care and support to all teachers in order to simplify the way they may implement them. Skills such as basic counselling, communication, pastoral role-playing, assessment, administrative, responsibility and listening play a vital role in care and support (Mohlakwana, 2010:7). The study intentions regarding the transference of these skills is to conduct advocacy and workshops as discussed in chapter 3. It is crucial that teachers begin by having knowledge and understanding of relevant skills for care and support before they share them as this will enable them to have a comprehensive knowledge and understanding of themselves, first in order for them to operate both intra- and inter-personally with regard to values, attitude and socialising. Teachers need to deal with challenges such as emotions in order to assist learners from CHHs to cope. Both the teacher and learner must be agent of positive social change through commitment and taking responsibility for transformation (Ntaote, 2011:15). As the SASA expects teachers to educate learners on both human and children`s rights, learners may be able to question events and be productive social beings in their communities. In this study it is argued that teachers should be included when policies and guidelines are developed because they experience problems and have evidence of what does or does not work. Working with them will assist since they should respond to statements contained in policies and guidelines.

### ***2.6.2.2 Respecting learners` feelings***

Both learners and teachers are expected to have a deeper understanding of respect, so it becomes the responsibility of the teacher to let learners understand their valuable uniqueness. It is imperative to lead by example, listen to learners` feelings and protect them so as to easily identify what kind of support is necessary. Every child`s dignity has to be respected, as indicated in the South African Constitution, and each child has to be regarded as a unique individual. Moreover, teachers have to minimise power over learners (O`reilly, Ronzoni & Dogra, 2013: 151), and instead exercise a loving, kind and caring relationship with

learners. There is no need for learners to be labelled but rather they need to feel confident that their reported challenges will be treated with confidentiality in the process of assistance (Clark, Flewwitt, Hammersley & Robb, 2014:94). Moreover, respect creates a sense of belonging, self-responsibility and leads to positive behaviour, improved attendance at school and improved performance (Learning and wellbeing framework, 2014:1). It is the responsibility of the teacher, as indicated in the framework for learning and wellbeing (2014), to allow learners to build their strength and work cooperatively in groups. Learners need to realise that respect is reciprocal, and through guidance they will also have to respect teachers and their fellow peers. They should be encouraged to tackle issues of bullying, prejudice and labelling for harmonious relations (Learning and wellbeing framework, 2014:3), whilst schools should instil love to each other as partners of the school community. However, respect may not found only in schools, as education officials and seniors can also show it by not imposing policies or guidelines without engaging teachers as implementers of what should be done with learners. Teachers need to be respected in the context of their social, emotional and intellectual interactions (Tenn, 2015:2). Considering this, one of the strategies planned in this study for generating data is to participate with teachers and engage them in discussions in order to understand them.

### ***2.6.2.3 Empowering teachers***

Every teacher should be trained through workshops on how to assist learners from CHHs. The focus should be on identification of their challenges and the relevant care and support for facing their psychosocial challenges. Establishing approaches and objectives through appropriate communication will assist in building resilience, since it is still the responsibility of the LO teacher or the School based Support Team (SBST) alone, as it is the case currently in Xhariep schools. All teachers have to be equipped with the basic counselling skills. This idea is supported in UNAIDS (2010:19), which reports that teachers in Botswana indicated a great need to be trained in counselling skills in order to support learners as they teach. Listening to children allows them to feel recognised and

become free to relate their feelings. The significance of empowering teachers would be in building persons who persevere to get things done, are good listeners, can motivate others to become involved in liberation movements, accept feedback from others, and be good in decision-making, problem-solving and planning, They should be passionate about helping learners, understand how to work ethically and use a reflective approach (Longhurst, 2014:07).

Based on the aforementioned, several features would play a vital role in teachers' sustainable development, notably taking into account their own values and those of learners. Teachers should be encouraged to allow peer learning or collaboration in their classroom as this can help those learners who are chronically depressed to actually focus their minds. The approach of PAR should be encouraged during teaching and learning in schools, as this is where some learners' creativity can be observed despite their hardships. When teachers are empowered they will be able to identify different learning barriers in different kinds of learners and be able to empower them with relevant resilience strategies for support. Another feature is understanding learners' environment and giving them an opportunity to reflect on their own values. Gradually a process of transformative learning as proclaimed by Longhurst (2014) will unfold for sustainable learning.

Again, teachers are more knowledgeable and in possession of valuable skills regarding support for teaching and learning but a challenge remains in identifying the right time to practice such. Therefore empowering them, showing them when and how to use such skills and knowledge through continued professional staff development may be of assistance. The teachers identified as participants in this study enhanced their personal development in offering care and support for sustainable learning. Another view is that teachers are complaining of how overloaded they are but it is time for them to realise that they are change agents and they themselves should create time to bring change and lessen the load. It is important to solve one's own problems while promoting the wellbeing of others. Teachers need to be empowered with emotional coping skills in order to deal with issues relating to authoritative power in their workplace.

Learners from CHHs do not receive any praise or validation from their homes and it is the responsibility of the teacher to close that gap. However, when teachers do not receive this they see no need to offer praise, even when due. Praise might seem minute but it has a tremendous effect in creating a positive climate for learning. Empowered teachers have positive relations with people around them, are eager to build working relations and share a paradigm with their learners.

#### **2.6.2.4 Rebuilding relationships**

Curriculum officials and curriculum directorates have to network with the inclusive directorate to share expertise and for coordinated planning. At the same time learners should be encouraged for group skills such as peer support, connecting through shared experience, participating in sport activities and becoming role-players in teamwork (BUCS, 2015:2). Huni (2009:37) uses the slogan of “work *with* not work *for*”, which means participating in one’s own development rather than waiting to be developed. Serving as mentor, coach and counsellor to learners may influence active participation more than putting emphasis on subject matter and may decrease resistance to change. As stated by Campbell (2014:1), a positive relationship between learners and teachers is encouraged by having a sense of safety and comfort from emotional and physical abuse. Behaviours such as gender bias, racial harassment and classroom criticism need to be minimised. It is expected of the teacher to portray an acceptable attitude that strives to create a validating and nurturing environment, even when inappropriate behaviour is observed from the learner (Weltshire, 2014:16). Consequently, learners may perform well academically when they feel secure and when they are listened to by their teachers. Rebuilding relationship and trust minimises stress and isolation, even between teachers themselves. Weltshire (2014) affirms that it has a good reward in terms of learner behaviour, discipline and receptivity. Having proclaimed this, it is important to realise that not all learners can be helped at the same time, however, gradually day-by-day practice would bring about transformation.

### **2.6.2.5 Encouraging resilience**

Resilience is the ability to steer through severe life challenges and find ways to bounce back, having skills to cope with specific current and future life challenges. For Huni (2009:12), it refers to the ability to cope, which is the human capacity to face, overcome and be strengthened by life's adversities. After sorrow, human beings can rebuild their lives, and for learners and teachers it is essential to build resilience, since it minimises stress (Pearson & Hall, 2012:2). Resilience as a skill entails optimism, communication, being proactive and taking care of oneself. These strategies help individuals to learn to be positive and adapt to difficult situations of life. As a result, resilience strategies used by CHH learners will be identified in order to be used by teachers to encourage other learners to practice them. Also, curriculum officials will be able to assist newly appointed teachers in this regard. For example, the school may implement a strategy of sharing motivational talks by resilient legend of CHHs, thus contributing to building learners' self-esteem, helping them to make choices and express their feelings, needs, likes and dislikes. Hollway and Jefferson (2013:128) indicate that understanding oneself helps in coping with external threats of life. For instance, the CHH learner has to be empowered towards assertiveness with the intention of building a positive self-concept. This would be regarded as one of the skills necessary to strengthen psychosocial support for CHH learners. Equipping them with skills to deal with their emotions would be of assistance in feeling emotionally secure and confident, and would equip them with skills of taking full responsibility for their actions (Weltshire, 2014:12).

### **2.6.2.6 Strengthening psychosocial support**

The DBE expects teachers to provide psychosocial support to learners in the school environment, so as pastoral role-payers they are expected to facilitate learning and deal with unfavourable conditions that disturb the smooth process of teaching and learning. They are entrusted to develop the child holistically, taking into consideration the emotional, spiritual, physical and social aspects that may inhibit the intellectual development of the learner. Therefore, through the pastoral

role stipulated by the DBE, they are expected to demonstrate a culture of care, support and protection of children at schools (Ferreira & Ebersohn, 2011:64). Care and support in this regard should aim at responding to emotional, mental and educational needs of both learners and teachers in order to contribute to sustainable learning. A psychosocial framework for care and support has to focus on the emotional and social wellbeing of each learner at all times, even in classroom activities such as monitoring, evaluation and assessment. It can be of more assistance if teachers together with principals make it a norm that they invite structures such as Home Affairs, psychological services, social welfare and other relevant agencies to schools so that different challenges may be identified and dealt with accordingly. Schools should be made aware that they may be the only hope to these vulnerable learners, hence they are deemed responsible for care and support as well as teaching (Mohlakwana, 2010:7).

According to Ferriera and Ebersohn (2011:64), it is necessary that teachers take the role of counsellors to CHH learners as their profession characterises them as people in possession of empathy, caring and knowledge on interpersonal skills. However, the argument remains that not all teachers have been equipped with necessary information regarding competencies as counsellors; hence a gap has been identified in schools with regard to psychosocial support. With guidance of other frameworks and models implemented in other departments and countries, such as the PSS on HIV and AIDS (Freeman, 2006), this PSS framework for sustainable learning could be a success. For instance, UNAIDS (2010:19) suggested five models which can be implemented in an educational setting in rendering support to vulnerable children of which they may play a vital role also in assisting learners from CHHs:

1. The **Head-Heart-Social model**, which explores how feelings and emotions alter individual's interaction, e.g., teacher-learner interaction.
2. The **wellbeing model**, which considers the holistic wellbeing of a child with overlapping elements. It helps break stigma that can be attached to people and focuses on emotional factors which may be caused by not

understanding one's status. It deals with aspects of discrimination and spiritual experiences (Department of Health, 2010:2).

3. **Resilience model**, which builds and strengthens children's resilience strategies for their difficult life circumstances. Resilience is a successful adaptation, despite challenging or threatening circumstances. It is the capacity to recover from adversities that have a potential to destroy successful functioning of a person (SOF, 2011:3). According to Brad (2013:1), vulnerable pupils also have a menu of self-care habits to inspire their daily lives and a mental list of good habits that support them when they need them most. This model aims at encouraging individuals to strengthen the inner self, transcending pain and grief caused by different life circumstances as a temporary state of affairs. It would be of utmost importance to empower learners of CHHs to be flexible instead of breaking. The focus would be on altering the risk for the positive, reducing negative chain reactions, encouraging and supporting self-esteem and self-efficacy, and opening opportunities for skill and ability building.
4. **Circles of support model**, which targets gaps in support offered by the government. Its objectives are producing a nationally appropriate model for school-based responses to orphaned or vulnerable children, developing awareness as well as training and facilitation tools to support schools with psychosocial support. Finally, it provides basic needs and psychosocial support to enable orphaned or vulnerable children to remain in school.
5. The **pyramid model** of PEPFAR (2012:33, 34), which with different levels of support focuses more on child's need programmes. The main aim of the model was directed to psychosocial care and support of OVCs then influencing policy implementation regarding the wellbeing of individual, providing basic services such as food, shelter education and health needs; family support to be provided by friends, caregivers and some community members; focused support and specialised mental health support, which will focus on referrals to specialised clinical services. For the success and achievement of these basic services, there were guiding principles outlined



as playing a key role such as “do no harm”. This clearly stipulated that interventions in this regard should guard against traumatising individuals. Another principle was psychosocial wellbeing and strength-based approaches that emphasised the concept of ability, agency and coping which individuals and communities possess. These were skills regarded as naturally available in each member of the community. The third skill was resilience, which in the pyramid model is believed to be naturally embedded in young people’s ability to cope with various life conditions. Therefore, programmes which were to focus on strengthening resilience had to support the internal resources to children. Finally this model also focused on reducing stigma through a principle of integrated community and health systems (PEPFAR, 2012:33, 34).

Based on different models, the resilience model and the pyramid model influenced the foundation of a PSS framework in this study, to strengthen the resilience strategies of CHH learners, taking into account that they survived various challenges from when they started heading families. By strengthening coping strategies, care and support strategies specifically in a classroom situation, the wellbeing and learning of the CHH children would be sustainable. Teachers would also be empowered to have confidence to assist such learners, with care and support strategies integrated from different communities, such as school teaching staff, education curriculum officials and those responsible for inclusive education, the SGB, social workers and psychologists.

#### ***2.6.2.7 CHHs equipped with life skills and values***

Life skills are psychosocial abilities for adaptive and positive behaviour, enabling individuals to deal effectively with the demands and challenges of everyday life, while values relate to societal ethics (UNICEF, 2013). Through training and participation, CHH learners can acquire some life skills which would be of importance to them, such as communication, listening, computer skills, problem-solving, team membership and decision-making. In addition to life skills, values

such as sharing encourage individuals to keep going, and their resilience becomes strengthened.

### **2.6.3 Conducive conditions for the implementation of the support framework**

It is important that teachers take into consideration that they are entrusted with their job since teaching is regarded as a calling beyond simply its professionalism. Teachers have to note that caring for children at school is not an extra burden (Mohlakwana, 2011:6). According to Babedi (2013:32), engaging in activities of PSS may limit frustrations that lead learners to unacceptable behaviour. The conditions that are viewed as conducive for PSS in a classroom entail accepting and respecting individual learners' past experiences, involving them in decision-making regarding the teaching method that best suits them, allowing pairs and teamwork in order to boost learner confidence, and making conditions that promote healing and strengthen coping mechanisms (Salamao, 2011:16).

CHH learners need love and security, which means values such as respect, *ubuntu* (humanity) and honesty as guiding principles of schools. It should be every teacher's responsibility to teach learners what is right and wrong, not only the LO teacher, who should be emphasising ethics and morals (Robert & Bullough, 2011: 21). Remediation and remedial teachers are necessary not only for the foundation phase but in all schools, including secondary ones, in order to provide learning support, as suggested in the policy of inclusivity (Education White paper 6, 2001:48). Taggart (2007:57) indicates that the conducive conditions at school, which can contribute to the success of the implementation of the framework, are those that allow teachers to exercise a sense of influence, autonomy efficacy, achievement, praise or recognition and support from all angles. Nugent et al. (2007:11) suggest that regular visits to homes of CHH learners to check on children is important for observing their health status, education and safety, and contributes much in sharing cultural norms. Findings by Roux-Kemp (2013:6) indicate that about 21% of CHHs' psychosocial, economic and health status was poor due to extreme psychosocial problems which support the challenges indicated in 1.2.1 above. In contrast, my understanding is that unfavourable

conditions relating to health status and economics place much strain on the individual's psychological functioning. Based on such detrimental conditions, one understands that coping with schoolwork would be challenging, whether in class or at home. It is therefore necessary to have a caregiver who will be encouraging, despite difficult circumstances. A conducive atmosphere should allow easy acquisition of psychosocial support skills and build a platform for psychosocial recovery. This can be facilitated by allowing harmonious relations between the community, schools and individuals (Neville, 2009:11). Conditions such as showing love, respecting every learner, good relations between teachers and learners are the ones to be adopted for this study.

#### **2.6.4. Threats to operationalisation of a psychosocial support framework**

The intention here is to identify and list possible threats to the efficacy of the proposed framework for sustainable learning. The section will show the means by which the identified threats could be dealt with.

##### ***2.6.4.1 Possible threats to the efficacy of the framework***

This section scans some threats which may be distractive in the implementation of the framework and lead to inefficiency of psychosocial support. The success thereof will depend on how best precautions on counter strategies have been identified and put in place by the participants during the strategic planning. That the success of the framework depends on people is a thread on its own. The cause may be varying visions, not understanding the purpose of having such a framework, resistance to change and despair at having had numerous guidelines which are not well implemented. Below, the focus is on some factors concerning teachers which might affect teaching and learning of those who are in need of care and support:

- **Inexperienced teachers:** who regard themselves as subject specialists and not secondary parents who are responsible for pastoral care. Such teachers

focus on delivering the content of the subject; ignore matters which could be disturbing learners from internalising what is presented to them (Delvin, James, Nelson, Smith & Mckay, 2012:3).

- Unqualified teachers (in teaching): who also pay more attention to teaching the content of the subject more than offering care and support. In this instance, in 2013 there were approximately 7,060 unqualified teachers in South Africa, with KZN appearing to be the most affected province. About 85% of the 6,050 (Hawker, 5 Sep, 2013. eNCA) unqualified teachers were hired, which raises concern as to whether learning needs such as psychosocial support will be met. Psychosocial support is one of the direct implications of providing quality education (SACE review, 2010:14).
- The number of secondary schools in Xhariep district was 25 out of a total of 76 schools, including independent and farm schools, each of which had one teacher responsible for LO grades 10 to 12, but some would be teaching grades 10 and 11 based on the total enrolment of each school. LO is a subject considered to play a major role in care and support but about 90% of these teachers are not qualified to teach the subject, regarding it as an additional burden. Grade 12 Learner total enrolment differs from school to school, with 320 the highest and 13 the lowest in 2015, as compared to 318 and 12 respectively in 2014. About 2% of LO teachers are in the committee of the SBST that should play a role in taking care of psychosocial issues affecting children. There was only one psychologist from the DBE responsible for all schools, a limited number of qualified teachers responsible for care and support with regard to psychosocial challenges in schools which put the academic performance at risk. Out of 1,236 teachers in the district (Annexure: 4), 43 were unqualified and 284 underqualified in 2015 (FSDoE EMIS, 2015). This means that the study's strategy towards developing a PSS framework, should have workshops conducted in order to empower teachers.
- Teachers who are also victims of CHHs and still experiencing anger at how they grew up. Although they could have grown up in such families as CHHs,

they might not want to hear challenges again since it would bring back sad memories. Based on the challenges above, the DBE (APP) Annual Performance Plan (2014-2015:20) acknowledged a need to pay attention to the overall wellbeing of both teachers and learners.

- Schools' Staff establishment leading to teachers having to teach overcrowded classes which denies them an opportunity to focus on other challenges that learners are faced with. Coupled with overcrowded classes is teaching many subjects in different grades, again denying teachers an opportunity to fully engage with all learners. In contrast, the DBE's goal of 15 in the APP requires ensuring availability of teachers such that excessively large classes are eliminated (DBE APP, 2014-2015:41). However, there were no changes noticed in 2014 and even 2015 regarding increased number of teachers, which means that the same challenges such as limited PSS support will still be experienced.
- Practice and implementation of the PSS support framework by schools. There are policies in the DBE, such as the white paper six amongst others, the action plan 2014 towards the realisation of schooling 2025, and the framework on a message to schools on identifying and supporting learners who are vulnerable, which are not properly practiced or followed, which could solve some challenges experienced daily by teachers and learners who are at risk of being dropouts.

Examining the aforementioned one realises that some threats, such as unqualified teachers and staff establishment, are challenges that cannot be dealt with in a short time, hence a strategy needs to be put in place to assist them in the meantime (Berry, Daughtrey & Wieder, 2009:1). As indicated above, if people are not well trained to perform desirable tasks it will be difficult for them to implement. Indeed, teachers are overloaded and not even inducted to orientate them in what they can expect in classrooms.

That Teachers' Colleges of Education no longer exist is a challenge, as these were centres in which values and moral support, care, culture of teaching and

values were addressed (Ahram, Stenbridge, Fergus & Noguera, 2012: 2). The research team realised that most teachers obtain their qualifications at universities where the focus is on the content or subject matter. To eliminate such threats of not being exposed to values of care and support the team decided to conduct workshops intending to empower teachers with skills that would ease their minds for the implementation of a PSS framework. These workshops had different goals, as discussed in chapter 4, unpacking and practicing some statements in guidelines and policies as one of them. Furthermore, dealing with teacher victims of CHHs would take time but it was crucial to show them that it is acceptable to mourn but life should go on, hence they have to participate with CHH learners to assist them.

The next section outlines planned strategies followed to deal with threats indicated above.

#### ***2.6.4.2 The possible means of avoiding the above mentioned threats***

Teachers and curriculum officials are in need of fundamental training on how to deal with learners of CHHs. They should attend workshops arranged for the purpose of capacitating them (Taggart, 2007:58). For instance, Millward (2015:49) stipulates that teachers need support in classrooms otherwise the country will face a serious challenge to meeting primary goals of education. To achieve quality education, priority should be given to upgrading knowledge and skills of teachers (Millward, 2015:49). According to Shelile and Hlalele (2014: 673), teachers are the most valuable human resources that can bring change; therefore it is imperative that they receive adequate skills for excellent results. As a result, to simplify the process, they should identify areas in which they need help in order to receive adequate training, especially with the new information and changes to the system. Millward (2015:51) identified some crucial points, indicating the importance of training teachers in order to develop their personal culture, awareness of human relation principles and sense of responsibility to contribute social, economic, psychological and individual being of learners. Supporting the view around the importance of training teachers, Isensee (2015:1) argued that training and

coaching improve classroom practice and consequently learner performance also improves.

With regard to dealing with teacher victims of CHHs, they should also identify their own stress and deal with it by building a strong network of social support for the self. As suggested by Neville (2009:11), the existing networks with education officials may be extended to other departments, such as social welfare, including specialised service that can be needed. This will enhance individual recovery and give teachers a chance to focus on their role as primary caregivers to CHH learners. Supporting this statement, and coupled with pedagogical practices, emphasis is on the importance of motivational sessions with teachers for optimum performance (Nzulwa, 2014:61). Teachers need to participate in physical exercises and have healthy living habits. Liaising with other directorates such as values in education and Sport Youth Recreation and Arts and Culture (SYRAC) can be of assistance taking into account empowerment through collaboration (Argall & Allemano, 2012:28). The NSP (National strategic plan, 2012-2016: iii) indicates that PSS is significant to an individual's health, including mental, physical and social wellbeing.

Teachers should liaise with specialists such as education psychologists and local social workers. Inviting other departments play a role in ensuring that specialists deal with specific issues concerning their fieldwork. For example, teachers might not know how to comfort a learner while ensuring that teaching and learning continues at the same time. Therefore, training them on how to incorporate psychosocial support for a curriculum would minimise a threat to operationalisation of the framework. (Argall & Allemano, 2012:11, 28). Curriculum officials should acknowledge their ignorance and lack of knowledge with regard to challenges faced by learners from CHHs and that there is a need to seek knowledge in order to assist teachers. The SOF (2011-2015:7), for example, suggests that intervention programmes for improved quality would mean competent development of staff members, that is, translation of guidelines for individual understanding. Different workshops regarding training, such as specialised training, training the trainer and networking, can benefit CHH learners. Sharing

knowledge and experiences may also increase the approaches and methods of intervention in psychosocial programmes.

Principals must take responsibility for identifying the needs of the school, such as training SGBs to understand the concept of 'CHH' and the need to appoint relevant and adequate teachers to guard against excessive workload when dealing with the challenge of staff establishment. Through the assistance of DBST in inclusive section and SMGDs effective partnership between parents, learners and teachers may be maintained (Argall & Allemano, 2012:46). The DBE and the superior curriculum officials should be aware of the challenges that are hindering achievement of a required pass rate for all schools. Officials in the inclusive directorate will have to conduct workshops, projects and advocacy to curriculum officials regarding matters with which they are engaging, perhaps contributing to learner performance. It is necessary that essential skills such as empathy, non-judgement, peaceful resolution of tensions and active listening are promoted in order to lessen stigmatisation of vulnerable learners whilst strengthening support services for their resilience and development of high self-esteem (Cakar & Karatas, 2011:4; Argall & Allemano, 2012:20). Ensuring that the framework and other policies within the DBE are practised and implemented would make it easier for evaluation and reworking of identified challenges. For instance, guideline documents such as the SOF strategic operational plan (2011-2015), Action step: support and structures (2010), Action step: National Model (2011) and DBE White Paper 6 (2001) should be taken into consideration by all teachers, not only the SBST, in developing the capacity to address various barriers to learning.

The aforementioned are some of the aspects which may be solutions to threats alluded to above, discussed in greater depth chapter three during the presentation of the actual challenges / threats encountered. In order to sustain participation in psychosocial support in South African schools, full-time teachers who would be focusing on care and support may be appointed in each school and at the district level, as in Swaziland (DBE: Action step CSTL pilot project, 2010:19).



## **2.6.5 Exemplars of frameworks implemented in other countries**

Learners are unique, learn differently and have varied needs. As a result, psychosocial support must consider how they respond to adverse situations based on their circumstances, including age and gender (Taggart, 2007:48). The study examined what prevailed in other neighbouring countries of the SADC since situations might be similar to those in South Africa. The paragraph below looks at some of those SADC countries briefly and each event is attached to a specific country.

### **Mozambique, Zambia, Swaziland and Tanzania**

A study conducted in Mozambique, Zambia, Swaziland and Tanzania involving teachers, parents and learners (Huni, 2009:2,5) focused on the wellbeing of CHH children, therefore workshops were conducted on concepts such as psychosocial problems, psychosocial support, wellbeing of children and the effects of these on children's learning. For example, child participation was a foundation of definite care and support. In **Tanzania**, a COBET programme was implemented in which learners set their own lesson times and kept each other accountable, which consequently reduced absenteeism. In **Zambia** the programme was BELONG, which used performing arts in the theatre to disseminate information on HIV and promote model behaviour (DBE: Action step CSTL pilot project, 2010:54). The study in these countries came up with a guideline to mainstream psychosocial support in schools to assist vulnerable children and reach provincial and district ministers of education, school management teams, teachers and unions. The programme did not focus on learners only but teachers also had support to avoid burn-out whilst working towards helping all learners at risk.

### **South Africa: Western Cape**

The mainstreaming of psychosocial support developed a sub-guideline later known as 'Hero Book', which benefitted both teachers and learners in the Western Cape. Learners reported having developed a sense of increased confidence, discovered a sense of self, experienced changes in academic work and attitude, and giving and receiving peer support (REPSSI, 2012).

## **Cambodia**

A programme introduced in **Cambodia** in 2006 focused on supporting children from a young age by looking at medical and nutritional care, social, psychological and educational issues (Fernandez, 2007:5). The programme was specifically meant to coach children who were affected by HIV and AIDS and to develop their intellectual potential and basic skills for successful schooling. The main aim was to guard against their falling behind due to absenteeism and subsequently dealt with school dropouts. The programme also introduced one-on-one and group games to promote physical and mental health of children which then helped in learning development. Schenk, et al. (2010:330) found that a **Rwanda** mentorship model indicated greater positive psychosocial changes after about two years amongst child heads of households who were supported by adult volunteers.

Successes that were indicated were behaviour change in class, greater improvement in attention span, sustained concentration and stimulation of school interest. Those children who dropped out of school returned and re-enrolled, taking into consideration the value of the programme (Fernandez, 2007:6). In addition, Hlengwa (2010:18) and other researchers define the following outcomes to the empowerment programme of child-headed families.

### ***2.6.5.1 Sense of self and belonging as success of PSS***

People reflect on what has been important for them and what they want for the future. Sense of self is defined as emotional maturity, ability to comfort the inner self and take responsibility to understand emotional discomfort (Suresh, 2011:1). The most important trigger of people's development is a "dream" which stimulates purpose, optimism and hope for the future. If teachers are able to serve learners well in totality, that is taking into consideration learners' emotional, social and psychological aspects, they can develop a sense of self-worth and wish to succeed in class (Campbell, 2014:2). Sense of belonging may be stimulated when a sense of self is developed. Initiating youth-working-groups in which learners of CHHs who are staying close to each other at home may work together when they

have exercises to complete, and may be of importance in eliciting belonging. According to Suresh (2011:69), since sense of self is about accepting oneself it enables a person to identify with a specific group. Group belonging assists with socio-emotional development; which further assists in restoring acceptance, security, trust and value. For Ormrod (2010:69), belonging somewhere enables one to engage in an activity of self-assessments and judgements against others. Eventually one gets to understand and know who one is.

#### ***2.6.5.2 Sense of power as success of PSS***

Once a person has realised and understood the self it becomes easy to develop a sense of power, related to sense of self-worth in that one develops confidence about activities one is good at (Campbell, 2014:2; Ormrod, 2010:70). It can be developed in learners from CHHs through identification of strengths and talents, allowing them to lead in activities that require such expertise (Hlengwa, 2010:18). The empowerment programme, together with the five models suggested above, indicates that it is possible to have a working psychosocial support framework which can assist learners from CHHs. It could be more valuable for schools to have their own support framework that they may use together with different programmes offered by the NGOs, who seem to be playing a major role in supporting teachers and learners psychosocially.

Comparatively examining international countries, Ireland developed a framework for their health and wellbeing from the assistance of Enda Kenny (2013). They were concerned that the number of health diseases was increasing greatly due to lifestyle trends such as poor diet, alcohol misuse and physical inactivity. Therefore; the key features were identified as effective included leadership and accountability, inter-sectoral approaches such as partnership and reaching beyond the government, building community responsibility and early intervention. Finally, they developed a monitoring and evaluation system that would ensure success of health and had standard indicators specified for regular measurement. Outcomes indicated about 90% improvement on diseases that were specified as having worked on their lifestyle successfully. In the UK, the UN global strategic

framework on protection, care and support of orphans and vulnerable children was endorsed to ensure commitment and implementation having observed its importance (UK parliament, 2004).

## **2.7 CONCLUSION**

Acknowledging that much has been carried out by researchers in studying child-headed households, and contributions made to assisting, the focus is directed to social and some psychological issues. There is still a need to collate the suggestions made to see how best they can be utilised in developing a support framework towards sustainable learning, because those psychological and social issues are some of the barriers to learning. I conclude that teachers themselves are the ones who are experiencing different challenges; therefore they are the ones who must devise programmes which may be more productive. The next chapter reports on engagement with teachers in identifying challenges relating to CHHs in schools.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY FOR DATA GENERATION FOR PSYCHOSOCIAL SUPPORT FOR LEARNERS FROM CHILDHEADED HOUSEHOLDS**

#### **3.1 INTRODUCTION**

This study aims at designing a psychosocial support framework for sustainable learning. In this chapter attention is paid to the research design and methodology considered appropriate in generating data, describes participants and narrates their profiles as vital role players during data generation. Attention will also be directed on how data was analysed, then an adherence to ethical issues.

#### **3.2 PARTICIPATORY ACTION RESEARCH**

Participatory action research (PAR) was considered a relevant approach to follow for this study particularly because it allows voices of the oppressed to be heard. It focuses on the effects of the researcher's actions with the aim of empowering a group of people or the community (Yang, 2013:3) so as to improve the performance. Taking into consideration that the participants were teachers, learners and education officials, PAR was more suitable as it is influenced by the CER, which is driven by emancipation, empowerment and society's knowledge construction. As Kemmis states in Yang (2013:3), it is a form of self-reflective research undertaken by participants and a technique that has the potential to deal with social injustices, with the inclusion of the marginalised, to promote peace (Leykum et al., 2009:7). Therefore, it posits that knowledge should be constructed through the engagement of researcher participants as partners in a collaborative effort to address a matter of concern which embraces fairness and power inequalities (Riel, 2013:6; Eruera, 2010:12; Leykum et al., 2009:7).

PAR within CER was more relevant for this study than qualitative approach, which although concerned with the lived experiences of individuals in a society uses participants as objects who can just be interviewed or observed without making any contribution towards the problem researched (McMillan & Schumacher, 2006: 26-27), rather than as performers (Meko, 2013:75). Another way in which PAR can be viewed is its political stance since it is based on CER. From a political view, indicated by Henning et al. and Maree in Lepheana (2010:58), the focus is on conflicts, contradictions and inequalities of people in a society with the aim of setting them free by disclosing hidden assumptions in a self-reflective manner, also to enrich lives of human beings (Koshy, Koshy & Waterman, 2010:14).

There are outstanding significances of PAR in communities that employ it, for example, in its call for the involvement of a team between the researcher and participants of different levels (Leykum et al., 2009:7). In this study, key individuals who were affected, such as CHH learners, psychologists with a fundamental knowledge of the context, education officials who seem to have powers embedded in them to oppress others, were all involved in the process of improvement. Riel (2010:3) clearly stipulates the expertise of PAR by identifying its ability to form partnerships with the outside experts to guide the process, including the community. She acknowledges its proficiency in empowering the research team to locate the problems and develop methods to improve them.

I therefore concur with Kemmis and Wilkinson in Yang (2013:14) that in PAR, firstly, participation is important. In this manner individuals are given a chance to reflect on their knowledge, skills and values. Secondly, collaboration plays a vital role whereby people are engaged in social interactions through communication, production and social organisations. Lastly, and most importantly, emancipation is emphasised since people explore social practices that constrain their lives and how they can release themselves. As people participate they have to critically reflect through discourses with the aim of investigating reality in order to bring change.

As a result, PAR is appropriate in this study in that it helped me to steer the objectives indicated in chapter one. As the study concerned education and the

community as a social problem, the chosen approach became relevant. Since PAR claims social change for transformation I assumed teachers and learners would benefit through having the opportunity for their voices to be heard as participants themselves. They contributed to the body of knowledge since they had time to suggest what had to be done as interventions in their problems, but this time not having to wait for educational officials to tell them what to do as a command. Therefore, it was easy to locate problems of CHH learners which affected teachers, and also to propose what could be seen as a way forward. As participants we were all involved as team researchers who democratically had the same vision of a PSS framework that could guide teachers on how to assist learners from CHHs. It was then necessary that we tabled our working plan to be followed in order to ensure that every individual had a role to play. There are different stages in a form of a cycle involved in PAR which we had to employ, such as planning, acting, reflecting and acting again, then evaluating (Pain, Whitman & Milledge, 2011:3).

During the planning phase a specific map of how the activities of the research unfolded, with the duration of each activity, how often the group intended to meet, identification of resources to be used, the method to be employed and the role players thereof agreed upon democratically. After the planning stage is reflection directed to the research question and objectives. For this stage, Pain et al. (2011:3) indicate that accountability plays a role with regard to responsibilities of all participants and once they have engaged with the stage of reflection the action stage follows. The research was executed, progressing through seven themes that guide PAR, namely, collaboration, knowledge, power, ethics, theory building, emotions and wellbeing. This research study adopted these themes from Pain et al. (2011:4) as the research progressed through each stage. This will be described in the sections to follow the design of this study, and the cyclical stages of PAR employed.

My view during the study was that there was no need for a scientific support for participants and readers to believe challenges experienced and their impact. One participant commented, *"I like the topic we are discussing, it will be good for us to be participate for self-discovery regarding CHHs, I want to know how research is*

*conducted*". The most important step instead was social interaction, communication and effective strategies implemented. The crucial activity was the engagement between teachers and learners from CHHs and between other role player participants. Every participant was able to learn the real-life situation of CHH learners which is the crux of the matter in the study. However, people still have fear of facing reality and of disclosing the oppressive hidden agendas that Koshy, Koshy and Waterman (2010:14) believed negatively affect their optimum functionality. The self-reflective process was not easy because it showed lack of accountability and pointed back to teachers and curriculum officials as ineffective. Although participants were enriched as far as the value of taking action they were unsure of succeeding.

Having realised that the needs of CHH learners are unique to the extent that there is no single intervention that can address them all, the inclusive White Paper 6 policy does not help because it does not stipulate how support should be administered. There was a need to devise a framework that would complement the policy in a way for easier operationalisation.

### **3.3 DESIGN**

Research design outlines the work plan to be followed in order to complete the project. It gives details on how the research is structured with regards to required data including methods to be used in collecting data and the analysis (Van Wyk, 2013:4; Kowalczyk, 2013:1). As Van Wyk (2013:4) puts it, it is the design that assists in producing answers to the research question. The topic of investigation in this study: *designing a psychosocial support framework for children from child-headed households for sustainable learning* determined the design. It constitutes the district profile and that of the selected school, participants as directing team, and the responsibility of all participants in implementing the plan of the study.



### 3.3.1 Profiling of the district

Xhariep District is one of the five education districts of the Free State province, situated in the southern part of the province in a dry and hot area in which vegetable gardens do not survive. The learner enrolment in each school is the lowest in the province, with the number of grade 12 learners between 1,006 and 1,116 in 2013 to 2014 and for the other two districts around 4,000 and 4,300 matriculants, with the other two around 3,000. Xhariep is made up of 16 towns, each with either two or three schools, primary, intermediate and secondary or primary and combined, which amount to 64 in total. The number of double orphans in the district fluctuated between 1,350 in 2012/2013 and 1,208 in 2014 (FSDoE EMIS, 2013-2014).

Due to its geographical setting, it is one of the most poverty-stricken district in the province and has a high unemployment rate. For instance, 26.80% of the 146,259 population were unemployed, with 33.80% youth unemployment. Of those 20 years of age and above, 12.90% had no schooling experience and 19.20% had no matric (FS local Government handbook: 2015) Therefore, the consequences are such that some parents have to leave children on their own to seek for jobs in cities or on farms.

Academic performance in general, in different schools, is not up to the provincial benchmark. For example, the analysis of ANA results indicated poor performance in successive years (FSDoE EMIS). Below is a graphic representation summarising the district performs as compared to others in the province. As Phuthulluhang is a secondary school, the results reflected were for grade 9 Mathematics and First Additional Language, which in this case is English.

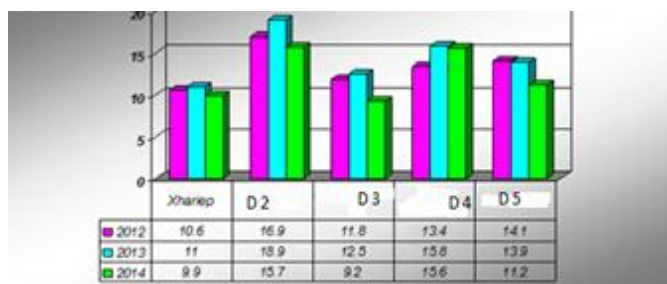


Figure 3.1: Grade 9 ANA Mathematics performance (FSDoE EMIS,

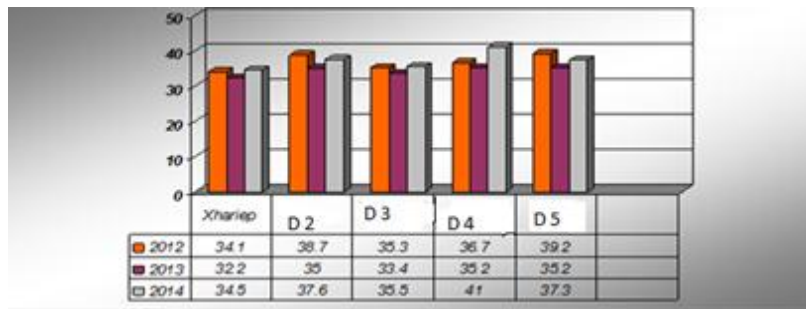


Figure 3.2: Grade 9 ANA First Additional Language Performance (FSDoE EMIS :2015)

The information reflected above shows that the district was the lowest for all districts in the three years of ANA administration.

Regarding the grade 12 performance, only seven schools in towns out of 25 secondary schools achieved 100% pass rates in successive years. Most of the public schools were fluctuating if not underperforming between 60 and 78% pass, with Phuthulluhang (pseudonym) falling within the bracket of underperforming schools every year. Underperforming schools achieve below the benchmark as stipulated by the province every year. The reason might be that most children, including the CHH learners, have no one pushing, motivating or encouraging them at home, except for the few who pushed themselves. However, not all learners from CHHs may perform below par. Another point of view in this district is that some learners are engaged into labour practice after school and on weekends so as to provide for their needs. Therefore, there was pressure from the provincial Education department demanding high pass rate of learners from teachers. Phuthulluhang secondary school was one of the schools which was not performing well and enrolled the highest number of orphans (FSDoE EMIS), as indicated in Annexure 4.1.

Another matter of concern in the Xhariep district that was raised by the human resource office was that 40% of teachers did not stay long in schools, but looked for transfers to other districts or resigned. This might be due to unacceptable behaviour of learners which disturbed their optimal functioning, therefore putting more pressure on them. Phuthulluhang is one of such schools that often lose teachers, with subject advisors spending their time inducting new teachers at

Puthulluhang. In 2014, the school had four successive teachers responsible for Physical Sciences in the same year complaining about learner behaviour. Similarly, in 2015 the school had three different teachers responsible for Life Sciences. Another reason might be the unhealthy living conditions, with 90% of the teachers travelling between the school and residential town for 160 kilometres a day. In addition, the NGO (FAMSA) reported a high percentage of drug abuse in the community.

### **3.3.2 Profiling of the school**

Phuthulluhang secondary school is one of the schools with the highest learner enrolment in the Xhariep district, and the highest number of learners from CHHs. This is one of the schools that offer classes from grades 8 up to 12. The discipline is not appealing yet it is fortunate to have had strong principals, but learners are often absent and the overall performance has declined in the past for years. For example, in 2010 the pass percentage was 64 against the provincial benchmark of 70, as compared to 2011, of 60 against 75% benchmark. In 2012 the pass rate was 87.10% against 80% and in 2013 was 59% against an 85% benchmark. According to FSDoE EMIS, the number of child-headed households in 2014 was estimated at 94, which is about 8%, whilst in 2013 it was 76, giving about 6% (Annexure 4.1) Phuthulluhang was established in 1948 as a primary school that had a different name. In 1993, secondary classes were introduced by the Department of Education when it decided that a secondary school should work separately in its own building. Therefore, in October 2003, it started to function as a secondary school in this town and begin enrolling matric learners. The pass percentage was 67 of the 72 learners on their first matric class.

### **3.3.3 Establishment of the team**

The team was made up of 16 members, who were representative of the society. Describing their profile, its` not necessarily to exercise power but to show how

their qualifications matched their expertise during research, namely six from CHHs learners who initially were five before another joined, with ages ranging from 18 to 21, two teachers, the principal, one teacher from a local feeder school, one SGB member, the SMGD, a subject advisor, CES: inclusive directorate in the DBE, a DBE psychologist and a local social worker. The NGO (FAMSA) also played a role in conducting some information sharing sessions with the team, such as parenting programmes, violence and drug abuse awareness sessions. The aim was to involve the principal of the feeder primary school to Phuthulluhang, but he was serving retirement notice therefore one of the most experienced teachers substituted him. Different role players were consulted and invited to discussions on the phenomenon of CHH. Consultation began with the SMGD of the school, then the principal of Phuthulluhang S.S. The key concepts in PAR are involvement and participation which emphasise collaboration of participants and researcher as equal partners (Henning et al., 2005:24, 26) thus enabling reflective rationality.

Thus, learners from CHHs, teachers and myself had the task of engaging in reflective rationality with the aim of finding solutions not only to problems with the academic performance of such learners, but also for other aspects relating to their development, such as social life. Our engagement was of importance in becoming better informed on decisions to be taken for daily practices, hence PAR was the relevant approach followed. It was necessary to engage the principal of the primary school which is a feeder for this affected secondary school.

Learners of CHHs and their teachers, as they were directly affected, had to participate together with other team members in generating data, for example, through dialogue to explore the best way of designing a sustainable framework for their learning. I had to place myself side-by-side with learners who were from CHHs and teachers in a joint effort to find psychosocial support for the particular group of learners for sustainable learning (Mertens, 2010:21). PAR was chosen for this study particularly because it attempts to assist people in investigating and changing their social and educational realities by changing some of the practices constituting their lived realities (Yang, 2013:14) and it allows voices of the oppressed to be heard.

### **3.3.3.1 School governing body (SGB)**

The school governing body (SGB) consists of parents' representatives elected democratically to assist in school governance, the principal by virtue of his/ her capacity, the teacher, a learner (only from grade 8) and a member of non-teaching staff (DBE, SGB, 2015:1). The elected parents have different portfolios from the chairperson's, and were invited to participate. For transparency, the chairperson was the community member who joined the team when available from his work schedule, to represent parents in order to be informed of what was prevailing at their school and brief other parents. He was there to make sure that the project did not hamper the school's interest in practicing quality education and to contribute towards its success. The SGB chairperson would regularly attend the school's debriefing analysis of results, together with a panel of district officials. He was active and involved in activities suggested to improve learner performance and maintaining discipline. He had passed his matric and qualified for Basic Ambulance Assistance and had been a member of the SGB for three consecutive sessions between 2009 and 2012 as deputy chairperson, then chairperson from 2012 to 2015, re-elected to continue to 2018.

### **3.3.3.2 School management and governance developers (SMGD)**

The school management and governance developer ensures that there is a proper functioning of the school by the SMT (DoE; ACE, 2008:92) S/he provides guidance and trains SGBs, SMTs, RCLs and teachers on how to manage curriculum issues and other management-related issues, such as proper utilisation of school finances and enforcing compliance with all policies and legislation of the DoE. The SMGD supports the principal by ensuring that there is effective and efficient functioning in the school, and that it achieves its goal and functions, including quality teaching and learning. The participant had 24 years teaching experience and 10 years as SMGD. He had a BA, BA Hons, BEd Hons, FDE and master's degree in Education. Based on his experience, he was invited to participate so that he became aware of the challenges which might be experienced by the learners of CHHs, contribute to other matters and practices

with regard to supporting learners from CHHs and help in monitoring the implementation of psychosocial support strategies. Additionally, the SMGD's major responsibility was to encourage collaboration between school and community members.

### **3.3.3.3 School principal**

The principal of Phuthulluhang was in his second year at this school in 2014, with thirty five years of experience as principal. He had been Head of Department (HOD) in one primary school for 14 years then went to another before being promoted to the principalship in 1989 and serving as the principal of another primary school for 14 years again. In 2013 he was transferred to Phuthulluhang Secondary School because of his ability to enforce discipline and encourage both teachers and learners to play their role. In his first five years as a teacher he taught Mathematics and Physical Sciences. His master's degree in Education management was useful. It is the responsibility of every principal, as expected by SASA, to know how many learners have parents, how many receive grants and those who do not have any kind of assistance. S/he is the first person to account for learners' academic performance and contribute to strengthening CHH learner support. A gatekeeper for entry and permission to work with both learners and the teachers, the principal was participating with status equal to all other participants, considering that the study was guided by PAR. No one had more powers than another.

### **3.3.3.4 The feeder school teacher**

This is the teacher who substituted the principal ( cf 3.3.3), and who knew the situation of the school since she had been working there for 11 years. Her qualifications and expertise included BEd honours in learner support and one of her outstanding achievements was being a founder of the vulnerable children centre in

the vicinity of Phuthulluhang. She was a member of the Community Policing Forum (CPF) in both schools.

### **3.3.3.5 *The Educator***

The educator was passionate about her work and had been teaching LO at the school for the previous nine years. LO teachers help learners to realise their potential, build their esteem and make them realise various life challenges then equip them with numerous life skills as weapons to deal with such (Master manual CAPS orientation in life skills, 2012:2). She has an SED, BA, ACE LO then BEd Hons. She had taught grades 8 and 9 LO in another school for two years then grades 10 and 11 in Phuthulluhang secondary. LO is taken by all learners in all phases of schooling, therefore the teacher knew all learners and became familiar with their social challenges.

### **3.3.3.6 *The School based support team (SBST) Educator***

The SBST is formed in schools by teachers who have responsibilities for offering social assistance and support to learners (White Paper 6, 2013:6). Their general duty is to provide support to learners who experience barriers to learning due to social, behavioural, language and economic challenges. Amongst other responsibilities, the SBST identifies orphaned learners and those that are heading families to compile a list for each district. Social issues such as drug abuse at school are directed to the team for them to deal with accordingly and referred to the DBST if necessary. The SBST member was also the LO teacher described above. She was helpful in organising learner participants for our meetings and ensuring that they performed their roles as identified in the research. She indicated that support to disadvantaged learners was the responsibility of the SBST teachers only; taking into account the way schools operate, though only to refer. She also emphasised the need for psychosocial support at school, taking into account the behavioural portrait by some learners and the challenges they

faced. Regarding the need identified by the SBST at Phuthulluhang the teacher said:

*“Although we do referrals to the DBST, it takes time for them to intervene. Hence I think if we as teachers in schools can be exposed on how to offer the necessary support in some cases would be better than waiting until there is damage”*

This; shows a need for psychosocial support, which can be accessed by all learners at school level.

### **3.3.3.7 Chief Education specialist (CES)**

The CES was responsible for educational development and support and the inclusive directorate, values in Education and sport in the Xhariep district. His key responsibility in each section was to provide strategic leadership and managerial support to the Education Development and Support sub-directorate, to ensure that learners received necessary support by providing professional staff development through formal and informal training. The highest qualification of the CES was a master's in Educational Management, obtained 13 years before the study was conducted. He had awards on Canada-South African Education Management relating to managing the process of change, promoting a culture of teaching, learning and service, school development planning and Education Management in the new millennium. His work experience in 2015 was 28 years, beginning in 1987 in a secondary school. He became the HOD four years later then was principal for six years. He was promoted to the SMGD, which he served for eight years before he became the Chief Education Specialist: Educational development and support (CES: inclusive). He was invited to be one of our team members because of his experiences in liaising with different stakeholders, such as NGOs, CBOs, NGEOS and parents to foster harmonious relationships. Having a participant of his nature in the study profited the team since it became easier to gather data. He had presented a paper on *leadership and learning... case studies from Free State* in



Toronto and Montreal, Canada at the 14<sup>th</sup> international conference on school effectiveness and improvement.

### **3.3.3.8 Subject advisor**

The LO subject advisor did not agree to be one of participants, but did assist with information that could be required from her. As participation was voluntary her decision was respected. She was anyway instrumental in conducting workshops on building self-esteem in the grade 12 class. Since the researcher was the LO subject advisor this could have affected the study, through bias or somehow exercise of power, so another subject advisor was invited to represent curriculum officials and share his experience from a different perspective, as a scientist. He had eight years of experience in this position and was responsible for Physical Sciences. Generally, responsibilities of subject advisors are to develop teachers with regard to curriculum policies and utilisation of resources, monitor implementation and analyse challenges in their specific subjects with the intention of suggesting solutions. Subject advisors were teachers before they become advisors. The participant subject advisor had worked as a teacher for 20 Years before he became the learning facilitator. He was invited to share his views on CHH learners at school and contribute to designing a framework. During the discussions he seemed excited about the design of the support framework:

*“Wa tseba o keke wa hlokomela bo serious ba mathata ao bana le matijhere ba leng ka hara ona ho fihlela o kena ka dieteng tsa bona. Mme... study sa hao se bohlokwa e le kannete haholo ha o sheba mathata ao lefapha la thuto le iphanyetsang ona a tshwanang le a di CHHs. Ke nahana hore framework ya mofuta ona e tla thusa haholo”*

(“You know, you cannot realise the seriousness of some challenges that learners and teachers are experiencing until you put yourself in their shoes. Madam... your study is of importance really especially when you look at the challenges that the department of education seems to ignore such as those of CHHs. I think a framework of this nature will be of assistance”).

His comments show agreement with the SBST teacher on the need for a psychosocial support framework in schools.

### **3.3.3.9 Psychologist**

Due to the sensitivity of the study, involving learners from CHHs, the psychologist of the DBE formed part of the team. She had been a psychologist for 34 years, 25 years in her own private practice and the DoE for nine years, in the Xhariep district. She had an MER in Psychology and specialised in therapy. She was a member of the DBST, which played a role in training SBST members.

### **3.3.3.10 Social worker**

A social worker advised on matters relating to grants, for example. He was not living near the school but was stationed there for work purposes and servicing five towns. He had two years of experience as a social worker but had been working at this town for a year and half. He also worked with the school when there were matters that needed social welfare services. He had Bachelors in Social Work, and his main speciality was generic social work services.

### **3.3.3.11 CHH learners**

Six learners representing CHHs were identified from Phuthulluhang Secondary school. Having explained the aims and objectives of the study and the intentions of the research, five agreed to participate, the other indicating that she was not interested. However, in the second meeting another learner Kgutsang, who stayed with her younger sister, joined the group, also 18 years old. All six learners were boys in grade 10 when we started with the research, and one in grade 9. I intentionally targeted grade 10 learners so that it could be possible to make follow up with regards to learners' behaviour, their feelings and their academic performance. The information would make it easier to monitor the implementation

routine and evaluate whether the framework was succeeding since these learners would still be at the same school for the next coming two years. Four of the learner participants were living by themselves because of work and poverty, as their parents had to work at a distance. Phila<sup>2</sup> was 18 years old in 2014, in grade 10 and his mother was working at a farm. She returned home every two months, as with Shomang and Boikanyo, who were left with single parents (mothers) who were not staying in their house because they were working on a farm and would come home once a month, or after two months. The fifth participant Dira, was 21 years old in 2014 and was staying alone because the father had died and the mother remarried. Phila had two younger sisters to care for, Shomang also cared for two, whilst Boikanyo cared for one because the other two were staying with relatives. Kgutso, in grade 9, was 19 years old and both his parents had died. He had received assistance from the grandmother, but she died a year after his mother. Kgutso did not have a sibling. All learner participants were above 18 years but were still regarded as 'children', based on the definition for this study, because they were still attending school.

### ***3.3.3.12 The researcher***

The researcher was a curriculum official, one of the subject advisors responsible for Life Sciences in the Xhariep District. She had ten years of experience in this position and was a teacher by profession, having qualified to teach at the senior primary school. However, she began teaching in the lower primary for two years, then both the intermediate and the senior phase for eight years. She taught secondary classes for two years before being promoted to learning facilitation after studying further in Psychology and Career Guidance. As a counsellor she also had a master's degree in Teaching and Learning, with focus on learning challenges of CHH learners. She had been subject advisor responsible for LO when she started, later adding Life Sciences, with which she finally left. She had recently joined the national office of DBE as a National Moderator for LO and

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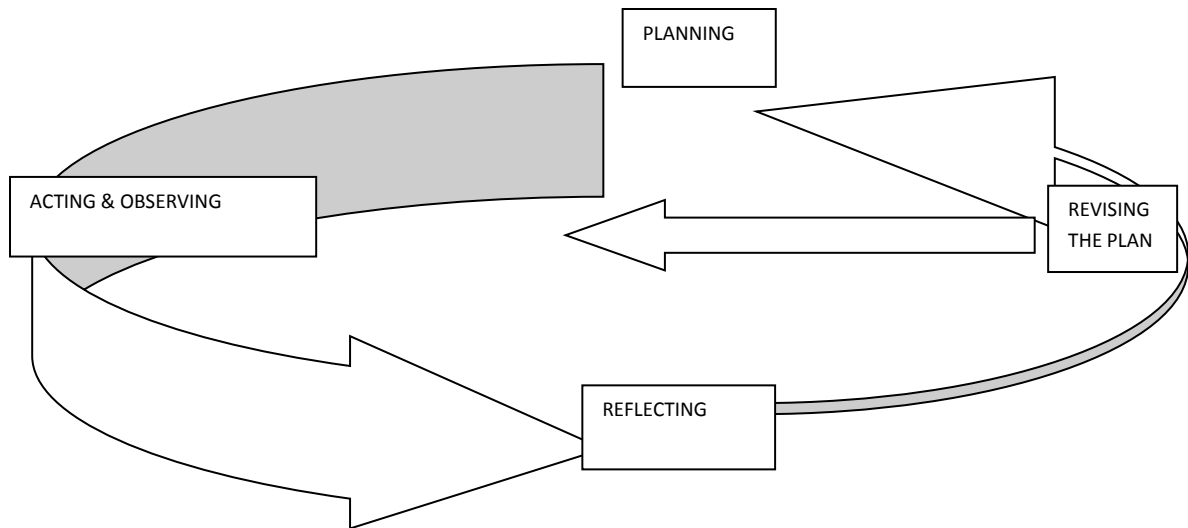
<sup>2</sup> Pseudonyms are used for anonymity.

became more involved with learners and their needs when she was facilitating LO, which is when she developed an interest to study the phenomenon of CHH. From her observation it appeared as if curriculum officials did not take into consideration the psychosocial challenges experienced by CHH learners, and so impacted on academic achievement. The emphasis was on quality and high achievement by all learners, not taking into account that their conditions were different. The researcher became interested in designing a psychosocial support framework for CHH learners as teachers were experiencing a feeling of oppression but were not receiving support or assistance in this regard.

### **3.4 OPERATIONAL PLAN ON PSYCHOSOCIAL SUPPORT**

This section focuses on the operational plan that guided the study. Attention is on the preparations that I made to organise meetings for all participants and the planning session of the team. The main reason for organising a meeting with team members is because the study is guided by PAR in which all participants are equally important, so it is appropriate to plan together and engage in discussions. The intention is to implement a step-by-step spiral of self-reflection, as indicated by Kemmis (Yang, 2013:3), which starts by planning a change, followed by acting and observing, then reflecting and finally revising the plan. I believed that by so doing we would find a way of devising a well-designed framework which would simplify our lives in the classroom, especially in relation to educating the learner from CHH. This spiral of self-reflection was adopted for this particular study, after every event we had a meeting as scheduled (Annexure 6) where we would reflect and revise the plan when necessary.

Below is a diagrammatic representation of a self-reflection spiral.



**Figure 3.3: self-reflection spiral in PAR**

### **3.4.1 Preparations**

Most of the activities in this section were my responsibilities as the researcher. I first applied to the DBE for approval to conduct a research study, which was granted (Annexure 1), then I applied for ethical clearance from the University, which also was granted as UFS-EDU-2012-0059 (Annexure 2). I then engage the principal of the participating school and the SMGD so that we could prepare for the planning meeting with all other participants. Every participant received an invitation letter to participate in the research project (Annexure 3) and consent letters were prepared and distributed to each one to be signed. My next meeting was with the local social worker to find out about her availability, decide on suitable dates of meetings and the kind of assistance she could offer the team.

### **3.4.2 Planning session**

Having established the team and sent invitation / consent letters to all participants with the explanation on why they have been chosen, the first meeting, which was an information session, was necessary. Participants who were present with me in

this meeting were six learners from CHHs, two teachers, one of whom also represented the SBST, and the school principal who excused himself for other commitments. Although he left before we could finish he assured us of his full commitment and support for everything that would be agreed upon. We also agreed that he would receive feedback in order for him to know actions were to be taken. The aim of the meeting was to identify needs, responsibilities and plan of action. It was necessary for the team to know each other and agree on priorities. We also went through a strategic plan since it was necessary to conduct a SWOT (strengths, weaknesses, opportunities and threats) analysis and identify each one's role in addressing the objectives of this study. The action plan was communicated, which indicated that the team had to meet twice a month to track progress. Eventually six meetings were conducted (Annexure 6).

#### **3.4.2.1 SWOT analysis**

The acronymic SWOT analysis is a method used to evaluate the strengths, weaknesses, opportunities and threats which may be involved in a project. It assists in identifying both the favourable and unfavourable factors, both internally and externally, towards achieving the objectives of a project (Goodrich, 2015:1). Accordingly, it was necessary to use SWOT matrix for this study's research project.

**Strengths:** outline characteristics that give the study an advantage over others. Discipline is a challenge in most schools due to communities lacking social values because of unemployment and a number of families that are headed by children. Conducting this research was viewed as appropriate to benefit the DoE values and inclusive directorate. It was also encouraged for its potential contribution to educational development and support in strengthening curriculum delivery in schools. Some participants had experience and expertise which would be of advantage to the study. For instance, the participant social worker and psychologist had experience of issues relating to social problems and steps to be taken to assist with psychological issues. The SMGD and the principal's expertise relating to their experiences and knowledge gave the team hope that they would

be able to give direction and lead in other activities of the strategic plan. The CES had a master's degree and kept himself abreast of the latest research developments in the field of education, whilst the SBST teacher played a major role in ensuring that learner participants had roles assigned to them and availed herself when needed to share anything that might be of concern. She played two roles, as both LO teacher and SBST representative, as did the researcher, who was also the subject advisor of LO during the commencement of the study. Having people such as these; encouraged the team to be positive towards their participation. The feeder school teacher participation strengthened the team because she was also the SGB member of Phuthulluhang and was serving as a member of CPF. Her experiences and advice were necessary when designing a framework of this nature. Finally, learners from CHH had a major role to play because without them the study would not have taken place. They were brave enough to share their lived experiences, had trust to other team members and contributed positively. Their participation made the process easier to generate data.

**Weakness:** outlines characteristics that place the study at a disadvantage towards achieving the objectives of this research. There are numerous policies and guidelines that are meant for care and support in the education fraternity but they are not implemented for the purpose for which they are meant. Some teachers are demotivated, negative and overloaded, the question being whether this support framework would be implemented successfully. Another factor that we identified was learner misbehaviour, which might disturb them during studies. Teachers indicated that their school learners were drug abusers and it was difficult for them as teachers because some learners did not listen even when they were reprimanded for unacceptable behaviour.

**Opportunities:** are elements that could be exploited to the study's advantage. Participating in this kind of a research as an employee of the DoE with my team members, who were also within education, was an advantage. Working together with some high ranking officials such as the CES gave us an opportunity to gather relevant information for the study at ease without having to waste time.

**Threats:** these are elements that could lead to constraints for the study. The inclusive directorate members might indicate that they had conducted workshops with learners or that the project was the responsibility of social workers alone since it is a societal problem. This study raised learner participants from CHHs' expectations with regard to some of their social challenges, particularly with their basic needs, and so could cause chaos. They thought their situation would change immediately when research was completed. Some would think they were going to be compensated for participating.

### **3.4.3 Priorities and strategic plan**

**First meeting:** As indicated above, the team had to meet twice a month. We agreed to be directed by the plan (see Annexure 5). I had to meet with learners together with the teacher who was a member of the SBST and the LO teacher. It was difficult to bring together all team members at once to the meeting due to their different engagements. In our discussions, issues of behaviour, low self-esteem, loneliness, despair and anger were raised as aspects that needed more attention. Two teachers indicated that they had not been trained to address such aspects as ones indicated here but we found from the discussion that there was a teacher who had once attended a workshop on teaching learners with specific problems, such as those from CHHs. The teacher was teaching LO and English in grade 12 but due to the school staff establishment had to remain with English only. Our priorities therefore were: *(i) workshop on learner behaviour; (ii) Identification of one's strength and building self-esteem; and (iii) Dealing with despair, anger and loneliness*, which were planned for learners from CHH who were members of the research team. It became clear that the revelation was long-term, however, the team agreed that they needed a starting point.

**Second meeting:** I met the principal to give him feedback about what had transpired in the first meeting and what had been agreed upon. He was excited and promised to participate by conducting workshops for his SMT:



*"I am going to support every move you take as a team, if you can just assist me by motivating these learners I will encourage my SMT to implement what they learnt from their workshop".*

Here the principal was giving his assurance that he was willing to share his expertise in order to support CHH learners:

*"I have already invited a motivational speaker to come and talk to my teaching staff, if we can win teachers by motivating them to do what they have to do ... I don't see, ... I don't see why we cannot succeed"*

**Third meeting:** The next meeting was supposed to be with the curriculum officials, the CES: inclusive and SMGD of the school, the subject advisor and the psychologist, however, the psychologist could not be present due to hospitalisation, and the SMGD did not arrive. Nevertheless, we continued. Deliberations were recorded because all participants had understood and signed the consent letters in this regard. The main discussions were on planning how soon and when some activities could be carried out, such as liaising with the principals regarding SMT training. The agreement and way forward was not only to train the SMT of Puthulluhang but also to include six other schools that would benefit from the programme. Another aspect that was discussed was a need for workshops regarding anger management and developing self-esteem, as challenges indicated by learners (CHHs). Therefore, we agreed that a workshop on developing self-esteem would be conducted for all grade 11 and 12 learners. The targeted time was the fourth term of the year, before the commencement of examinations, which would give them focus as they had to study for their promotion. The CES also agreed to give the psychologist permission to visit phuthulluhang for her to have one-on-one sessions with learner participants from CHHs.

**Fourth meeting:** in this meeting we met with the psychologist as I was tasked by the team. I presented to her why she was requested to visit Phuthulluhang, putting more emphasis on her speciality in approaching feelings of anger as indicated by learners. She agreed to include this school in her forthcoming week so as to be able to meet learners from CHHs:

*"I am going out to schools from next week, although I did not include Phuthulluhang in my travelling plan I will prioritise them.....mmm, if I may ask you, did they mention to you what makes them angry?"*

I responded:

*"No, not really, having shared some of their challenges they are experiencing at school and at home they indicated that other learners are disturbing them to study of which that made them angry. One of them just asked me if it could be possible for me to organise a psychologist based on his personal matters which he didn't feel like sharing with the team."*

Seeing the necessity, the psychologist decided to meet these learners to hear what was worrying them and promised to give us feedback and some advice based on what would be discussed.

**Fifth meeting:** we had to meet the SGB chairperson and explain what the plan was because he could not attend the first meeting of planning due to reasons he gave. We discussed his role and responsibilities in the team and met with learner participants for the feedback session on what transpired in other meetings of the principal and the curriculum officials. In this meeting, learner participants agreed on having a diary in which they would record their everyday feelings and their causes. It was agreed that they would present this to the psychologist when they met during the one-on-one session. Their task and responsibility was to ensure that they assisted each other regarding their studies and some social challenges at home. We then exchanged telephone numbers so that they could call me if there was a matter of urgency that needed my attention. It was in this meeting that the SGB chairperson suggested a presentation on the concept of CHHs be conducted for all other SGB members, not only of Phuthulluhang but to all SGB members in the same location. A date venue and time was agreed upon, and it was his responsibility to invite other members.

*"ke nahana hore hona ke taba ya bohlokwa haholo e ke nahang hore e tla thusa barutwana, ho involva SGB members tse ding hotla re bebofalletsa*

*mosebetsi communiting jwalo ka ha re tlabe re bua ka lentswe leng ho sapota barutwana ba CHHs communiting ya rona”*

(“I think this is the most important aspect that I think will assist all learners, involving other SGBs will simplify our work in the community since we will be talking in one voice to support learners from CHHs in our community”).

The SGB chairperson even indicated the importance of performing this activity sooner before they sat for their plenary meeting of the following year.

Taking into consideration that SWOT analysis plays an important role because it can inform steps to be followed and the manner of approach towards achieving the objectives, the next section will therefore look at the strategic plan followed in order to operationalize the priorities identified.

#### **3.4.3.1 Strategic plan**

After identifying priorities and activities to be addressed it was necessary to come up with interventions by identifying people who would be responsible to carry them out. We then identified approaches, resources and timeframes illustrating when the progress should be made.

**Priority number one:** the activity that the team agreed upon was to conduct a workshop session on how learners were expected to behave. The workshop was informed by an observation that was raised by teacher participants that some learners' behaviour was unacceptable. Moreover, the workshop was necessary after the learner participants had indicated that they did not know how they should behave at school (Appendix F). This activity was assigned to the SMGD and the principal, with focus on how to behave at school and in class, which was the responsibility of the SMGD, and how to behave in society, which was the principal's responsibility. The purpose of this workshop was to build learners' morale so that it would be accepted in any community and be shared by any parent with the child. The focus was on aspects such as, *who is a learner?; the learner's aim at school; roles and responsibilities of the learner; the learner and*

*the children`s rights; how do learners behave in class and at school; the school`s (Phuthulluhang) code of conduct.*

A workshop was conducted in the form of interaction through discourses. For instance, the approach that was used to direct questions to learners in order to discuss it and provoke their thoughts. A group discussion approach was followed so as to eliminate power and the feeling of oppression. Questions that kept the workshop going were, for example, what is acceptable behaviour? how do learners relate to others, to teachers and to their studies? how do learners relate to a parent or a stranger in the school premises? what could be the importance of good behaviour? In closing, the session ended by presenting the standard signal positive behaviour, adapted from the (2008) guideline for schools: developing a code of behaviour as recorded in the section of data presentation (cf. 4.3.2.1).

One learner concluded the workshop by appreciating work done for them:

*“Actually this is not difficult, it is for us as learners to comply in order to be better persons in the future.”*

In the second session of the day, the SGB chairperson`s responsibility was to present on what role to be played by the community to encourage good behaviour. The interaction took two hours thirty minutes. In order to involve learners, a question that was posed was: *“what kind of support do you expect from community members regarding challenges identified?”*

This is where we heard suggestions such as:

*“It is expected from neighbours of CHHs to always check how they are doing, whether they were at school, if not what could have been their problem. Mam, this is the only way that we can be able to report some problems to the school so that they can handle them appropriately”.*

Another one added that even if one does not give food but just shows care, one can play a role. An attendance register was circulated and pamphlets with notes were distributed to facilitate discussion and learning.

**Priority number two:** this was a kind of support as an intervention offered to CHH learners and teachers. It was a session on how to deal with anger, loneliness and despair, which was the psychologist's responsibility. Another activity was the one-on-one session between the psychologist and each participant learner of which issues of confidentiality had to be observed; hence other participants were not part of these sessions.

**Priority number three:** was to focus on identifying individual strengths and how to building self-esteem. This activity was the responsibility of the LO teacher and SBST member as well as the researcher. Although the target was CHH learners the workshop was conducted for all grade 11 learners where team member were in the following year. The activity aimed at helping learners to understand what self-esteem was and what it entailed, how did it link with one's strength and which steps could be taken to build one's self-esteem. Therefore, discussions were on what self-esteem was made of, types of self-esteem, the secret to improving self-esteem (see Appendix B). As well as fulfilling the wishes that participant learners raised on how to build self-esteem, the workshop aimed to bring positive attitude towards life challenges experienced. Positive attitude would assist learners with their studies regarding improved academic performance and increase school attendance frequency despite obstacles which may be encountered.

Another workshop which was conducted by the psychologist was on anger management and dealing with loneliness (Appendix C) which was conducted for participant learners from CHHs. The workshop concentrated on what anger was; what caused it and ways to deal with it. Each participant had to explain how they dealt with their anger and identify dangers attached to their strategies. There followed a presentation continued with steps on dealing with anger and managing it (cf. 4.3.2.1). The workshop was directed through questions such as: *what is anger? what causes it? How does one deal with his/her anger? what could be the best way to deal in with anger?*

A presentation was concluded by emphasising the use of diary to capture what makes one angry and what strategy was implemented to deal with that. The aim was to assist learners to express their feelings in writing so as to identify solutions.

**Priority number four:** the CES: inclusive who could not be available on the specific day due to his other work-related matters, had a responsibility to develop a presentation that I had to present to teachers assisting them to realise their role as far as care and support was concerned without deviating from their core business. He also had to conduct a workshop on SMTs with regard to school discipline. He successfully presented this workshop since it was conducted on a different date. The purpose of conducting a workshop for teachers was to ensure that they understood their role as secondary parents and the ethics guiding them. Therefore, a presentation was adapted from the SACE code of professional ethics (2011), the discussions being on the conduct of the teacher and his/her profession, the conduct to the learner, the colleagues, the community and the conduct as a parent (Appendix E). The intention was to let teachers understand why psychosocial care and support was actually their responsibility. Teachers became aware that understanding themselves would improve and strengthen their relationship with all learners irrespective of whichever challenges maybe experienced by learners. One of the teachers made a positive and powerful comment as an indication that she acknowledged her role as a teacher and a parent:

*“Actually it is not all about solving all problems, by just giving advice in some cases on which steps can be followed by learners brings light and happiness to them.”*

Regarding the SMT workshop, the intention was to develop and strengthen leadership qualities of the SMTs with the aim of building an effective school with a truly functional SMT. The objective was therefore to improve functionality of the SMTs for the improvement of quantity and quality results, stated as 90/40 percent. The workshop was driven by looking at two pillars, management and leadership (Appendix D). Within the management, areas of concern included school management, classroom management, and learning, of which the main question was *how do managers ensure and manage support at school?* On the other hand, under leadership, the main issues were motivation, persuading, developing, empowering and giving direction. A video was played of a scenario on management and leadership, which participants were asked to analyse. They all

agreed that both management and leadership were vital and either without the other is insufficient. Some were able to evaluate themselves. One of the principals said:

*"I think I am more of a manager than being a leader..... sherrr....!"*

Another one said:

*"I think I might be having both qualities but I know weakness is in delegating duties to other people to assist me then I end up overloaded and frustrated".*

In addition, during discussions, the SMT realised that they had to share some responsibilities with other staff members so that they might also grow. The most crucial point that was made was trusting teachers to play a major role regarding psychosocial support because they were actually having interaction with learners every day.

The excitement of the SMT members was evident from comments such as:

*"If we can be fully equipped with skills to assist our learners, we can rest a bit. This thing of progressed learners frustrate us I think this PSS will also assist such learners".*

From their comments, I noticed that they were positive, and wanted to implement suggestions on care and support even before they could know what its components were. I therefore learnt that people need each to trigger their enthusiasm and realise their potential.

### **3.4.3.2. Monitoring**

Monitoring entails a regular observation of activities taking place in a project. It gathers information on all aspects throughout the process and progress of the project in order to achieve the objectives (Bartler, 2011:1). I therefore understand monitoring as a way of getting feedback on the progress made by the project. It

was necessary for us to have a system in place that could monitor and evaluate progress. We decided that the school management team, HODs specifically, would have to report on their observations of learner behaviour and progress in performance. They also had to record the changes informing progress made by teachers regarding their attitude and relations with learners. The inclusive directorate decided to use the existing monitoring tool and the curriculum officials would amend their tool to accommodate the evaluation of our psychosocial support services. The aim was to be informed in decision-making with the purpose of improving support offered and performance.

### **3.5 DATA GENERATION**

Data is the information collected about the situation or the project which will transform into evidence checked against the working criteria. For this study we used free attitude interviews techniques, observations, workshop and meetings. Interviews were used to encourage dialogue since the study was guided by equal participants in PAR. Therefore, everyone was given equal opportunities to pose a question for discussion. A recording electronic system was used to generate data, that is, all discussions, meetings and workshops were recorded in English and Sesotho. The Sesotho verbatim transcripts were then translated to English. The translated transcripts were returned to the participants for verification during our different contact sessions.

#### **3.5.1 Discussions through FAI**

Workshops and some meetings were informed by the information that was gathered from the discussions. Prompt questions were used to elicit discussions enquiring about the background or life experiences of team members in generating data, learn about ideas, beliefs, views and behaviour of the participants. Therefore, taking into account the principles of CER, this became an unstructured interview in order to take a more discursive structure and to allow



flexibility (Godfred, 2015:2). Therefore, as opposed to structured interviews, which are presented with exactly the same question in the same order, Free Attitude Interviews (FAIs) were used. FAI is an approach that facilitated group discussion since they gave participants freedom to speak within the framework of the matter on the table in order to obtain more relevant information without following a specific order (Buskens, 2011:3). As a result, for this study, FAIs were chosen believing that they would give a true and real opinions and feelings experienced by all participants and particularly to obtain relevant first-hand information (Buskens, 2011:3). Based on flexibility, it allowed me opportunities to adjust questions making follow-ups during discourses.

### ***3.5.1.1 Weaknesses of unstructured group discussion***

I became aware that we could focus on only one or two prompt questions in a session because one could last for a long time allowing all participants to have a say due to its conversational structure. As noted by the University of Portsmouth (2010), a small sample size may not be the representative of a particular population. For instance, in the case of this study only six learners were representative of CHHs and participated in the group interview. Group conversation may be time-consuming in analysis because themes are mixed up from each participant to the next (McLeod, 2014:1). Despite an explanation made during the signing of consent forms wherein the concept of confidentiality was emphasised, I could not guarantee that participant learners would keep personal information from the group interview confidential.

### **3.5.2 Observations**

Coupled with FAIs, unstructured observation was used during discussions. It was easy to use since I had access to people in real life (University of Portsmouth, 2012:1). Observations became helpful in identifying the mood of the team members during participation because I could understand meaning of the content

in what participants were saying during discussions and workshops. This would sometimes enable me to give directions when discussions went off the topic.

### **3.5.2.1 Weaknesses of observations as a research tool**

Despite their usefulness, there are shortcomings to observation as it can be time-consuming. The purpose of the study, transformation relating to CHHs life in the classroom, could not be measured in a short time and might be unethical, invading participants' privacy (UK essays, 2013:2). Nonetheless, consent forms were signed giving authority to the means of generating data, as long as there was no harm caused, and discussions minimised such invasions because CHH learners were also participating.

### **3.5.3 Workshops**

With regard to workshops, they were mostly used to share information and to equip ourselves with knowledge (Annexure 7). They were conducted for SMT of Phuthulluhang including other six schools on what it means to be a manager and leader. Another workshop focused on the roles and responsibilities of teachers as secondary parents in relation to care and support. Three workshops were conducted for learners with special attention to learner behaviour, self-esteem and anger management. More of deliberations will be presented in the next chapter, under presentation and analysis of data. Meetings were then used for plenary, giving feedback and tracking progress (Annexures 6.1 to 6.6). For this particular study, although workshops were helpful since they allowed people to engage with a matter in full to their understanding rather than issuing out written information to be read or studied, they were time-consuming. When workshops were to be conducted for learner participants (Appendix B, C, F), it was important to plan appropriately in order to avoid causing disturbances regarding their learning.

### **3.6 DATA ANALYSIS**

Critical discourse analysis (CDA) was employed to analyse the data. Taylor and Cranton (2012:316) define discourse as a medium of critical reflection to be put in action where norms are questioned and minds are transformed. This approach was followed to analyse the data since it paid attention to social hierarchy, inequalities and power. According to McGregor (2003:3), CDA assists in understanding the social problems that perpetuate ideology of power relationships. According to the theoretical framework of this study and the reviewed literature, all stakeholders of this school needed to take actions in relation to power through deliberations. Discourse in particular has a characteristic of talking and acting towards people to the extent that others seem to be marginalised. Therefore, critical discourse was used to reflect on challenges of CHHs in teaching and learning, hence dialogue was important. The main idea was to free the mind of CHH learners by allowing them to voice their challenges and at the same time empower them for transformation and liberation (Taylor & Cranton, 2012: 266). The purpose of employing CDA was to reveal the hidden power relations so as to challenge social inequalities. The team looked at the positive aspect of CHH phenomenon and the challenges attached, also focussing on their own flaws that led them to feel marginalised. Since it is through the use of language that power relations could be defeated we proposed alternative ways of doing things from the foundation of self-reflection (Gavin, 2007:4).

The aim of the team was to express themselves using words or spoken language, as a result meetings, interviews and workshops were conducted whereby presentations took place through use of language.

### **3.7 ETHICAL CLEARANCE**

As indicated in chapter 1, I applied for ethical clearance at the university, presented a proposal of my research topic and submitted to the Committee for Title Registration (CTR), for which clearance number UFS-EDU-2012-0059 was granted (Annexure 2). I then applied to the Free State Department of Education

for permission to conduct research in the province with learners and teachers, which was also granted (Annexure 1). Having identified the research site, I engaged the principal of the school who granted me permission after I had presented the permission granted by the province. All participants as listed above (cf. 3.3.3.1 to 3.3.3.12) received a letter of consent to sign, which explained the purpose of the research. Leedy and Omrod (2010:101) emphasise the importance of respecting individuals' ethics, especially when the investigation concerns personal social issues (Appendix I-ii and Annexure 3). As a result, respect was one of our main principles that were observed in the study as guided by CER theory and equal partnership as team members. Thus, participants were further engaged with the research problem and were involved in making decisions that concerned processes. The final product of PSS framework was presented to research team participants to confirm their collaborative work, which was educational to them.

### **3.8 CONCLUSION**

In this chapter I described the research design and methodology of the study. PAR as an approach employed was also discussed to show how it links with CER as a theoretical framework of this study. The chapter then focused on team establishment, profiling of the research site and of different participants. I outlined the strategic plan of the project so as to identify each one's responsibilities and priorities with regard to the process to be implemented.

During the planning meetings, it was pleasing to see learner participants being actively involved in deliberations with the view of them being liberated from emotional challenges related to their psychosocial life. Unconditional support was given by some departmental education officials, such as the CES educational development and support (inclusive) and the psychologist which made it easy to proceed towards obtaining the objectives of the study. For instance, the psychologist made time to meet learners for one-on-one session as they requested and immediately gave me a report relating to her intervention (see Appendix A). CDA was also discussed as an approach to be employed to analyse

the generated data which unfold in the next chapter. Lastly, ethical consideration was highlighted due to sensitivity of the topic that looks into the occurrence of CHHs and realities of their life experiences, therefore in the signed consent letters confidentiality was guaranteed.

The next chapter looks at the presentation and analysis of the generated data and information on designing a psychosocial support framework for sustainable learning.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1 INTRODUCTION**

The aim of the study was to design a psychosocial support framework for learners from CHHs for sustainable learning. In this chapter, the focus is on presentation of the generated data analysis, interpretation or discussions and key findings to be used in designing a PSS framework for CHH learners. Analysis will be guided by CDA (*c.f.* 3.6) since data was generated through PAR. The previous chapter discussed various approaches and tools which were used to generate data, namely FAI, workshops, meeting discussions and unstructured observation. Therefore, the analysis follows a free attitude norm. Since this study is couched by CER, the team ensured that there were no relations or feelings of power during the interpretation. Every participant was given a chance to say what s/he identified, after which we all engaged to agree or disagree with the interpretation.

#### **4.2 DATA PRESENTATION AND ANALYSIS JUSTIFYING THE NEED TO DESIGNING OF A PSS FRAMEWORK**

The focus for the deliberations was on the challenges revealed by both learners and teachers and on suggestions made to overcome them. Data that was generated through meetings, observations and workshops, was organised and categorised according to the objectives of the study and will be presented verbatim from participants' recorded voices. The following emanated from the discourses: basic needs such as not having soap, food or electricity; loneliness; internal rage; lack of concentration and motivation; and low self-esteem. All these aspects are actually the challenges experienced by learners. The issues of basic needs in general, lack of concentration and absenteeism were affecting learners academically. Secondly from teachers and SMTs the following aspects emanated: lack of information on assisting CHHs; communication, and leadership skills; and dealing with learner behaviour relating to drug abuse) were viewed. Then, based

on this information, this chapter also presents what the team did in response to the generated data from different discourses. The team which looked at the interventions consisted of learners representing CHHs, SBST teacher, the principal, and the SGB chairperson.

#### 4.2.1 Challenges experienced by CHH learners

Six learners were involved in a discussion that was facilitated through a free attitude interview. The question and discussions were about what challenges were experienced by CHHs at home and at school. Taking into cognisance that the wellbeing of a child plays an important role in his/her education, it became evident in our discussions with the coordinating team that CHH learners experience numerous challenges in this regard, that had to be given attention in a specific manner (PSS: Department of Health, 2010:4). For instance, responding to the question, *What challenges were perhaps experienced by learners at school and at home?* Responses indicated basic needs (**food, soap, electricity**):

Dira: *“Re na le mathata a mangata sekolong mona le hae, ha ho motho eo re ka mmolellang bothata ba rona ba hae, ka nako enngwe re a tshaba le ho bua mathata a rona. Hona ho ya re affecta dithutong tsa rona”.* (We have many problems here at school and home, there is no one whom we can tell our problems, sometimes we are afraid to share our problems. This affects our learning).

Expatriating from the follow up question that asked what specific problems did they experience at home, Dira further said:

*“Aahh... mam ke ntho tsa bo ho hloka dijo jwalo, sometimes le ha re fuwa dijo sekolong empa o thole hore hoseng ha o ya ja nieks”* (“Aahh... mam its things like not having food to eat and the like, sometimes even though they give us food here at school but you find that you did not eat anything in the morning”)

One learner, Thuto said:

*“maar nna hape ke ye ke hloke bo motlakase.. so.. be ke sa kgone ho etsa di homework.”* (“But I normally run short of electricity...so... I cannot do homework”).

Another learner, Boikanyo, although he was actually talking about concentration, also mentioned problems experienced at home:

*“Nnna nkare, ke nahana bothata bo hae jwalo ka bo ho hloka dijo le dintho tse ding like diaparo, sesepa sa ho hlatswa le ho hlapa kapa ho tshaba ho robala ke le mong.”* (“I can say I think of problems I am experiencing at home such as **not having food and clothes, soap for washing and bathing** or **being afraid to sleep alone.**”)

From their responses, despite the government’s intervention of introducing social grants, these learners were still experiencing challenges such as not having food to eat at home, daily needs such as electricity, soap, clothes and sleeping alone, as indicated by Boikanyo, Dira and Thuto (cf Appendix I). The challenge with the social grant is that it caters for a specific age, and once the child becomes 18 years old then it is discontinued (Department of social development). This shows that CHH learners in secondary schools become victims due to age. For instance, all participant learners who were sampled indicated that they were not receiving the grant, one had been struggling to collate necessary documents while the other three said the grant had stopped earlier in the year. From Abraham Maslow’s hierarchy of needs, a person cannot function appropriately when basic needs are not fulfilled (Cherry, 2014:3). Different learners are affected emotionally by conditions of life at home which then affects their performance at school.

#### **4.2.1.1 Basic Needs**

Reflecting on various discussions with different participants, there were issues confirming that learners from CHHs did experience challenges with basic needs, and issues of poverty, unavailability of clothes, lack of security. Lack of such basic



needs led to them showing negative attitude and low self-esteem, as one learner said:

“I want to see equal treatment to all learners, it seems girls are more favoured than boys here at school. We are punished when we have hair but girls are not, so when I think of coming to school if I did not have money to go to the barber I think of punishment and decide not to attend”.

This shows that learner’s reasoning was not true because they could still ask other people to cut their hair, not to think that it is only by means of having money, which now led to development of negative attitude to attending school.

With regards to learners being involved in holiday jobs, in some cases it was due to lack of money for their needs but in others to basic needs. This was confirmed by Dira:

“Sometimes when I need something and ask from my mother, she takes side of him [referring to the stepfather] and they tell me to go find job when schools close so as to provide for myself”.

Despite Dira being over 18 years of age he was still at school. Maybe he was affected by the manner in which they spoke to him, because of the anger that he felt on a daily basis, although it appeared that he was not the only one working during school holidays. In the previous sections of the study (cf. 2.6.1 – 2.6.2.2), the reviewed literature that if learners felt they were not respected this would aggravate the feeling of insecurity and negative emotions. Therefore, it would be proper to empower teachers to be aware of what might be the cause of some learner behaviour.

#### **4.2.1.2 Lack of concentration and motivation**

Responding to another question on the effects of problems experienced at home and challenges at school, different issues were mentioned. This is how Boikanyo responded:

*“Nnna nkare sometime ha ke le ka classeng ha ke **concentrate**, ke nahana bothata bo hae jwalo ka bo **ho hloka dijo le dintho tse ding like diaparo, sesepa sa ho hlatswa le ho hlapa kapa ho tshaba ho robala** ke le mong e le ha titjhere a ntse a ruta. Yena ,a nahane hore ke nahanne dintho tse sa lokang ebe o ya ntjhika a bue mantswe a bohloko. Jwale ke dula ke na le **maikutlo a kwatileng ka nako tsohle**”* (“What I can say is sometimes when I am in class, I think of problems I am experiencing at home such as **not having food and clothes, soap for washing and bathing** or being **afraid to sleep** alone by the time when the lesson is on, then the teacher would shout at me thinking that I am thinking of my own unacceptable things, and would speak unacceptable words. As a result I become angry and **always have that feeling of anger**”).

From his response we took into cognisance that concentration was a matter that needed attention. The statement was supported by Shomang:

*“Wa tseba mam... Ka nako enngwe neh... re affectwa ke boitshwaro sekolong mona. Kaha ha ke kgone ho bala hae ke e ke nahane ho bala sekolong mona, empa jwale ha o bona baithuti ba bang ba tswa ba kena ke ye ke qetelle ke sa kgone ho bala ke bone ho se bohlokwa.”* (“Sometimes we get affected by the behaviour at school. Now that I cannot study at home, when I try to do so at school, I would see other learners going inn and out disturbing me until I end up not studying”).

The matter of concern here was lack of motivation. Due to absence of parents there was no one assisting by guiding learners from a home setting by motivating them to keep focused. Although this could be mentioned at school, the learners received it at a secondary level, which did not make much sense to them, as evident from Boikanyo and Shomang`s words above.

### **4.2.1.3 Feelings of rage**

Another issue was anger brought by teachers' words when talking to learners, as reported by Boikanyo:

“...teacher would shout at me thinking that I am thinking of my own unacceptable things, and would speak unacceptable words. As a result I become angry and **always have that feeling of anger**”.

The point raised by Boikanyo above is similar to what was reported in most studies of CHHs like in Uganda, Zimbabwe and the USA during 2007 research by Van Breda (2010:267) that the disadvantaged life experiences causes anger. Poverty as a problem mentioned above may also lead to anger (cf. 2.6.1.1.5 and 2.6.1.1.6). I therefore learnt that the feeling of anger was not actually caused by teachers but could be due to life circumstances at home. Another aspect that needed attention was when a learner indicated emotions he experience most of the time:

*“Nna ke dula ke kwatile ha ke nahana ka bophelo baka boo ke bophelang”.*  
 (“I am always angry when I think of the kind of life I am going through”).

Based on this we had to continue with the discussion to identify how serious this anger was and what could be its effects on his studies, taking into account the seriousness of the impact of such anger (cf. 2.6.1.1.3). It became clear that a psychological intervention was necessary when the learner indicated his frustration relating to his life challenges, and that he sometimes visited his friend to share with his feelings, but with little assistance because they were both experiencing a similar challenge (cf. 2.6.1.1.3). Related to literature (cf. 2.6.1.1.5 and 2.6.3), the teacher added that most of the time learners were always fighting for food in the queues during break time, indicating the anger they always felt.

### **4.2.1.4 Loneliness and insecurity**

In parallel with loneliness I also observed a feeling of insecurity experienced by the learner (Boikanyo) who indicated above being **afraid to sleep** alone. As we discussed it with the team we realised that such feelings were due to lack of a sympathetic ear, since he was staying by himself alone, also supported by Phila.

He said: *rona re worse ka lebaka la hore ha hona moo re tshepetseng teng*. (“but I think we are worse because **we do not have anyone** as our hope”).

This is similar to what was reported by Maslow, who indicated that where basic needs are not fulfilled there is less happiness and hope (Ibebuke & Van Belkum, 2014:63).

#### **4.2.1.5 Learner absenteeism**

This was another aspect of concern that was derived from the discussions, as iterated by two participants:

Kgutsang: *“Nna mam, mathata a ka a tshwana le a bana babang, maar nna hape ke ye ke hloke bo motlakase... so.. **be ke sa kgone ho etsa di home work**. Ebe jwale sometimes ke nahane hore matitjhere a tlo lwana wa bona mam, **be ke satle sekolong**”*.

Thuto added: *“eya and o thole hore re fetwa ke dithuto tsa letsatsi leo”* (“My problems are similar to those of others, but again I normally run short of electricity... so... I cannot do home works. Then sometimes I think that teachers will fight you see mama, then I decide not to come to school”

Kgutsang added: “yes and you find that we miss lessons on that particular day”.

The team realised that sometimes learner absenteeism, though not only of CHHs, was due to fear of what teachers would say when homework was not done. However, with CHHs it was due to challenges experienced at home that led them to make wrong decisions. We further discussed that it is not wrong for teachers to comment when work was not done but it depends on the manner in which it is done and the kind of words used. This could have an impact on learner motivation and affect their resilience (cf 2.6.2.5).

A follow-up question on what was raised by learners from CHHs was: “Ok guys tell us, do you think the issue of not having food or electricity affect you as CHHs only or this can be that other learners have the same problem?”

Phila responded: “ *May be bana ba bang bantse ba na le bothata bona, empa nna ke nahana hore rona re worse ka lebaka la hore ha hona moo re tshepetseng teng*”. (“Maybe other learners do experience the same problem, but I think we are worse because we do not have anyone”).

We learnt that challenges indicated above affected learners` self-esteem, as confirmed by Dira and other learners when asked if they could be taught to develop their self-esteem, also observing Phila`s facial expression and nodding his head.

#### **4.2.1.6 Low Self-esteem**

During the discussions with learners, one of the participants requested that they be taught how to build self-esteem. The participating team identified a need to organise workshops or learning sessions which would focus on assisting learners identify their worth and developing their esteem. Explaining this one would say is being assertive, having pride and being confident in one`s own worth. The life experiences that one goes through play a role in developing one`s self-esteem. According to Cherry (2014), experiences determine whether the esteem becomes positive or negative depending on whether life experiences are favourable. For instance, this was asked by Dira:

*“... nna mama ne ke kopa ho botsa hore o ka re thusa ho builder self-esteem ya rona na, hona ho ka re thusa ho amang a mathata a rona haholohlo nna?”* (“I want to ask you whether you can assist us to build our self-esteem; this can help for some of our problems, especially me?”).

This was a crucial aspect raised by learners, because if they had low self-esteem it was possible that nothing we could do would benefit them, and their academic performance would remain at risk. Elaborating, self-esteem is used to describe the

person's personal value (Cherry, 2014:1). Based on Maslow's theory in Cherry (2014:1), self-esteem contributes to motivation, developed from other people's esteem and from the inner-self. Caregivers, family and friends also play a role in contributing to one's esteem to be low or high depending on the type of assessment received. Again, thoughts, beliefs and relationships as a person contribute towards one's self-esteem (Healthy lifestyle Mayo clinic, 2014:2).

## **SESSION 2:**

Continuing with discussions based on the challenges we had to look at the solutions. Learners said that they could be placed in boarding schools in order to minimise problems such as not having food or electricity, not attending classes and not sleeping by themselves. I asked:

"Right then we have talked about our challenges, now I want us to come up with suggestions. What do you think can be a solution to these challenges?"

Learners' responses were:

*Dira: "...nna ne ke nahana hore mam if department e ne e ka nka bana ba CHHs ya ba isa di boarding school hore batle ba tsebe ho ithuta, ho ka ba betere". ("I think that mam if the department could take children from CHHs to boarding school so that they can learn, that could be better").*

*Thuto: "ke dumellana le taba ya hostele mam and hape for now if ho ka ha ba le botitjhere ba supervising after hours ha re etsa di homework le ha re bala hore ho seke ha ba le bana ba disturbang babang". ("I agree with the hostel suggestion and again for now if there can be teachers who supervise after hours when we do homework and studying so that there are no disturbances caused by other learners").*

Learners thought it would be easy for the DoE and government to assist them. Our understanding was that there was a feeling of wanting to learn reigning in their

minds, hence living in hostels or boarding schools might be a solution. At the same time we found this statement still supported the feeling of insecurity which was raised. This was a positive move, however, which was captured for review.

Dira: *“Ke kopa ho botsa, e l e hore na... ho possible hore re ka bona psychologist ka mathata a mang ao re nang le ona? because ke nahana ho ka thusa haholo”*. (“Can I ask a question, is it possible that we see a psychologist for other problems that we have? I think that can help”)

The researcher: *“Dira, ebe ho na le mathata a mang kantle ho aa a le a boletseng ao le sa ikutlwing ho a shera le rona?”* (“Dira, do you have other problems except what you have indicated here which you do not feel to share them with us?”).

Dira: “eya mam.”

I then asked if the other learner participants had the same feeling and they all responded in the affirmative, while others were confirming by just nodding their heads. I therefore replied that I would invite the psychologist to visit them for one-on-one sessions.

Boikanyo continued to add more suggestions: *“waitsi mam, I think starting sports activities will keep us engaged sgela hier ha ho na ntho e re e etsang even le ka di weekend”*. Dira and Thuto added, *“hono ho tla re thusa ho re ntsha meferereng ya local”* (“You know mam, I think sports activities will keep us engaged, here at school we are not doing anything even during weekends” Dira and Thuto added, “That can assist by keeping us away from the local troubles”).

Kgutsang: *“Maar ho thusang hobane ha re na sports equipment”*.

Form these statements we detected that indeed there was a feeling of loneliness supporting what was mentioned earlier, hence learners needed to be involved in some sports. We decided that they themselves should start to build teams for different sporting codes, which teacher participants volunteered to supervise

According to inclusive policy, each learner's barrier has to be identified and dealt with (Education White Paper 6, 2010: 29), therefore there should be knowledgeable persons with regard to inclusive requirements in schools, who should be able to identify barriers that are psychosocially related in order to ensure effective learning (SASA 84 of 1996, chapter 3: section 12 as amended: 3). It is the responsibility of schools to indicate in their staff establishment requirements that, they need a person who will directly work with learners and teacher's psychosocial needs. For example, issues involving emotions such as rage, reported by learner participant (Boikanyo) above need immediate attention. Therefore, With a PSS framework available, learners will know who to talk to about their problems, and without any inhibition. I believe the framework will clearly stipulate procedures to be followed depending on each school's context. Currently, the norm is teachers should be able to identify learner's challenges, including the psychosocial problems, report to SBST which will report to the district based official. This official has his/her own programme, directing him/her somewhere for the month, who will then respond to the report after a long time, whereby sometimes damage has occurred already.

From the conversation above we realised as a team that there must be a specific programme in place that would assist learners from CHHs to be able to study. We further identified that the programme would have to be supervised in order that learners might not lose focus. As indicated above (*cf.* 2.5.2), human resources were a prerequisite (SAS Act 84 of 1996, chapter 3: section 12 as amended: 3), and cannot be a responsibility of one person only. All teachers at school, district and provincial officials should join collaboratively.

Although the challenges that emanated from the discussions were similar to those previously identified by other researchers (*cf.* 2.6), the only difference was that other researchers' objectives were not to develop a PSS framework for CHH learners, hence we still did not have a solution to that problem.



## **4.2.2 Challenges experienced by teachers**

As we continued with the discussion, we also focused on challenges that might be experienced by teachers in relation to CHHs (Appendix I-ii). This was informed by the teachers spending most of their time with learners at school; moreover they were seen as parents in the absence of primary parents. Challenges which were identified were lack of training, hunger and concentration, unhappy learners, absenteeism, ignorance and lack of leadership, then lack of confidence.

### **4.2.2.1 Lack of training**

The question that led the discussion was whether teachers knew how to work and assist CHHs in class. Responses attested that there was lack of training in this regard from what was said by one teacher:

Mrs Duren: "Hei... I think the challenge is that we have never been trained as teachers on how to deal with such cases relating to psychosocial problems. Only one teacher who was teaching LO in grade twelve, Mrs Nkabinde once attended a course".

A follow-up question: "Did she share the information with the staff in her return?"

Mrs Duren: "M...mm, she did not share with the staff not even with the LO teachers who were responsible for other grades".

This was a matter of concern since it was similar to what was revealed by Pillay (2012), that teachers had not been trained in care and support (cf. 1.2.1). The lack of training in this regard, coupled with minimal respect, was supported by a statement by one learner participant that sometimes teachers shouted at them and used unacceptable words in class. This confirmed that teachers needed training in order to know how they could assist CHHs specifically. They needed to be equipped with skills necessary in building the wellbeing of learners. For instance, some learners also felt that teachers were the relevant people to assist them:

**Kgutsang:** “I think if teachers can be able to assist us in the classrooms by talking to us when they realise that this learner is poor both in performance and appearance, they can act”.

**Thuto:** “I would like to see teachers assisting learners who do not have parents”.

Adding to this, the principal who was part of the discussions indicated that the types of teachers at schools were young subject specialists from the university, not conversant with various classroom challenges that they might expect or how to maintain discipline, as well as emotional or psychosocial problems. Relating to this, they shouted at learners and used unacceptable words:

“There is a need for our young and new teachers to be exposed to such workshops as care and support for their development; this will benefit our learners since the majority of them at this school are staying without parents at their homes”.

Our understanding was that, despite different guidelines and frameworks developed at national level, most teachers still lacked knowledge. Concurring with him we realised that information contained in the guidelines of care and support, such as the 2011-2015 Strategic Operational Framework, had to be implemented to achieve the objectives (*cf.* 2.3.1). Another crucial matter was a lack of support from senior curriculum officials. It appeared that they showed no concern about challenges experienced by teachers and learners of CHHs in classroom. The principal reported:

“When I arrived in this school, I realised that SMT members don’t know their roles and responsibilities. They have been appointed few years ago but were never inducted. I requested the former SMGD to conduct a workshop give them exposure on what is expected from them. Even this issue of learners who do not know the kind of behaviour expected from them I think we have to join hands and conduct a workshop in this regard”.

The principal's belief was that workshops should be conducted in which teachers and learners would be made aware of other needs that had to be met, besides teaching and learning, then infused in the process without being add-ons. We then realised that a workshop on care and support was necessary to assist teachers on how to identify problems such as those mentioned in this study, also on how to deal with them in class in order to improve and sustain concentration while teaching. The group identified this as one factor that should not be ignored since it might have a negative emotional impact on learners (cf 2.6.2.5).

#### **4.2.2.2 *Hunger and lack of concentration***

Continuing with the discussions, same challenges as those mentioned by learners were supported by their teachers, for instance, the issue of hunger:

Mrs Duren: "The main challenge is learners who come to school hungry, you find that they are unable to concentrate although it is not only the CHHs. They are drowsy or seem tired early in class. We do cook for them here at school but the first periods before break time we are struggling to keep them focused"... again during break time, they are fighting in the queue pushing others so that they get food before others".

Mrs Koena added: "Yes they become so excited that they don't realise even when they misbehave. It is a general trend that school learners will always be pushing each other but you'll find that its same faces every time".

The issue of hunger and concentration raised by Mrs Duren was reported in the literature as a distraction to CHH learners. A feeding scheme was used at the school as a mechanism to alleviate hunger although it was not meant only for CHH learners and all vulnerable learners could benefit. Learners received meals once a day at school, but now the question we asked ourselves was whether that was enough. Mrs Duren would take extra bread for learners who were known to be struggling more than others, including the CHH learners after school. The same

faces alluded to by Mrs Koena appeared to be those who were known to stay alone at their homes.

#### **4.2.2.3 Absenteeism**

Another challenge, raised by Mrs Duren as a matter of concern, was absenteeism and suicide threats:

“Another thing is that, some learners are referred to me by other teachers due to absenteeism. Some do come to me with problems of being unhappy, and serious problems relating to suicide which I may not disclose here but fortunately they are not in group of participants. When I trace why they are behaving like that... they narrate situations relating to their home”.

Again the challenge of absenteeism was revealed in literature, indicating that it was a recurring matter for CHHs that required attention (cf. 2.6.1.1.6). If absenteeism continues, then low levels of achievement will remain a challenge.

With regards to unhappiness and suicide threads the question was how the teacher responded or intervened in such cases to assist.

Mrs Duren, taking a deep breath: “Mam, I report to other SBST members then we refer the case to the district which takes time to respond. Sometimes we do involve the local social workers depending on learners’ problems”.

With regard to suicide threats, teacher participants revealed that they normally referred the cases to the psychologist of the district and sometimes involved local pastors by inviting them to talk to learners about such threats. In their responses we could not find a stage where they themselves assisted learners, except by referring them to other people. Teachers continued advancing their challenges.

Mrs Koena: “Another thing mam is that here at school we have a challenge of drug abuse, ei ...! it is a combination of many things leading to a

negative academic performance at the end. *Rona ha re tsebe re ba etse jwang bana bana.* (“we do not know what to do with these children”).

The subject advisor made a follow up: “Have you ever involved psychologists in this case, I’m referring to that section *yabo* (led by) Mister Lekgoaba?” (the inclusive directorate).

Both teachers: “Yes.”

Drug abuse has been identified as a defence mechanism in CHHs as the learners drug themselves or exchange them for money in order to buy food (cf. 2.6.1.1.5). Although the teacher did not specify CHHs, but the Phuthulluhang learners were also involved in drug abuse. The emphasis made by teachers was that although they were trying to report the cases, the inclusive directorate took time to respond no matter how serious the case would be seen. They kept on relating to referrals because they were not knowledgeable or trained on how to deal with problems raised.

According to the Care and Support Strategy 2008-2012 (Argall & Allemano 2008:14), schools have been entrusted to be centres of care and support. The rationale behind this is that they are forming the future of the country therefore it is imperative that they lead a communal strategy to improve education and the socio-economic wellbeing of vulnerable children. It is also important that teachers are equipped and more conversant with necessary skills to carry out the mandate. Provincial and District officials have a responsibility to ensure that teachers are well developed through workshops, advocacy and meetings. For instance, Tsotetsi (2013:167) demonstrates the importance of professional teacher development in his study, arguing that officials such as SMGDs and Learning facilitators have to play a role in staff development programmes. Capacitating teachers with more knowledge can benefit learners, even in cases such as when professional psychologists take time to respond, as there can be immediate assistance from the school.

#### **4.2.2.4 Ignorance and lack of leadership**

During the discussions, it appeared as if learners' problems were ignored by teachers which developed a feeling of hopelessness from what was echoed by one of the learner participants:

*“Ho thusang ho bua ha re na le mathata bo hae hobane ka nako enngwe titjhere ha a o nkele hlohong, o re feela “hotla loka” empa a sa o jwetse ha jwang”. (“What is the use of indicating to teachers when you are having problems at home because at times the teacher does not take that into consideration, he would just say ‘it will be fine’ not telling you how”).*

Analysing the statement the team agreed that teachers tend to ignore some of these issues because they did not know how to deal with them. This was confirmed a teacher participant who emphasized the issue of ignorance but in a different way:

*“Ka nako enngwe re a reporta to the SMT ha hona le mathata a ikgethileng re tsebise district official (psychologist) empa o tla ha nngwe feela ebe ha ho be le follow up ka morao ho moo, at times ha a tle hohang. Jwale eka ha re ya etsa letho ho moithuti because tseding dintho ha re tsebe re disebetse jwang”. (“At times we do report to the SMT when there are exceptional problems and to the district official (psychologist) but s/he would come once and there will be no follow up, at times they don't even come. Now it appears as if nothing has been done because we do not know how to deal with other challenges”).*

From the statement above another issue of importance raised concerned the SMT that also appeared not playing their role as leaders..

For the success of every programme there must be strong leadership more than management. In Murray (2010:1), management is defined as focusing on systems and structures so as to control while leadership focuses on people in order to inspire them, with the aim of challenging the status quo. It is necessary that in schools managers possess leadership skills for them to challenge the power

relations alluded to by the CER. School managers need to have followers as leaders more than subordinates and authorities possessing a special power over others. Similarly, it is expected that teachers respond by following the leadership and working together towards emancipation and transformation. In this regard, the expectation was there should be a response to learners when a matter of concern has been raised, as with teachers to the SMT and SMT to district officials and provincially.

#### **4.2.2.5 Communication**

From the situation stated between the SMT and teachers, the team members realised that there was a problem with regard to communication between the SMT and teachers, the school and the district inclusive section which led to ignorance and hopelessness. As we were discussing it was evident that some operations were conducted for recording purposes and managerial issues only, not to interrogate the issues and come up with solutions, which has become a norm in education. We therefore identified a need for induction on leadership to different officials in managerial positions that would strengthen support for learners. The CES: inclusive who was consulted with regard to learners` care and support stated the following:

“I appreciate what you are doing and our involvement in the study, it is going to benefit my directorate specifically values and inclusive. Educational development with regard to care and support, curriculum and management in schools is still a challenge. Discipline is another challenge and this school (*Phuthulluhang*) is in the top three of all schools in the district, and the highest with CHH learner enrolment. It is my wish that we can come up with a strategy that will enable us to work collaboratively as education stakeholders in different sections for sustainability of learning. I commit myself that any case reported from this school will be given necessary attention”.

The phrase “work collaboratively” indicated that different sections in the DoE did not have to work in silos, while they claimed to have a common vision for teaching and learning. This is when we experience communication breakdown, therefore we believe that working together as different stakeholders participating in this study will bring change in care and support for sustainable learning, specifically CHH ones.

#### **4.2.3 Discussions with SGB chairperson and the feeder school`s teacher**

We have realised that sometimes absenteeism was a challenge and academic performance of learners from CHHs was therefore not good (Appendices I-viii and I- x) as expressed by the feeder school teacher:

*Who said “to be honest mama... their performance is not good due to absenteeism”.*

This was supported by the SGB chairperson:

*“Some of these learners, like the one I narrated his story, are not what we refer to as slow learners but due to absenteeism they are often performing bad.”*

Their point confirmed what one learner cited, that if they did not do homework they did not go to school, or even when they could not go to the barbers shop and they were left behind in class. This aspect of absenteeism and bad academic performance correlates with the literature review (2.6.1), which also reported on the issue of dropping out. Another challenge was that learners from CHHs lack guidance since there was no adult in the house. For example, when the girl learners reached puberty no one would guide them on how they should conduct themselves. Adding to challenges we again realised that hunger led to anger and hatred, confirmed by the feeder school teacher who narrated a story:

*“The boy said he doesn’t want to hear anything about his father because he does not take care of them”*



The point raised was actually showing us the kind of emotions experienced by some CHH learners, urging us to consistently push for a PSS intervention.

Therefore, continuing with the discussions we touched on what could be the interventions, in which the concept of cluster homes or shelters was raised by the feeder school teacher. One of the SGB members in a presentation arranged by the SGB chairperson also supported the idea of shelter or hostel:

“I have a complaint to the Department of Education concerning this hostel in town, what kind of learners are placed there, what criteria is used, if they house farm learners, what is the difference between them and the CHH learners? I think it would be a good idea to put learners such as those from CHHs into a hostel”.

My understanding was that in addition to a PSS framework looking into the needs in the classroom, there was a need for security and a feeling of belonging to be met in the form of a proper shelter.

#### **4.2.4 Discussions with the CES: inclusive**

There were numerous issues that cropped up in our discussion with the CES: inclusive (Appendix: I-v), such as respect, poverty, unacceptable behaviour by learners, including drug and substance abuse:

“That school’s main problem is drug abuse because of the environment in which it is and in our district that is what is referred to when talking about a poverty stricken area. Some of the challenges you are raising, we have identified them in my section. There is a workshop to be conducted for CHHs learner, but... let me give you time to continue”

His words confirmed what was raised by teachers (cf. 4.2.2) and the NGO concerning drugs (cf. 4.2.5) and bad behaviour that seemed to be distractive in children’s development. For teachers, he confirmed lack of knowledge and lack

confidence by both the SMT and the staff members, hence the need for a workshop. He said:

“Even a single member of the SMT was not around [referring to a situation he cited, (Appendix: I-v) which said to me this schools management staff need an induction.”

He added: “With regard to the way teachers are speaking to learners, I noticed that there is lack of knowledge somehow,... somewhere so I think we need to conduct a presentation on teacher professionalism guided by SACE”.

His statement was informed by the point that according to learners, teachers seemed not to be treating them well, but he further indicated the shortage of human resource personnel from inclusive section who could concurrently be focusing on both teachers and learners.

#### **4.2.5 Discussion with the NGO**

Families South Africa (FAMSA) was the NGO that played a special role in the community of Phuthulluhang and the neighbouring school by conducting some workshops with learners. The director of the organisation had 20 years of experience in her position, qualified as a senior therapist and in possession of M. Soc.Sc (MW). She was working together with professional social workers and psychologists, whose responsibilities included services such as counselling, parenting, violence awareness and life skills. In our discussion, which was based on their experience with CHHs, the issue of poverty was again raised by the director:

“Whenever I have deployed my people to work at this particular town, they always report that those people only want food, they are just interested in getting food that’s it.”

Analysing the statement, my concern was that poverty was still a challenge, especially for children, despite social grants, since it was mentioned by all participants in different conversations. Five of the learner participants were no longer receiving grant due to their age, but for they were still qualifying because they were still in basic schooling. No one could assist with the motivation for the grants' continuation.

Another aspect raised by the FAMSA director was the issue of drug and alcohol abuse identified in the community of Phuthulluhang. This was similar to the challenge indicated by teachers in one of the deliberations (cf. 4.2.2). Continuing with the discussion on how we could assist CHH learners, she suggested that they as an organisation ran a programme on parenting to focus on foster care that they would present to the community. The same programme was then found relevant for CHHs to be equipped with parenting skills. Another important role was to offer counselling services focusing on bereavement and dealing with loss.

"I think now that we were not specifically focusing on CHHs when conducting bereavement and dealing with loss in the previous years, maybe we can organise some sessions with such learners in both schools".

The director was so proactive that we immediately identified the date for such a presentation, adding a topic on how to deal with anger.

Regarding drug and alcohol abuse, we agreed that once community programmes were running one of the lessons would be on drugs. At the same time the school was advised to use the school adopt a corp service from the police station to take around the school premises in order to minimise abuse.

The section that follows looks at the aspects used to respond to different factors identified as challenges. These were challenges identified to making people feel marginalised, without power, that their voices cannot be heard and that they were less important.

### **4.3 ASPECTS USED IN RESPONDING TO CHALLENGES**

This sub-section focuses on strategies that will assist towards addressing the challenges specified above.

#### **4.3.1 Team establishment**

Establishing a team (cf 3.3.3) to direct the processes of strategic plan indicated in was the first and important step taken. It was not going to be easy for one person to ensure that all aspects of the planning were administered. Based on this, the role played by the team ensures that different activities of priorities identified are implemented. The participating team consisted of different stakeholders based on the requirements of the topic of this study. Learners and teachers are the directly affected participants to benefit therefore they had to be included in the team. It was also necessary that the psychologist and social worker participate, as specialists in dealing with issues of different emotions that could be experienced. The issue of CHHs is a social concern which also affects schools because that is where children mostly spend their time. The SGB chairperson, SMT and district officials agreed to represent the team (Annexure 3).

From the discussions in meetings, various challenges emerged. Because there were many, the team prioritised them as indicated earlier (cf. 3.1.3.4). We had to take actions as directed by the strategic plan and responsibilities assigned to individuals pertaining to challenges as indicated below.

#### **4.3.2 Challenges of CHH learners**

The team members participating in this study agreed on the need for workshops to be conducted for learners and aspects to be focused on, mainly on PSS. It was an advantage to have the CES: inclusive section in our team as he indicated that these workshops would give him a platform to proceed with what they as a section had identified as a need. The inclusive directorate had planned programmes such

as dealing with grief, children`s rights and gender-based violence at schools. As a result we agreed that learners from CHHs would be given priority to attend such programmes. Our main workshop, on learner behaviour, was to be conducted by the SMGD and the principal (Appendix F). Workshops were conducted as interventions to challenges indicated by both the learners and the teacher participants and as suggested by the team. Following the strategic plan, activities took place according to the identified priorities as discussed below.

#### **4.3.2.1 Learner behaviour**

Since participant learners made it clear that they did not know what behaviour generally was expected from them when in class with teachers, at school with other learners, or at home with siblings or other people in the society, a presentation session was conducted on acceptable learners` behaviour (Appendix F). Learners` feelings were positive after the workshop, analysing their comments afterwards. The following responses were given:

“I like the section that indicate how teachers and learners should behave because is the main problem at school and learners are not given a chance to talk about it, it is kept silent”

Another one indicated that:

“I feel motivated and inspired and I want to make change from bad to good behaviour.”

Shomang said:

“I feel happy because at least I can behave like an elder cause I got some tips that learn me to improve my behaviour.”

As a team, we understood this statement as an improvement and applauded it, aware that it was possible for children to have behavioural problems when they did not have parents to guide them towards acceptable values. A *PowerPoint* presentation was given by the principal, pamphlets were handed out to learners

for reference, and evaluation forms issued (Appendix G), in a one-day presentation lasting three hours. This workshop focused on how learners were expected to behave, to relate to other learners, to teachers and to studies. Continuing with the presentation, aspects such as how they would like to be treated and how to treat people in their community were discussed. Finally, the presentation focused on standard signal positive values, such as respect for self and others, kindness and willingness to help others, good manners, willingness and readiness to resolve conflict, forgiveness, attending the school regularly, punctuality, taking responsibilities for one`s work, keeping rules and respecting school staff members, participating in schools activities and taking care of school property. In addition, the workshop was conducted to address issues of respect since learner participants were not happy with the treatment they received from their teachers.

#### **4.3.2.2 Anger Management**

The second session of the workshop focused on dealing with anger, loneliness and despair. It followed a group discussion with scenarios on case studies. Learners engaged in group discussions on different scenarios and gave a feedback presentation about their own views. It was easy to discover by themselves other ways of addressing issues of anger, despair and loneliness. However a *PowerPoint* presentation concluded the session by focusing on how one could deal with anger, despair and loneliness. For instance the following were mentioned.

**Table 4.1:** Anger management: adapted from Beyond Intractability Project, university of Colorado (Alex Lickerman M.D.,2013: dealing with anger)

<b>How to deal with anger</b>	<b>Steps on managing anger</b>
Identify the depressor	calm down
Identify means to being in control	Show mutual respect

Deal with the feeling of insecurity	Identify and name the problem
Take action to correct the injustices whether committed against yourself or to someone else.	List different solutions
Write or express your feelings	Choose the best solution
Learn to forgive	Congratulate yourself and
	Review the picked solution

#### 4.3.2.3 Workshop on building one's strength and self-esteem

A presentation on self-esteem (Appendix B) was conducted in different sessions with all the grade 11 learners, (in which most of learner participants were at that time) and the grade12 learners, as indicated below.

**Table 4.2:** Self-esteem. Adapted from: *spring student support services, 2004*

Self-esteem	Purpose and beneficiaries
An overview was on: What self-esteem is What it is made of, types of self-esteem, and the secret to improving self-esteem finally how it links with one's strengths.	How to build ones` strength and self-esteem. To grade 11and 12 learners CHH learners LO teachers

The presentation was conducted in English as the Language of Learning and Teaching (LOLT) by the district officials (LO subject advisor), including myself as the researcher. The presentation also looked at the effects of a high and a low self-esteem, then the 12 steps of developing one's esteem (student support service, 2004). Evaluation indicated that learners` expectations were met:

“Thank you for coming to our school, I enjoyed the presentation and some of your words changed what I was going to become.”

Another one felt that teachers were not playing their role as expected:

“Encourage teachers to bring changes” (evaluation form)

whilst Kgutsang`s suggestion for an intervention on challenges they were facing was:

“I think if teachers can be able to assist us in the classrooms by talking to us when they realise that this learner is poor both in performance and appearance, they can act”.

One learner said:

“I liked the presentation most when it encouraged me to know myself and what to do to improve my esteem. I feel that I am a new person, I have changed already”

Other learners` concerns were on discipline at their school:

“If we can have more male teachers who are respected and strict to can lead us to the right path and must be teachers who are respecting themselves.”

It appeared that both teachers and learners were concerned about the discipline at Phuthulluhang, therefore changes and different programmes which might be brought forward would assist. All seemed annoyed by how things were and would make anything possible to make ends meet in changing the situation in their school.

#### **4.3.2.4 One-on-one session**

Another move was to invite the psychologist to the school which was informed by the anger alluded to by learner participants. It was necessary that she met learners before they started with their 2014 final year examination. In that feedback meeting, learner participants reported that the one-on-one session with the psychologist was a success. Without divulging what was discussed, they indicated that they felt better emotionally than before they spoke to the



psychologist and would appreciate seeing her more often since they had new things emerging in their daily lives. Likewise, the psychologist did not reveal much, except to confirm that learners were experiencing serious challenges and that she would have some follow-up sessions with them in the future. She reported that group therapy conducted with four learners had revealed a severe need of having someone (a teacher) to assist them with their work after hours at school, and someone to talk to regarding their life challenges. As I was not part of the session, taking into account Clark et al. (2014) in literature (cf. 2.6.2.2), this was reported by learners during the feedback session:

Dira: "The session was a success, the lady that was here was asking us questions of which we responded differently".

Responding from the researcher's question, Shomang said: "I do feel better having spoken to her."

Phila said: "I can say he came to my rescue mam and I feel like we can always have sessions with her because there are other problems emerging day by day".

The statements confirmed that indeed the absence of someone with whom children from CHHs could share their feelings can be a hurdle in their lives. Again, this indicated it was necessary that a PSS framework to be designed to cater for the debriefing sessions at school level. Learners need to be given time to be listened to and someone to listen to them, as iterated by the literature (cf. 2.2.2.2 and 2.6.2.1).

#### **4.3.2.5 Concentration**

Concentration appeared to be challenging since learners indicated that they became distracted during teaching and learning due to the life they were experiencing:

Boikanyo: “*Nnna nkare sometime ha ke le ka classeng ha ke concentrate, ke nahana bothata bo hae jwalo ka bo ho hloka dijo le dintho tse ding like diaparo kapa ho tshaba ho robala ke le mong e le ha titjhere a ntse a ruta* (I can say sometimes I do not concentrate in class whilst teaching is in progress when thinking of my problems at home such as food and clothes.”)

The issue of concentration was also raised by Mrs Duren, the teacher:

“You will find that the child does not receive the kind of love or care expected, you find that s/she comes to school having not eaten, this becomes a problem with concentration.”

From the statements above it becomes clear that CHH learners spent their time in class worrying about challenges which then affected their academic performance. This issue of worries and concentration confirmed the literature review (cf. 2.6.1.1.3) and necessity for schools to have means of support. Therefore, workshops on self-esteem, one-on-one sessions together with the one conducted for teachers on care and support were used for empowerment and to increase learner concentration. Learners’ responses (Dira, Phila and Shomang) during reflection indicated positive feedback, as indicated earlier, especially from the session with the psychologist (cf. 4.3.2.4).

#### **4.3.2.6 Feelings of insecurity**

Regarding the feeling of insecurity of one learner (Boikanyo), the team concluded that it was necessary to take these learners to a place of protection, be it the hostel, shelter or cluster home. The idea was informed by Boikanyo when he continued to illustrate what caused lack of concentration:

“*Sometime ha ke le ka classeng ha ke **concentrate**, ke nahana... kapa ntho tsa bo ho **tshaba ho robala ke le mong...***”

Approaching this challenge, the team agreed to present their request to the district director for identifying a home for learners from CHHs. A letter was sent requesting him to liaise with the Department of Social Development to discuss the matter, a process still in progress at the time of writing.

In the discussion with the social worker, he indicated that learners' foster care grant could be reinstated if they were still at school, even if over 18 years of age. Once the elder siblings reached 18 they could help the siblings to get support grant. As a commitment he promised to assist learner participants as a first step:

"I will issue a document known as a school form in the beginning of the year to be completed by the school once learners have registered. This will assist us to reinstate their foster care grants for those who were receiving it"

He continued to explain that the grant would be renewed every year so long as the children were at school. This at least brought hope for a change of life, and learning what to do with the siblings in future.

#### **4.3.3 Dealing with teachers' challenges**

With regard to different challenges experienced by teachers, we also identified a need to devise a plan by which they could be assisted, hence various workshops were conducted. Challenges such as drug abuse reported by one of the participants as a major problem required attention. As Mrs Duren stated:

*"Mathata a mantsi mo sekolong ke bana ba dulang ba le under influence of drugs".* (The main problem here at school is with learners who are always under the influence of drugs).

Mrs Koena expressed concern:

"Ooho! Drug and alcohol abuse at this area; both learners and adults are involved.

The statement of the teacher, also the SBST member, showed that indeed there must be many challenges regarding behaviour at this school. As indicated above (cf. 4.2.2.1 and 4.2.1.3), teachers were not knowledgeable about how to deal with such aspects, so it was necessary that a training workshop be conducted for them, with awareness programmes for learners. As a result, FAMSA intervened with a programme on drug and violence awareness at the two schools. As suggested by the literature (cf. 2.2.2.6 and 2.6.2.1), the emphasis would also be on classroom management and basic strategies for dealing with learner behaviour, especially for the CHH learners. The agreement showed a need to identify components that will compose a framework of learners' PSS support, specifically strengthening the CHH learner. The principal accepted the suggestion and agreed that:

"In the beginning of the year before learners come to school, I am going to invite a motivational speaker who will be talking to teachers. The emphasis will be on 'who is the teacher?' and 'what is expected from the teacher'."

The principal indicated that he would be focusing on teachers concurrently with the team when workshops were conducted for learners. The CES added:

"That will be wonderful and will strengthen our programmes since I have already started by inducting the SMT of this school".

The statement above made us realise that indeed there was a gap as far as SMT knowledge was concerned, so it was with the teachers. There was a need to train teachers in order to equip them with necessary skills, including those of care and support. This also brought up an idea that the PSS framework could be designed around numerous strategies to be implemented in developing both teachers and school managers, to develop potential in administering psychosocial support services at school level.

Based on the need identified, the following workshops were conducted for the SMT and the teachers.

#### **4.3.3.1 SMT and lack of leadership workshop**

The principal and the CES worked collaboratively, forming a team to lead the workshop which was intended to develop SMT members. A three-day workshop focused on understanding what management entailed, the relationship between management and leadership, roles and responsibilities of a school manager, acceptable characteristics of an effective manager and knowing oneself as a person (Appendix D). There were evaluation forms prepared for the feedback on the last day, hence we had comments on introspection made by some members such as:

“It looks like I am more of a manager than a leader”.

Another comment was:

“I feel like I have been baptised, now I know what to do in my section. But this aspect of supporting needy children I think it will take us somewhere if we can all have a common understanding.”

Their comments showed that they felt empowered and were prepared to implement or practice what they learnt. Another person in the team confirmed their fulfilment:

“I thought inductions are considered not helpful anymore, this is my fourth year in this position and I was never inducted. I am just operating from the box, I really would like to extend a word of gratitude to people who saw or realised that we need training.”

A session to follow was scheduled for the new SMT appointees who started in the beginning of the same year in which training was to focus on leadership styles. The workshop was concluded with an agreement that induction of newly appointees should be the responsibility of the school and included in their year calendar, so as to allow the SMGD to be invited assist them on the day of training.

#### **4.3.3.2 Teachers` workshop (lack of knowledge)**

Most of the young teachers who had just joined the school from university were struggling to maintain discipline in classrooms, and they thought and felt that their work was to focus on the subject content matter only. Therefore, they tended to ignore other issues which might be impeding success of teaching and learning. As a team, we saw the need and conducted a workshop for teachers to be developed in this regard and also regarding care and support. A subsequent workshop focused on classroom management in general and some aspects of care and support (Appendix E). In Phuthulluhang, staff members consisted of teachers from other countries whose systems might be having different expectations from both the learners and the teachers, Therefore, aspects that were covered under classroom management were: how the teacher conducts him/herself in class; how to keep learners focused; how to discipline learners when a need arises in class; and what is said by the South African Council of Educators (SACE) regarding teacher-learner conduct. These are issues that were discussed collaboratively with teachers without imposing since the study is against unequal power relations as guided by CER.

Using SACE as our fundamental guide, and which touched on the conduct of teachers in class, was of great assistance since respect was identified as an aspect that needed attention. From the gathered data it appeared that the manner in which some teachers spoke to learners was not well accepted. For example, Shomang reported:

“The teacher would shout at me thinking that I am thinking of my own things, and would speak unacceptable words.”

As a result teachers, acknowledged how they should conduct themselves in class, according to their comments below. The main aim was to make sure that they all knew what was expected from them, being guided by policies such as the South African Constitution and SACE regarding human rights.

From the teachers` comments it was evident they liked the presentation. As one of the senior teachers said:

“It was good to be reminded about our duties as educators, sometimes we just come into the class and leave without even asking a general question whether everything is still fine with learner.”

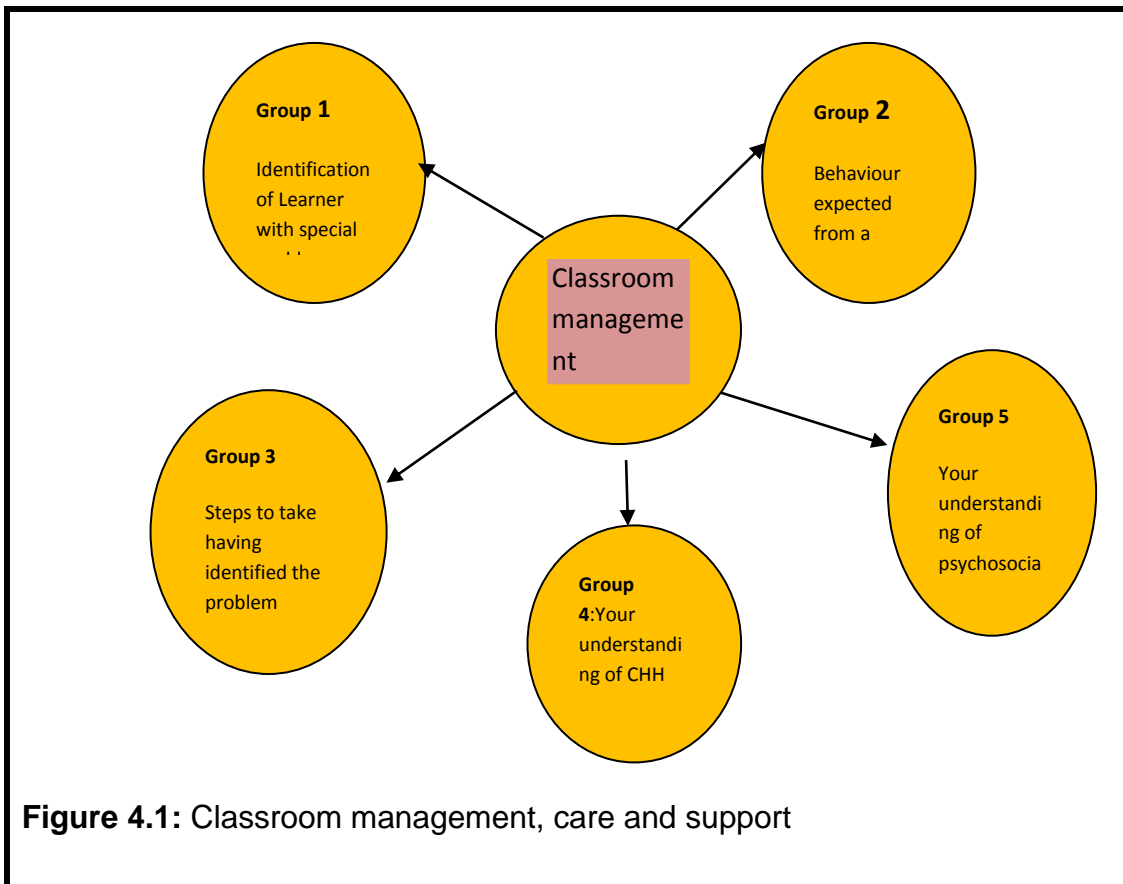
Another one said:

“The message presented was an eye opener.”

Another added:

“At least someone was able to recognise the challenge at this school, it not that we are selfish but sometimes its lack of knowledge.”

Teachers formed groups to discuss allocated topics, with a scribe recording their points and a spokesperson presenting for the group. When all groups had presented, the final decision was collaborated from common understanding and agreed upon. The same procedure with care and support was followed, and topics that were discussed were: how to identify learners with special problem that distract them from participating meaningfully in class; what behaviour is expected from learners in class; and steps to be taken when a problem has been identified. Pamphlets with notes were distributed to facilitate discussion and learning. Different resources such as *PowerPoint* presentation from the facilitator, other hand-outs, the Bill of Rights and the SACE documents were of importance in guiding the participants. The workshop took five hours and an evaluation form was distributed at the end to obtain the feeling of teachers (see comments below Figure 4.1). An attendance register was circulated. Mrs Duren, the member of the SBST summarising, shared information from her expertise, such as restlessness, shyness, withdrawal, inactiveness, and hyperactivity could be some of the signals to be observed by teachers. Regarding the intervention, teachers should immediately report to SBST any unusual behaviour with which they could assist the learner, whether by involving parents or guardian or referring them to the DBST and/or the local social worker or psychologist, depending on the identified problem. A workshop was conducted in groups, as presented diagrammatically below.



The workshop as represented in Figure 4.1 above was a success as an eye-opener to some teachers and a refresher course to others.

One teacher said:

“I was not aware of national guidelines speaking to care and support but now I have an idea”

Another teacher added:

“Yes these kinds of workshops inspire us sometimes you get stuck and feel like resigning thinking that you have chosen a wrong career”.

A young newly appointed teacher felt somehow different as she said:



"I think schools must have people who will focus on such issues as care and support paying a special attention to social problems because there are many children who have different problems. I'm not denying that I learnt a lot from the presentation but I don't see myself having time to do other things with the pressure we have from the department and learners we have in classes... their behaviour..." (shaking head).

One educator said:

"We appreciate this workshop so that we may pull towards the same direction as staff members regarding discipline and support in our classrooms, let us not despair we will get there".

Another one said:

"These kinds of workshops are necessary to revive us and remind us of our obligations as teachers"

The above show that teachers felt empowered and the participating team believed there would be sustainability because there was an agreement instead of imposing or commanding what to be done. From the comments, my synthesis was that not all teachers were ignorant or felt that care and support was an add-on responsibility. Rather, there was lack of knowledge about where and how to start or who to consult, and there was despair as some thought their voices might not be heard should they say what their real challenges were in the classroom. However, taking into account that together we could do something, decisions were taken collaboratively to avoid unequal power relations. These contributed towards the success of a PSS framework for learners from CHHs for sustainable learning (see chapter 6).

When looking into the comments above during our reflection, we agreed that workshops that are meant to empower teachers on care and support should be a continuing process. For instance, we thought of having such workshops every term in a year, for reviving teachers' spirits and to help them understand and

accept the conditions of care and support based on daily challenges experienced by CHH learners.

#### **4.3.4 Sharing a common vision**

In the first meeting, in which learner participants, teachers and the principal were present, a consensus was reached with regard to commitment and respect. The issue of respect had to be separated from equality by emphasising that for the purpose of common understanding participants had no dominant power over others. This is the reason the principle of FAI considered allowing all participants to feel at liberty to expressing their views (Buskens, 2011:13). Having identified how the team should operate, it was easier for members to volunteer in executing activities. For instance, learner participants suggested that they keep diaries of their feelings each day from the day of the meeting, and draw up a personal study timetable. Other suggestions were that the team meet fortnightly for feedback on progress. This was an indication of commitment towards common vision. The most significant consensus was on conducting workshops for learners regarding behaviour expected from them, self-esteem and anger management. Motivational talks would teach learners to speak out regarding the challenges they might be experiencing that were impeding their learning at school. The emphasis was on working collaboratively to mitigate challenges in the process.

The team further decided to task one of us to consult the CES: inclusive, the psychologist and the SMGD so that they would know what was expected of them, since they were not in this meeting, particularly on that day. In the second meeting, the CES: inclusive again indicated the importance of working collaboratively:

*“It is one of my key responsibilities ho sebetsa le school managers regarding managerial support. Ha ke bone e tlaba bothata ho executer some of activities tse tla tswela directorate ya inclusive molemo. Hona re ka ho fihlella ha re ka sebetsa mmoho re le stakeholders tsa education”.* (“It is one my key responsibilities to work with school managers regarding

managerial support. I don't see any problem in executing activities that will benefit the inclusive directorate. We can achieve this if we can work together as stakeholders in education").

The CES: inclusive added, in emphasising the need to work collaboratively, that one of his duties was to assist schools to liaise with NGOs, CBOs, NGEOs, parents and unions in fostering relationship. His remarks were an indication that we the team had common vision to design a PSS framework for the purpose of contributing towards assisting CHH learners for sustainable learning. He took it upon himself to speak to the psychologists to avail themselves for our meeting. The activity of conducting a workshop for learner behaviour was immediately added as a priority to the list of programmes to be conducted in the following year. In the same spirit, the SMGD made it his responsibility to avail the pass percentages of Phuthulluhang secondary school from 2010 to 2014, since it was difficult to obtain such information from the school. As the project continued, I realised that it was indeed important to work towards a common vision for its success. Tearle (2011:2) defines a vision as a comprehensive photograph that provides direction of an organisation. It describes the "*what*" to be achieved as a strategic planning process. Building a common vision was steered in a participative way whereby all research participants were playing their role for the common goal. Ash (2015:4) supports the impression of a common goal as a basic requirement that pull the team together towards effective aspirations. The common vision that we had was *designing a psychosocial support framework for sustainable learning for learners from CHHs*. Through meetings, FAls, workshops, group deliberations and observations (cf. Appendices) as discussed in chapter three, we managed to come up with suggested inputs for such a framework.

#### **4.3.5 SWOT analysis**

Regarding the SWOT analysis, the team participants had to take into consideration the strengths, weaknesses, opportunities and threads. The team's strength was that the CES: inclusive as one of participants was knowledgeable on aspects of care and support for vulnerable children since he was from the

inclusive directorate and had once been the SMGD. For instance, organising workshops for the SMT to empower them was done without any challenge. Again, having him as a member of the senior management team of the district; made it easy to access/reach the psychologist teachers and learners. Another advantage was that the district had to adopt a learner strategy. Reaching learners was facilitated by teacher participants since the school was also implementing the strategy. Having the experienced L.O teacher who was also the SBST member (cf. 3.3.3.5) strengthened the team since she was knowledgeable on how to deal with issues relating to social and psychological problems. She suggested useful people such as the FAMSA organisation and the relevant social worker. This NGO was of great assistance, for instance in programmes such as parenting and drug awareness (cf. 4.2.5), as those were their responsibility. Even the learner participants were brave enough to share their challenges, as they were involved in all activities and participated without being pushed.

Regarding the opportunities, the principal was instrumental in planning and organising activities such as workshops or meetings when necessary. This was based on his management experiences as the head of the school. Teachers (SBST member and the feeder school teacher) were also participating willingly, especially because the project was aligned with their subject speciality at the school and they had good relations with learners, minimising discipline problems. The SMGD also played a role as the manager when visiting the school, to monitor how far both teachers and learners were with their assigned tasks and the challenges that may be obstructing progress. Participating team members had exchanged telephone numbers, which made it easy for learners to share their feelings with the team and with me specifically since I was not always at their school. Learners were given a privilege to use the school telephone when they had anything requiring urgent attention regarding the project.

The teacher from a feeder school, as an experienced member of CPF and one qualified in supporting vulnerable learners, played a major role in monitoring participant learners' behaviour in the community. She was instrumental in sharing ideas on starting a cluster home for CHHs and other vulnerable children since she,

at some stage, had started a registered day care centre in the area of Phuthulluhang.

On the other hand, there were weaknesses, such as unavailability of the social worker and the SGB member in some meetings as a team. I would have to telephone them to give feedback. Sometimes team members were dependent more on me, which I viewed as power being centred on me as an “authoritative person”, yet the theoretical framework of the study was not supporting this. It became evident when one of the teacher participants said:

“We will hear from you when will the follow up meeting be conducted,..”

Another learner participant said:

“You will tell us what to do because you know what you want.”

Such utterances showed that the feeling of ownership was not yet instilled into participating members.

Adding on weaknesses, it was difficult to secure meetings with other people identified as instrumental and informed, such as the municipality EMIS regarding useful statistics, or the LO subject advisor who did not want to be a team member. As the researcher was also the LO subject advisor, I also was no longer responsible for in the last year of the study. I was responsible for Life Sciences. On occasion, when people we intended to meet for information agreed to meet us they would not take into account the time factor since they would give us about three weeks in between for appointment.

The threat that we experienced was whether all learner participants would still be back at school in the following year, since they took the end-of-year vacation, whilst teachers were due for redeployment or promotions to other schools.

#### **4.3.6 Priorities**

The priorities and activities identified by the team could not be fulfilled in the same year. In the following year the first meeting was to reflect, checking how far we were and where to start going forward. Some activities of priorities one and two which mainly were plenary meetings were implemented, with planning focused on conducting workshops (*cf.* 3.4.3.1).

Below is a discussion on how different workshops unfolded from different priorities through various activities with a strategic plan. Priorities as identified in chapter 3 (*cf.*3.4.3) were identifying and dealing with CHHs learner challenges; teaching them acceptable behaviour; building self-esteem and dealing with anger in order to improve concentration and academic performance. Adding to priorities, training SMT and teachers on care and support were considered useful to the designing of a PSS framework for sustainable learning for learners from CHHs.

##### **4.3.6.1 Strategic planning**

Our plan focused on how priorities could be accomplished and whose responsibility it was to ensure that activities were implemented. Therefore, the process became easy through meetings, workshops, discussions, reflections and feedback, as discussed below.

##### **(i) The one-on-one session**

The one-on-one session was conducted by the psychologist, informed by learners who indicated that they were angry and confused about their future, had low self-esteem and were lonely. Although they shared their feelings with friends it was necessary that they received professional assistance as an intervention for their anger and other emotional feelings (Appendix A). Not all learners indicated having anger, only two out of six, however, for the purpose of team spirit each one's problem was considered a team's problem. One learner requested that they meet the psychologist in the absence of other team members. The researcher explained from the guidance of Clark et al. (2014:94) to learners that the principle of

confidentiality would be respected (cf. 2.6.2.2), hence we had professional psychologists as participants in our team. Nonetheless, despite the not all team members forming part of the session, learners appeared happy and indicated their satisfaction at having met the psychologist.

### **(ii) Workshop with teachers**

This workshop was informed by a need to develop young and new appointees from universities who were struggling with classroom management and discipline. It was necessary for them to be developed in care and support, therefore a workshop (cf. 4.3.3.2) focused on classroom management in general and some aspects of care and support (Appendix E). Documents such as SACE and the South African Constitution were informative and objective.

Although teachers and learners are ignored when policies and guidelines are developed, I realised that they are the most important group of people to be consulted due to their lived experience and realities of everyday life. Some guidelines are so general that it becomes difficult for teachers to follow them correctly.

### **(iii) Workshop with SMTs**

The SMT was taken for a workshop conducted by the CES and the SMGD (Appendix D), with focus on responsibilities of school managers at different levels. It was necessary to train them because they had not been inducted since their appointment at that level, despite the experience in years. Training the SMT was considered helpful regarding monitoring the implementation process so as to contribute towards a sustainable framework. Monitoring at school level, as one of the responsibilities of the SMT, therefore the aim was to guide them so their workload was not increasing (cf. 4.3.3.2).

Different topics were assigned to groups who had to brainstorm and present the feedback. Each group had a scribe and spokesperson and the workshop lasted for seven hours. A team of SMTs were happy after the presentation, since we read comments on their reflection, such as:

“It will be much easier if each one of us can always update a list of incidents in our sections where there are cases referred”.

One added:

“We have to work closely with the SBST so as to get updated information before we submit to the principal.”

I observed that they were looking forward to having a document advising them about other ways of learner support. The principal commented:

“Maybe we will have a reduced number of progressed learners once we start”

Progressed learners were those who had been transferred to the next grades because the policy did not allow them to be kept in a phase for more than four years, even if they did not meet promotion requirements. The principal’s feeling was that learners would perform better and be promoted based on their performance.

***(iv) Support for HODHODs to monitor***

In a meeting, HODHODs were reminded about the importance of monitoring and encouraging teachers to do their work correctly, moreover to be secondary parents. They were encouraged to do their work properly in order to act as role models to teachers. An agreement was made to use the school’s monitoring tools but adding a few aspects that addressed CHHs and psychosocial support, to avoid different tools leading to more workload and stress. The principal promised to work hand-in-hand with the HODHODs to ensure necessary support for monitoring, and to see it was not compromised. They were expected to report on daily activities, the number of activities that focused on care and support, and the type of activity. They also had to record cases that could have been referred to other departments, such as Social Development or the police. Each HODHOD had to know the status of care and support in their department. As suggested by one, they agreed that they would work with the SBST to ascertain their cases as recorded before they reported to the principal.



#### **(iv) Workshop with learners**

Workshops were conducted with learners aimed at sharing knowledge, equipping them with tools such as life skills and assisting them to be free to open up with their problems so as to be relieved from emotional feelings emerging from psychosocial problems. Different workshops were then conducted (cf. 4.3.2.1 and 4.3.2.2), in which I observed CHH learner participants felt recognised and had a feeling of belonging to a group associated with professionals. They seemed motivated to attend school every day in order to improve their performance and avoid disappointing the team. The suggestion made by the learner for the hostel, the feeder school teacher for a cluster home, and FAMSA for the shelter (cf. Appendix I), gave hope to more learners of CHHs, not only the participants.

### **4.4 FAVOURABLE CONDITIONS TO ENRICH STRATEGIES` IMPLEMENTATION TOWARDS A PSS FRAMEWORK**

In this section I look at the circumstances conducive to supporting the implementation of a strategic plan as outlined above.

#### **4.4.1 Aspects that supported the team's` functioning**

One of the aspects that contributed to the success of implementation was the agreement in our initial meeting that everyone who was participating had equal power relations. This helped the team feel free and participate without fear. Learner participants from CHHs felt valuable and once in their lifetime were part of decisions taken. An essential tool was communication, since we had to engage through discourse. Using everyday language during the discussions was another aspect that led to success, for example, Sesotho was mixed with English to allow the free flow of ideas and accommodate all members. The mode of operation was an agreement taken as a team through concerted planning, so team members owned the identified strategies and therefore their devoted commitment was significant.

#### **4.4.2 Sharing the common vision**

Sharing the common vision enhanced participation and vice versa, as the open discussions during meetings that unveiled challenges experienced by learners from CHHs motivated all participants to think deeply about a possible solution. That there was this unequal feeling of power with regard to the expectation of learners performing at one hundred percent, despite their psychosocial challenges, facilitated the idea of sharing a common vision. It was in the interest of all participants that a PSS framework be designed for the liberty of both learners and teachers. Participants' commitment and their openness during discussions indicated that we were all moving in the same direction, and this strengthened our shared vision. All team members were able to report their progress during feedback sessions from the roles they were assigned.

#### **4.4.3 Team establishment**

Formation of a participating team was not the responsibility of one person commanding others. CHH learners, their LO teacher and myself decided together on those who could add value to our project. It involved collaborative decision-making to which the conditions of team establishment were conducive, hence the team comprising various stakeholders, such as SGB chairperson as parent representative, SMTs, district officials in their different positions in education, social worker, NGO representative and learners. Having stakeholders of various positions also gave the study various opportunities, for instance, organising a workshop for SMTs would not be success without the SMGD and the CES. The proposition made by one of the learners that we invite a psychologist was useful since she helped with counselling at some stage. The task performed by the psychologist needed people equipped professionally and with experience. The participating team had a common vision which made them stay attached to each other and participate harmoniously. Respect, as indicated earlier in chapter 3, was one of the guiding principles of the participating team.

#### **4.4.4 Successes of strategic plan**

The objectives of the study guided the participating team in identifying and setting priorities to accomplish their mutual vision. It was then easier for the implementation. Different aspects, such as SWOT exploration, creation of common vision, team spirit and diverse members of the society contributed to the successes of the strategic plan. The team had time to hold meetings in which they would reflect on what has been done already in order to identify where there were gaps. The commitment of participants, especially learners of CHHs, helped the planned strategies succeed. Another aspect that contributed was the use of FAIs, as they allowed free discourse to take place. For instance, the discussions with the director of FAMSA the NGO, the teacher from the feeder school, CES: inclusive and the social worker was of assistance and strengthened ideas on designing a successful PSS framework. The discussions by team participants also facilitated reflection and returning for preplanning in order to rectify and simplify our methods of implementation.

#### **4.4.5 Support for monitoring**

The inclusive directorate, with the assistance of the CES, agreed to develop a monitoring tool. Making it more easier for the inclusive facilitators to write a report, we agreed that the SMT would monitor progress at school and send a report once every last week of the month to the inclusive facilitator. Subject advisors would continue with the monitoring on subject performance and avail the report on request to district official team participants. My role was to collate all the reports and give feedback to team members. As there were timeframes agreed upon for reporting purposes, all members had to meet the deadlines and ensure that activities were carried out as expected. It was necessary that there was a way of monitoring in the interest of reflection, since this assisted with the evaluation of the processes. In a participatory approach, reflection is essential so as to identify gaps and re-plan for justice. Kemmis (2011:15) indicates how critical PAR is with regard to reflection: "PAR fosters collective reflection on shared consequences of collective actions taken by participants..." In this regard, monitoring had to take

place as a way of reflection so we had to look at all stages of the research, processes and activities listed in our strategic plan. For instance, from a reflective process, we realised that all SGB members needed a presentation on PAR and the objectives of study, even the progress made towards the designing of a PSS framework. The presentation was necessary in order that all SGB members could understand the kind of support expected from them and their roles in strengthening good relations in the community. It was also necessary that the whole idea of a PSS framework for CHH learners be presented to the district director who had to present it to the MEC of education in the province. Such ideas came as a collective agreement due to reflection and monitoring of progress made.

## **4.5 THREATS**

This section discusses the possible threats which could have disturbed the implementation of the planned strategies. Some of these came up during meetings when the team was planning for the activities to be performed.

### **4.5.1 Challenge to team formulation**

Initially, taking into consideration the phenomenon of CHHs posed a challenge because it is an emotional state of affairs. The concern was how they would feel during the discussions, especially when they had to share their so-called private issues which were bothering them in the presence of others. It was thus important to have the psychologist participating in order to take care of emotions of learners. Another aspect was to guard against a feeling of being bound to participate or obeying an instruction from the superior, since I was their district official. Therefore, in respect of human rights and ethical considerations, all participants were made to understand the theory behind CER and principles guiding PAR, so consent forms were signed by each.

The other challenge was meeting all participants at the same time in the beginning, therefore the first meeting was held with learners and teachers, the second with the principal, the third with the CES and the SMGD, and the fourth with the psychologist. Unavailability of the social worker in our meetings nearly impacted negatively, however, granting us permission to contact her telephonically and making follow-ups on reported cases was a solution in this regard. Although having participants of different portfolios advanced the success of strategic plan, the challenge was that some of the team members could not attend meetings since they had to attend to other matters in their directorates. Nonetheless, due to team spirit they allowed us to continue, though one of my major tasks was to ensure that they received feedback. For example, at one stage the principal of Phuthulluhang said;

“Although my absence might be disturbing the composition of the team please you can continue with deliberations, just let me know a way forward... you have my full support”.

As a result, based on this, we were free to reach consensus but delayed the progress because sometimes he would suggest something different from what we had agreed upon.

#### **4.5.2 Challenge with regard to communication**

The study indicated that communication is an important tool to address different challenges that may be foreseen in any kind of a project. For instance, due to lack of communication and proper planning we sometimes had to postpone our feedback meetings because not all the participants would be available. Sometimes we only realised in the meeting when we enquired that others would not be available. It was difficult to have the SMGD of the school in our meetings and we had to update him, especially when there was a task he had to perform. This was a lesson to the participants since we realised how things were becoming easier when there was cooperation. Secondly, the schedule that guided the social worker made it difficult for her to attend all the meetings, but she gave us latitude

to telephone her whenever necessary and to update her, and would visit the school to attend to issues referred for her attention.

Another challenge we encountered was when the psychologist had to undergo an operation and was booked off sick. We only learnt on the day of the meeting so we had to wait for her to avoid short notice finding another substitute. Otherwise, we worked harmoniously with all participants respecting each other and ideas put forth by every individual. The kind of spirit that prevailed made our work easy, especially from CHHs learner participants.

#### **4.5.3 Power centred on the principal researcher.**

As indicated in previous chapters, this study is guided by CER through a PAR approach whereby no one has authoritative powers over others during participation. However, in the beginning the participants relied more on the researcher to take decisions which led to a culture of imposing on them. It was difficult for them to understand that knowledge should be constructed through the engagement of both the researcher and the participants as partners in a collaborative effort (*cf.* 3.2; Eruera, 2010:1). With time, it became easy for the team participants to come up with ideas especially when activities in the first priorities were accomplished. For instance, some were able to make suggestions freely without being pushed. The SGB chairperson asked that a presentation on the topic of CHHs be given for all other SGB members, not only of Phuthulluhang:

“Mme, ebe e kaba bothata ha nka o kopa programong ya hao o presentele ditho tse ding tsa SGB, ke utlwa ke rata mohato o seng re o nkile ho etsa hore le bona ba tsebe le ho ba le kutlwisiso ka CHHs.” (“Madam, can there be a problem if I may ask you to do a presentation to other SGB members, I like the idea we have taken already so that they may also have understanding of CHHs”).

People will only be able to support us if we involved them, taking them into consideration and teaching them should there be lack of knowledge for the success of some objectives of the study.

#### **4.5.4 Implementation of the strategic plan**

The initial priority according to the strategic plan was to conduct a workshop for learners focusing on how they were expected to behave at school and in their classroom. The activity was assigned to the SMGD and the principal. Due to other commitments, the SMGD was not available but the session was conducted by the principal. The SGB chairperson was supposed to conduct a presentation to the community, which did take place, but to other SGB members not to the community at large as initially planned.

Secondly, the next priority was to support learners form CHHs to deal with feelings of anger, loneliness and disparity. The activity was assigned to the psychologist who was supposed to conduct it before learners could commence with their end-of-year examinations. Due to being hospitalised it was postponed to the beginning of the new year. It was well performed through group therapy informed by the one-on-one session conducted with learner participants.

The next activity dealt with how to build self-esteem and identify one's strengths, which was addressing the third priority according to the plan. Presentations were conducted not only for CHH learners but also for grades 11 and 12 learners. The group of grade 11 was too large for one presenter and the only venue that could accommodative it was the school hall. Nonetheless, the presenter strategized and allowed them to sit in a horseshoe during the presentation and later on in groups.

Lastly, priority number four had to focus on training teachers and the SMT of the school. The activity was assigned to the CES: inclusive who managed to conduct a workshop for the SMT. A workshop for teachers on care and support was postponed due to the redeployment of the CES to another directorate. The

participating team decided to assign this to the principal researcher who had to make the presentation on care and support with regard to CHH learners.

Based on the implementation of the strategic plan during the reflective period, the team were pleased to realise that, despite challenges encountered, it was a success.

#### **4.5.5 Challenges experienced in monitoring**

We agreed that, at school level, monitoring would be handled by HODHODs who were reporting to the principal, who in turn was supposed to report monthly to the CES: inclusive with the intention of speeding up the process of referral if a need arose, and to the SMGD. However, the CES: inclusive was affected by redeployment and the new official could not fit the project into her working schedule in time. Because the agreement was to use the existing monitoring tool, the subject advisors would still be able to monitor and report to curriculum managers monthly according to their responsibilities.

The principal and the SGB chairperson had to ensure that the newly elected SGB members, when it was time to change the existing one, were involved with the progress made in relation to CHH learners in order that they continue to support the school, and also with monitoring. A presentation was made by the researcher to all other SGB members of both schools.

#### **4.6 EVIDENCE OF SUCCESS**

The strategic plan gave an opportunity to prioritise aspects that needed attention and was a success on its own. For instance, with regard to learner performance it was difficult to measure the success of learners from CHHs because the research study was completed much earlier in the year, however, based on the literature and data gathered learners' attitudes changed. They began to view their challenges as rungs on a ladder to their success. They mentioned that some



teachers did not treat them in an acceptable way, but from the workshops conducted teachers' attitudes also sounded positive. One educator voluntarily assisted team participants during self-esteem presentation, taking photographs and contributing to keeping discipline since the group of learners was too large. The plan was to make a platform on which teachers could be exposed to psychosocial challenges facing CHH learners and so know what steps could be taken to assist. This was a success, as one teacher even indicated:

“At least there is one person who knows our challenges.”

Data shows that the workshops planned to support and develop learners from CHHs was a success. Learner knowledge regarding what self-esteem is and how to build it was developed. Another success was that the departmental psychologist managed to meet learners and group therapy was conducted on feelings of anger indicated in the literature. The involvement of the psychologist was much-admired by the deputy principal of Phuthulluhang, who during the feedback session said:

“It is actually commendable that after a very long time we saw psychologists working with our learners.”

Another comment was:

“I wish she can continue to visit the school because we have many problems that need their attention.”

One of the SGB members from the feeder school said:

“This project seems to me that it is going to work if we can all be committed, even the community members work together with people like you and your team, we can overcome many challenges.”

Although some people still wanted to lean on someone, they were positive showing concern about the challenges experienced by CHHs. Their comments indicated that CHHs might not be an individual's problem a community challenge.

Since learners at Phuthulluhang saw the need and the importance of participating in extra-mural activities, teams for rugby, soccer, netball and chess were formed.

A workshop was conducted to equip SMT members with efficient managerial skills, which was conducted by the CES: inclusive. This was a success that made it easy for HODHODs to understand the need for monitoring.

Lastly, that the monitoring tool was to be adjusted in a manner which would accommodate issues of learners from CHHs and their psychosocial challenge shows that there was positive change to be attained.

#### **4.7 CONCLUSION**

The aim of the study was to design a psychosocial support framework for sustainable learning for learners from CHHs. The framework was designed through the outlined processes as unfolded above. From the challenges experienced during participation, the inequalities of power were somehow felt when some activities had to be accomplished depending on those officials with power. Nevertheless, the team realised that having a common goal and working collaboratively was a good move to keep members motivated.

The study was able to increase knowledge of the participating team and of teachers in this school as evidence that sometimes the marginalised being learners in this case, become problematic when they were not given chance to voice out their challenges. As teachers in one school they need to work together as a team so as to be more empowered as individuals. They recommended that they needed to conduct motivational sessions for their learners and believed that it would be important to have a psychologist from the DoE assigned for each school or town, taking into account the psychosocial problems prevailing in schools.

The next chapter discusses the findings and makes recommendations.

## CHAPTER FIVE

# FINDINGS, CONCLUSIONS AND RECOMMENDATION FOR A PSS FRAMEWORK FOR SUSTAINABLE LEARNING FOR LEARNERS FROM CHILD-HEADED HOUSEHOLDS

### 5.1 INTRODUCTION

The aim of the study is to design a PSS framework for sustainable learning for learners from CHHs. The focus question of the study was *how can we (teachers and curriculum officials) psychosocially support learners from child-headed households for sustainable learning?* Having engaged in numerous activities generating data, the revelations were as in the findings discussed below which were guided by the objectives of developing a PSS framework for learners from CHHs for sustainable learning.

### 5.2 FINDINGS INFORMED BY THE OBJECTIVES OF THE STUDY

Based on the aim of the study as indicated above, the presentation in this section focuses on the findings of PAR according to literature. Data that was generated indicated that there was a need for support at schools with regard to learning challenges experienced by CHHs due to psychosocial problems. This is how the objectives unfolded.

#### 5.2.1 Examining the psychosocial challenges of CHH learners

The study's initial objective was to examine the challenges that were experienced by learners from CHHs. Through the FAI conducted by the team in various meetings (Annexure 6), an approach that allows open discussions without following a specific structured order, we were able to identify various challenges. These were not unique challenges but similar to those indicated in the introduction and the literature review of the study (cf 1.1 & 2.6.1.). Data presented in chapter 4

clearly talk to challenges that emerged, such as poverty, irregular attendance at school, feelings of anger, and socio-economic problems which affected their wellbeing (cf 4.2.1). Through PAR this objective was met, since data revealed that learners from CHHs also had a need to know how they could work on their low esteem and identify their strengths. This was informed by interactions with various research team participants, such as the psychologist, SGB chairperson and the teachers. Engaging with various participants also indicated that it was not only the learners who experienced challenges but also their teachers. The LO teacher indicated that they had not been trained by the Department of Basic Education on dealing with CHH learners in their classroom nor even the challenges they were experiencing.

The study found that the relationship between teachers and learners was not good due to lack of discipline, for instance, learners arriving late, not doing their academic work and bunking classes, as revealed by teachers. Learners also indicated that teachers were not treating them well since they would utter demotivating words. These were partners who should have been working in harmony for their success, but failure led to induced pressure from the senior managers of the curriculum in the province. The gateway into the Department of Social Development and Welfare was not easy, and showed how difficult it should be for children who would be told to go by themselves to see social workers for help. Having accomplished the first objective the next one was elucidating components of PSS.

### **5.2.2 Expose the components of a PSS for learners from CHHS**

The challenges identified by the generated data made it easier for the team to recognise what needed to be done to assist such learners. The team, having listened to life experiences of learners, devised a strategic plan and different workshops. Responding to identified needs through workshops also facilitated recognition of relevant components of the framework. Workshops conducted, focussed on advising both teachers' and CHH learners on how to deal with challenges such as anger, building self-esteem and strengths, teacher induction

on care and support. Another important workshop helped SMTs to manage and monitor PSS at school level. There were skills identified to have played a major role which could be of use in composing a framework for such support, to be discussed in chapter six where the PSS framework is presented. The following aspects were taken into consideration regarding the components of a framework to be followed in relation to learners' psychosocial problems.

#### **5.2.2.1 *Teacher induction on psychosocial care and support***

The study found that new teachers from universities and other countries had not been inducted into how to maintain discipline or how to conduct themselves and build good relations with learners in classrooms. The generated data also indicated that even some members of the SMT were not trained in operationalisation of their duties and responsibilities. There are national structures with programmes, guidelines and policies developed in South Africa for care and support in school which were not known to them, however, cascading the information and training teachers intensively on how implementation can be achieved remains a challenge. The literature review (2.6.2, 2.6.2.1) supported by the generated data (*cf.* 3.3.3.6 and 4.2.1) showed that teachers were not trained in care and support, which is the crux of this study. Therefore, teachers' lack of knowledge and skills regarding psychosocial support to CHH learners is an obstacle to both teachers and learners wishing to become committed social agents of transformation (Ntaote, 2011:15). Concurring with the aforementioned, we heard one teacher making a comment after a workshop , that teachers' knowledge needs to be strengthened regarding care and support for PSS, therefore continued teacher development in this regard is necessary (*cf.* 3.4.3.1 priority 4).

### **5.2.2.2      *Respecting learners` feelings***

The South African Constitution (1996) states that each child`s dignity should be respected, and having time to listen to their problems and respecting their feelings as unique individuals would contribute towards this aim. The data generated indicated a need for teachers to be trained in aspects of care and support at schools so that they gain knowledge on how to deal with learners` feelings, especially the learners from CHHs. The issue of respect was a concern since learners revealed that they did not know what behaviour is considered acceptable at school, taking into account that these were children staying alone in the absence of parents to guide them. Most importantly, a concern was raised by the learner regarding respect:

*“mathata ana a ya re affceta cause sometimes ha o concetrati ha titjhere a ntse a ruta, ebe yena cse a o tjhika a buwa mantswe a sa amohelang”*  
 (“these problems affect us because sometimes you do not concentrate in class whilst the teacher is teaching, then s/he shouts at you, uttering unacceptable words.”)

These were statements which confirmed that teachers indeed needed to rebuild relationships because this led to both teachers and learners not respecting each other. Teachers were engaged in aspects of care and support during workshops, while learners were taken through on principles and standard signal positive values (Appendix F).

### **5.2.2.3      *Empowering teachers***

It is the responsibility of provinces in South Africa to ensure that the policy and national guideline of care and support is accessed by the districts. It is the inclusive directorate`s responsibility to ensure that the policy of care and support is correctly implemented at schools and to organise training workshops for individual teachers in skills on basic counselling. For instance, this need for empowering teachers was indicated in the literature (Pillay, 2012:4), as they had not been

trained. This was supported by teachers in this school who indicated that they had not been trained on basic counselling or on care and support (cf. 3.3.3.6, and 4.2.2.1), except for one who was teaching grade 12 at some stage. One teacher said:

“I think if we as teachers in schools can be exposed on how to offer the necessary support in some cases would be better than waiting until there is damage.”

Mrs Duren (4.2.2) said:

“I think the challenge is that we have never been trained as teachers on how to deal with such cases relating to psychosocial problems.”

This concurs with the reviewed literature which cited (cf. 2.6.1.) that teachers lack knowledge in this regard.

#### **5.2.2.4      *Rebuilding relationships***

The study found that the relationship existing between district officials and teachers; and between teachers and learners was not acceptable. Learners indicated that the words used by teachers are not acceptable (cf. 5.2.1.2), and teachers felt that they did not have time for ‘babysitting’ learners due to the pressure imposed on them by senior curriculum officials and their workload (cf.4.3.3.2). Moyo and Gorongo (2013:1) suggest that endurance skills and coping mechanisms are necessary in this regard, therefore we believe that teachers have to serve as mentors and life coaches to build and strengthen relationships. There are many ways in which this can be achieved, for instance the generated data indicated that learners were no longer participating in sports activities anymore (cf.4.2.1.6 session 2):

Boika nyo: “*Waitsi mama*, I think starting sports activities will keep us engaged.”.

Dira “We don’t even have sport equipment, we sometimes challenge the school in town with their rugby club but .... We don’t have equipment, not to mention the attire.”

The statements above show that learners were willing to participate in sport but teachers did not have time reserved for such, which affected learners’ motivation. Participation in sport could afford them time to strengthen relations and develop a team spirit that could even give them chance to acquire more skills. We can therefore conclude that lack of awareness, commitment and empowerment to curriculum officials and teachers will impede transformation regarding relationships, thus creating unnecessary bitterness, stress and reactions which will then impede social transformation, as indicated by literature (Taylor & Cranton, 2012:66, Ntaote, 2011:15).

#### **5.2.2.5 Encouraging resilience**

Data generated in this study showed that lack of knowledge on what assertiveness is, how to build positive self-esteem and how to identify one’s esteem was a challenge to CHH learners. The SOF (2011:3) defines ‘resilience’ as the capacity to recover from adversities that have a potential to destroy successful functioning of a person. As a result there was a need for learners to be empowered with resilience strategies in order for them to cope with life challenges on their own, hence a workshop on anger management was necessary (cf. Appendix C), informed by responses such as:

“I always have that feeling of anger” (Boikanyo).

Another learner, Dira, asked whether it was possible for them to see the psychologist. I learnt that there were other challenges but they still survived, therefore a word of encouragement was necessary. Curriculum officials have a responsibility for motivating learners to uplift their moral, hold seminars and facilitate psychosocial support. However, it appeared that time was insufficient for them to attend to such teachings, except for classroom curriculum contact. One



who does not see value in oneself may not see the value of life, hence all stakeholders, including societies, have to stand up and assist the developing generation.

#### **5.2.2.6 *Strengthening psychosocial support***

The DoE officials and both the inclusive and curriculum specialists at district and provincial levels have a responsibility to look after the wellbeing of their clients. They are expected by their work to be proactive in dealing with aspects of psychosocial support without waiting for an invitation. Different models and programmes (cf. 2.2.1.6) indicate the importance of taking care of wellbeing as strengthening the inner self and breaking down the stigma, discrimination, stress and low self-esteem which impedes sustainability in teaching and learning. The generated data revealed that psychosocial support is not taken into consideration as a fundamental aspect by the education officials. The minimal interactions only happened when there were referrals made by the school or when the person, be it the learner or the teacher, had reached the 'blowout' stage. To confirm this, one of the participants responded to a question on how they dealt with learners' psychosocial problems, as follows:

“We refer the case to the district which takes time to respond. Sometimes we do involve the local social workers depending on learners' problems.”

In some cases there were no follow-ups, even if there were referrals, due to lack of human resources. This shows that psychosocial support is not a priority in education, consequently, teachers become reluctant to report on issues relating to psychosocial problems. Learners found no reason to report on issues that were bothering them because they rarely found assistance.

The generated data also showed lack of commitment by the inclusive directorate of the DBE at the district level. It is evident that they took time to respond to schools invitations just to find out the seriousness of the case. The data also revealed a shortage of resources, such as means of transport and human

personnel. The psychologists indicated that it is difficult for them to reach schools due to poor transport. There was no time for building positive relationships between learners themselves or teacher-learner relations. For example, the learner who reported that teachers would utter unacceptable words in class and lack of participation in sport showed that good relations were not prioritised. As a result, deficiency in rebuilding relationships denies learners opportunities to strengthen their inner self and resilience. It appears that the principle of *ubuntu* is fading, since learners' feelings were not respected by teachers. As one of the learner participants said:

*“Matitjhere a mang a ya re tjhika ba bua mantswe a re utlwisang bohloko ka tlasseng.”* (“Other teachers are shouting us and speak words that are hurting us”).

There is also ignorance of human rights amongst teachers and learners. According to suppositions in chapter one, the study revealed that little had been done by the DoE to assist learners from CHHs. It is therefore time for education managers, teachers and curriculum officials, also for other stakeholders as suggested by one SGB member (cf. 4.2.3.), to work together to assist such learners, taking into consideration the high number of children from CHHs. Teachers should be listened to, and the mentality of power observed from high-ranking officials who question teachers' right to tell them what to be done must be wiped out. Such a mentality creates resistance to teacher transformation.

### **5.2.3 Establishing the usefulness of the identified components**

Reflecting on what has been discussed in the findings above, the team realised that they were a success. Findings were based on the reviewed literature, at the same time being aligned with the objectives of the study (cf. 1.4.1.1 to 1.4.1.5). For instance, the purpose was to identify psychosocial problems experienced by the learners of CHHs in order to support them. Eventually, teachers who had not been trained to deal with CHH learners in class were then trained. Based on the strategic planning that unfolded through priorities (cf. 3.4.3.1), the participating

team managed to conduct activities to support identified challenges. Workshops conducted for both teachers and learners were successful (see attached appendages). Learners from CHHs could relate to their strength and from the one-on-one session they had with a psychologist could manage some of the situations that made them angry. The enthusiasm of participants gave the team a chance to identify and explicate the practicality and helpfulness of the components of PSS for learners from CHHs.

Since PAR is of interest to educational situations in dealing with the at-risk and marginalised learners, its employment made it easier to elucidate components of a PSS framework for CHH learners. In addition, the use of PAR brought different feelings to participants who felt special rather than discriminated against. They felt that they were considered important to bring change in other learners' lives. At the same time, teachers felt empowered by outcomes of the workshops and self-discovery geared to the effectiveness of PAR (Watson & Watson, 2011:72). It was essential to employ the approach in striving to achieve goals of social justice and liberation for those experiencing problems. Critical discourse between the participants encouraged knowledge emancipation such as knowing, understanding and accepting the self. More interesting was gaining knowledge with regard to resilience strategies, for instance a workshop on self-esteem and anger management (cf.4.2.1. and Appendices B & C) that were of assistance in some situations.

The participating team engaged in a SWOT analysis, responding to the usefulness of the established components. The aim was to ensure that capabilities would be strengthened by dealing with foreseen weaknesses that may reduce support. The team managed to enlighten teachers, SMT and different curriculum officials about the phenomenon of CHHs. The findings indicated the necessity of teachers and learners engaging in discussions on how to conduct themselves in classroom for mutual understanding and successful results of teaching and learning (cf. 4.2.1 & 4.3.2.1). Collaborative participation was vital since it enabled knowledge-sharing for the common goal of overcoming power inequalities and inferiority.

SMT members were trained in their responsibilities, including monitoring. The motive was to guard against threats that might hinder operationalisation of a PSS framework. The team managed to bring together members of the inclusive directorate, curriculum and senior management to work collaboratively for sustainable learning of the CHH learner. Success of designing the PSS framework for sustainable learning of learners from CHHs was motivated by the common vision that all team members had.

#### **5.2.4 Possible threats to operationalisation of the framework**

This section looks at the predicted threats to the success of a PSS framework for sustainable learning, though the participating team was so proactive that they had a mechanism to counteract against. The team had reservations at the beginning of the study caused by the workload that was to be implemented. Responding to this, through planning priorities with achievable activities, brought hope since the work was simplified. Other threats to the team were the numerous meetings which were to be held and the team was worried about whether they would have the time. They believed in collaborative participation so planned and agreed together to meet biweekly after hours. It was necessary that the team had numerous meetings in order to reflect and minimise loopholes. It was challenging for the research facilitator to be seen as a “know all” person who had to suggest everything or instruct if necessary. Dealing with the challenge, every meeting’s introduction reminded the team members about the theory guiding the study, for instance not believing in unequal power relations.

Although learner participants from CHHs seemed committed, being absent at school on days of the team’s meeting was a threat. In this regard the team agreed that the absence of one or two members would not mean cancelling the meeting, but rather present members would continue with the business of the day. It was the research participant’s role to motivate the team members, especially the learner participants. Another threat that was anticipated was regarding monitoring the operationalisation of the framework. Nonetheless, responding to this, the SMT

members were trained in monitoring and subject advisors were identified to report on progress.

Redeployment of employees in the DBE is a challenge inhibiting various projects, including this study. The mechanism used was to target the process of data generation to take place when the focus was on preparation for trial examination and the movements were minimal. However, the CES: inclusive was redeployed to curriculum and the curriculum to inclusive directorate. Both CESs managed to play their roles as knowledgeable and professionally experienced.

The above are the threats which would have hampered the success in operationalisation of the framework should the planning not have been well structured, embraced and SWOT analysis being taken care of. The section to follow discusses the evidence that the strategy worked.

#### **5.2.5 Conditions for implementation of the PSS framework for learners from CHHs for sustainable learning**

This section looks at the circumstances that contributed to the success of the implementation of PSS strategies. The most important factors that played a positive role were the devotion of the participating team; activities such as planning together the strategies that could steer this PAR; identifying and adopting a common vision; putting forth our SWOT analysis before whatever move of participation; and having means in place identified to deal with threats that the team had. All contributed greatly to the operationalisation.

Conditions were conducive as the team sacrificed their time to participating, even after hours. For example, learner and teacher participants would remain at school after contact time for the meetings or workshops. At times they sacrificed their weekends just to accomplish roles they were assigned. Another factor was taking into account suggested contributions made by team members without looking at the person, and they felt valuable. The respect that was laid as the fundamental rule for the team was never bridged during participation.

The success of the training workshops, positive attendance and participation in such workshops strengthened the team's common vision. The openness of CHHs learner participants allowed the team to plan strategies together for the common vision which was emancipatory for sustainable learning. Different people who were identified for presentations, for steering workshops were all well prepared. Activities were planned strategically in such a way that the objectives of the study (cf. 1.4.1) could be achieved. As a result, all presenters who were identified were people with a specific knowledge that was required. Patience was one of the important tools or weapons, despite its effect on time. The team was not discouraged and would wait for presenters to avail themselves at their own suitable time. Training SMTs on their responsibilities as leaders in schools and teachers on what it means to be educators benefited the team because monitoring was no longer a challenge. Neither group saw monitoring as an "add on" activity, but rather appreciated time afforded by the SMGD to report on it.

### **5.3 SOLUTIONS AND RECOMMENDATIONS**

With regard to teacher induction and empowerment, the province should start by ensuring that they have systems in place, and ensure that they are well utilised. There should be access to national guidelines and policies for care and support at schools by the districts. For instances, the national guidelines on care and support mentioned by the reviewed literature did not speak to CHHs, not even on how schools should use them and be responsible for implementation of such a guideline on care and support. Policies and guidelines should be advocated to districts and ensure that officials know and understand what is expected. Districts should plan strategically regarding the implementation. This study recommends that workshops be conducted by the district officials from inclusive directorate for curriculum officials regarding psychosocial support at district level. This will bring awareness and equip curriculum officials with knowledge and skills that will enhance sustainability in teaching and learning.

Another workshop should be conducted by both curriculum and inclusive directorate to empower teachers with regard to psychosocial support at schools.

Working together will limit power and enhance the motion of leaving no learner behind. Teachers should take responsibility for teaching learners acceptable values and ethical behaviour through modelling for harmony in classrooms and in schools at large. All learners will feel accommodated at school, and see school as a second home they can rely on when they are faced with challenges. Consequently, academic performance will improve. For instance, it is indicated in Hossain (2013:7) and Jensen (2015:3) that there is a significant negative relation between academic performance and problematic behaviour. However, findings of this study showed that not all learners who are from CHHs are misbehaving, nor with adversely poor academic performance. Some are passionate about their school work and still have positive hopes, despite their circumstances. It is further recommended that the principals and the SMT members induct and capacitate new teachers while reviving those who are experienced. There are different policies that can be of assistance in this regard, such as the South African Council of Education (SACE), South African Schools Act (SASA), the South African Constitution and the policy on values to education.

The study recommends that learners from CHHs be given the opportunity to vent and voice their feelings for mutual understanding regarding psychosocial problems. I learnt from this study that when people are not given chance to do so they have a feeling of anger and misbehave as a mechanism to deal with the oppressing matter. Therefore, in showing respect for their feelings, schools together with the district and provincial officials should respond to the challenges by taking into consideration that these are learners who do not have an adult person who could assist at home. The use of psychosocial support framework for sustainable learning should be used as guideline, adapted if necessary in getting ideas on such kind of support.

Different training workshops, as indicated above, advocacies, road show awareness on existence of psychosocial problems experienced by CHH learners and on how to deal with them will lead to good relations between different stakeholders. Provincial leaders should reconsider participation of learners in different sporting codes. The district should encourage teachers, especially in the public schools, should participate optimally by availing themselves for supervision

and support. Sport activities should be considered as contributing towards building good relationships, building team spirit and enriching the minds of the growing individuals to be able to deal with life and academic challenges. Learners will be equipped with skills relating to building team spirit, building relationships and becoming problem solvers. They will be kept busy productively when taking a break from their books.

Regarding resilience, it is teachers' responsibility to equip learners from CHHs with strategies that can build their positive self-esteem. It is important that CHH learners know themselves through the assistance of their teachers. They need to be assisted to identify their strengths and weaknesses, and be taught that it is normal to bounce back and regain energy. It is therefore recommended that schools invite motivational speakers who are legends of CHHs to share their expertise in resilience strategies. Although this becomes the teachers' responsibility to look after learners' self-esteem they do not know when and how to do that. Some felt that learners needed motivation but as they were from CHHs, they felt they had nothing to do with learning challenges.

In addition, it is recommended that curriculum officials, in strengthening support at schools, should show concern by finding out any issues of psychosocial support that could be inhibiting success in their subjects in order that they liaise with the inclusive directorate, for assistance. The inclusive directorate should make it their responsibility to advocate basics of care and support and highlight its importance, as this can benefit both curriculum officials and teachers' expectations regarding excellent sustainability in teaching and learning. The provincial office should support the district by increasing resources such as manpower (*cf.* 2.6.4.1) and vehicles for learners to reach the psychologist or vice versa. Human resource shortage in general is a contributory factor to quality performance. The study taught me that the DBE has such trust in teachers that they know everything, to an extent that it is assumed they can help every learner with all challenges without being trained, yet there are no more teachers' colleges to cater for that. It will be advantageous to see the DBE engaging in a task of training teachers, empowering them in identifying and dealing with psychosocial problems of CHH learners, then focusing on learning challenges experienced.



With regard to monitoring and evaluation, it has to be rigorously intensified since it is apparent that the right and safety of CHHs is not protected.

#### **5.4 LIMITATIONS OF THE STUDY**

The study's success will be determined over time, depending on whether the support framework will be given the attention it deserves, unlike other guidelines and policies. Another limitation is that learner participants were from one secondary school, of which its staff establishment and learner challenges might be different from other schools in the district or provincially. However, a similar study can be conducted with other schools to strengthen support to CHH learners. The provincial MEC of education was not one of the participants or involved in way in the study, therefore there is limited information and input regarding access to national policies of care and support, whether the province is aware or not.

#### **5.5 CONCLUSION**

The aim of the study was to design a psychosocial support framework for sustainable learning for learners from child-headed households. The focus was on one of the secondary schools in the Xhariep district, which has a large enrolment of such learners compared to other schools of the district. Phuthulluhang secondary is one school that experiences many problems with learner discipline, as one of the trapped underperforming schools, and experiences much pressure of power inequalities from the senior managers. This chapter focused on findings of PAR, recommendations and limitations. The findings discussed were aligned with the revelations of the literature reviewed in order to confirm or refute it. The findings were steered by the powerful team that had to plan strategically, prioritise activities, identify a vision and analyse SWOT before implementation. Most importantly, monitoring was part of the strategies to ensure success or identify deviances. Recommendations were made responding to findings of the research.

The following chapter will focus on the psychosocial support framework designed for sustainable learning for CHH learners.

## **CHAPTER SIX**

# **THE PROPOSED PSYCHOSOCIAL SUPPORT FRAMEWORK FOR SUSTAINABLE LEARNING FOR LEARNERS FROM CHILD- HEADED HOUSEHOLDS**

### **6.1 INTRODUCTION**

The aim of the study was to design a PSS framework for sustainable learning for learners from CHHs. Therefore this chapter presents such a framework which unfolded through PAR. The focus was on CHH learners; nonetheless its application can be implemented with all learners who are experiencing PSS problems. The chapter begins with a detailed explanation of components of PSS framework presented and the guiding principles thereof. It will then explain different stages of the operationalisation as unfolded in the framework, summarised by a cyclic presentation of how the team participated at each stage as informed by PAR. Finally, the chapter suggests means of carrying out monitoring and evaluation as it was conducted.

### **6.2 BACKGROUND**

The concept of CHHs in South Africa has become common phenomenon and its prevalence seems increasing daily. For instance, globally, figures indicated 15 million orphaned children, estimated to increase to 25 million in 2010 (Kurebwa & Kurebwa, 2014:237). These are children who are currently found in schools as learners from CHHs. Kurebwa and Kurebwa (2014:236) calculated that about 15 million children lost parents, with the majority accounted for in Sub-Saharan Africa, South Africa included. That more than 80% worldwide of the CHHs are located in Sub-Saharan Africa shows this is a persistent problem and one that requires unity from all stakeholders in different departments of the government to work together for intervention. The interventions referred to here are focused on challenges

experienced by children from such households. Consequently, the PSS framework is suggested with components presented below.

### **6.2.1 Components of a psychosocial support framework for sustainable learning**

Having identified the gap with regard to psychosocial support at schools for curriculum benefit, this study suggests the following components as a contribution to the body of knowledge.

***Enhancing teacher capacitation through induction:*** The most important factor is awareness. Through advocacy and road shows, the education society needs to be aware that CHHs exist and that there are learners in such circumstances. Advocacies' focus should be on challenges experienced by such learners and the need for care and support. Furthermore, workshops to be conducted need to focus on helping new teachers realise their responsibilities in front of CHH learners in order to reach the CHH learner.

***Respect (protection) of learners' feelings:*** give learners a chance to voice their feelings, involve specialists who know how to deal with emotions then conduct presentations on identifying strengths and building self-esteem.

***Empowering teachers:*** different policies and guideline about PSS and/or care and support at schools are advocated to teachers through workshops and presentations. Most importantly, teachers are given an opportunity to interact with such policies then use their expertise to assist learners. Equipping teachers as caregivers with strengthened support and coping skills and emotional support is important. Another point of significance is training teachers how to identify signals of distress and what steps to be taken for care and support.

***Rebuilding relationships:*** working together from different sections, such as curriculum, inclusion, management and governance, teaching staff at school level and learners shows that unity is better than power relations that are authoritative.

People begin to realise the importance of networking then begin to own the product.

**Encouraging resilience:** advocacy and sharing of resilience strategies encourage learners from CHHs to realise that there is something special they possess for survival. For example, one learner participant (cf Appendix I-IV) indicated that he kept himself busy in the garden to interrupt his focus on sad thoughts.

**Strengthening psychosocial support:** since we acknowledge that there are existing PSS programmes, the purpose here is to strengthen them by designing a framework to be used and involving the most directly affected individuals to participate in actualisation and operationalisation of strategies. Learners need training in skills such as financial management and budgeting; taking care of siblings; household management; interpersonal communication; and well-versed decision-making. Optimistically, this will contribute to sustainable learning of CHHs because this is what they do or live their real-life situation, therefore, they need empowerment in such skills. It is indicated in German (2005:76) that there are very few programmes that are developed to focus on psychological and social needs of learners, hence the study is aimed at such a framework for implementation.

Participation by the most affected people (CHH learners and teachers) provides evidence that there is a need for officials of the DoE to support schools regarding psychosocial needs. One of the learner participants suggested that: "*It would be better if learners from CHHs could be taken into hostels by the education department*". This confirms a need for all stakeholders to ensure that PSS exists in schools.

### **6.3 PRINCIPLES GUIDING THE FRAMEWORK AND COMPONENTS**

The guiding principles were identified in order to ensure that the aim and objectives of the study, together with the vision of the framework, are achieved. These principles were identified with the understanding that learners learn much better when their wellbeing is taken care of, and when they experience good

performance in learning they develop a positive sense of wellbeing and stronger self-esteem. Principles identified are:

- Sustainable learning
- Collaborative Participation
- Care and support
- Respect

### **6.3.1 Sustainable learning**

Sustainable learning is a kind of learning that lasts throughout life and empowers individuals with skills to be utilised in life. It encourages interaction, dialogue, working together, networking, sharing ideas and participation in problem-solving. It can benefit vulnerable and at-risk learners, such as those who live in CHHs.

### **6.3.2 Collaborative participation**

This framework recognises that CHH learners are members of society and therefore need to be team members. They are equipped with skills to work with other people in solving identified problems, empowered to realise that harmonious relations with people mean lessening one's worries. Learners from CHHs have been identified as participants in the operationalisation of some strategies in designing the framework for them to realise that *they can* succeed. The rationale was for them to realise that having numerous psychosocial challenges does not mean they cannot be productive. Working together for the common vision strengthens them, simplifies the work and bears fruit. Collaborative participation assisted individuals to engage in a self-reflection process in order to know and understand themselves better and people around them.

### **6.3.3 Care and support**

The framework takes into consideration that learners need special treatment to enhance their wellbeing for optimum academic performance. Therefore, schools need to be empowered in creating a conducive environment to all learners and one that creates a sense of belonging and makes learners feel loved, provides security at all times and creates hope for the future. Coupled with a positive self-concept is the consideration of resilience strategies and survival skills that keep one going regardless of the hardships. They have to be identified and augmented by life skills. These are responsibilities that are expected to be accomplished by teachers; hence their empowerment is a necessity.

### **6.3.4 Respect**

Respect is one of the ethical considerations to which persons are privileged. Allowing people independence to make their own choices and develop their opinions shows respect. Children need proper guidance from mature individuals since this kind of autonomy develops over time. They also need to know that they deserve to be respected and to respect others the same way. Each person has a right to be treated with dignity and therefore entitled to be listened to, protected and be given necessary courtesy. Children from CHHs are vulnerable and so need to be treated with dignity as human beings. They have a right to everything that other people have. Based on these mentioned principles, suggesting the components of this PSS framework was necessary.

The following section will present the three different stages of the framework, with the initial one being the challenges as experienced by CHHs learners, which informed the development of this framework.

## 6.4 FRAMEWORK AND CHALLENGES EXPERIENCED IN CHHs

Various studies conducted around the phenomenon of CHHs revealed many challenges with different levels of impact on children. This section of the framework on psychosocial support begins by providing a broader picture and overview of the challenges experienced by CHH learners and the effects thereof. It is important to understand the kind of life in CHHs so as to understand the need for support. Amongst others, the challenges that are often reported are: poverty, stigmatisation, discrimination, child labour and exploitation, role adjustment, emotional and social distress, learning challenges and lack of care and support (Blaauw, Viljoen & Schenk, 2011:140, Chidziva, 2014:19, Jakachira, 2012:31). It was important for teachers to understand the life challenges experienced by CHH learners according to the literature reviewed and the empirical data of this study.

**Poverty:** The observed data of the study showed that poverty is still endemic in CHHs as alluded to during the discussion with the CHHs (cf 4.2.1), teachers (cf 4.2.2) and the NGO (cf 4.2.5), supporting what the literature review has indicated (cf 2.4.2). The prevalence of poverty in South Africa generally is high, meaning that in CHHs it is worse. The team realised that there was a feeding scheme at the school of Phuthulluhang that catered for children's hunger in the late morning of the day. One of the teachers, also a team member, would bring extra bread so as to cater for these learners after school.

**Discrimination:** Again, issues of discrimination due to situations of being in CHHs were reported by one learner participant (cf Appendix I-IV). He was denied opportunities to receive an orphanage grant because he struggled to find an adult to sign papers as required by the Social Development office. It was an indication of disparities of some of the vulnerabilities experienced by CHHs, as indicated by Statistic SA (2015). Issues such as this certainly affect children's emotions and wellbeing, hence the necessity for support. Having engaged with the social worker, we agreed that the principal could sign for such learners on behalf of an adult.

**Stigmatisation:** Although stigmatisation, especially due to HIV and AIDS, was reported in numerous studies conducted on CHHs (cf 1.1 & 2.4.2), it was a



different situation because it had not been reported in this study. This does not mean it had to be overlooked because of this single study, and the literature has shown its prevalence (van Breda, 2010: 259, Tggart, 2007:12). Advocacies were suggested by the team whereby the principal would invite people to present on HIV/AIDS and stigmatisation, at times coupled with motivational talks.

**Child labour and exploitation:** Due to being economically challenged, children from CHHs begin to work for money at an early stage, despite the South African labour ACT with regard to children. Nonetheless, although not in permanent employment, the study found out that CHH learners were working on a temporary basis during their school holidays in order to maintain their needs (4.2.1).

**Role adjustment:** As explained in chapter 2 (cf.2.4.2) this was mentioned as a sacrifice that the elder siblings would make by finding employment during their school holidays to provide for living costs in their households. This sometimes leads to dropping out of school.

**Low self-esteem and lack of training:** This was another challenge to learning identified in the study. Teachers indicated that they had not been trained on how to assist learners with emotional distress such as those experienced CHH learners. At the same time, through observation, the team also realised that learners' esteem was low, highlighting a need to conduct workshops on care and support and on building self-esteem (cf Annexure 7).

**Emotional, social distress and learning challenges:** These appeared to be the daily experiences of children living in CHHs. This study confirms the literature review, that CHHs learners had difficulties with coping in the classroom due to hunger and thinking about social issues prevailing at home (Kgutsang & Shomang, (cf 2.4.2). Other learner participants indicated their emotional state, such as feelings of anger. This was when the team saw a need to conduct a workshop on anger management (cf Appendix C), in order to equip learners with necessary skills to deal with anger encountered throughout life.

## **6.5 PURPOSE**

The purpose of this framework was to propose and provide key strategies for PSS to learners from CHHs, for their sustainable learning. The generated data showed that support should be directed towards empowering learners, strengthening and providing them with life skills, resilience strategies, learning strategies and building healthy relationships. Once the learner has acquired and mastered such skills, the learner's developmental needs for healthy wellbeing could be fulfilled. Furthermore, the focus also has to be directed to teachers who are living with children from CHHs in their classrooms every day as secondary parents. They need empowerment regarding care and support once a need has been identified, the kind of skills required by learners, and steps they can follow to seek help. Teachers who experience pressure in their daily lives need to know how to deal with learners from CHHs, having understood the challenges. Lastly, the attribution of this framework's purpose is to raise awareness of the prevalence of CHH learners to curriculum officials and the need to support. It could be used to assist different learners who experience the same challenges as those experienced by learners from CHHs. It was intended to be a working tool for teachers, SMTs, curriculum advisors and senior management to provide care and support in the schooling environment.

### **6.5.1 Operationalisation of the framework**

For the success of the framework it was proper that a specific approach be identified that could steer the operationalisation in order to carry out the outcomes as envisaged. Being couched by PAR it was therefore evident that there should be a team established to achieve the objectives of the framework. The team consisted of different stakeholders representative of various societal levels.

### **6.5.1.1      *Establishment of the team***

The team consisted of education heirs (*cf.* 3.3.3), that is, learners who were from CHHs, teachers and senior officials such as SMGD and CES, subject advisor and an educational psychologist. In addition to the group, the social worker and the SGB as members of the society were approached. This team was necessary in order to accomplish the objectives of this study (*cf.* 1.4.1), thus different meetings (*cf.* 3.4.3) were conducted with various participants individually so that they were able to open up, deciding whether they would participate or not. The team had responsibilities identified for each member, however, their major responsibility collaboratively was to strategize and develop an action plan on how they were going to participate, identify and outline a common vision, engage in SWOT analysis, operationalise the action plan and identify means of monitoring. The team members were aware that they were expected to work collaboratively, especially because none were supposed to be above any other in relation to power. All participants and contributions were equally important and the team understood that they needed each other for transformation and success.

Learners from CHHs were included in order that their views be incorporated in the PSS framework guidelines. SMGDs should be participants for the sole reason that they were governors of schools who were concerned with sustainable learning and needs to support SMTs with managing and monitoring. With regard to the SGB, their participation was required to augment the SMT in governing and managing the school while offering support to both teachers and learners. Also, it was necessary to realise the importance of supporting every stakeholder at school, for the success of learners.

Teachers were identified as pioneers of success at school, their participation being valuable for the knowledge they possessed as trained and qualified professionals who were also playing a parental role. For the learners from CHHs, teachers were viewed as primary parents who nurtured and gave them support on behalf of society. Good relationships between teachers and CHH learners were necessary to minimise conflict and stressful situations which might inhibit meaningful learning. Participation of the principal, teachers and learners in the implementation

of this PPS framework allowed ownership and taking of responsibilities collaboratively (Van Der Voort & Wood, 2014:12).

Officials, such as the psychologist, subject advisors and the CES: inclusive were members of the participating team since it was their responsibility to ensure that teaching and learning was conducted smoothly. Subject advisors had to be aware of the type of support that might be required from them since their responsibility was developing material and assessment tasks to support both teachers and learners. They had to monitor and report on the significance of care and support with regard to curriculum. The success of the PSS framework to turn around the situation at Phuthulluhang Secondary school will roll out to the whole district through advocacy, training workshops.

The involvement of the social worker and the psychologist was important because this was psychosocial support dealing with juvenile persons. Their input guided the team, depending on conditions prevalent at the time of participation in care and support activities, be it emotional or physical. Their main role was to offer advice, based on ethics and human rights. Collaborative participation with NGOs was also imperative since they played a vital role in sharing views and different perspectives.

### **6.5.1.2 Planning**

At this stage of planning all team members identified the reason for their participation. It was a stage with the *who, what, where, how* and *when*, based on the aim and objectives of participation. Team members were given a background of challenges faced by vulnerable learners such as CHHs and on psychosocial care and support. This background session, focused on different policies and national guidelines aligned with care and support in schools and with the Bill of Rights as far as education was concerned. The next stage was for the participating team to frame a shared vision that would keep them contained so as not to deviate from the track. It was the vision that would help them identify different activities that needed to be performed. Formulation of the vision was

informed by the problem that has to be solved, for example, the learning challenges experienced by learners from CHHs.

The planning session needed various meetings with specific objectives. From the list of activities identified, the team members had to prioritise, strategise and allocate roles to be played by each member. They also checked whether they had members who could perform all activities within the team in order to consult and invite people from outside as an alternative.

The subsequent activity that also played a special role in the success of operationalisation was the SWOT analysis. As indicated in a previous section (3.4.2.1), it was the responsibility of the participating team to analyse their strengths, weaknesses, opportunities and threats in order to plan in advance how to deal with some unfavourable conditions. One of the crucial tasks of the team was to ensure that there were means for monitoring the process, therefore it was important to agree on how monitoring would be conducted. The importance of monitoring was to evaluate the success of operationalisation of psychosocial support and identify the gaps that needed re-planning. Additionally, we believed that it was through monitoring that there would be sustainability. In this regard, the SMT members and subject advisors were entrusted to carry out monitoring because it was their responsibility to ensure that learning was sustainable.

#### **6.5.1.3 Shared vision**

One of the principles of values in education is equality (Manifesto on Values, 2001:14), therefore it was imperative that the team participated collaboratively. The success of the team depended on mutual understanding, which was driven by a common vision to be achieved. It was the vision that ensured there was equal participation and commitment, and elimination of power relations. The vision of participant in this framework was developing a working tool that would assist the wellbeing of CHH learners and teachers in schools. The team members identified a vision slogan that kept them going, as '*we care and we can*'.

#### **6.5.1.4 SWOT analysis**

SWOT analysis was one of the important stages that followed immediately the vision had been identified. It was informed by the list of activities identified to accomplish the identified shared vision. SWOT analysis was conducted by the participating team members themselves to be able to plan ahead should there be obstacles which might hinder success at any stage. In case of a PSS framework for learners from CHHs` operationalisation, the team of principal and his/her SMT, SGB, SMGD, teachers, subject advisors, psychologist in the inclusive directorate and the CESs both curriculum and inclusive already showed opportunities for success. These were people with different expertise who had to share them equally without grading each other regarding power relations.

This is why it was expected that the team would have roles allocated to each member for joint participation towards the common goal, with the process guided by PAR. There was flexibility during implementation and in the plenary session of each activity it was vital that SWOT was revisited for contingency.

The following paragraph focuses on the operationalisation of the activities identified for psychosocial support of learners from CHHs for sustainable learning.

### **6.6 ACTIVITIES THAT FACILITATED OPPERATIONALISATION**

There were various activities that facilitated the operationalisation of the framework, for instance, participation, advocacy and workshops.

#### **6.6.1 Participation**

The strategic plan that steers activities allocated to different role players of the team has to be employed. Since there were various activities that need to be performed, the participating team decided on a timeframe which would help them

do identify priorities and place them orderly for smooth implementation. It was crucial that all team members attended meetings in which to report back and so be in line with the process and in respect of time. On the operational level, team members needed to lay ground rules on respect, teamwork, responsibility and punctuality, so that they were committed and adhered to plans for implementing activities for which they were responsible.

Since each member was allocated a role to play, it was their responsibility to plan accordingly for the task, to organise resources required, invite people if necessary, depending on the activity to be executed. For example, a workshop on training of the principal and SMT on their roles and responsibility was the CES's responsibility. He had to prepare the relevant presentation based on his expertise of school management and governance policies, decide on the duration of the workshop, identify venues, invite people to attend and prepare evaluation forms for the workshop.

### **6.6.2 Advocacy**

Since the concept of CHHs was not understood by participants, meetings were conducted in which it was fully discussed. These focussed on challenges experienced and the reasons it was a matter of concern for this study. The meetings and discussions played a major role because CHH learners understood themselves the necessary steps they could take to cope with their circumstances. Similarly, teachers began to notice some of their challenges with regard to CHH learners in their classrooms.

The team also had a feeling that, it was the responsibility of the government, DoE in collaboration with the Social Welfare Department to ensure that the phenomenon was known. Through different activities such as road shows, awareness days, and celebration of CHHs by the communities, the existence of the phenomenon could be known. People might unite in offering assistance to learners of CHHs and speak on their behalf until they found their own voices. During the discussions we had an idea of schools inviting social workers or

counsellors to conduct seminars such as counselling on self-esteem, types of abuse that are usually reported, the effects of such activities on learners' emotions and cognitive deterioration. Additionally, influential leaders such as priests can teach about such households and reduce stigma and discrimination. Even the political leaders can be invited to advocacies and workshops for their awareness on existence of CHHs in their communities and challenges experienced by learners. These advocacy gatherings would determine knowledge required by teachers but coupled with workshops.

### **6.6.3 Workshops**

There were different types of workshops conducted, such as with learners on how to conduct themselves at school, in the classroom and in the community; recognising their strengths, building positive self-esteem and dealing with feelings of anger. Other workshops, as indicated in chapters 4 and 5, focused on empowering teachers regarding their role in PSS. From the purpose of CER, the workshops were conducted in order to bring change in the lives of learners from CHHs and their teachers. Therefore, PAR workshop were collaborative, with people who were equipped to take such responsibilities. People such as the SMGD, principal and SGB members had the task of ensuring and supporting the smooth running of the school so teaching and learning could take place and therefore had to prepare presentations with regard to what was expected at school for care and support (cf Appendix F).

The second most important activity was to allow learners a one-on-one session because of the need indicated in the empirical research. This is where the focus was on the emotional state of learner participants from CHHs, giving them a chance to be listened to. The session was followed by a presentation on how to deal with loneliness, anger and disparity (cf Appendix C). It was necessary to identify where such emotions could have emanated, then we involved affected participants of CHHs to identify what they thought could be the solutions. At this point learners were given a chance to share their resilience strategies and suggest other new means of surviving. Finally, the suggestion was to give them a chance



to try one out of different strategies identified and prepare a report on their changed observations.

The third workshop activity which was addressing priority number three for this particular study that was strategically planned, focussed on building self-esteem which followed immediately after resilience strategies. The task could be implemented by the LO teacher or also a member of SBST. Although the results can clearly be identified after a long term, findings show that there was a positive change with regard to how learners were conducting themselves. The last activity's focus was on a presentation on care and support which was prepared by the CES: inclusive. This is sums up different activities performed informed by the CHHs' challenges presented above, leading us to important skills acquired from a PAR as employed.

## **6.7. LIFE SKILLS AND VALUES THAT CONTRIBUTED TO THE SUCCESS OF OPERATIONALISATION OF THE FRAMEWORK**

Life skills are regarded as tools that assist individuals in dealing with their everyday life challenges. These were skills mostly required by learners from CHHs to use for their survival in future. They were also required by teachers but were necessary for all of us as the research team participants, otherwise the study's framework could have not been accomplished.

### **6.7.1. Communication**

Communication skill involves knowing when to talk and what to say. It is more than talking to others but realising how to communicate to different individuals, such as friends and elders. This skill may not be separated from respect, as people are judged by the way they communicate, whether they have respect or not. The benefits of having a communication skill are that people will actively listen to one, networking and have good relations with other people. This is one skill that can open or close one's ways to success. During the research, communication was

used more often and we realised that through it, problems could be solved and team work made possible.

### **6.7.2 Listening skill**

Listening skill plays an important role in connecting individuals. Relationships between participants were strengthened as we listened to each other. Other benefits of this skill are improved self-esteem, confidence, good academic performance, and social networking, leading to a greater number of friends.

### **6.7.3 Problem-solving**

For a happy and successful life one needs problem-solving skill. This enables individuals to investigate what could be the cause of the problem and what steps to follow in solving them. A person with problem-solving skills does not look into who did what, rather what the problem is all about. Some people, such as Lussier (2015), define steps to follow in solving the problem. The first one is defining the problem, examining alternatives to solving the problem then evaluating and selecting the most appropriate alternative, and finally, implementing the solution. This is what the team did in the process of developing a PSS framework by adopting and implementing the self-reflective spiral model of the PAR (cf figure 3.3 in 3.4)

### **6.7.4 Sharing**

Sharing is a basic social skill that enables interpersonal relations. It is so basic that it involves other skills mentioned above. It does not matter what is shared but if carried out with respect it becomes valuable. Sharing led to us networking, creating friends and through communication enabled us to impart valuable ideas for the success of our vision. The most important aspect that was shared in this study was information and knowledge with all participants.

These are skills that were mostly necessary for CHH learners to be empowered with since they can use them in their resilience strategies. The principles identified above could not be successful without being driven by life skills discussed. For example, collaborative participation depends on ability to share, communicate and listen, therefore there is a reciprocal relation between life skills and identified principles of this framework.

## **6.8 MONITORING**

Monitoring was conducted to evaluate the progress made by the team with regard to activities planned in the implementation of a PSS framework. It is required to determine the success of the PSS framework based on the aim of emancipatory process of learners from CHHs. Again, most importantly, monitoring was actually conducted to sustain the framework of learning. The activity was a continuing process conducted on different levels. Reporting progress made was informed by observations and assessment by teachers. For instance, teachers were expected to conduct their own monitoring process to evaluate changes in learners' behaviour. Their observation would inform reports that would be presented at the district level to curriculum inclusive managers. HODs were also expected to monitor whether components of the framework were operationalised. They had to ensure that a good relationship existed between learners and teachers, for the prevalence of a conducive atmosphere in classrooms.

Another level of monitoring was conducted by subject advisors who were also expected to monitor implementation. They had to obtain a report from the HODs regarding the progress made with support to their respective subjects. SMGDs would work closely with the principal and the SGB to identify gaps that might be reported and would suggest mitigating factors. It was apparent that working together as different role players, as indicated here, played an important role in the success of monitoring, which then informed success of the framework.

Monitoring could not be informative if it was not well planned for. During the phase of strategic planning the participating team decided on a tool that would be helpful

in this regard. For instance, in this study the participating team decided to use the existing monitoring tool employed by subject advisors by adding aspects that would be relevant to PSS of learners from CHHs (cf Appendix G). It was decided that HODs should report monthly to subject advisors who were also reporting monthly to curriculum managers.

On reflection, it looked difficult and cumbersome until it was planned, implemented and achieved. Through thorough planning, identification of who was relevant, respecting views from all stakeholders without embracing authoritative power of inequality and working collaboratively, the common goal of leaving no child behind could be taken care of. Thorough guidance of the PAR cyclic progress that involved observing, reflecting, re-planning and participation monitoring informed the successful framework.

## **6.9 THEORETICAL MODEL OF PSYCHOSOCIAL SUPPORT**

The approach towards strengthening the wellbeing of CHHs is aligned with theories such as developmental theory of Abraham Maslow, child theory and Bronfenbrenners' ecological theory. These theories give a background and facilitate an understanding of what it means to be a child and what it takes for a child to develop. As a result, the needs of development of a vigorous wellbeing of a child, including educational needs, would be met.

Developmental theory posits the basic needs as playing the most important role in child's development. The child needs food, protection, love and belonging for proper development. As a need to be gratified, the basic and lowest hierarchical need lays a foundation for child's esteem which in turn plays a role in academic performance. Coupled with ecological theory, there is a specific interdependence relationship between the environment and an organism and individuals are important to each other (Ganga & Maphalala, 2013:51). Child development depends on a mature individual giving love, protection and guidance.

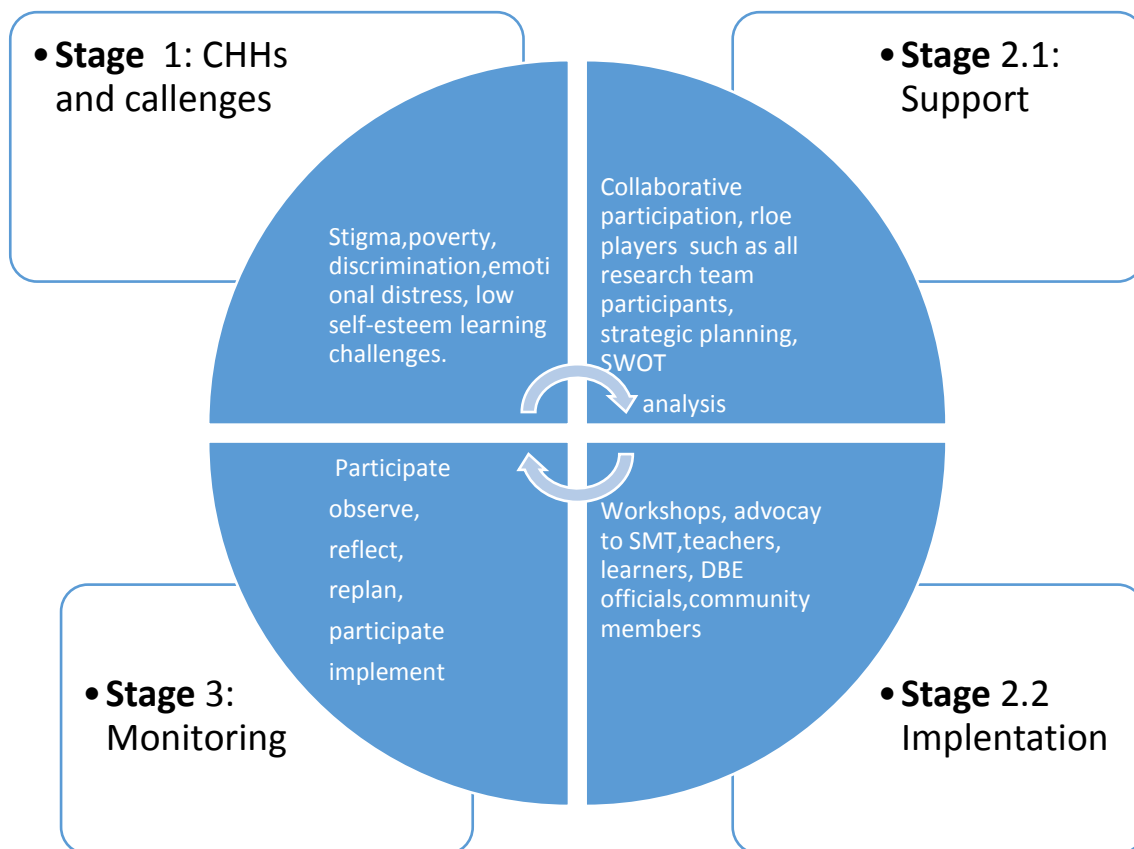
On the other hand, child theory enhances development and takes it further by showing the important role played by the conditions in which the child grows. The reciprocal relationships that individuals have contributed to psychological, spiritual, social and physical development. The child cannot grow properly in the absence of other people, and being a relationship of friendship, family or model does not matter. These are ideologies that could not be left unconsidered in designing a psychosocial support framework of this nature.

## **6.10 CONCLUSION**

The aim of this chapter was to present a psychosocial support framework for sustainable learning for learners from child-headed households. Through PAR's background the framework was employed. It was good for the participating team to realise that unity is the power for due to their cooperation, designing such a PSS framework was a success.

The chapter went on to outline the components of this framework which was preceded by discussing how the broad plan was done. The significant aspects included in the plan as discussed were strategic planning, shared vision and SWOT analysis.

However, it is significant that the results of the study that are postulated to transformation may not be realised at the time when the study was concluded. However, participants and district officials realised that relations of power by authoritative ruling such as district and head office officials often bring confusion and resistance. This chapter closes with a cyclic diagrammatical presentation of PSS framework for learners from CHHs for sustainable learning.



**Figure: 6.1: CYCLIC PRESENTATION OF THE PSS FRAMEOWRK**

### **6.11 SUMMARY ON CONTRIBUTION OF THE STUDY**

The purpose of this study was to design a psychosocial support framework for sustainable learning for learners from child-headed households. Learners from CHHs are vulnerable and seem to be a marginalised group in the DBE. The aim is for the school communities and curriculum officials to use it effectively for sustainable learning of CHH learners. To achieve the study had to examine the psychosocial challenges of learners from CHHs so that a relevant support may be proposed for sustainable learning. The study sought to explain components of a PSS for learners from CHHs for sustainable learning. The next step was to

establish how such components relevant to identified challenges may be useful by anticipating the possible threats to operationalisation of the framework.

## **6.12 SUMMARY OF FINDINGS**

The main question of this study which looks at how to psychosocially support learners from child-headed households for sustainable learning, informed the findings as summarised. Based on the generated data and literature reviewed the study found that learners from CHHs are still experiencing basic needs relating to poverty, emotions and inappropriate behaviour. The psychosocial challenge result into learning challenges since they have a negative effect on learning of CHHs learner. However, the study acknowledges that some learners from the same households as CHHs have strong resilience that do not affect their learning. Furthermore, the study found out that the DBE within the district did not have an initiative to train teachers about the phenomenon and on how to deal with it despite its effect on learning. As a result, teachers feel pressurised to assist learners while they are not informed.

The conducive conditions to steer the study were to identify priorities and plan how to act for transformation. Different processes had to be taken into consideration, for instance, establishing the team dedicated to achieve the aim of the study as presented above. Then the main task of the team was to collaboratively conduct a SWOT analysis for the success of the study. This led to an analysis of the common vision.

PAR is used in the study to facilitate processes of designing PSS framework, therefore the study found out that when designing a framework of such nature is actually a responsibility of all stake holders in the community. Empowering people, starting with teachers and learners then SGB members through workshops, advocacy and discussions became a productive factor. Allowing learners to voice their challenges in CHHs and at school was important in identifying means to intervention.

The study found that it is necessary to equip learners with life skills and strengthen their resilience strategies in order that they are able to face life by themselves.

### **6.13 CONTRIBUTIONS OF THE STUDY**

The study contributed in designing a PSS framework for sustainable learning of learners from CHHs. The argument for the study was based on looking deeply into the effects of psychosocial challenges in learning so as to propose means to care and support in classroom. The study managed to challenge the district officials and taught them at the same time that teaching a learning need a strong foundation of support structure.

SGB and other community members became empowered and educated on care and support with the aim of minimising social and psychological problems in academic learning. All participants were given an opportunity to be empowered in how to conduct a research procedurally from a PAR approach. They also learnt that working together in a collaborative way assists in overcoming challenges that seemed to be permanent. Having participated and contributed in suggesting solutions actually motivated team participants.

Learners from CHHs were able to meet psychologist and receive therapy relating to their challenges. Furthermore, a strong relationship between the psychologist, social workers and the school learners was established and reinforced. These stakeholders became free to visit schools and work with learners through the assistance of teachers.

Most importantly, learners from CHHs who had their foster care grant terminated had a benefit of having it reinstated through the motivation that they were still at school in spite of being above 18 years of age. The study managed to sensitise the district director and the Provincial MEC of Education about the challenges experienced by learners and the proposal to find a shelter for such learners. The proposal of taking these learners to hostels was taken into consideration and will be implemented from the motivation of this study.



Again, teachers and SMT got a chance to be inducted and some trained on care and support. Finally, the study's contribution presents a PSS support framework for learners from CHHs` sustainability learning.

#### **6.14 LIMITATIONS, RECOMMENDATIONS AND CONCLUSION**

According to the presentation of the proposal of this study, the aim was to involve an LO subject advisor as a team participant but this could not be achieved for reasons she put forth. The study was conducted in one school in a very small town with numerous challenges from the society, so the results may not be generalised. Again, the study could not involve the MEC of education or the principal in discussions to hear their intervention strategies.

Based on the abovementioned limitations the recommendation is that a further study be conducted on psychosocial challenges of the province, the effects and interventions relating to all other vulnerable learners.

In conclusion, PAR demands that one be patient since it involves other people. It is a useful approach to be employed but challenging when it comes to dependency on other people, especially if there is no common vision. However, despite its encounters there are many aspects to be kept as treasures, which is how empowered I am.

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Annexure 1

# FREE STATE PROVINCE



Ref no: 16/4/1/.....  
FS460C

## APPLICATION FORM TO REGISTER RESEARCH PROJECTS IN THE Free State DEPARTMENT OF EDUCATION

- ❖ Please complete all the sections of this form that are applicable to you. If any section is not applicable please indicate this by writing N/A.
- ❖ If there are too few lines in any of the sections please attach the additional information as an addendum.
- ❖ Attach all the required documentation so that your application can be processed.

**Send the application to:**

Director: Quality Assurance  
Room 401  
Syfrets Building  
Free State Department of Education  
Private Bag X20565  
Bloemfontein  
9300.

Tel: 4048750/4048658

Fax: 447 7318

1 Title (eg Mr, Ms, Dr, Prof):

M	I	S	S
---	---	---	---

2 Initials and surname:

M		L	E	P	H	E	A	N	A					
---	--	---	---	---	---	---	---	---	---	--	--	--	--	--

**3 Telephone: Home:**

A		-										
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**Work:**

5	1	0	4		4	9	1	0
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**Cell:**

8	3	8	3		1	9	3	6
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**Fax:**

3	1		4	0	7	6
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**E-Mail: WORK, lepheanaa@edu.fs.gov.za**

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**HOME, kukya@vodamail.co.za**

**4 Home Address:**

0	0	9	4		G	R	A	S	S	L	A	N	D	
O	E	M	F	O	N	T	E	I	N					
										9	3	0	1	

**5 Postal Address:**

O		B	O	X		1	2	9	4	0				
R	A	N	D	H	O	F								
											9	3	2	4

**6.1 Name of tertiary institution/research institute**

University of Free State.....

**6.2 Occupation:..... Subject advisor.....**

**6.3 Place of employment: ...XHARIEP DISTRICT OFFICE.....**

**7 Name of course:.....PhD – EDUCATIONAL PSYCHOLOGY.....**

**8 Name of supervisor/promoter: .....Dr PJ Hlalele.....**

Please attach a letter from your supervisor confirming that you have registered for the course you are following.

**9 Title of research project:**

A psychosocial support framework for sustainable learning for learners from child-headed households

**10 Concise explanation of the research topic:**

TO DESIGN A PSYCHOSOCIAL SUPPORT FRAMEWORK THAT WILL CONTRIBUTE IN LIBERATION OF CHILD-HEADED HOUSEHOLDS LEARNERS FROM THE LEARNING CHALLENGES THEY ARE EXPERIENCING AND EMPOWER TEACHERS ON HOW TO DEAL WITH SUCH LEARNERS IN THEIR CLASSROOMS FOR SUSTAINABLE LEARNING. IT IS DUE TO SERIOUSNESS OF THE PHENOMENON OF CHILD-HEADED HOUSEHOLDS AND THE ABSENCE OF RESEARCH STUDY THAT FOCUSES SPECIFICALLY ON DESIGNING A PSS FRAMEWORK FOR SUSTAINABLE LEARNING.

.....

**11 Application value that the research may have for the Free State Education Department:**

TO HAVE A SUPPORT FRAMEWORK THAT MAY ASSIST LEARNERS AS HEAD OF FAMILIES AND EMPOWER TEACHERS TO DEAL WITH SUCH CHALLENGES FOR THE QUALITY EDUCATION

.....

**12.1 The full particulars of the group with whom the research is to be undertaken:**

BOARAMELO COMBINED SCHOOL, LIFE ORIENTATION TEACHER ST LAWRENCE INTERMEDIATE SCHOOL, PRINCIPAL AND THE L.O. TEACHER AT IPETLENG, One grade 9,three grade10 LEARNERS AND two grade 11 LEARNERS.

**12.2 List of schools/Directorates in the Department/Officials:**

1. IPETLENG

**12.3 Grades:** .....GRADE 9,10...AND 11.....

**12.4 Age and gender groups:**

12-17 YEARS.....FEMALES...AND MALES.....

**12.5 Language groups:**

.....SESOTHO.....

**12.6 Numbers to be involved in the research project:**

.....SIX.....

13. Full particulars of how information will be obtained e.g. questionnaires, interviews, standardized tests. **Please include copies of questionnaires, questions that will be asked during interviews, tests that will be completed or any other relevant documents regarding the acquisition of information.**

.....INTERVIEWS.....

**14 The starting and completion dates** of the research project: (Please bear in mind that research is usually not allowed to be conducted in the schools during the fourth term.)

.....05 DECEMBER 2012 – 28 FEBRUARY 2013

**15 Will the research be conducted during or after school hours?**

.....AFTER SCHOOL HOURS.....

**16 If it is necessary to use school hours for the research project, how much time will be needed?**

**17 How much time will be spent on the research project by individual educators and/or learners?**

.....30 – 40 MINUTES.....

**18 Have you included:**

18.1 A letter from **your supervisor** confirming your registration for the course you are following? Yes/No



18.2 A draft of the letter that will be sent **to the principals** requesting permission to conduct research In their schools? Yes/No

18.3 A draft of the letter that will be sent **to parents** requesting permission for their children to participate in the research project?..(If applicable)  
Yes/No

18.4 Copies of **questionnaires** that you wish to distribute? Yes/No

18.5 A list of **questions** that will be asked during the interviews? Yes/No

I confirm that all the information given on this form is correct.

LEPHEANA A.M.

.....

**SIGNATURE**

20 / 08/ 2012.

**DATE**

## Annexure 2



Faculty of Education

Room 12

Ethics Office

Winkie Direko Building

Faculty of Education  
University of the Free State  
P.O. Box 339  
Bloemfontein 9300  
South Africa  
T: +27(0)51 401 9922  
F: +27(0)51 401 2010  
[www.ufs.ac.za](http://www.ufs.ac.za)  
[BarclayA@ufs.ac.za](mailto:BarclayA@ufs.ac.za)

17 October 2012

ETHICAL CLEARANCE APPLICATION:

*A PSYCHOSOCIAL SUPPORT FRAMEWORK FOR SUSTAINABLE LEARNING FOR LEARNERS FROM CHILD-HEADED HOUSEHOLDS*

Dear Ms A Lepheana

With reference to your application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research, with the following stipulations:

- Design pro forma consent letters for child participants younger than 14 who have to co-sign with a trusted adult + pro forma for those child participants who are older than 14 and give consent themselves.
- Tone down on the promises of "liberation", "empowerment" and "transformation".
- Consider, with the supervisors, whether implementation of the framework is really needed.
- This is important and a potentially very useful study. I think the application would benefit from more detail on aspects of the actual methods that are directly relevant to research ethics. The researcher needs to think through details more carefully and write them up more clearly.

You can write up the above clarifications in a letter and forward this to the ethics office via email before research begins.

Your ethical clearance number, to be used in all correspondence, is: **UFS-EDU-2012-0059**

This ethical clearance number is valid for research conducted for one year from issuance. Should you require more time to complete this research, please apply for an extension in writing.

We request that any changes that may take place during the course of your research project be submitted in writing to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise. At the conclusion of your research project, please submit a project report stating how the research progressed and confirming any changes to methodology or practice that arose during the project itself. This report should be under 500 words long and should contain only a brief summary focusing primarily on ethical considerations, issues that may have arisen and steps taken to deal with them during the course of the research.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'A. Barclay', with a stylized flourish at the end.

Andrew Barclay

Faculty Ethics Officer

## Annexure 3 (i)

P.O. BOX 12940

BRANHOF

9324

### The Learner

Dear Sir / Madam

### REQUEST FOR ACCESS TO DISCUSS WITH LEARNERS WHO ARE FROM CHILD-HEADED HOUSEHOLDS.

I am currently conducting a research project with Free State University (BFN). My research focuses on designing a psychosocial support framework for sustainable learning for learners from child-headed households. Your school has been identified therefore I am inviting willing learners who are heading families to participate in this research. The process of research will involve audio taped interviews/ discussions with participants that will last for 30-40 minutes. Data will be transcribed and analysed with the assistance of my supervisor meetings will take place after school hours, during the time that will be suitable for participants.

I undertake to respect the rights, values and desires of participants. The following will be employed in order to protect participants' rights:

- Informed written consent will be available
- Participants will be informed about the study, data collection devices and activities and the potential impact on their lives.
- Verbatim transcriptions, written interpretations, reports and results of the study will be made available to participants if there is need.
- Participation is voluntary and participants may withdraw any time from the study.
- **The study will be completely confidential and anonymous**, appropriate measures will be undertaken to ensure these criteria are maintained. Participants will be identified with codes and not by names.
- Audio tapes will be stored in a locked cupboard, unauthorized access will be prohibited.
- As prescribed by the university, all audio tapes will be kept safe for a period of seven years
- I will liaise with the S.B.S.T for debriefing session if participants feel emotionally affected.

Please indicate your response by completing the consent form attached.

Thanking you in advance

A.M.Lepheana:

-----

P.T.D., BA, B.Ed Hons, PGDE (Educational Psychology), Advanced certificate in Technology & Life Sciences, Advanced diploma in Project management, M.Ed in support teaching and learning

## Annexure 3(ii)

P.O. BOX 12940  
BRANHOF  
9324

### The Teacher

Dear Sir / Madam

#### **REQUEST FOR ACCESS TO DISCUSS WITH LEARNERS WHO ARE FROM CHILD-HEADED HOUSEHOLDS.**

I am currently conducting a research project with Free State University (BFN). My research focuses on designing a psychosocial support framework for sustainable learning for learners from child-headed households. Your school has been identified therefore I am inviting willing learners who are heading families to participate in this research. The process of research will involve audio taped interviews/ discussions with participants that will last for 30 -40 minutes. Data will be transcribed and analysed with the assistance of my supervisor. Meetings will take place after school hours, during the time that will be suitable for participants.

I undertake to respect the rights, values and desires of participants. The following will be employed in order to protect participants' rights:

- Informed written consent will be available
- Participants will be informed about the study, data collection devices and activities and the potential impact on their lives.
- Verbatim transcriptions, written interpretations, reports and results of the study will be made available to participants if there is need.
- Participation is voluntary and participants may withdraw any time from the study.
- **The study will be completely confidential and anonymous**, appropriate measures will be undertaken to ensure these criteria are maintained. Participants will be identified with codes and not by names.
- Audio tapes will be stored in a locked cupboard, unauthorized access will be prohibited.
- As prescribed by the university, all audio tapes will be kept safe for a period of seven years
- I will liaise with the S.B.S.T for debriefing session if participants feel emotionally affected.

Please indicate your response by completing the consent form attached.

Thanking you in advance

A.M.Lepheana

-----

P.T.D., BA, B.Ed Hons, PGDE (Educational Psychology), Advanced certificate in Technology & Life Sciences, Advanced diploma in Project management, M.Ed in support teaching and learning PhD: candidate Researcher  
DJ Hialele Supervisor: Dr

**The Principal**

Dear Sir / Madam

**REQUEST FOR ACCESS TO DISCUSS WITH LEARNERS WHO ARE FROM CHILD-HEADED HOUSEHOLDS.**

I am currently conducting a research project with Free State University (BFN). My research focuses on designing a psychosocial support framework for sustainable learning for learners from child-headed households. Your school has been identified therefore I am inviting willing learners who are heading families to participate in this research. The process of research will involve audio taped interviews/ discussions with participants that will last for 30 -40 minutes. Data will be transcribed and analysed with the assistance of my supervisor. Meetings will take place after school hours, during the time that will be suitable for participants.

I undertake to respect the rights, values and desires of participants. The following will be employed in order to protect participants' rights:

- Informed written consent will be available
- Participants will be informed about the study, data collection devices and activities and the potential impact on their lives.
- Verbatim transcriptions, written interpretations, reports and results of the study will be made available to participants if there is need.
- Participation is voluntary and participants may withdraw any time from the study.
- **The study will be completely confidential and anonymous**, appropriate measures will be undertaken to ensure these criteria are maintained. Participants will be identified with codes and not by names.
- Audio tapes will be stored in a locked cupboard, unauthorized access will be prohibited.
- As prescribed by the university, all audio tapes will be kept safe for a period of seven years
- I will liaise with the S.B.S.T for debriefing session if participants feel emotionally affected.

Please indicate your response by completing the consent form attached.

Thanking you in advance

A.M.Lepheana

-----  
P.T.D., BA, B.Ed Hons, PGDE (Educational Psychology), Advanced certificate in Technology & Life Sciences, Advanced diploma in Project management, M.Ed in support teaching and learning

PhD: candidate Researcher

Supervisor: Dr DJ Hlalele

## Annexure3 (iv)

P.O. BOX 12940  
BRANHOF  
9324

**The SGB**

Dear Sir / Madam

### **REQUEST FOR YOUR PARTICIPATION**

I am currently conducting a research project with Free State University (BFN). My research focuses on designing a psychosocial support framework for sustainable learning for learners from child-headed households. Your school has been identified therefore I am inviting you and willing learners who are heading families to participate in this research. The process of research will involve audio taped interviews/ discussions with participants that will last for 30 -40 minutes. Data will be transcribed and analysed with the assistance of my supervisor. Meetings will take place after school hours, during the time that will be suitable for participants.

I undertake to respect the rights, values and desires of participants. The following will be employed in order to protect participants' rights:

- Informed written consent will be available
- Participants will be informed about the study, data collection devices and activities and the potential impact on their lives.
- Verbatim transcriptions, written interpretations, reports and results of the study will be made available to participants if there is need.
- Participation is voluntary and participants may withdraw any time from the study.
- **The study will be completely confidential and anonymous**, appropriate measures will be undertaken to ensure these criteria are maintained. Participants will be identified with codes and not by names.
- Audio tapes will be stored in a locked cupboard, unauthorized access will be prohibited.
- As prescribed by the university, all audio tapes will be kept safe for a period of seven years
- I will liaise with the S.B.S.T for debriefing session if participants feel emotionally affected.

Please indicate your response by completing the consent form attached.

Thanking you in advance

A.M.Lepheana

-----  
P.T.D., BA, B.Ed Hons, PGDE (Educational Psychology), Advanced certificate in Technology & Life Sciences, Advanced diploma in Project management, M.Ed in support teaching and learning

PhD: candidate Researcher

Supervisor: Dr DJ Hlalele

## Annexure 3 (v)

P.O. BOX 12940  
BRANHOF  
9324

**The SMGD**

Dear Sir / Madam

### **REQUEST FOR YOUR PARTICIPATION**

I am currently conducting a research project with Free State University (BFN). My research focuses on designing a psychosocial support framework for sustainable learning for learners from child-headed households. Your school has been identified therefore I am inviting you to participate for I have invited willing learners who are heading families to participate in this research. The process of research will involve audio taped interviews/ discussions with participants that will last for 30 -40 minutes. Data will be transcribed and analysed with the assistance of my supervisor. Meetings will take place after school hours, during the time that will be suitable for participants.

I undertake to respect the rights, values and desires of participants. The following will be employed in order to protect participants' rights:

- Informed written consent will be available
- Participants will be informed about the study, data collection devices and activities and the potential impact on their lives.
- Verbatim transcriptions, written interpretations, reports and results of the study will be made available to participants if there is need.
- Participation is voluntary and participants may withdraw any time from the study.
- **The study will be completely confidential and anonymous**, appropriate measures will be undertaken to ensure these criteria are maintained. Participants will be identified with codes and not by names.
- Audio tapes will be stored in a locked cupboard, unauthorized access will be prohibited.
- As prescribed by the university, all audio tapes will be kept safe for a period of seven years
- I will liaise with the S.B.S.T for debriefing session if participants feel emotionally affected.

Please indicate your response by completing the consent form attached.

Thanking you in advance

A.M.Lepheana

-----  
P.T.D., BA, B.Ed Hons, PGDE (Educational Psychology), Advanced certificate in Technology & Life Sciences, Advanced diploma in Project management, M.Ed in support teaching and learning

PhD: candidate Researcher

Supervisor: Dr DJ Hlalele



## Annexure 3 (vi)

P.O. BOX 12940  
BRANHOF  
9324

### The CES: INCLUSIVE

Dear Sir / Madam

#### REQUEST FOR YOUR PARTICIPATION

I am currently conducting a research project with Free State University (BFN). My research focuses on designing a psychosocial support framework for sustainable learning for learners from child-headed households. Your school has been identified therefore I am inviting you to participate for I have invited willing learners who are heading families to participate in this research. The process of research will involve audio taped interviews/ discussions with participants that will last for 30 -40 minutes. Data will be transcribed and analysed with the assistance of my supervisor. Meetings will take place after school hours, during the time that will be suitable for participants.

I undertake to respect the rights, values and desires of participants. The following will be employed in order to protect participants' rights:

- Informed written consent will be available
- Participants will be informed about the study, data collection devices and activities and the potential impact on their lives.
- Verbatim transcriptions, written interpretations, reports and results of the study will be made available to participants if there is need.
- Participation is voluntary and participants may withdraw any time from the study.
- **The study will be completely confidential and anonymous**, appropriate measures will be undertaken to ensure these criteria are maintained. Participants will be identified with codes and not by names.
- Audio tapes will be stored in a locked cupboard, unauthorized access will be prohibited.
- As prescribed by the university, all audio tapes will be kept safe for a period of seven years
- I will liaise with the S.B.S.T for debriefing session if participants feel emotionally affected.

Please indicate your response by completing the consent form attached.

Thanking you in advance

A.M.Lepheana

-----  
P.T.D., BA, B.Ed Hons, PGDE (Educational Psychology), Advanced certificate in Technology & Life Sciences, Advanced diploma in Project management, M.Ed in support teaching and learning

PhD: candidate Researcher

Supervisor: Dr DJ Hlalele

## Annexure 3 (vii)

P.O. BOX 12940  
BRANHOF  
9324

### The Psychologist

Dear Sir / Madam

#### REQUEST FOR YOUR PARTICIPATION

I am currently conducting a research project with Free State University (BFN). My research focuses on designing a psychosocial support framework for sustainable learning for learners from child-headed households. Your school has been identified therefore I am inviting you to participate for I have invited willing learners who are heading families to participate in this research. The process of research will involve audio taped interviews/ discussions with participants that will last for 30-40 minutes. Data will be transcribed and analysed with the assistance of my supervisor. Meetings will take place after school hours, during the time that will be suitable for participants.

I undertake to respect the rights, values and desires of participants. The following will be employed in order to protect participants' rights:

- Informed written consent will be available
- Participants will be informed about the study, data collection devices and activities and the potential impact on their lives.
- Verbatim transcriptions, written interpretations, reports and results of the study will be made available to participants if there is need.
- Participation is voluntary and participants may withdraw any time from the study.
- **The study will be completely confidential and anonymous**, appropriate measures will be undertaken to ensure these criteria are maintained. Participants will be identified with codes and not by names.
- Audio tapes will be stored in a locked cupboard, unauthorized access will be prohibited.
- As prescribed by the university, all audio tapes will be kept safe for a period of seven years
- I will liaise with the S.B.S.T for debriefing session if participants feel emotionally affected.

Please indicate your response by completing the consent form attached.

Thanking you in advance

A.M.Lepheana-

P.T.D., BA, B.Ed Hons, PGDE (Educational Psychology), Advanced certificate in Technology & Life Sciences, Advanced diploma in Project management, M.Ed in support teaching and learning

PhD: candidate Researcher

Supervisor: Dr DJ Hlalele

## Annexure 3 (viii)

P.O. BOX 12940  
BRANHOF  
9324

**The Social worker**

Dear Sir / Madam

### **REQUEST FOR YOUR PARTICIPATION**

I am currently conducting a research project with Free State University (BFN). My research focuses on designing a psychosocial support framework for sustainable learning for learners from child-headed households. Your school has been identified therefore I am inviting you to participate for I have invited willing learners who are heading families to participate in this research. The process of research will involve audio taped interviews/ discussions with participants that will last for 30 -40 minutes. Data will be transcribed and analysed with the assistance of my supervisor. Meetings will take place after school hours, during the time that will be suitable for participants.

I undertake to respect the rights, values and desires of participants. The following will be employed in order to protect participants' rights:

- Informed written consent will be available
- Participants will be informed about the study, data collection devices and activities and the potential impact on their lives.
- Verbatim transcriptions, written interpretations, reports and results of the study will be made available to participants if there is need.
- Participation is voluntary and participants may withdraw any time from the study.
- **The study will be completely confidential and anonymous**, appropriate measures will be undertaken to ensure these criteria are maintained. Participants will be identified with codes and not by names.
- Audio tapes will be stored in a locked cupboard, unauthorized access will be prohibited.
- As prescribed by the university, all audio tapes will be kept safe for a period of seven years
- I will liaise with the S.B.S.T for debriefing session if participants feel emotionally affected.

Please indicate your response by completing the consent form attached.

Thanking you in advance

A.M.Lepheana

P.T.D., BA, B.Ed Hons, PGDE (Educational Psychology), Advanced certificate in Technology & Life Sciences, Advanced diploma in Project management, M.Ed in support teaching and learning **PhD: candidate Researcher** **Supervisor: Dr DJ Hlalele**

## Annexure 3 (ix)

P.O. BOX 12940  
BRANHOF  
9324

### The NGO

Dear Sir / Madam

#### REQUEST FOR YOUR PARTICIPATION

I am currently conducting a research project with Free State University (BFN). My research focuses on designing a psychosocial support framework for sustainable learning for learners from child-headed households. Your school has been identified therefore I am inviting you to participate for I have invited willing learners who are heading families to participate in this research. The process of research will involve audio taped interviews/ discussions with participants that will last for 30 -40 minutes. Data will be transcribed and analysed with the assistance of my supervisor. Meetings will take place after school hours, during the time that will be suitable for participants.

I undertake to respect the rights, values and desires of participants. The following will be employed in order to protect participants' rights:

- Informed written consent will be available
- Participants will be informed about the study, data collection devices and activities and the potential impact on their lives.
- Verbatim transcriptions, written interpretations, reports and results of the study will be made available to participants if there is need.
- Participation is voluntary and participants may withdraw any time from the study.
- **The study will be completely confidential and anonymous**, appropriate measures will be undertaken to ensure these criteria are maintained. Participants will be identified with codes and not by names.
- Audio tapes will be stored in a locked cupboard, unauthorized access will be prohibited.
- As prescribed by the university, all audio tapes will be kept safe for a period of seven years
- I will liaise with the S.B.S.T for debriefing session if participants feel emotionally affected.

Please indicate your response by completing the consent form attached.

Thanking you in advance

A.M.Lepheana

-----  
P.T.D., BA, B.Ed Hons, PGDE (Educational Psychology), Advanced certificate in Technology & Life Sciences, Advanced diploma in Project management, M.Ed in support teaching and learning

PhD: candidate Researcher

Supervisor: Dr DJ Hlalele

**CONSENT FORM FOR PARTICIPATING IN A RESEARCH**

I ..... (Full name) have read and fully understand the request letter to participate in the research.

Be assured that your confidentiality and anonymity during the study will be maintained.

1. *I accept and give consent to participate*

Signature.....Date.....

2. *I do not give my consent to participate*

Signature.....Date.....

Contact no. ....

Home address .....

**CONSENT FORM FOR INTERVIEW/ DISCUSSIONS TO BE AUDIO TAPED**

I ..... (Full name) have read and fully understand the request letter to participate in the research. I am aware that all interviews will

be audio taped and that all necessary measures to ensure confidentiality and anonymity will be taken.

Be assured that your confidentiality and anonymity during the study will be maintained.

3. *I accept and give consent to allow interviews to be audio taped.*

Signature.....Date .....

4. *I do not give my consent for interviews to be audio taped.*

Signature.....Date.....

Contact no. ....

Home address .....

Annexure 4.1



education

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DataYear	District	EMIS Nr	School	Orphans
2014	XHARIEP	441103221		3
2014	XHARIEP	440203105		16
2014	XHARIEP	442204193		3
2014	XHARIEP	442204126		46
2014	XHARIEP	442104263		32
2014	XHARIEP	442104209		1
2014	XHARIEP	442104188		13
2014	XHARIEP	442103279		4
2014	XHARIEP	442103278		1
2014	XHARIEP	441304253		3
2014	XHARIEP	441304247		16
2014	XHARIEP	441304246		1
2014	XHARIEP	441304220		70
2014	XHARIEP	441304194		9
2014	XHARIEP	442304131		5
2014	XHARIEP	440303101		2
2014	XHARIEP	440203111		11
2014	XHARIEP	440203134		17
2014	XHARIEP	440203193		32
2014	XHARIEP	440203200		16
2014	XHARIEP	440203228		7
2014	XHARIEP	441304186		2
2014	XHARIEP	440303026		2
2014	XHARIEP	441103256		24
2014	XHARIEP	440404251		2
2014	XHARIEP	441002103		1
2014	XHARIEP	441103107		42

2014	XHARIEP	441103173		1
2014	XHARIEP	441103197		6
2014	XHARIEP	442304132		22
2014	XHARIEP	440303021		3
2014	XHARIEP	443303241		9
2014	XHARIEP	445203201		2
2014	XHARIEP	445203174		13
2014	XHARIEP	445203138		12
2014	XHARIEP	445203129		27
2014	XHARIEP	445203100		100
2014	XHARIEP	444803003		4
2014	XHARIEP	444103244		16
2014	XHARIEP	444103117		23
2014	XHARIEP	444103109		15
2014	XHARIEP	443803600		50
2014	XHARIEP	443803227		2
2014	XHARIEP	443803112		25
2014	XHARIEP	443503229		17
2014	XHARIEP	442204243		20
2014	XHARIEP	443203108		20
2014	XHARIEP	442304217		1
2014	XHARIEP	442304245		50
2014	XHARIEP	442304249		7
2014	XHARIEP	443104062		2
2014	XHARIEP	443104127		32
2014	XHARIEP	443503210		7
2014	XHARIEP	443104274		94
2014	XHARIEP	443503106		54
2014	XHARIEP	443203190		24
2014	XHARIEP	443203219		17
2014	XHARIEP	443203224		3
2014	XHARIEP	443303110		45
2014	XHARIEP	443303199		6
2014	XHARIEP	445203226		83
2014	XHARIEP	443104215		15





# education

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Education  
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**Orphans:  
Both  
parents  
deceased**

ImportYear	DCNAME	Computer	School	Orphans
2012	XHARIEP	443104215		15
2012	XHARIEP	441103107		51
2012	XHARIEP	441103173		1
2012	XHARIEP	443303110		39
2012	XHARIEP	443203219		23
2012	XHARIEP	442204126		66
2012	XHARIEP	445203174		8
2012	XHARIEP	441103256		29
2012	XHARIEP	442304245		64
2012	XHARIEP	441103197		3
2012	XHARIEP	441103221		8
2012	XHARIEP	441002103		1
2012	XHARIEP	443303199		10
2012	XHARIEP	442103278		1
2012	XHARIEP	442104188		18
2012	XHARIEP	443104127		35
2012	XHARIEP	443104274		76
2012	XHARIEP	443303241		23
2012	XHARIEP	442104209		1
2012	XHARIEP	442204243		21
2012	XHARIEP	443503137		1
2012	XHARIEP	442304217		3
2012	XHARIEP	443104026		2
2012	XHARIEP	440203134		24

2012	XHARIEP	445203100		63
2012	XHARIEP	442304131		4
2012	XHARIEP	441304247		11
2012	XHARIEP	441304246		3
2012	XHARIEP	441304103		1
2012	XHARIEP	444103109		23
2012	XHARIEP	443803112		36
2012	XHARIEP	444803003		3
2012	XHARIEP	443503229		24
2012	XHARIEP	441304220		73
2012	XHARIEP	442304249		3
2012	XHARIEP	443203224		1
2012	XHARIEP	442104263		44
2012	XHARIEP	440203200		21
2012	XHARIEP	440404251		1
2012	XHARIEP	442103279		5
2012	XHARIEP	440303026		1
2012	XHARIEP	443203108		28
2012	XHARIEP	443203190		19
2012	XHARIEP	444103117		40
2012	XHARIEP	442304132		34
2012	XHARIEP	443803600		50
2012	XHARIEP	443503210		4
2012	XHARIEP	445203226		107
2012	XHARIEP	443803227		7
2012	XHARIEP	440203111		14
2012	XHARIEP	440203193		28
2012	XHARIEP	442204193		4
2012	XHARIEP	443503106		72
2012	XHARIEP	440303101		1
2012	XHARIEP	444103244		3
2012	XHARIEP	441304186		2
2012	XHARIEP	441304194		13
2012	XHARIEP	443104062		5
2012	XHARIEP	441304253		4
2012	XHARIEP	440303021		7

2012	XHARIEP	440203228		4
2012	XHARIEP	440203105		21
2012	XHARIEP	445203129		11
2012	XHARIEP	445203201		3
2012	XHARIEP	445203138		30

**1351**

TOTAL = 1351



## Annexure 5: Strategic Plan

PRIORITIES	PARTICIPANTS	RESPONSIBLE PERSON	APPENDIX
<b>Learner behaviour</b>	Learner participants from CHHS	SMGD and the principal	Appendix: F
<b>2. One-on one session and dealing with anger</b>	Learner participants from CHHS	Psychologist	Appendix :A
<b>3. Building self-esteem, anger management</b>	Grade 11 learners	Life orientation teacher and the researcher	Appendix :B & C
<b>i. Role and responsibilities of teachers regarding care and support. ii. Role and responsibilities of SMT regarding care and support.</b>	i. Staff members of Phuthulluhang. ii. SMT from Phuthulluhang and other six more schools of the district	i.CES: inclusive and the researcher. ii. CES: inclusive	Appendix : E  Appendix: D

## Annexure 6: Meetings

MEETINGS	AGENDA	RESPONSIBILITY	
<b>1.Introduction of team members</b>	Opening and welcome Introductions Purpose of the meeting and the study Operational plan and sharing of responsibilities Dates of next meetings Closure	Researcher  All team members	
<b>2. CHHs learner and teacher interview / discussions</b>	Opening and welcome Setting of the tone Discussions: challenges experienced by learners and teachers, suggestions on interventions. Closure	Researcher Researcher All participants present	
<b>3. Feedback ,reflection and way forward</b>	Opening and welcome Briefing the principal Reflection on main challenges SWOT analysis Way forward guided by an operational plan Closure	The principal Researcher All participants present	
<b>4. Briefing to curriculum officials</b>	Word of welcome Presentation on the purpose of the study Presentation on CER and PAR Briefing on what transpired during the 2 <sup>nd</sup> and 3 <sup>rd</sup> meeting. Presentation of a strategic plan Discussions on role to played by the CES, the curriculum officials and their contribution towards the designing of a PSS framework Way forward closure	The CES The researcher	
<b>5.Briefing the psychologist</b>	Opening Purpose of the meeting Discussions: one-on –one session requested by participant learners Way forward Closure	Researcher  Researcher, psychologist and the DCES of inclusive Directorate.	
<b>6.Discussions with SGB</b>	Word of welcome Purpose of the meeting Briefing on steps taken Discussions on what could be the role played by the SGB to	Researcher SBST teacher	

	support learners from CHHs Way forward Closure		
<b>7.Feedback and presentation of a psychosocial framework</b>			

## Annexure 7: Workshops Programme

Workshop	Presenter	Overview	APPENDIX
<b>Learner behaviour</b>	SMGD and the principal	Opening and welcome Purpose of the workshop Kind of behaviour expected, facilitated through questions and answers from learners. Presentation of Standard Signal Positive Values. Evaluation and closure.	Appendix: F
<b>Building self-esteem,</b>	The researcher and LO subject advisor	Opening and welcome What is self-esteem?, what is it made of?how does it link to ones' strength? Presentation on improving ones' self-esteem. Evaluation and closure	Appendix : B
<b>Anger management</b>	Psychologist	Opening and welcome Purpose What is anger? What causes it, how do you deal with your own anger? Presentation on how to manage anger Evaluation form and closure	Appendix : C
<b>SMT training</b>	CES: inclusive	Opening and welcome Focus: what management is The relationship between management and leadership Roles and responsibilities of a school manager (care & support identified). Acceptable characteristics of an effective manager and knowing yourself as a person Evaluation and closure	Appendix : D
<b>Teachers' workshop</b>	Prepared by the CES: inclusive. Presented by the researcher	Opening and welcome Focus: classroom management : How the teacher conducts him/herself in class, how to keep learners focused how to discipline learners when a need arises in class?  Presentation on what is said by SACE regarding teacher- learner conduct. Focus: care and support : :How to identify learners with problems, your understanding of PSS and CHHs as concepts, steps to be taken for intervention  Evaluation and closure	Appendix: E



## Acknowledgment of Language Editing

Date: Monday, 18 January 2016

This is to certify that I have conducted Language Editing on the following  
thesis:

*A PSYCHOSOCIAL SUPPORT FRAMEWORK FOR SUSTAINABLE  
LEARNING FOR LEARNER FROM CHILD-HEADED HOUSEHOLDS*

By

Lepheana Alice Mamotsheare

Algraham

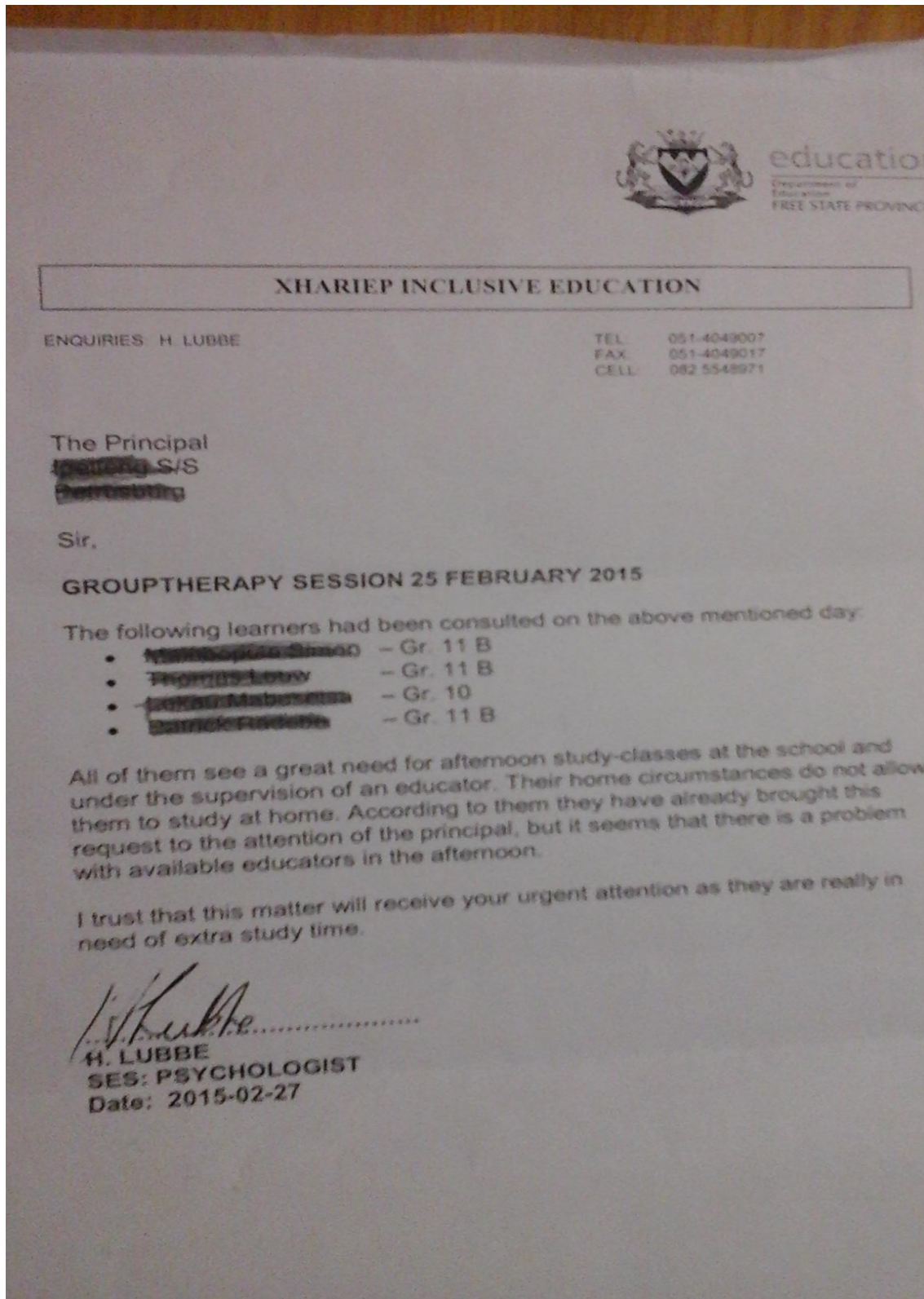
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## SELF-ESTEEM

### Workshop Overview

- Self-Esteem...What is it?
- Self-Esteem...What's it made of?
- Types of Self-esteem
- The secret to improving Self-esteem

### Self-Esteem...What is it?

- Self-esteem refers to the way we see and think about ourselves.

### Self-Esteem...What's it made of?

- **Your self-esteem is made up of all the experiences and interpersonal relationships you've had in your life. Everyone you've ever met has added to or taken away from how you see yourself!**

### The Effects of High Self-Esteem

- People with high self-esteem possess the following characteristics:
  - They like to meet new people.
  - They don't worry about how others will judge them.
  - They have the courage to express themselves.
  - Their lives are enriched with each new encounter.
  - They are afraid to show their creativity because they will be ridiculed.
  - They are dissatisfied with their lives.
  - They spend most of their time alone.
  - They complain and criticize.
  - They worry about everything and do nothing.

**People with low self-esteem have an "I can't do it" attitude.**

### 12 Steps to High Self-Esteem

- Step 1
  - Forgive yourself for past mistakes.
- Step 2
  - Focus on your positive attributes.
- Step 3
  - Follow the example of successful people.

■ Step 4

-Become a self talker.

■ Step 5

-Exhibit a good attitude.

■ Step 6

-Get plenty of rest.

■ Step 7

-Make your work skills your own

■ Step 8

-Practice your talents

■ Step 9

-Become physically fit.

■ Step 10

-Learn new things.

■ Step 11

-Improve your personal relationships.

■ Step 12

-Dress well!

Lets Review

- Self-esteem comes from every experience of your life.
- How you view yourself affects everything you do in life.
- High self-esteem gives you a GOOD feeling about yourself.
- Low self-esteem distorts your view of yourself.
- Self-esteem can me improved!

Final Thought

- You are a unique individual. No one else is like you in the whole world. This makes you special already!
- Our time in this world is limited. Make it happen for you so you leave your mark in history!

[Student Support Services Spring 2004]

## Appendix C

### PowerPoint Summary of: Anger (2006-2007 The Beyond Intractability Project Beyond Intractability)

#### Anger

#### 1. Varies in intensity from mild irritation to intense fury, Can be sparked by a variety of things:

- People
- Events
- Memories
- Personal Problems

#### 2. Perceived threats may or may not be real

#### 3. Anger can be collective in both cause and effect (social rage)

- Groups can be angry at other groups
- Nations can be angry at other nations

#### 4. Anger can be a positive emotional force IF expressed constructively by:

- Expressing grievances so they can be addressed
- Remaining focused on problem solving
- Energizing social change

#### 5. Positive Approaches to Anger Expression

- Convey feelings in an assertive, but non-aggressive manner
- Maintain respect for others

#### Suppression

- Stop thinking about the source of anger
- Focus on something that can be approached constructively
- Can be dangerous if done repeatedly without an emotional outlet

#### Calming down

- Consciously relax

#### 6. Positive Anger Expression First, acknowledge the anger Then, respond to it by:

- **Relaxing-** to diffuse internal anger
- **Restructuring cognition-** to think about the situation positively
- **Engaging in problem solving-** to creatively address problems
- **Improving communication-** to overcome misunderstandings
- **Using humor-** to diffuse the situation
- **Changing the environment-** to "get away" from the problem
- **Teaching people techniques for dealing with anger positively**
- **Creating a safe environment**

- **Being an example of positive anger management**
- **Encouraging constructive discussion**
- **Listening empathetically**
- **Helping parties to reframe their positions more positively**

#### **7. DEALING WITH ANGER**

- Identify the depressor
- Identify means to being in control
- Deal with the feeling of insecurity
- Take action to correct the injustices whether committed against yourself or to someone else.
- Write or express your feelings

Learn to forgive.

<p><b>An honest, objective assessment of current environment</b></p> <p>Some areas of management:</p> <ul style="list-style-type: none"><li>- School Management</li><li>- Curriculum management</li><li>- Learning and Management</li><li>- Management of Subject Advisors' reports</li><li>- Environment management</li><li>- Stakeholder management</li><li>- Monitoring and control</li><li>- PSLA/Other management of improvement plans</li></ul>	<p><b>STATEMENT OF PURPOSE</b></p> <p>"No matter the economy of the jungle, I can never eat grass!"</p> <p>"It is not pride! It is who I am!" Lion</p>
<p><b>How do you rate yourselves?</b></p> <ul style="list-style-type: none"><li>- Fully effective?</li><li>- Moderate?</li><li>- Poor?</li></ul> <p>Why? Give reasons (objectively) Can you objectively identify the title boxes? (indications)</p>	<p><b>For this session:</b></p> <p>To improve the quality and quantity of learner attainment in response to the 90/4 Provincial target!</p> <p>Xhariep 2014 target: 95%</p>
<p><b>LEADERSHIP AND MANAGEMENT</b></p> <p>FOUR SCENARIOS</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Strong leadership and strong management</li><li><input type="checkbox"/> Strong leadership and weak management</li><li><input type="checkbox"/> Weak leadership and strong management</li><li><input type="checkbox"/> Weak leadership and weak management</li></ul>	<p><b>Therefore:</b></p> <p>"To build an effective school with a truly functional School Management Team!"</p>

## Appendix E

### WORKSHOP FOR TEACHERS

#### 1. INTRODUCTION

#### PRESENTATION

*(The Code of Professional Ethics)*

#### 2. DEFINITIONS

#### 3. GENERAL

##### 3.1. CONDUCT: THE EDUCATOR AND THE LEARNER

##### 3.2. CONDUCT: THE EDUCATOR AND THE PARENT

##### 3.3. CONDUCT: THE EDUCATOR AND THE COMMUNITY

##### 3.4. CONDUCT: THE EDUCATOR AND HIS OR HER COLLEAGUES

##### 3.5. CONDUCT: THE EDUCATOR AND THE PROFESSION

##### 3.6. CONDUCT: THE EDUCATOR AND HIS OR HER EMPLOYER

##### 3.7. CONDUCT: THE EDUCATOR AND THE COUNCIL

#### 4. CONCLUSION

#### 5. FEEDBACK FORM



**EVALUATION SHEET**

PRESENTATION:.....  
.....

WHAT WERE YOUR  
EXPECTATIONS?.....  
.....  
...

WERE THEY  
MET?.....

WHAT DID YOU LIKE  
MOST?.....  
.....  
.....

WHAT DID YOU NOT  
LIKE?.....  
.....  
...

WHAT WOULD YOU SUGGEST TO IMPROVE THE  
WORKSHOP.....  
.....  
...

ANYTHING YOU WOULD LIKE TO ADD REGARDING  
DISCIPLINE.....  
.....  
.....  
.....  
.....

THANK YOU

## Appendix F

- The standards of behaviour expected in the school
- The plan for promoting good behaviour
- The ways in which the school responds to unacceptable behaviour
- The plan for implementing the code of behaviour
- School procedures for the use of suspension and expulsion.

### **Standards signal positive values**

Standards of behaviour should reflect values such as:

- Respect for self and others
- Kindness and willingness to help others
- Courtesy and good manners
- Fairness
- Readiness to use respectful ways of resolving difficulties and conflict
- Forgiveness.

### **Commitment to standards signal to acceptable behaviour:**

- Attending school regularly and punctually
- Doing one's best in class
- Making responsibility for one's work
- Keeping the rules
- Helping to create a safe, positive environment
- Respecting staff
- Respecting other students and their learning
- Participating in school activities.

### **Standards signal unacceptable behaviour**

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- Behaviour that interferes with teaching and learning
- Threats or physical hurt to another person
- Damage to property
- Theft.

**ACTIVITY ON ACCEPTABLE BEHAVIOUR**

1. What is good behaviour?.....

.....  
.....

2. How should the following stake holders behave at school or in class?

LEARNER.....

.....  
.....

TECAHER.....

.....  
.....

3.What values should be reflected in a standard signal of positive behaviour?

.....  
.....  
.....  
.....  
.....

3. What kind of commitment should be reflected by learners at school?

.....  
.....  
.....  
.....

4. List the signal of unacceptable behaviour.....

.....  
.....  
.....

5. Mention criteria for developing rules/ agreements at school

.....  
.....  
.....

**EVALUATION**

**1. What was the presentation all about?**

.....  
.....

**2. When you saw the topic, what came in your mind? / what did you expect?**

.....  
.....

**3. Were your expectation met?**

.....  
.....

**4. Which section did you like most?**

.....  
.....

**5. Why?**

.....  
.....

**6. Which one didn't you like and**

.....why?.....  
.....

**7. How did you feel after this activity including presentation?**

.....  
.....  
.....  
.....

**8.What would you suggest for your school?**

.....  
.....  
.....



**APPENDIX G**

**SUBJECT ADVISOR SCHOOL VISIT REPORT**

**SUBJECT:**

DATE		SCHOOL		OVERALL UNDERPERFORMING		YES	NO		
GR 12 TEACHER(S)		GR 11 TEACHER(S)		GR 10 TEACHER(S)					
NO. OF GR 12 LEARNERS		NO. OF GR 11 LEARNERS		NO. OF GR 10 LEARNERS					
PURPOSE OF VISIT									
TEXT BOOKS/STUDY GUIDES IN GRADE 12		TEXT BOOKS/STUDY GUIDES IN GRADE 11		TEXT BOOKS/STUDY GUIDES IN GRADE 10		TEXT BOOKS/STUDY GUIDES IN GRADE 9		TEXT BOOKS/STUDY GUIDES IN GRADE 8	
Title	NO.	Title	NO.	Title	NO.	Title	NO.	Title	NO.
<b>TEACHER'S FILES</b>									
<b>ITEMS</b>		<b>GRADE 12</b>		<b>GRADE 11</b>		<b>GRADE 10</b>		<b>REMARKS</b>	
Index									
CAPS document									
Grade 12 exam guideline									
Work schedule/evidence of planning									
Mark sheets per term									
SBA Tasks									
Moderation reports									

CURRICULUM COVERAGE			Interventions & Support
Grade	Coverage on work schedule	Coverage on written work	Outstanding / Incomplete topics/tasks

**PSYCHOSOCIAL PROBLEMS:**

NUMBER OF LEARNERS FROM CHHS	NAMES	GRADE	YEARS IN THAT PHASE	INDICATE WHETHER RECEIVES SOCIAL GRANT	NUMBER OF SIBLINGS	AVERAGE PERFORMER/ BELOW AVERAGE	TYPE OF SUPPORT (explain type of PS support given)

LEARNER PERFORMANCE (RAW MARKS)						Comments	
GRADE	TERM 1		TERM 2		TERM 3		
	%Pass	Ave%	%Pass	Ave%	%Pass	Ave%	
12							
11							
10							

**GENERAL COMMENTS**

---

SUBJECT ADVISOR: \_\_\_\_\_ DATE: \_\_\_\_\_

TEACHER(S): \_\_\_\_\_ HOD/PRINCIPAL: \_\_\_\_\_

## APPENDIX: I-i

### Learner discussion questions

- 1. Social relationships/ life:** with whom do you stay at home, do you have friends at school? At home? (if not) Why? What do you do after school, do you take part in sport activities? what challenges do you experience in life? Who normally assists you with your school work? What do you do if you experience problems with your school work?
- 2. Personal feeling and academic goals:** what experiences do you have staying alone? How do you find schooling, where do you want to see yourself in future?
- 3. Classroom performance:** How is your performance? Have you ever failed, how many times, which grade? (If you have ever failed) what do you think could have been the reason?  
**Attention:** Do you at times find it difficult to concentrate at school? What do you think could be the reason?
- 4. Hunger:** Do you ever go to school without food? How often? Why? How does this influence/affect you?
- 5. Support:** with whom do you share your problems?
- 6.** Based on the challenges indicated, what can be a solution, how would you like to be assisted?

The closing statement: Is there anything you would love to share with us in relation to your studies or life at home?

## **APPENDIX: I- ii**

### **Teachers discussion questions**

1. Are you informed about the concept child-headed household?
2. Are you aware of the existence of such learners and their number in your school /class?
3. What kind of behaviour or challenges do you experience from such learners?
4. What / how is their academic performance?
5. Have you ever been trained on how to assist such learners respectively?
6. How do you normally deal with their learning challenges in class to offer support?
7. What is your general feeling with regard to this matter?



## Appendix I – Iv

### TRANSCRIPTS:

**Researcher:** What kind of challenges do you experience in schools or in classroom as you interact with learners from child-headed households?

**Mrs Duren:** *O tla fumana ngwana a se na lerato leo kapa tlhokomelo eo, o fihlele ngwana atla sekolong a sa ja. Jwale e be bothata ba hore o consetreita jwang ka claseng. O tla fumana hore o se a emetse hore boreiki e ba neng hore a mpe a je.*

**Mrs Duren:** You will find that the child does not receive the kind of love or care expected, you find that s/she comes to school having not eaten. This becomes a **problem with concentration**, you find that s/he is just waiting for the break just to eat.

**Researcher:** but how do you know that if the child does **not concentrate** is because s/he did not eat?

**Mrs Duren:** *ke bolela bao ke ba tsebang, ke bona ba tsamaisang nako hofihlela break ba tsebe ho ja. Mrs Koena added "they become so excited o tla ilthela ba phusha babangwe, Babile ba lwana ko dijong, ba lwanela dijo.*

**Mrs Duren:** I refer to those I know, they are just waiting for break to get food. Mrs Koena added, "they become so excited pushing others, even fight at the queue, fighting for food". Mrs Duren continued to give examples of challenges they experience at school, "*ba bang o tla fihlela hore ba under influence ya matekwane. Bonntsi ba bona from grade eight to grade twelve. O tla be o bua ngwana ao shebile fela, ha o bctsa potso a be a sa o arabe*".

**Mrs Duren:** you will find that others are under the influence of marijuana. Most of them from grade *eight* to grade *twelve*. You will be speaking and the learner will be just looking at you but when you ask a question, you cannot even get an answer.

**Researcher:** *na le na le mokgwa wa ho thusa bana ba thwanang le baa sekolong le le matichere kappa lefapha la thuto?*

**Researcher:** do you perhaps have a way of assisting such learners at school as teachers or as department of education?

**Mrs Duren:** *nna jwalo ka ha ke le komiting ya SBST, ho na le ba re ba fetisetsang ofising ya lefapha la thuto ho mme ya sebetsang ka mathata a jwalo, some refuses referrals we made.*

**Mrs Duren:** Since I am in the SBST committee, some of them we refer them to the office where there is a lady dealing with such problems, some refuses to be referred.

**Researcher:** *mabapi le ho ruta, ana le na le mokgwa oo le o sebedisang kapa le kile la fumana training hore le sebetse jwang ka ban aba nang le mathata a specific?*

**Researcher:** when you are teaching, do you have a specific way on how you assist them or have ever been trained on how to deal with children having specific types of problems?

**Mrs Duren:** *ha re eso trainiwe*

**Mrs Duren:** we have never been trained.

**Researcher:** *kaofela ha lona ha le so trainiwe?*

**Researcher:** is it all of you or.....?

**Mrs Duren:** *ke Mrs D feela ya kileng a trainiwa*

**Mrs Duren:** it is only Mrs D that was trained (this is actually the teacher responsible for life orientation).

**Researcher:** *ha re bueng taba ena, le batla ho reng ka thuto ya lona, le batla ho ipona le le kae nakong e tlang?*

**Researcher:** let us talk about this issue, (talking to learners) what problems do you experienced as CHHs, what do you want to say about your education in general where do you want to see yourself in future?

**Dira:** *"Re na le mathata a mangata sekolong mona le hae, ha ho motho eo re ka mmolellang bothata ba rona ba hae, ka nako enngwe re a tshaba le ho bua mathata a rona. Hona ho ya re affecta dithutong tsa rona".* ( "we have many

problems here at school and home, there is no one whom we can tell our problems, sometimes we are afraid to share our problems. This affects our learning”).

**Researcher:** if I may ask, what problems do you have at home; do you mind to share?

**Dira:** “ *Aahh... mam ke ntho tsa bo ho hloka dijo jwalo, sometimes le ha ba re fuwa dijo sekolong empa o thole hore hoseng ha o ya ja*” (“Aahh... mam its things like not having food to eat and the like, sometimes even though they give us food here at school but you find that you did not eat in the morning”)

**Dira:** “*nna ka lehlakoreng laka nkare, re tla sekolong re batla ho ithuta empa bathuti ba bang bay a sitisa motho o be o lahlehelwe ke focus. Ba hlotha dibuka ha o nte o bala and ke o thole hore motho yena o kgona ho bala ha a fihla hae*”.

**Dira:** “what I can tell you for my side is that sometimes we do come to school wanting to focus but you find that other learners disturb you and you end up losing focus. They will grab your book when you are trying to study, and these are people who are able to study when they get to their home”.

**Researcher:** “*ha ore ba kgona ho bala hae, wena ha o kgone ho bala?*”

**Researcher:** “when you say they are able to study at home, can't you study at home?”

**Dira:** “*ntho e ke batlang ho e hlaisa ke ntho tse personal tsa ho hloka batswadi ha eke tsona tse estsang ke se focuse dibukeng.*”

**Dira:** “what I wanted to mention is my personal issues like not having parents at home makes me not to focus on books.

**Boikanyo:** “Nnna nkare sometime *ha ke le ka classeng ha ke concentrate, ke nahana bothata bo hae jwalo ka bo ho hloka dijo le dintho tse ding like diaparo kapa ho tshaba ho robala ke le mong e le ha titjhere a ntse a ruta. Yena ,a nahane hore ke nahanne dintho tse sa lokang ebe o ya ntjhika a bue mantswe a bohloko. Jwale ke dula ke na le maikutlo a kwatileng ka nako tsohle*” (“What I can say is sometimes when I am in class, I think of problems I am experiencing at

home such as **not having food and clothes** or being **afraid to sleep** alone by the time when the lesson is on, then the teacher would shout at me thinking that I am thinking of my own unacceptable things, and would speak unacceptable words. As a result I become angry and **always have that feeling of anger**).

**Researcher:** Ok guys tell me, do you think the issue of not having food affect you as

CHHs only or this can be other learners have the same problem?"

**Phila:** " *May be bana ba bang bantse ba na le bothata bona, empa nna ke nahana hore rona re worse ka lebaka la hore ha hona moo re tshepetseng teng*". ( "May be other learners do experience the same problem, but I think we are worse because we do not have anyone").

**Shomang:** " *Wa tseba mam.....Ka nako enngwe neh... re affectwa ke boitshwaro sekolong mona. Kaha ha ke kgone ho bala hae ke e ke nahane ho bala sekolong mona, empa jwale ha o bona baithuti ba bang ba tswa ba kena ke ye ke qetelle ke sa kgone ho bala ke bone ho æ bohlokwa*. ("Sometimes we get affected by the behaviour at school. Now that I cannot study at home, when I try to do so at school, I would see other learners going in and out disturbing me until I end up not studying").

**Researcher:** "Let us give Thuto chance, he wants to say something"

**Thuto:** " *Nna mam, mathata a ka a tshwana le a bana babang, maar nna hape ke ye ke hloke bo motlakase... so.. be ke sa kgone ho etsa di home work. Ebe jwale sometimes ke nahane hore matijhere a tlo lwana wa bona mam, be ke satle sekolong*". Kgutsang added " *eya and o thole hore re fetwa ke dithuto tsa letsatsi leo*" ("My problems are similar to those of others, but again I normally run short of electricity... so... I cannot do home works. Then sometimes I think that teachers will fight you see mama, then I decide not to come to school" Kgutsang added, "yes and you find that we miss lessons on that particular day").

**Researcher:** " *Ha nke ke botse potso ena, kaofela ha lona le dula le le bang ntle le batswadi hae; e le hore ha basa phela kapa ba sebetsa kae- kae hole?*

**Researcher:** let me ask all of you this question, are you all staying on your own without parents at home? Is it because they are no more or they are working somewhere far?

**Dira:** *ha ba ya hlokahala empa ba phela kae\_kae.*

**Dira:** they are not dead but they are living somewhere.

**Shomang:** *waka o sebetsa polasing empa ha a dule le ntate waka.*

**Shomang:** mine is working in farms but she does not live with my father.

**Researcher:** *o tla hae ka mora nako e kae?*

**Researcher:** how often does she come home?

**Shomang:** *o tla feela ha e le mafelo a kgwedi kappa e le letasatsi la pension.*

**Shomang:** she only comes during month ends or when its pension day.

**Thuto:** *nna ha ke na batswadi, ke phela le nkgono waka empa o dula kae-kae le nna ke dula kae-kae.*

**Thuto:** I do not have parents, I am living with my grandmother but she is staying somewhere and I am staying somewhere.

**Phila:** *le nna ha ke dule le batswadi, ba sebetsa kante kwana. Ka nako enngwe ke dula ke le mong; ka nako enngwe ke dula le cousin waka.*

**Phila:** I am also not staying with my parents, they are working out of the town. Sometimes I stay alone, sometimes I am staying with my cousin.

**Researcher:** *a le na le bana ba ha bo lona?*

**Resarcher:** "Do you have siblings?"

**Boikanyo:** *"Nna ke dula ke lemong, ausi waka o sebetsa Bloemfontein. Ke yena a keng a nthusi nakong eo le eo ha a tlile hae".*

**Boikanyo:** "I stay alone, my sister works in Bloemfontein. She is the one who normally assist me once in a while when she comes home".

**Researcher:(a bua le Dira)** *"Taba tse personal tseo o buileng ka tsona, na o ka kgona ho di shera kappa ke patuwe since di le personal?"*

**Researcher:** (talking to Dira) the personal issues you referred to, can you share them or they are confidential since personal?

**Dira:** *tjhe nka di shera, se sitisang focus yaka ke ho tseba hore ntate waka ke mang. Empa ha a dule le nna, o dula le famili enngwe eo a hlokomelang ngwana eseng wa hae.se ileng sa nkutlwosa bohloko ke ha ba mpoella se etsahetseng ho fihlela a se a sa dule le rona. Ha ke hloka tjhelete for dintho tsa sekolo, ha a nthusi, ke thuswa ke mme feela. Ke bothata bo etsang ke se ke ka concetreita ka claseng. Mme waka o sebetsa polasing, re bana ba bararo hae, e mong o dula Jagersfontein, e mong o dula le nkgono.*

**Dira:** "No I can share them, what takes my focus is knowing who my father is, but he does not stay with me. He is staying with another family of which he is taking care of the child that does not belong to him. What affected me is when they told me what happened that we ended up staying without him. When I need money for school related needs, he does not assist me. I am only dependent on my mother. That is the problem causing me not to concentrate in class. My mother works in a farm, we are three children at home. One is staying in Jagersfontein , another one is staying with my grandmother."

**Researcher:** *ekaba ho na le se seng se re batlang ho se bua?*

**Researcher:** "Is there anything else we want to say?"

**Shomang:** *"Nna ke utlwiswa bohloko ke mokgwa oo ke hotseng ka oona, re hodisitswe ke nkgono le ntatemoholo le ngwana wa heso. Ba ne ba morata haholo nna ke hloriswa ke etsiswa mosebetsi o thata, ha ke qeta ho thwe dijo ha diyo".*

**Shomang:** "What hurts me is the way I grew up, I grew up in the presence of my grandparents together with my younger brother. They used to love him more and I was ill-treated most of the time doing difficult things at home then I will be told that there was no food".

**Researcher:** *"O ne o sa nahane hore ke hobane o le abuti wa hae, ha se hore ne ba o hlorisa?"*

**Researcher:** "Didn't you think it was not an ill treatment, maybe it's because you were the elder brother?"

Shomang: "No mam,

*Dira: nna mme waka o dula le stepfather and ha re utlwane le ntate eo. Ka nako tse ding ha ke kopa something ho mme waka, o mamela ntate a nke lehlakore la hae ba mpoelle hore ha dikolo di kwalwa key o batla mosebetsi ke tsebe ho fumana dintho tseo ke di batlang.*

**Dira:** "My mother stays with the stepfather and we are not in good relation with the stepfather. Sometimes when I need something and ask from my mother, she takes side of him and they tell me to go find job when schools close so as to provide for myself".

**Researcher:** "O ke o sebetse di piece job?"

**Researcher:** "Do you normally work for piece jobs?"

*Dira: "Eya ke ye ke sebetse ebe ke kgona ho kwala moo le moo".*

**Dira:** "yes I do work for piece jobs and be able to close some gaps there and there".

**Researcher:** "Empa re bana ba itshwereng jwang, ana re a hlompha ebe ha re sokodise?"

**Researcher:** "Respect wise, how are you? Are you not troublesome?"

*Kaofela: "Tjhe, ha ho jwalo. Thuto: se ke se tsebang ke hore ke a kwata ha ke lokela hoy a hae, ke dula ke kwatile (a bile a lla)*

All : "No.. no..no no we are not. **Thuto:** what I know is when I have to go home I get angry and I am always feeling angry (he immediately cried).

**Researcher:** *Nako tse tshwanang le tsena di teng di a etsahala, ho lokile ho lla hobane ho thusa ho fodisa ho hong, ha re mofeng chance ya hore a iphumane a tsebe ho tswela pele ha ntse a batla. Mmm .... Eya Thuto e ka o batla ho bua?*

**Researcher:** moments like these do happen, it is right to cry so as to somehow heal, let us give him a chance to recover so that he can continue to talk if he still feels to. Mmm... yes Thuto, you wanted to say something..?

**Thuto:** *ke ne ke dula le nkgono a se a na le dilemo tse 93 ka mora hore batswadi baka ba hlokahale. Le yena a hlokahala, bophelo ba e ba boima haholo. Sena se ile sa nkutlwisa bohloko haholo, le sekolong mona ka nako enngwe ha ke batla ho bala ha ke kgone. Le hae ho thata, ke ye ke shebe batho babang ka nako enngwe.... Ke ipotse hore hotla jwang batho ba bang ba ithabetse nna ke something different.*

**Thuto:** I use to stay with my grandmother who was 93 years old after the death of my parents. She also passed on and life became difficult. That affected me, even here at school sometimes I want to study but I can't. Even at home it is just difficult, I sometimes look at other people and I will be like.... others are happy out there but with me it's different.

**Researcher:** *le sebetsa jwang dithutong ka classeng?*

**Researcher:** how is your performance in class?

**Shomang:** *Ke a leka ho sebetsa hantle dothutong empa pelo yaka e ba bohloko ha ke lokela ho ya hae ha sekolo setswa, ke dula le cousin ka tlung. Yena o rata ho robala, ke etsa mosebetsi wa katlung kaofela ke le mong ke qete ke sbetse jareteng. Ke tsona ntho tse ntshitisang ho bala empa since sekolong mona ho introdusitswe study period, ho betere.*

**Shomang:** I do try to perform good academically but I also feel hurt when I have to go home after school, I am staying with my cousin in house who likes to sleep. I do all the house chores alone and thereafter I do the garden. These are things that disturbs me to study but with the study period introduced here at school, it's better now.

**Researcher:** *a ke le mpoelleng, le shera mathata a lona le mang ana e le a boletseng?*

**Researcher:** Tell me, with whom do you share all these kinds of problems you have mentioned here?



**Dira:** *nna ke shera le mme wa ka next door, ke yena aba ntsa mpoella hore o ya tseba ho jwang ha o le ngwana wa sekolo o be o na le mathata ao ke shebaneng le ona.*

**Dira:** I share with my next door neighbour; she normally tells me that she knows how to be a learner and experiencing the problems I am faced with.

**Shomang:** *nna ke aka ke shera le Dira. K nako enngwe ke founela mme waka empa a ba sankukele hlohong.*

**Shomang:** I share mine with Dira. Sometimes I do call my mother but she does not take me into consideration.

**Phila:** *Nna ha ke shere le motho, ha ke kgone ho bua mathata a ka.*

**Phila:** I don't share with anyone, I can't talk about my problems

**Boikanyo:** *Nna ke bolella Mr H. ( ke emong wa matitjhere sekolong)*

**Boikanyo:** *I share with Mr H ( one teacher at school).*

**Dira:** *Nna ke shera le Shomang*

**Dira:** I share with Shomang .

**Researcher:** *do you get a social grant?*

All other participants indicated that they use to get it but now that they were over age, they didn't get it anymore. Thuto indicated that he is still getting the grant and is left with six months before it stops while participant 3, indicated that he has been struggling to get it since he had no one to assist with forms, and my uncle has been promising to take those forms to social development. Shomang has never received a social grant.

Another question that was posed was whether these learners know about social workers and whether they ever go to see them for any reason.

All participants responded that they know social workers although have not visited them yet except for Dira, who indicated that he once visited there.

**Dira:** *Nkile ka ya ho social worker, ke ka nako e neng ke qabana le batswadi empa ha key aka ka fumana thuso. Ha e sale o tla bona na o thusa jwang empa ha a so etse letho ho fihlela hona jwale.*

**Dira:** I went to social worker, it is when I was not getting along with my parents but I did not get any assistance. Since she said she will see how she can assist but nothing up to now.

**Researcher:** “Right then we have talked about our challenges, now I want us to come up with interventions. What do you think can be a solution to these challenges; what kind of assistance do we expect from teachers, the school or the department of education in our classrooms?”

**Dira:** *“Nna ke nahana bana ba sokolang haholo, ba iswe di hostel e le hore ba qale bophelo botjha sebakeng se setjha le batho ba batjha ba sa ba tsebeng. ke nahana hore mam if department e ne e ka nka bana ba CHHs ya ba isa di boarding school hore batle ba tsebe ho ithuta, ho ka ba betere”. (“I think for those learners who seem to be struggling a lot, they can be taken into hostels so that they start afresh within the new environment with people who do not know them. I think mam if the department could take children from CHHs to boarding school so that they can learn, that could be better”).*

**Thuto:** *“ke dumellana le taba ya hostele mam and hape for now if ho ka ha ba le botitjhere ba supervising after hours ha re etsa di home work le ha re bala hore ho seke ha ba le bana ba disturbang babang.” (“I agree with the hostel suggestion and again for now if there can be teachers who supervise after hours when we do home work and studying that there are no disturbances caused by other learners”).*

**Kgutsang:** *Nna ke nahana matitjhere ha a ka kgona ho re thusa ka classing ba bue le rona ha ba hlokomela hore ngwana enwa o poor dithutong le ho hloka, ba etse ho hong.*

**Kgutsang:** “I think if teachers can be able to assist us in the classrooms by talking to us when they realise that this learner is poor both in performance and appearance, they can act”.

**Thuto:** *“ke lakatsa ho bona matitjhere a thusa bana ba senang batswadi”.*

**Thuto:** "I would like to see teachers assisting learners who do not have parents".

**Dira:** *ke nahana hore hape ha ho kaba le dipapadi tsa sport sekolong sa rona ho ka re etsa re be busy ho re thuse le ho lebala dintho tse re be re ntse re dinahana mehla yohle.*

**Dira:** I also think that if sport activities can be introduced to our school can keep us occupied and help us to forget those things we thinking of everyday.

**Shomang:** *Tabeng ya dithuto ka claseng ke nahana hore matitjhere a etsa mosebetsi wa ona, empa feela bana ba bang ba sturbbon, ba batla ho bontsha matitjhere hore ba betere ,ba tseba haholo, so ha ho k aba le mokgwa wa ho kgalemela bao ba re sitisang.*

**Shomang:** regarding performance in class I think teachers are playing their role to teach us but, some learners are stubborn and want to show teachers that they are better so, if there can be a way of dealing with those ones who disturbs.

**Kgutsang:** *ke batla ho bona re tritwa ka ho lekana re le bana ba sekolo, e kare banana ba ratuwa ho feta bashemane sekolong mona. Rona ra panishwa ha re na le moriri empa eseng banana, jwale ha ke nahana hot la sekolong ha ke sa ba le tjhelete yah o ya kuta, ke nahana punishment be ke etsa qeto ya ho lofa sekolo.*

**Kgutsang:** "I want to see equal treatment to all learners, it seems girls are more favoured than boys here at school. We are punished when we have hair but girls are not, so when I think of coming to school if I did not have money to go to the barber I think of punishment and decide not to attend".

**Boikanyo:** *"Matitjhere a mang ha ba re nkele hlohong ha re botsa dipotso ka claseng, ba ya iphapanya. Ba bang ba dula ba re omanyana, ke rata hob a bona ba re hlompha. Hape ke lakatsa hore matitjhere ha ba o hlokomela hore ha o ya mamela, ba o bitsetse kantle ho botsa hre bothata ke eng eseng ba o komele.*

**Boikanyo:** some teachers do not give us attention when we ask questions in class, they just ignore us. Some teachers are always shouting on us, I like to see them respecting us. I would also like to see teachers when they realise that you are not focusing, take outside and ask what could be the problem unlike them shouting.

**Dira:** *Ha baka tshwara di meeting moo ba buang ka hore ba ka thusa baithuti jwang baba bolelletseng mathata a bona. Ke kopa ho botsa hore re babang ba rona na re ka kgona ho bona psychologist? Ke na le **mathata a personal e ke ratang ho a bolella psychologist.***

**Dira:** If they can also have meetings as teachers where they discuss how they can help those learners who approached them with their problems. I want to know if it is possible for some of us to **see a psychologist?** There are personal matters that I would like to share with a psychologist.

**Researcher:** Eya ha se bothata, le lakatsa ho kopana le le group kapa ka bonngwe?

**Researcher:** Of course that is not a problem, would you like to meet as a group or individually?

**Dira and Shomang:** ka bonngwe.

**Dira and Shomang:** individually.

**Mrs Duren:** *Ntho e ke batlang ho e bua ke hore re na le organisation ya RATS mona sekolong, ha ke eso bone le a lemong wa bona atla ho shera mathata a hae athe e thusa ban aba kopanang le mathata a tshwanang le a bona. Ha re sheba thuso ya ka claseng, bothata ke hore boholo ba matitjhere ha ba tsebe bana ba tswang from CHHs b aka claseng tsa bona, athe ke nahana hore le ha b aka ba tseba; ha b aba fa attention e special e tlaka ba ya kgetholla.*

**Mrsa Duren:** I want to highlight that we have an organisation of RATS here it school, I have never seen one of these learners coming to us to share with us yet it helps children who experience problems such as these. But when it comes to assistance in class, the challenge is that most teachers do not know learners who are from CHHs in classrooms, and I think even if they know, when they give them a special attention it will be like they are discriminating.

**Subject advisor:** *“wa tseba o keke wa hlokomela bo serious ba mathata ao bana le matitjhere ba leng ka hara ona ho fihlela o kena ka dieteng tsa bona. Mme... study sa hao se bohlokwa e le kannete haholo ha o sheba mathata ao lefapha la thuto le iphapanyetsang ona a tshwanang le a di CHHs. Ke nahana hore framework ya mofuta ona e tla thusa haholo”*

(“you know, you can not realise the seriousness of some challenges that learners and teachers are experiencing until you put your self in their shoes. Madam... your study is of importance really especially when you look at the challenges that the department of education seems to ignore such as those of CHHs. I think a framework of this nature will be of assistance”).

**Researcher:** *ke ya utlwa, ka lebaka la nako ke kopa re felle hona mona kajeno. Re tla kopana ka mora beke etlang jwalo ka ha re dumellane. Mosebetsi wa rona ho fihlela re kopana ke ho boloka diary e oho yona re tla rekota maikutlo a rona a ha re kwatile le ha re thabile, re rekote ke eng e re kwatisitseng, re ile ra etsa jwang hore re kokobele ho kwata, le hore ke eng eneng e o thabisitse.*

*Ho tloha moo he, ke tshepisa hore ke tla kopana le di official tsa distiriking ho bua ka mehato e re tla enka ho le thusa mathateng a hlahisitsweng mona. Ke tla leka ho fumana psychologist jwalo ka ha le kopile.*

**Researcher:** Ok, because of time I want us to end this meeting here today. We will meet again after next week as we agreed. Our task until we meet is to have a diary where we observe our emotions and moods; record when you are angry and when you are happy, what made you that angry, what you did to calm yourself down or what made you happy.

Furthermore, I promise that I will meet with the district officials to discuss steps we can take to assist you with challenges indicated here. I will also organise a psychologist as you requested.

## **Appendix: I -V Transcript With the CES**

**Researcher:** “The approach we are using is participatory, we are all equal and no one has powers over others, this is we said in our first meeting with learner participants. Yes it was a bit difficult because learners will always give you a space when you are a teacher. But I ended up using a free attitude interview to prove interaction. Amongst other things, learner participants indicated that they have anger, they live alone because the one parent they have is working far away as a result they are bound to head families”.

**CES:** “Some of the challenges you are raising, we have identified them in my section for instance that school’s main problem is drug abuse because of the environment in which it is and in our district that is what is referred to when talking about a poverty stricken area. You know...there is a workshop to be conducted for CHH learners, but... let me give you chance to continue”.

**Researcher:** “they also indicated that they don’t have time to study at home due some problems and indicated that they make use of a study period at school. Further than that, they indicated that other learners are disruptive and disturbs them a lot. Another challenge that came up was that they do not get good treatment from their teachers. Teachers do not care whether you are listening or not, very few teachers who would be concerned and ask what the problem, why did they seem not focused.

Furthermore, one of the participants was a teacher who is a member of the SBST who also shared their problems as teachers. She indicated that most learners are always under the influence of drugs such as marijuana. Then, indicated that they have problems with learners who do not listen due to hunger. I asked her how she knows that they do not listen because of that, she indicated that during feeding time learners are always fighting for food at the queue to be the number one. Having realised that there are various problems reported, I wanted to know how they deal with such learners who are troublesome, whether they were also ever trained to deal with CHH learners specifically. She responded indicating that they were never trained, only one teacher who is teaching Life Orientation at grade 12 who once attended a workshop.

Amongst the solutions of problems they highlighted, learner participants requested to meet a psychologist. They also wanted to know how they should behave at school as learners at school, as children in the society. Furthermore they wanted to be assisted to build their self-esteem and realise their strengths. We adjourned the meeting for the next two weeks as per plan. I left them with the promise that I will organise a psychologist to meet them whilst the district officials are planning workshops that will assist them”.

**CES:** “The first thing that I want to comment about is to appreciate what you are doing; it is really of benefit to us. Especially to the directorate that I am heading because the issues you have touched on involves two sections, values in education and inclusive education and extend to SYRAC.

I want to add that people do not conceptualise the importance of this sub-directorate. Its responsibility is educational, development and support. We develop and support curriculum delivery, management and governance in schools by coming with programs which will make it easy or possible for children to learn. When learners are angry it affects their performance and affects the discipline of the school. You have mentioned anger, behavioural problems, frustrations, poverty, neglect and abuse. This school is at the top three for those that experience problems with learners. For example last year when I was still at the school, one learner came running with his mother following him with a knife in the school premises. I took a video of that incident. What I observed, there were no teachers around to can deal with the situation yet they were still in the school premises. Even a single member of the SMT was not around which said to me this schools management staff need an induction. So going forward from what you are saying, I will make a program that will look into child rights, grief and gender based violence.

With regard to the way teachers are speaking to learners, I noticed that there is lack of knowledge somehow,... somewhere so I think we need to conduct a presentation on teacher professionalism guided by SACE. We need a session with the parents.

## **Appendix:I-vii Transcript with the Psychologist of Xhariep district**

**Researcher:** “As explained to you my theoretical framework and the approach we intend to employ for transformation, I am going to need your services. I have presented to the CES in your section steps we are intending to follow. amongst other things, learners indicated that they have anger which then disturb them to function well at some stage. Again some indicated that they are having other problems which are personal therefore asked me if I can organise a psychologist to assist. I promised that I will talk to you. So..., I don’t know how is your program, is it possible that you see these learners sometime next week?”

**Psychologist:** “I understand, the challenges in this district need manpower because this is not the only school with serious problems. For the sake of your study I will prioritise, I am going out to schools from next week, although I did not include Phuthulluhang in my travelling plan I will prioritise them.....mmm, if I may ask you, did they mention to you what makes them angry?”

**Researcher:** “no, not really, having shared some of their challenges they are experiencing at school and at home they indicated that other learners are disturbing them to study of which that made them angry. One of them just asked me if it could be possible for me to organise a psychologist based on his personal matters which he didn’t feel like sharing with the team.”

**Psychologist:** “Ok I shall see and hear what they will say as we are engaging. To whom do I talk to when I get there because I don’t want to take the whole school for now?”

**Researcher:** “Mrs Duren will be able to assist you. We also thought that you can teach them how to deal with anger. Maybe that will be in your therapy session on one-on-one basis or as a workshop.”

**Psychologist:** “its fine, let me see them first then I will give you a report preferably not you alone the whole team”

**Researcher:** “Yes that will be great because I believe as you report you will mention aother things which will be sort of lessons to all of us. Remember our next meeting is on Thursday a week after next hence I was proposing you meeting them next week. Thank you for your time”



## **APPENDIX I-vii discussion with the Feeder school teacher**

**Researcher:** “The reason why I came to you is because of your experience in this school as compared to the new principal. So ke rata ho tseba,...*le na le bona bothata ba CHHs mo sekolong?*” (“Do you have a challenge with the CHHs learners?”).

**Teacher:** “*Waitsi re na le bona although ke sa etsa research hantle nou*” re na lebona cause babang ba bona ba tswa dipolsaing so batswadi ba bona ba batlitsitse lekeisheneng mona” (you know, we do have such a problem although I did not make proper research now, but we do have it because some of our learners are from the farm so their parents brought them here at the location school”).

**Researcher:** “In class what kind of problems do you experience with these learners?”

**Teacher:** “To be honest mam their **performance is not good**, it is just in the middle. And you find that ....mm it is caused by **absenteeism**”.

**Researcher:** ok this means most of the time they are not school now that here is no one pushing them at home. “Teacher responding: “yes, yes, yes” as I was talking.

**Teacher:** “another thing the girls, when they reached their puberty stage and undergo a menstrual cycle, you find that no one is talking to them at home to **guide** them that this is what you supposed to do”.

**Researcher:** “now as a school, how do you assist them?”

**Teacher:** “we as a school we do have the SBST committee, they identify learners according to their problems referred to as incidents as per principals` request. Then we make follow ups as teachers to what could be cause of the identified problem. If need be as we take steps neh!..... some of them are referred to psychologists. We complete a referral form with the permission form from the principal and the SBST committee because even those who have parents, they do not know their children since they are not staying with them”.

**Teacher:** “again mam, ... mmm ... we do involve social workers also, and if needs be depending on the case, we involve the adopt a corp, sometimes with me specifically I do get assistance at the clinic if the problem is related to health issues. *Nkare ke ka moo re lehang ho thusa bana mo skolong*”(“I can say that is how we try to assist learners here at school”).

**Researcher:** “do you perhaps have learners who are heading families because their parents are no more except those that are working afar?”

**Teacher:** “Yes we do although you find that orphans... because they are still young here at school, they are staying with their sister siblings or brothers.

**Researcher:** I want us to understand that there is a difference between the CHHs and orphans. Sometime children can be orphans having lost both parents but, are not heading household, they are staying with someone while, the CHHs are children staying by themselves without any adult figure in house”.

**Teacher:** “ok as you say so, you remind me of one boy in my class. He is an attention seeker.... I mean... I mean.. yes he does not sit still in class. As I was enquiring why is he always like that, asking him with whom does he stay, only to find that, he is staying with his sister who is attending school in the secondary (Phuthulluhang). I noticed that when he is not still, he is **hungry**. He at some stage told me that he **doesn't want hear anything about his father**. He had anger because he said. The father doesn't take care for them, he is staying in the farm and does not want to come and see them. As I spoke to him, he changed from the anger then became hyperactive in class”.

**Researcher:** “Do you have a feeding scheme in your school?”

**Teacher:** “yes we do”, but what I can tell you about this boy is that he has brains. He does not perform badly.”

**Researcher:** “so....oo., how do you think we can assist these CHHs learners?”

**Teacher:** I am thinking of a **shelter** or I can refer to it as a **cluster home**. I am saying this because here in this area, we do have place offering support to women. We can have the same thing, this is an idea I have that can assist with care and support to CHHs. In this home they can get security, basic needs and be assisted with their emotional needs.

**Researcher:** what you say is similar to what was suggested by one learner who said, he thinks they can be placed in hostels where they can get proper care.

**Teacher:** “yes mam I heard this idea for a long time since I once managed to open a centre of youn children which is running as a day care centre now. So I think we still need to do something for the grown ups now.

**Researcher:** what you want to tell me is that in the primary school here you do give little support to children but when they get to the secondary school they feel neglected.

**Teacher:** “yes mam, hence they drop out of school at that level”. So I may start now to do a research to get a place. I will make an appointment with the municipal manager, I will call you so that we explain our project and we ask for the place, we may as well stimulate the other part of the brain by introducing Art work in this home”.

**Researcher:** “good thanks, madam. Can I make it your responsibility to secure an appointment for us so that we may start with the cluster home and see how far we can go. I am going to present this proposal to the participating team and the district director for his input. Thank you”.

## **Appendix: I- Ix**

### **Discussion with the the director of the NGO (FAMSA)**

**Director:** “you are most welcome at our place, please feel at home. I hope you will be able to get the information you are looking”.

**Researcher:** “I just want to confirm that you have been offering your services to Phuthulluhang secondary school as I was told.

**Director:** “Yes, we used to visit that area although it is now long since we were there due to some technicalities”

**Researcher:** “If I may ask, when last were you there?”

**Director:** “Mmhm.... It’s the previous year, in the first term if I am correct. This year we haven’t had any time to see them like indicated there are few things disturbing”. May be I should just come out straight and say due to limited travelling finances”.

**Researcher:** “Good I get it, now tell me did you target a specific group for instance CHHs or all learners or teachers. What were you doing there?”

**Director:** “We were presenting different programs that are meant for different groups of people even the community.”

**Researcher:** “ Ok, what is the focus of your programs? Do you have any that is directed to CHHs?”

**Director:** “We our services include counselling, berievement or dealing with loss, violence awareness, life skills, alcohol and drug abuse, anger management and the main program we were focusing at was on Parenting. So I would say CHHs were included in this parenting program although for the community it was more touching on foster care”

**Researcher:** “According to your experience what challenges did you pick up and the kind of interventions that you thought of in the case of CHHs?”

**Director:** “My people would always report that people in that area do not focus in what you are saying, they just want food. Everytime their main concern would be

food. So I would **say poverty** but the rifest one wo...!.. is **drug and alcohol abuse** from the youngest to the elders”.

**Researcher:** “Did you conduct some lessons on drugs and substance abuse?”

**Director:** Yes we did but like indicated the the issue of food, even when my people were conducting counselling sessions, the focus would always be food instead of dealind with the real problem. They ended up not seeing the value of going to that town because we do not have enogh funds that we can feed them everytime when we are there. The type of intervention for CHHs I think the same parenting program that we have will assist them with good skills. Another thing maybe they can be **housed somewhere at “shelter”, a common place** you know... where they can different programs, support may be even food from donations though a bit difficult in these days”.

**Researcher:** “As I was speaking to some of the learners who are from CHHs, one of them said maybe if they can be taken hostels, another one needed an intervention from the psychologists now, you mention something else.. a shelter and one of my team members mentione a cluster home. I wonder why social development or the government doesn’t have such places that are meant for CHHs”. Like you have indicated the main thing is food so I think it is only through the government’s intervention that food could always be available like they have feeding schem at schools”.

**Director:** “you are right mam, it can also be easier for us to include them in our plans for our programs knowing that we are working with this group over and over until they get the message. With the shelter, we can start one together but there are many things that will need our attention such as furniture, human resource, finances and a proper screening should take place to have control on numbers. But those are some of the things that we can always take care of befor we start.

**Researcher:** “Good, now tell me, what you can do for us now, how can you assist in the meantime while there is no shelter. We have started writing proposals to our district director regarding places of support but we need to do something whilst waiting.”

**Director:** “tell me how do you need us to assist, the first thing that we need to do is to heal their inside persons you know, negative emotions so as to tame them for other processes”.

**Researcher:** “We have conducted a workshop on anger management for these some indicated that rage they have. But I this cannot be believe a once off thing, would you mind to have another session with them on anger management? Once your psychologists and social workers have met them it will be easier to even notice some of the interventions that could benefit them.

**Director:** “no problem at all, we can decide on the date but like indicated we challenged when it comes to transport. We do have cars but travelling is costly, would you mind to give us lift?”

**Researcher:** “not at all, we can travel together; I will also engage my director and hear how he advice us in this regard because you are always available to offer your services.

**Director:** “That will be great, thank you. We shall meet on Thursday then for the workshop on anger management. I m looking forward to working with you”

**Researcher:** Thank you for your time.

## Appendix: I-x

### SGB chairperson Interview

1. Are you informed about the concept child-headed household?
2. They experience numerous challenges as indicated, how do you think SGB can assist them?
3. How do you think they can be assisted for their sustainable learning? this includes their social problems, psychological problems and learning problems?

### Discussion with the SGB chairperson

**Researcher:** “our discussion is based on CHHs as indicated earlier. When we started, we identified challenges experienced by such learners. As they shared them, I realised that they almost the same as those experience by other CHHs learners. Although when I started my enquiry, I did not start at this school”. Having listed the challenges which were identified by learners, the researcher continued. What is your experience with CHHs?”

**SGB chairperson:** “you know mam, this thing of learners who are parents and children at the sametime, is problem. I remember this year we had a learner in grade 12 who was supposed to go for camping, he did not want to go saying that now that he attends school even on weekends, his clothes are dirty. So we made a plan that he travels with other learners. But what I can tell you is that he is a very reserved person, you could see that he is not used to a parent talking to him or giving him guidance except for some teachers at schools. But I think **due to lack of parental voice motivating** such learners, they **end up left behind** even if they are gifted mentaly.

**Researcher:** “Where are the parents, are they no more or working somewhere out of town”?

**SGB chairperson:** “He is having one parent who is working out of town and barely comes to home. And this boy stays with the siblings, which was another

challenge for him that if **he attends the school camp, who will look after his siblings**". Adding, "so we as SGB we do give learners like this one a priority, food left from the feeding scheme... we normally take them to those houses where its only CHHs. And I can tell you become very happy"

**Researcher:** " yes I remember Mrs Duren also indicated something similar to this where she indicated that during break time learners become so excited for food, you'll see them pushing others to indicted that they are really in need of that food".

**SGB chairperson:** "In case of problems such as this, we need to involve the community to play their role and assist these children. We do have the NGO locally that sometimes assist these children but it is not registered yet. Another one which is Churh Council really assist them because it shres food parcels and clothes during Christmas time"

**Researcher:** "It means the local NGO in the community atleast played a specific role in supporting these children, now the problem is still here at school as to what role is played to support them despite the feeding scheme, what is that the school can do"

**SGB chairperson:** I think because they only have one meal a day, only from the feeding scheme, if may be we can add breakfast to start a day. Even if it can be only soft porridge or two slices of bread and tea just to start a day. That can make me happy". Because with regard to uniform, the our town councillors and teachers and churches sometime contribute and these learners are able to get school uniform"

**Researcher:** "with regard to discipline as indicated that some learners disturb others, what can you do intervene"

**SGB chairperson:** "we do have a code of conduct here at school but it is always transgressed. Now it is signed by parents on behalf of their children. So these learners who do not have parents are always a problem because they have no one to come and sign on their behalf. Again we have thought of getting a security from the department of public works who can assist in monitoring discipline after hours".



**Researcher:** “ok I think from now I am going to present our conversation and suggestions you made to other team members when we meet next week. Then we will hear what will be the way forward”. Thank you very much for your time.

**SGB chairperson:** “there is something that I want to ask you, I now realise how important it is for us to work collaboratively as stake holders to assist our learners in schools, I even think of us as SGBs... is it possible that you can do a presentation to all other SGB members about the CHHs to give us light. I will invite all other schools` representatives. *Ke nahana hore hona ke taba ya bohlokwa haholo e ke nahang hore e tla thusa barutwana, ho involva SGB members tse ding hotla re bebofalletsa mosebetsi communiting jwalo ka ha re tlabe re bua ka lentse leng ho sapota barutwana ba CHHs communiting ya rona*”. (“I think this is the most important aspect that I think will assist all learners, involving other SGBs will simplify our work in the community since we will be talking in one voice to support learners form CHHs in our community”).

**Researcher:** “That is not a problem, let us decide on time and date now, so that you can invite them”.

**SGB chairperson:** “This will assist us if we do it before we close for the current year so that when we plan for next year, we know where to start. Thank you very much mam for the light you shared with me”.

## EXAMPLES FROM DATA GENERATION

5

### ACTIVITY ON ACCEPTABLE BEHAVIOUR

1. What is good behaviour? .....  
.....  
.....
2. How should the following stake holders behave at school or in class? LEARNER.....  
.....  
.....  
TEACHER.....  
.....  
.....
3. What values should be reflected in a standard signal of positive behaviour? .....  
.....

### EVALUATION

1. What was the presentation all about?  
The presentation was all about changing or developing a person's behaviour
2. When you saw the topic, what came in your mind? / what did you expect?  
What came to my mind is that I am going to learn myself how to change my behaviour
3. Were your expectation met?  
.....  
.....
4. Which section did you like most?  
Section of setting standards of behaviour
5. Why?  
.....
7. How did you feel after this activity?  
I felt happy because now I can behave I get some tips that to improve my behaviour
8. What would you suggest for your school?  
I think the school should form a team to develop behaviour

7. How did you feel after this activity including presentation?

I felt happy because at least now I  
know I can behaviour like an elder cause  
I get some tips that shows or learn me  
to improve my behaviour to be in good Manners

about changing  
behaviour

mind? / what did

8. What would you suggest for your school?

I think the school should work as  
a team to develop the students's be  
haviour

that I am  
change my behaviour

Thank you for coming  
at our school I enjoyed your  
Presentation and some of your words  
changed what I was going to become  
Thank you again

From: Ole bogging the business

## EVALUATION SHEET

PRESENTATION: Self-esteem

WHAT WERE YOUR EXPECTATIONS? How to not have a low-esteem

things and be a gogetter  
amiable

Self-esteem.

at  
re sleep

2/