

**CHILDREN'S VIEWS AT CAMP SIZANANI LIFE SKILLS ON
MITIGATING ENVIRONMENTAL RISKS AND POVERTY FOR A
SUSTAINABLE FUTURE**

BY

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Title of mini dissertation: Children's views at Camp Sizanani Life Skills on mitigating environmental risks and poverty for a sustainable future.

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This has been a long journey that taught and showed me the true meaning of resilience as it brought obstacles which I overcame by the grace of God. A few people impacted my life for completing this study and whom I would like to thank profusely.

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ABSTRACT

CHILDREN'S VIEWS AT CAMP SIZANANI LIFE SKILLS ON MITIGATING ENVIRONMENTAL RISKS AND POVERTY FOR A SUSTAINABLE FUTURE

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Children's participation in decision making processes was affirmed by the United Nations Convention on the Rights of the Child (UNCRC) to be a cornerstone of their human rights (United Nations (UN), 1989). The South African National Child Participation Framework (Save the Child South Africa, 2018) supports and encourages the involvement of children in various decision-making processes. Children are the most vulnerable to environmental risks and poverty in their communities. Although children have the right to participate in matters that concern them and to share their opinions on mitigating strategies for social, economic and environmental development (Lombard & Viviers, 2014:83), this right or their contribution is not always recognised. The goal of the study was to explore and describe children's views at Camp Sizanani Life Skills in mitigating environmental risks and poverty for a sustainable future. The study adopted environmental justice as a theoretical framework. Incorporating green social work as a holistic and intradisciplinary approach to environmental justice framework, can ensure sustainable development.

The study used a qualitative research approach, it was an applied study and used an instrumental case study as the research design. A non-probability purposive sampling method was used where 5 children in total were selected as participants from two of the six locations of Sizanani youth clubs, namely Orange Farm and Alexandra. Data was collected through photo-voice and one on one semi-structured interviews, guided by an interview schedule. Data was analysed by means of thematic analysis. The

researcher abided to ethical standards for research where informed consent and assent together with voluntary participation were considered as the guardians of participants gave permission of their children to take part in research studies while children gave assent to voluntary participate in the study.

Findings of the study indicate that the participants understand environmental risks such as pollution (land, water and air pollution) and inadequate sanitation and how these environmental injustices relate to poverty. Furthermore, children want to participate and have the ability to contribute solutions to mitigate environmental risks and poverty but need the support of stakeholders such as local government and CSLS to work together in providing services, raising community awareness on pollution and up-skilling and creating employment opportunities for people for a better standard of living. The study concluded that children have a great sense of ownership to mitigate environmental risks and poverty for a better future. Furthermore, to ensure that their voices are heard, they need to be linked to formal and available platforms that encourage child participation and ensure that they can influence political and other decisions that affect their lives.

The study recommends that CSLC develop an outreach programme as part of their life skills programme that prepare the children in their clubs to influence decisions on reducing environmental risks in their community, either through existing or newly created children participation platforms. Furthermore, the study recommends a collective community action against pollution where green social workers can use their expertise of environmental protection, establishing and strengthening partnerships in the community and children must participate in programmes that promote justice.

KEYWORDS

Child

Children's view

Environmental risks

Poverty

Sustainable development

Camp Sizanani Life Skills

Green social work

ABBREVIATIONS

CSLS	Camp Sizanani Life Skills
NDP	National Development Plan
RSA/SA	Republic of South Africa/South Africa
SAFE	Sanitation Appropriate for Education
SAHRC	South African Human Rights Commission
SDGs	Sustainable Development Goals
SMMEs	Small, medium and micro enterprises
STATSSA	Statistics South Africa
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations Children's Fund
U.S.	United States
USDHHS	United States Department of Health and Human Services
WHO	World Health Organization

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CHAPTER ONE¹

GENERAL INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 Introduction

The 2030 Agenda for Sustainable Development strives towards eradicating poverty in all its forms; it envisions a world where everyone has access to safe drinking water, sanitation, improved hygiene and food security, where children are protected and invested in (Lombard, 2015:486). In 1989, the United Nations Convention on the Rights of the Child (UNCRC) declared children's participation in decision making processes as a cornerstone of their human rights and recognised that their views should be incorporated in all UNCRC processes (United Nations (UN), 1989; United Nations Children's Fund (UNICEF), 2018:29). The South African National Child Participation Framework (Save the Children South Africa, 2018) also advocates for the involvement of children in various decision-making processes. Lombard and Viviers (2014:83) argue that children are active role players in sustainable development and that their inclusion is vital to achieve social, economic and environmental justice.

Poor people often live and work in degraded environments, where they continuously struggle to provide for the basic needs of themselves and their children (Dominelli, 2018:93). Budlender (2018:93) states that children are more likely to live in poverty than adults and that women are more likely to do so than men. This can be attributed to the fact that children primarily reside with women and the majority of them are economically disadvantaged compared to men (Budlender, 2018:93). A study done by O'Higgins (2012:3) indicated that children are vulnerable in certain contexts and that they are aware of their needs and rights and are able to make important decisions about their lives. Even though children are vulnerable, they are still capable of exercising some form of agency on matters in society that affect them (O'Higgins, 2012:3). Hence, the study focused on children's views on mitigating environmental risks and poverty for a sustainable future.

¹ The study formed part of a group research topic which was investigated by the 2019 MSW Social Development & Policy course work programme. The literature review, data collection and analysis, and writing up of the research report was an independent student activity.

Key concepts relevant to the study are as follows:

A child as per the Children's Act 38 of 2005 refers to any person under the age of 18 years (Republic of South Africa (RSA), 2005). Jaworska and MacQueen (2015:291) explain the ages between 12 to 18 years as the adolescent stage of childhood which embraces the onset of puberty, increased emotional reactivity and increased autonomy. Crosnoe and Johnson (2017:1,8) note that adolescence is a stage for adult preparation and is characterised by great peer influence. For the purposes of this study, the focus will be on children in the adolescent stage of development, age 12 to 16 years.

Children's view in this study refers to the right that children have to participate in matters that concern them and to share their opinions on mitigating strategies for social, economic and environmental development (Lombard & Viviers, 2014:83).

Environmental risks take on many forms such as pollution, lack of early life opportunities, water and insufficient sanitation, deadly chemical waste, radiation and harm that can include endocrine disturbing chemicals (World Health Organization (WHO), 2020). For the purposes of this study the most relevant environmental risks are land pollution, air pollution, unsafe water and poor sanitation and the adverse effect it has on children.

Poverty is a state where people or communities are unable to adequately satisfy or meet their daily survival needs such as access to food, clean drinking water, shelter and access to education and health (Engelbrecht, 2008:4; Miller & Spoolman, 2011:18; Patel, 2015:295). Dominelli (2012:3) refers to poverty as a structural inequality, a constant and continuous disaster by itself which increases an individual's vulnerability. Vulnerability can be the effect of job losses, low salaries that are not sufficient to meet living standards and living in a hazardous environment (Dominelli, 2010:72). For this study, poverty means the inability to enjoy life in a clean and safe environment due to structural inequality and social and economic exclusion.

Sustainable development is referred to as the interrelatedness of social, economic and environmental systems in pursuit of development for a better future (McKinnon, 2008:528). The 2030 Agenda for Sustainable Development recognises the link and dependency between "inclusive and sustainable economic growth and fostering social inclusions" while preserving the planet in eradicating poverty and combating inequality

(UN, 2015:5). Sustainable development recognises that eradicating poverty in all its forms and dimensions, combating inequality within and among countries, preserving the planet, creating sustained, inclusive and sustainable economic growth and fostering social inclusion are linked to each other and are interdependent. In this study sustainable development is viewed as inclusive social and economic development that preserves the planet. For a sustainable future, interventions that mitigate poverty and environmental risks should reflect integrated social, economic and environmental development.

Camp Sizanani Life Skills is a residential camp with six sites in Gauteng that teaches life skills to children between the age of 12 to 18 years old, namely Orange Farm, Poortjie, Freedom Park, Alexandra, Protea Glen and Snake Park. (CSLS, 2017). In this study, the research sites were Alexandra and Orange Farm.

Green social work is a holistic and trans-disciplinary approach, focusing on advocating for social and environmental change (Dominelli, 2018:9) where social workers are working in close collaboration with local people to enhance their well-being and protect the environment (Dominelli, 2012:198).

1.2 Theoretical Framework

Many communities are faced with environmental injustices that infringe their basic human rights due to lack of or unequal access to resources such as access to clean and safe living environments and natural resources (Pellow, 2004:514). The author further adds that this inequality affects certain minority groups and populations. Children who experience poverty particularly those below the age of two are more vulnerable to long term impacts of hunger and that decreases their life chances and future (Otto, Reckien, Reyer, Marcus, Masson, Jones, Norton, & Serdeczny, 2017:1658).

Environmental risks are higher in poorer countries and communities and disadvantaged people tend to be more exposed to both outdoor and indoor air pollution where women and children are more prone to them (Narloch & Bangalore, 2018:299-300). To address the injustices experienced by poor and disadvantaged people, a framework is needed. This study used the environmental justice framework to understand children's views on mitigating environmental risks and poverty in finding

sustainable solutions for a better future. The framework is discussed in detail in Chapter 2.

1.3 Problem statement and rationale

People who are poor are more adversely affected by degrading environments (Budlender, 2018:93; Dominelli, 2018:93). Children in poor households are more vulnerable and at risk for environmental injustices (Otto et al., 2017:1658). However, despite being vulnerable and in need of protection, children have agency and are able to contribute to decisions that influence their lives (O'Higgins, 2012:3). Children have the right to participate and by excluding them in matters that concern them, limit any attempts at finding comprehensive and effective sustainable solutions to the challenges that they face (Alaca, Rocca & Maggi, 2017:1096). Children engaged in Camp Sizanani Youth Clubs in the research sites have never had an opportunity to indicate their views on how they see poverty and environmental risks in their communities and what possible solutions they might have for mitigating these risks.

Therefore, this study focused on children as subjects (Babugura, 2008:123; Issifu, 2015:63) by seeking their views on how to mitigate environmental risks and poverty for a more sustainable future. The outcomes of the study informed policy and practice on how children could be engaged in decisions and interventions that mitigate environmental risks and poverty to ensure a sustainable future. Furthermore, Camp Sizanani will utilise the research findings to further develop their Life Skills programmes and engage relevant stakeholders to work with the community to implement strategies to mitigate poverty and environmental risks.

1.4 Research question

The research question that guided the study was:

- What are the views of children at CSLS in mitigating environmental risks and poverty for a sustainable future?

Sub-questions that informed the research question were as follows:

- What do children see as environmental risks in their community?
- How do children experience poverty in their community?

- What ideas do children have to mitigate poverty and environmental risks in their community?
- How can children be engaged to find and implement solutions for environmental risks and poverty?

1.5 Goal and objectives of the study

1.5.1 Goal of the study

The goal of the study was to explore and describe children's views at CSLS in mitigating environmental risks and poverty for a sustainable future.

1.5.2. The objectives of the study were as follows:

- To conceptualise child participation in mitigating environmental risks and poverty in a framework of environmental justice.
- To explore and describe how children see environmental risks in their community.
- To explore and describe how children experience poverty in their community.
- To explore and describe children's ideas to mitigate environmental risks and poverty in their community.

To make recommendations that will enhance child participation in mitigating environmental risks and poverty for a sustainable future.

1.6 Research methodology

The study used a qualitative approach which Gephart (2004:454-455) explains as a study that uses “an interpretive and naturalistic approach” to describe and understand “human interactions, meanings and processes that constitute real life”. The study was applied in nature as it was aimed at solving environmental risks and poverty (Jansen, 2016:9). In line with qualitative research, a case study was used to understand how children can mitigate environmental risks and poverty in their community. A case study research design is mostly used in the social sciences to “generate an in-depth, multi-faceted and understanding of complex issues in its real life context” (Crowe, Cresswell, Robertson, Huby, Anthony & Sheikh, 2011:1). An instrumental case study as a sub-type of the case study was used as it aimed at gathering in-depth knowledge, perceptions and understanding from the participant's view (Maree, 2016:82).

A non-probability purposive sampling method was used to select 5 children in total as participants from two of the six locations of Sizanani youth clubs, namely Alexandra and Orange Farm. Data was collected by means of photo-voice and virtual interviews and was then analysed using six phased thematic analysis. The research methodology and ethical aspects will be discussed in detail in Chapter 3.

1.7 Chapter outline and timeline

Chapter one presents the general introduction and orientation to the study. It includes the conceptualisation and key concepts of the study, a brief overview of the theoretical framework of the study, the problem statement and rationale of the study, the goal and objectives of the study, an overview of the research methodology of the study and the chapter outline of the research report.

Chapter two focuses on the literature review of the study. It starts with a brief introduction then discusses conceptualising adolescence, child participation, the environmental risks that children face in their communities, the link between environmental injustice and poverty, an overview of CSLS, the theoretical framework of the study and concludes with a brief summary.

Chapter three outlines the research methodology. It starts by generally introducing the chapter then moves to focus the discussion on the research approach, the type of research, the research design, the research methods, data analysis, trustworthiness of the data, the ethical considerations relevant to the study and the limitations of the study. It then concludes with a brief summary.

Chapter four presents the empirical study and discusses the research findings. It starts with the biographical information of the participants then moves to discuss a case study of photo-voice, followed by the themes and sub-themes that emerged from the findings. It then concludes with a brief summary.

Chapter five concludes the study. It starts by indicating how the goals and objectives of the study were achieved. The key findings are then presented and discussed. The conclusions drawn from the study are then discussed. The chapter then makes recommendations based on the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Poverty, inequality and environmental degradation have become priority topics when discussing sustainable development (UN, 2015). Poverty is a global concern and is of great concern in South Africa (SA) due to the social implications of so many people living under appalling conditions (Wing & Jivan, 2016:16). SA, despite its democratic state after two decades, is still battling with issues of poverty; inequality; unemployment and hunger (Van der Westhuizen & Swart, 2015:732).

Poverty is a violation of human rights hence the 2030 Agenda for Sustainable Development recognised it as a global injustice (Hartley, 2015:141) and its psychological impacts include humiliation, loss of human dignity and the emotional strain of living in poverty (Patel, 2015:200). There is a link between poverty, unemployment and social injustice as employment opportunities and their lack are linked with sustainable poverty reduction whereby employment capacitates people to provide for their basic needs (Van der Westhuizen & Swart, 2015:734,736). Abbott (2014:264) explains social justice as a guiding principle to achieve a just society where individuals have full and equal participation, where there is a fair and equitable distribution of material and nonmaterial goods and where there is recognition and support for individual needs and rights.

When examining social injustice in SA, the legacy of the apartheid era is critical (Van der Westhuizen & Swart, 2015:738). The apartheid era relied on separate development where resources and social benefits for social services were differentiated according to racial lines and the welfare and needs of African people were neglected (Patel, 2015:35-36). This was the worst violation of human rights. Human rights are critical for the protection of human dignity and the quality of life (RSA, 1996). Patel (2015:82) suggests that for human rights to be realised, people, in particular the most disadvantaged people, in the society need to have equitable access and equal opportunity to services and benefits.

While addressing the issues of social justice, children should be prioritised. Children are independent members of society with the right to social participation despite

depending on their families and on the resources allocated to them (UNICEF, [sa]a:8). This is echoed in the Sustainable Development Goals (SDGs) (UN, 2015) that emphasise not leaving anyone behind while striving towards sustainable development (UN, 2015). Most studies in the past diminished children's views as they did not engage children in matters affecting them (Babugura, 2008:123 & Issifu, 2015:63). Children are often perceived as passive and helpless individuals who cannot participate in important matters like climate change and this is an issue that needs to be challenged and changed (Lombard & Viviers, 2014:83). Due to children's views not being heard, their rights have been ignored as their voices have not been taken into consideration on issues concerning them (UNICEF, 2016a:66-67).

In this chapter poverty and environmental risks are examined under the environmental justice framework. The chapter starts with a discussion on the adolescent development phase. It then conceptualises child participation which is followed by a discussion on the environmental risks in communities that affect children, it also discusses environmental injustice and poverty and then discusses the environmental justice framework. The chapter then concludes with a summary.

2.2 Adolescent development phase

The study focused on children between the age of 12 and 16 years of age, which Jaworska and MacQueen (2015:291) define as the adolescent stage of childhood. Slot, Akkerman and Wubbels (2018:25) mention that adolescence is characterised by various physical, emotional, and social changes whereby interests contributing to identity formation are the sought-after opportunities by adolescents.

The United States Department of Health and Human Services (USDHHS) (2018:4,8,10) states that despite everyone experiencing physical development in adolescence, the developments differ greatly as some adolescents display physical signs of maturity sooner than their peers while others display them later. Furthermore, adolescents can logically think about how their behaviour can influence their future, just like adults but adolescents, "do not always make the healthiest decisions because factors other than risk assessment, such as their emotions or the social rewards, come into play" (USDHHS, 2018:10; American Psychological Association, 2002:11,13).

Sanders (2013:354-356) sums up the adolescence stages as cognitive, psychosocial, and emotional development. In cognitive development adolescents develop more advanced reasoning skills, while in psychosocial development adolescents strive for independence, search for identity and are greatly influenced by peers and in emotional and social development, adolescents develop emotional management and skills of effectively relating with others. Orben, Tomova and Blakemore (2020:634-635) support Sanders' notion but add that adolescence is a critical stage of social development where adolescents need to develop quality peer relationships. Furthermore, strong bonds with peers protect adolescents from mental illnesses such as depression while social restrictions such as Covid-19 may trigger anxiety and stress in adolescents, which can lead to depression (Orben, Tomova & Blakemore, 2020:634-635).

Globalisation has brought about social and economic changes that make adolescents "street smart; aware; lifestyle centred; independently dependent..." with technology playing a major role (Pendergast, 2007:26,28). Pendergast (2007:26) further explains that adolescents are surrounded with technology and have the potential to actually make changes instead of only talking about change. Several authors (Albert, Chein & Steinberg, 2014:2; Crosnoe & Johnson, 2017:4; Sanders, 2013:354; USDHHS, 2018:10) state that as adolescents are trying to gain their identity and individualism, they tend to mostly engage in risky behaviours to get approval and attention from their peers rather than forging relations with their parents.

Albert et al. (2014:5) suggest that a peer does not have to be present to influence an adolescent's decision making as they are influenced by peer observations. Adolescence is a crucial stage with peers where building relations can influence each other to actively and positively participate in activities concerning them and their parents (Crosnoe & Johnson, 2017:1; Jaworska & MacQueen, 2015:291; McGoldrick, Carter & Garcia-Preto, 2014:40). It is important to understand that children are independent individuals with their own minds and needs and therefore need to be allowed in decision making regarding issues they are faced with. The concept of child participation is discussed below.

2.3 Conceptualising child participation

For a long time, children have been excluded from decision making as decisions on issues concerning them were taken on their behalf. Lyons and Huegler (2012:359) explain this social exclusion as marginalisation which is associated with poverty. The South African Human Rights Commission (SAHRC) and UNICEF allude that the Rio Agenda 21 is aimed at combating poverty and hunger by enabling the poor to achieve sustainable livelihoods through the protection and management of resources (SAHRC & UNICEF, 2016:13). Lombard and Viviers (2014:83) suggest that the start to tackle sustainable development would be to address inequality, alleviate poverty and end hunger as they increase vulnerability and risk to children.

The 2030 Agenda for Sustainable Development is embedded in the principles of inclusiveness, universality and leaving no one behind (United Nations System Staff College, [sa]:1). This then makes children critical stakeholders to influence decisions that address social ills in communities (Babugura, 2008:128; Fournier, Bridge, Kennedy, Alibhai & Konde-Lule, 2014:62). It is therefore imperative to understand that child participation is a fundamental human right and is of paramount importance globally as it is strongly supported by the United Nations Convention on the Rights of the Child (UNCRC), Universal Declaration of Human Rights (United Nations, 1948) and the South African Constitution (1996) (Cook, Blanchet-Cohen & Hart, 2004; Lombard & Viviers, 2014:9-10; O'Kane, 2013:1). The participation of Camp Sizanani children in the study, is therefore in line with promoting their human rights. Children have an active role to play in their communities and the two sub-headings below will discuss firstly the importance of child participation and then explain the role of children in sustainable development.

2.3.1 The importance of child participation

Child participation is critical for both child development and human development as it encourages children to participate in causes they believe in within their communities (O'Kane, 2013:2) and strengthens their capabilities to build democracy and a robust civil society (Cook et al., 2004:10). Stewart (2013:1-3) defines human development as a process of broadening people's choices that focuses on improving the life that people lead through providing people with opportunities instead of focusing on economic growth, though economic growth assists towards achieving development.

Alkire (2005:217) notes that a few studies concluded that sustainable poverty reduction requires active participation of the poor in the development processes. Children and adults hold different views about nature, making it important to analyse children's understanding of the environment and environmental issues (Soryte & Pakalniskiene, 2019:2). Lombard (2015:497) notes a critical element of context between development and participation when she states that development "is context-specific, and people should participate within their cultural context". Allowing children to participate in issues affecting them does not only give them agency but it also leads to empowered individuals and communities as they learn from each other and their capacities become enhanced to challenge the decisions taken for their well-being (Alkire,2005:219).

Children are both "human beings" and "human becomings" as there is an undisputable and strong link between agency and being, belonging, and becoming and also developing identity (Gowrie, 2015). Gowrie (2015) further adds that for agency to be meaningful, children must be given an opportunity to make choices; be given tasks and responsibilities that allow them to make meaningful contributions they are proud of; be allowed to share their opinions; be allowed to interact with others so that they can learn from each other; and ensure that their experiences are acknowledged.

Excluding children in issues concerning their well-being, can increase fears and anxiety and also reduce their willingness to share their experiences in the future (Ruiz-Casares, Collins, Tisdall & Grover, 2017:6). Child participation is important not only because it is a right, but because participation is a tool that children can use to realise their responsibility to come up with solutions to the challenges they are faced with; it is about children having the opportunity to express their views, influence decision making and achieve change (Feinstein & Mehta, [sa]:3). Save the Children South Africa (2018:10-11) articulates the importance of child participation as:

- a tool that raises public awareness of the needs of children and also a tool that guides children to learn to cooperate with adults and other children.
- an effective process that leads to children empowered as children can become active and effective advocates for the realisation of their own rights.

- a continuing information sharing process that leads to child protection as children who are informed are able to express their concerns such as abuse and seek solutions to address the identified concerns.

Lansdown (2011:5-9) just like Save the Children, puts the emphasis on the importance of child participation and explains five critical reasons why child participation is important as follows:

- Participation contributes to personal development as it promotes children's capabilities.
- Participation leads to better decision-making and sustainable outcomes when decisions taken about children are based on their knowledge and experiences.
- Participation serves to protect children as it builds their confidence and self-esteem to challenge the abuse of their rights.
- Participation contributes to preparation for civil society development, tolerance and respect for others when embracing children's rights and teaching them at an early age so that they adopt democracy.
- Participation strengthens accountability.

From the above two authors, Save the Children and Lansdown, it is clear that child participation is not only important for hearing the views of children but also for the self-development of the children and their communities.

Ruiz-Casares, et al. (2017:2) have observed that children are not just victims and problems but are beings that need to be accepted as survivors and active participants in creating solutions. As much as children need to take an active role in decision making, Save the Children South Africa (2018:14) and Lansdown (2011:147-156) emphasise that participation should be facilitated through the following nine guiding principles such as being **transparent and informative, voluntary, relevant, respectful, facilitated with child-friendly environments and working methods, inclusive, supported by training, safe and sensitive to risk and accountable**. Recognising children as valuable members of society and involving them in decision making processes is critical to political and sustainable development (Babugura, 2008:128; Fournier et al., 2014:62).

The most critical reason to include children in decision making is their resilience to the harsh conditions they live in and are usually the first people to be publicised when a disaster strikes (Manyena, Fordham & Collins, 2008:304). Greene and Greene (2009:1014) define resilience as the eventual ability to adapt to threatening life changes and meeting developmental tasks. Lopes Cardozo (2015:2-3) emphasises that resilience is a process rather than a trait, to successfully recover from adversity. If children adapt to their environmental conditions, hearing their lived experiences is important as they are usually the most affected population by disasters and or risks (Manyena et al., 2008:323).

Both the SDGs (UN, 2015) and the Constitution of South Africa (1996) strongly encourage child participation in creating a safe environment which is a right for all people. Nowadays there are increasing studies on children's views, thoughts and experiences about their lives and the society they live in (Alaca et al., 2017:1096). In SA there are legislative developments which recognise the rights of children in decisions affecting them, however, in terms of implementation, child participation is not a mandatory "state-funded democratic-prescribed process in all political and social spaces" (Save the Children South Africa, 2018:14).

Lombard and Viviers (2014:81) state that several studies revealed that children are knowledgeable about environmental concerns and how those concerns contribute to food insecurity, poverty, scarce resources, health, infrastructure, education, the economy, and the emotional and social well-being of people. This echoes the importance of the study and including the children of CSLS to be participants. This also means that children have a significant role to play in sustainable development.

2.3.2 The role of children in sustainable development

Critical towards achieving sustainable development is preserving and conserving the environment and ecosystem (Ashraf & Hanfiah, 2017:22754). The SDGs are embedded under five pillars namely, people; participation; peace; planet and prosperity where the balance between meeting the needs of all people while the environment is protected is a critical focus (UN, 2015). Giraldo (2019:2-3) states that sustainable development has three basic pillars of sustainability which are environmental development, economic development and social development and therefore investing in the well-being of children today is of paramount importance as

this turns into well-being of adults in the future (Bruckauf & Cook, 2017:9). Spady (2009:291) states that the way in which humans are unstably consuming the environmental resources is leading to environmental and the social fatal dangers. The author then suggests that the key focus need to be on teaching the children of today values and attitudes that are crucial in building the political will for sustainable societies in centuries to come.

Soryte and Pakalniskiene (2019:2) state that children and adults hold different views about nature, making it important to analyse children's understanding of the environment and environmental issues. In the few studies that have been conducted, the agreement is that children are the foundation for all levels of sustainable development and that to contribute meaningfully to society, early childhood is a critical stage where they need to be taught the desired positive behaviour for sustainable development (Thematic Group on Early Childhood Development, Education and Transition to Work, 2015:1,3; Buil, Roger-Loppacher & Tintoré, 2019:3).

Dylan (2013:68,77) acknowledges that sustainable development is strongly committed to alleviate poverty and that participation and education are critical as citizens will hold government accountable in local policy implementation by drawing connections between rights and sustainable development. Teaching children now about a clean and safe environment, will ensure that they assume their role even in their adult life to fight against environmental degradation that may lead to poverty.

Despite acknowledging that children have a critical role in sustainable development, more research needs to be carried out to engage children to share their views on what their role is in sustainable development. Hence the purpose of the current study. It has already been established that children can actively participate in environmental concerns in their communities and let their voices be heard through child-lead initiatives (Save the Children South Africa, 2018:5). Identifying environmental risks in communities and explaining how these risks affect children is important and will be discussed next.

2.4 Environmental risks in communities that affect children

Ashraf and Hanfiah (2017:22753) state that the environment is made up of clean land, water and air which is polluted by human intervention and the unsustainable use of

resources that cause imbalances in the natural environment. Pollution is not only a health burden but also a country economic burden (Basu & Lanphear, 2018:160) as it has “direct medical costs, opportunity costs reflecting the diminished productivity...and costs to health care systems” (Suk, Ahanchian, Asante, Carpenter, Diaz-Barriga, Ha, Huo, King, Ruchirawat, Da Silva, Sly, Sly, Stein, Van den Berg, Zar & Landrigan, 2016:42). The world is faced with economic, social, and environmental risks that need urgent intervention (Munasinghe, 2010:4). Rother, Wijesekera and Ward (2019:161) argue that children and adolescents in SA live, learn and play in environments “which may either undermine or promote their growth, health and development”.

Rother et al. (2019:163) argue that children are more prone to environmental risks as their bodies and brains are still continuing to develop, yet they continue to be exposed to environmental risks throughout their childhood to adolescence. The World Health Organization (WHO) (2019a) noted with concern that 1.7 million deaths of children under the age of five in 2012 were related to environmental risks. The organisation also reported that the daily mortality of children to be 1 600 where 88% of these deaths were caused by a lack of safe drinking water, sanitation and basic hygiene.

In SA, 124 out of every 100 000 deaths of children under five are specifically linked to the environment (Rother et al., 2019:163). Statistics South Africa (StatsSA) (2019:6) reports that the infant mortality rate is estimated at 22.1 per 1 000 live births. All the above mentioned statistics emphasise the need to address environmental concerns as they have a negative impact on people’s lives and could lead to death, particularly in children.

The Bill of Rights in the South African Constitution emphasises the protection of children’s rights by ensuring a safe and clean environment that is not unfavourable to their well-being (RSA, 1996:10-11). There are numerous types of pollution which affect communities but, as indicated earlier, for the purposes of this study the environmental risks that are studied are land pollution, air pollution, unsafe water and poor sanitation and the adverse effect it has on children, as briefly discussed below.

2.4.1 Land pollution

Khan and Ghouri (2011:279) noted land pollution to be one of the major forms of global environmental disasters where the affected populations usually reside near waste

sites. Land pollution is the direct or indirect human activities of depositing liquid or solid waste material through littering, mining and soil pollution which then leads to land contamination (Savasan, 2017:1; Friedman, 2018:2). In SA about 90% of waste ends up in landfills during 2011 and the country was experiencing shortage of waste disposal space and land (StatsSA, 2018:1). Since then StatsSA has not furnished any reports showing improvement but Ngcuka (2021) and Sadan and de Kock (2020:32) conclude that the pollution status of the country has not improved.

Plastic is multipurpose, lightweight and moderately cheap and is extensively used in almost every industry, yet it is a persistent pollutant (Sadan & de Kock, 2020:19), and about 2.370 million tonnes of plastic waste is generated in SA yearly where only 70% is collected and just 14% of it is recycled (Ngcuka, 2021). Land pollution, as stated by Sadan and de Kock (2020:32), is aggravated by a lack of municipal waste management as 81,6% of households in rural areas rely on their own waste dumps while littering and dumping of waste in households in high-density informal settlements in urban and peri-urban areas into open fields, streets and rivers are highly visible as they often do not receive waste collection services at all. Children are particularly vulnerable to land pollution compared to adults as their organs are still developing, they frequently put objects and their hands into their mouths and playing outdoors increases their exposure to pollutants (WHO, 2017:1). Land pollution is closely associated with air and water pollution as they have similar negative effects that may lead to mortality of both humans and animals (Khan & Ghouri, 2011:280).

2.4.2 Air pollution

Air pollution is a global concern despite the air people breathe being crucial for their health and well-being (Khan & Ghouri, 2011:278). WHO (2018:10) adds that air pollution is a global public health crisis affecting most communities. Khan and Ghouri (2011:278) state that air pollution is caused by both natural and human-made sources. The authors further explain that the natural sources include, but is not limited to, waste disposals, forest and agricultural fires while human-made sources include “tobacco smoke, solid fuel combustion for cooking, heating, home cleaning agents, insecticides, industries, automobiles, power generation, poor environmental regulation, less efficient technology of production, congested roads, and age and poor maintenance of vehicles”.

Several authors (Bell, 2016; Milman, 2017; WHO, 2018:7) maintain that communities of colour have higher exposure rates to air pollution than their white counterparts. Furthermore, hazardous waste sites, and other industrial facilities are most often located in communities of colour and these facilities contribute to air pollution, safety issues and health concerns (Bell, 2016; Milman, 2017; WHO, 2018:7). Air pollution, particularly indoor air pollution and contaminated drinking water, are established to be major environmental risk factors in low and middle income countries, like SA and Ghana (Suk et al., 2017:41). High levels of air pollution are detrimental to human health (Khan & Ghouri, 2011:278) particularly to children due to their vulnerability and developmental needs. To experience a healthy life, children do not only need a safe environment but also access to clean water and sanitation at school and their homes. The risks of unsafe water and sanitation are discussed next.

2.4.3 Unsafe water and sanitation

Of paramount importance in children's health, nutrition and development is access to clean running water and adequate sanitation (Martin, Hall & Lake, 2018:117). Chapter two of the Constitution of SA, emphasises access to safe drinking water as everyone's basic human right (RSA, 1996). Access to water and to sanitation are not only rights in themselves but they also contribute to the realisation of other child rights such as health, nutrition and education (UNICEF, 2016b:9). Khan and Ghouri (2011:278) emphasise that polluted water causes health hazards and death of humans. Govender, Barnes and Pieper (2011:4) support Khan and Ghouri's statement but further emphasise that there are well established interrelations between water quality, human waste disposal and health status.

About two billion people worldwide are estimated to be drinking water that is contaminated with faeces, leading to deaths associated with water borne diseases (WHO, 2017:8). Daily, about 6 000 children die from water related diseases due to their vulnerability to illness (WHO, 2017:9). Worldwide about seven million children die before age five each year while over 200 million children who do survive do not reach their developmental potential in early childhood due to risk factors such as lack of access to clean water (Thematic Group on Early Childhood Development, Education, and Transition to Work, 2015:1,3).

The Community Survey of 2016 stated that there were 16.9 million South African households and that 15.7 million (93%) of those households used an improved water source, while 13.5 million (80%) used an improved sanitation facility while the most common unimproved sanitation facility was the pit latrine without ventilation pipe which was used by 2.3 million (14%) households (StatsSA, 2016). In 2017, however, 70% of children were reported to have access to safe drinking water on site while children with access to proper toilet facilities increased to 78% (Hall, Richter, Mokomane & Lake, 2018:131). Mahlangu (2020:1) linked the increase of schools' access to sanitation to the 2018 implementation of the Sanitation Appropriate for Education (Safe) campaign that is aimed at eradicating the use of pit latrine. Hall et al. (2018:131) suggest that a sustainable future will be realised when policies emphasising children's health and safety are properly implemented. For sustainable development policies to be implemented, there is a need to firstly identify the link between environmental injustices and poverty as will be discussed next.

2.5 Environmental injustice and poverty

The SDGs are based on five pillars namely, people; prosperity; peace; planet and partnership (UN, 2015). This means that to attain sustainable development there needs to be strong partnerships that strike a balance between people and the environment. Agenda 2063, the Africa we want (African Union, 2015:2) supports the SDGs as it was adopted with the aim of regionally achieving inclusive growth, peaceful communities and sustainable development through building partnerships in Africa.

Environmental justice is the right of individuals to live in a clean, safe and healthy environment (Hawkins, 2010:68). Environmental injustice on the other hand is the lack of balance in the distribution of risks and resources amongst humans which marginalises the poor and vulnerable people (Miller, Hayward & Shaw, 2012:271). Environmental justice is a movement that has political aspects and can be traced in SA to the post-apartheid transitioning period of 1990 to 1994 (Khan, 2002:28) and links with broader social justice issues that question the socio-political and economic status quo of societies (Ali, 2001:2). To achieve justice, Isbister (2001:4) proposes the provision of resources which people are entitled to.

Omoboye (2011:476,479) notes that a healthy environment relays sustainable development but poverty is a major problem that prevents sustainable development.

Omoboye (2011:479) further notes that poverty and the environment affect each other as poverty is the major cause of environmental degradation while environmental degradation worsens poverty. Patel (2015:202) describes poverty as “an interlocking and multidimensional phenomenon caused by a lack of multiple resources such as employment, food, assets (housing, land), basic infrastructure (water, transport, and energy), health care and literacy”. Swanepoel and De Beer (2011:2), on the other hand, describe poverty as a complex phenomenon to explain although people can recognise it when they see it due to it being relative in nature. Swanepoel and De Beer (2011:5-9) further explain that poor people tend to live in a cycle of poverty due to lack of assets such as:

- Proper shelter: where people in informal settlements usually live in unsafe shacks that leak rain and dust.
- Employment opportunities that deprive the poor from having an income and the ability to pay for proper housing, medical care, a balanced diet and accessing quality education for them and their children; and without quality education there are limited chances of obtaining better paying job opportunities.
- Water, drainage and sewage systems where their absence pose health problems.
- Health facilities that are inadequate or inaccessible leaving poor people vulnerable to diseases and it becomes difficult for sickly people to keep their jobs.
- Food security which requires people to earn money and have access to land to grow food crops that are beneficial to cognitive development.
- Education which puts people at an advantage to create their own jobs or to access better paying jobs.
- Local economy which creates job opportunities for citizens while a lack of or a stagnant economy contributes to high unemployment levels and poverty.

As Giraldo (2019) stated above under sub heading 2.3.2, sustainable development cannot be attained without looking at the interrelatedness of the environment, economy and social issues. It needs to be noted that job creation cannot do much to reduce inequality though job creation is critical for poverty alleviation (Keeton, 2014:31). Environmental racism and inequality impacts people differently (Pellow, 2004:512) and one aspect of environmental injustice that seems to be over-looked is

overconsumption which is the greatest obstacle to sustainability and it is the rich minority and rich countries that are the ones overconsuming resources (Muhammad, 2016:9). Hawkins (2010:70) emphasises that the current human consumption levels make it impossible for the planet to sustain and Muhammad (2016:9) notes with concern that by the year 2050 about three billion more people will be subjected to extreme poverty if environmental devastation related to climate change is not addressed. If inequality persists so will poverty, lack of job creation and lack of public service delivery as politicians will dodge accounting for difficult but necessary decisions (Keeton, 2014:27).

Environmental injustice is a global challenge and is linked to environmental pollution. Govender et al. (2011:4) state that the environmental pollution problems of living space and hygiene are mostly related to poverty and sanitation. Disadvantaged people usually live in unsafe environments that contribute to social, economic and environmental injustices (Alston, 2015:54; Hawkins, 2010:69, Omoboye, 2011:480). Environmental health issues affect the quality of life of the poor income groups (Poverty-Environment Partnership, 2008:3) and Goal 1 of the SDGs is aimed at ending poverty in all its forms everywhere while Goal 7 is aimed at ensuring environmental sustainability by reversing loss of environmental resources and reducing the number of people without access to sustainable drinking water and basic sanitation (UN, 2015).

Several authors (Macias, 2016:113; Otto et al. 2017:1658) agree that vulnerable children from disadvantaged communities are at risk of suffering intergenerational poverty due to being the most affected by environmental injustice impacts. The global concept of environmental risks and poverty was studied in the past decade where it was noted that poverty levels continued to grow despite increased economic growth as economic activities severely degrade natural assets such as air, land, and water (Munasinghe, 2010:4; Omoboye, 2011:479). To explain the basic relationship between economic development, environmental degradation and poverty, Omoboye (2011:479) states that economic growth depends on the environment while the poor also depend on the environment for their basic needs which then destroys the natural environment and leads to malnutrition and hunger that worsens poverty in many nations.

Growing poverty levels can also be attributed to the fact that poor people from disadvantaged communities live for daily survival rather than concerning themselves with long-term environmental sustainability (Chiwara & Lombard, 2018:296; Miller & Spoolman, 2011:18). Therefore, to reach environmental justice, the development of policies or a framework that regulate human interactions with the environment is needed to protect and preserve the environment (Molle, 2018:195; Omoboye, 2011:485). The environmental justice framework is briefly discussed next.

2.6 Environmental justice theoretical framework

For human progress to be realised the issues of inequality, socio-economic injustice and environmental injustice need to be addressed. The UN report (UNICEF, 2016a:1) states that human development is person centred and that all people have a voice and agency. This then means that people have a choice and right to participate in decision making impacting their world socially, economically, environmentally and politically. Human development and the environmental justice approach are interrelated as sustainable development cannot be achieved without addressing the inequalities that people are faced with, leading to a forced acceptance to stay in communities with environmental risks.

In this study to understand children's views on mitigating environmental risks and poverty in finding sustainable solutions for a better future, the environmental justice framework was used. There are various but similar definitions of environmental justice. Environmental justice is the "fair treatment and meaningful involvement of all people regardless of race, ethnicity, income, national origin, or educational level in development, implementation, and enforcement of environmental laws, regulations and policies" (Hilmers, Hilmers & Dave, 2012:1644). Philip and Reish (2015:473-474) define environmental justice as an approach that focuses on increasing active participation of populations that are mostly affected by environmental degradation in local decision making. Rambaree (2020:4) explains environmental justice as equality in the relationship between people and their natural environment and adds that it developed as a vital element of sustainable development.

Promotion of environmental development is critical in attaining poverty eradication and sustainable development (Dominelli, 2012:6). As stated by Li, Sinha, Kim and Lee (2018:164) environmental development focuses on distributive justice and procedural

justice where distributive justice entails fairness in resource distribution while procedural justice entails using a fairness process in decision making for the resource distribution.

A fair process in decision making and resource allocation is critical in addressing inequalities, poverty and environmental degradation. The environmental justice framework in short strives for a fair distribution of environmental quality. To achieve the objective of poverty reduction and environmental sustainability, land occupation is critical for establishing better livelihood strategies in rural communities (Parnell, 2011:21). The worst environmental degradation in Africa as stated by Parnell (2011:26) is caused by the overcrowding of African people into limited land reserves and land compensation is a step towards environmental justice. Since its inception, democracy has not done much in South Africa regarding land expropriation and disappropriation, hence white farmers still possess more land in terms of quality and quantity while African farmers and households continue to make far less economic impact as compared to white farmers and, often have no land ownership for farming or shelter (Kepe & Hall, 2018: 131,134).

The failure of land reform in SA subjects the non-whites to overcrowding and pollution which affects people's health and it also subjects them to limited economic participation which directly affects access to quality education and better employment opportunities. Addressing the issue of land may address the lack of access to adequate shelter and possibly address pollution issues that affect the health of the poor. Green social work as a professional, holistic and trans-disciplinary movement that focuses on advocating for social and environmental change, can be used as a model within the environmental justice framework to mobilise; raise consciousness; support and empower the affected and vulnerable groups to challenge the land reform policy that does not protect their environment; and enhance their socio-economic well-being (Dominelli, 2018:16).

The South African Constitution (1996) acknowledges the need for all citizens to have safe and clean environments in support of environmental justice, yet the living conditions of poor communities, especially children, continue to deteriorate and affect their health which is an infringement of their human rights as previously discussed. Since environmental justice is linked to social justice, which is based on the principles

of person-centred, fairness, inclusion, active and meaningful participation, access to information, equal opportunities and democracy it is then important to include the affected groups in finding solutions. Environmental quality should not be based on race, gender or age but it must be attained by everyone.

Several authors (Bernard, Fordham & Collins, 2008:318; Babugura, 2008:147; Lombard & Viviers, 2014:83) emphasise the importance of the inclusion of children in finding solutions to the environmental challenges they are faced with rather than deciding for them. An impact on environmental sustainability will be realised when children who are future adults are firstly educated on pollution and its socio-economic and environmental impact which is a global concern and are then included to find solutions to address these interrelated concerns.

2.6.1 Green social work

Since social workers “are among those professionals with appropriate knowledge and skills as well as the mandate for promoting sustainability...” (Rambaree, 2020:2), they can work with various stakeholders to drive the agenda of fair and equal environmental development. Dominelli (2018:16) noted roles that green social workers can play to ensure sustainable development and environmental justice as follows:

- Mobilise and support people to protect their environment and enhance their well-being.
- Raise consciousness of sustainable consumption while seeking socio-economic development.
- Lobby local stakeholders to support green initiatives and put policies in place that prevent environmental degradation.
- Coordinate the marginalised groups with the aim to empower them to be environmental protection activists.
- Translate the attained local knowledge to scientific experts.
- Engage the community to share their knowledge and find solutions to the identified environmental challenges.

Green social workers can empower the poor and particularly children to turn the land and water pollution challenges into economic opportunities through recycling initiatives which in turn cleans up the environment. They can also advocate for the health of

children by challenging local government to improve the service of refuse collection within communities.

Several authors (Dominelli, 2002:2; Hawkins, 2010: 73; Lombard and Twikirize, 2018: 58-59; Patel, 2015: 29) have noted, with concern, that there is a relationship between social ills and the environment. Green social workers are likely to work with populations who are at risk of being vulnerable to poverty (Patel, 2015:29). In the current global environmental degradation, Green social workers have a critical role to play to support environmental justice. The inclusion of children from CSLS to participate in the study was not only a step towards practical realisation of environmental justice but also a step towards achieving sustainable development. For development to be sustainable, the recipients of development need to take an active participatory and implementation role in their own development.

2.7 Summary

In summary, the world is scourged by pollution which has detrimental health impacts leading to mortality and children are the most vulnerable affected group. To address the challenges that are faced by children, adolescence is a crucial stage to put focus on as it is a stage where peers, while building relations, can influence each other to actively and positively participate in activities concerning them. The South African Constitution, SDGs, and Children's Rights Commission are guidelines in place that advocate for safe and clean environments, however, poverty and unequal access to resources makes it difficult to realise this basic human right of protected environment.

To address the challenges of environmental risks and poverty in SA, the apartheid history cannot be ignored as it birthed social injustice through inequality and segregation and unequal access to resources. Since children are the most affected by environmental risks, inclusion of them to find possible solutions to those environmental challenges is a realisation and protection of their right. The environmental justice framework can be used to address the social and environmental injustices caused by environmental risks and poverty and green social work can be used in conjunction with the framework to find sustainable solutions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter the research methodology will be discussed. The chapter starts with the research approach and type of the study, followed by the research design and research methods. The ethical aspects relevant to the study will then be discussed, followed by the limitations of the study. The chapter ends with a summary.

3.2 Research approach

The study adopted a qualitative research approach. A qualitative research approach presents rich data (Van Rensburg, 2010:88) to answer questions about the complex nature of a phenomena with the purpose of describing the phenomena from the view point of the participants (Nieuwenhuis, 2011:64). This is a suitable approach for the study as the researcher seeks to obtain children's views on mitigating environmental risks and poverty in their communities and their suggestions on how a sustainable future can be attained.

3.3 Type of research approach

The research was applied in nature as it sought to address the concern of environmental risks and poverty; and little research has been conducted to obtain children's perceptive on the topic (Neuman, 2011:38). Neuman (2011:27) emphasises that an applied research approach is aimed at solving a specific practice problem. The research results will assist practitioners to understand child participation in mitigation poverty and environmental risks to plan for sustainable futures.

3.4 Research design

The research design is the total plan guiding the research process by detailing the subsequent steps to be followed in "specifying the selection of participants, the data-gathering methods to be used and the data-analysis to be done" (Nieuwenhuis, 2016: 72). In line with qualitative research, the study adopted a case-study research design (Nieuwenhuis, 2016:81). The subtype of a case study used was an instrumental case study (Maree, 2016:82; Ragin & Amoroso, 2011:112) which sought Camp Sizanani children's in-depth knowledge, insights and understanding in mitigating environmental

risks and poverty and also finding sustainable solutions. Van Rensburg (2010:88) acknowledges that a case study design leads to rich data.

3.5 Research methods

This section discusses the study population and sampling, the data collection methods, data analysis, data quality and the pilot study.

3.5.1 Study population and sampling

Maree and Pietersen (2016:199) explain a study population as the collective people that the researcher is interested in studying. Children between the ages of 12 to 16 years old registered with CSLS were the selected population of this study. Population in qualitative studies is made up of “relatively few participants who have the ability to describe their experiences and/or knowledge with respect to some research questions or phenomenon” (Asiamah, Mensah & Oteng-Abayie, 2017:1608).

A smaller group of Camp Sizanani children who attend Youth Club meetings in two of the six locations in Johannesburg were the selected population (Strydom, 2011:224). The participants were purposively selected using the researcher’s judgement (Babbie & Mouton, 2010:166). 5 children in total were sampled as participants for the study from two of the six locations of Sizanani youth clubs, namely Alexandra and Orange Farm; one (1) participant from Alexandra and four (4) from Orange Farm.

3.5.2 Data collection

Photo-voice and one on one interviews with participants were used to collect data. Photo-voice enhances children’s storytelling (Fournier et al., 2014:55) to explore the phenomenon under study and help in overcoming language and cultural barriers between the researcher and the participants (Rule & Vaughn, 2011:70). The children were prepared by the researcher and Youth Club vochellis to take four pictures of environmental risks and four pictures that demonstrate poverty in their areas using smartphone cameras.

In one on one interviews, children were asked semi-structured questions (see Appendix E attached) to clarify pictures that portray poverty and environmental risks from their point of view. The one on one interviews were conducted face to face and via WhatsApp due to Covid 19 that emphasised the importance of social distancing.

The participants selected two photographs per theme, thus four photos per participant, and indicated to the researcher what each picture meant. Listening skills were critical during the interviews for the researcher to be able to identify important emerging points to the phenomenon under investigation to explore and seek clarification (Nieuwenhuis, 2016:93).

3.5.3 Data analysis

The continuous process of data collection, processing, analysis and reporting is known as data analysis (Nieuwenhuis, 2016:109,123) and it allows the researcher to go back to data collection when necessary, for follow-ups during an analysis. The study was part of a group project of eight students (researchers) where each researcher (student) transcribed their own interviews. For the purposes of data analyses, two research locations were selected by the researcher and data was individually analysed. The researcher reported on the data analysis of 5 transcriptions from the two research locations respectively. In line with a qualitative study, data was analysed using a six phased thematic analysis as documented by Clarke, Braun & Hayfield (2015:231-234) below:

Phase 1: Getting familiar with data

The researcher received thick raw data before coding and had to be familiar with all of it by organising the data (Nieuwenhuis, 2016:115). Notes were analysed, interviews transcribed, photographs viewed and audio recordings of discussions were repeatedly listened to in order to search for patterns and meanings (Nieuwenhuis, 2016:115). The researcher also typed, sorted, and kept the recordings safe.

Phase 2: Generating initial codes

Once the researcher was familiar with the data, the researcher began with initial production of codes. Meaningful segments of data were marked with unique identifying names to form themes (Nieuwenhuis, 2016:116). To ensure reliability of the study, peer debriefing was done by the research team throughout the coding process in order to enable auditable proof.

Phase 3: Searching for themes

After themes were arranged and individually analysed, sub-themes emerged (Creswell, 2014:199). The detailed development of those themes were included in the notes to help establish confirmability.

Phase 4: Reviewing themes

Developed themes were reviewed and refined to ensure that they portray a logical flow. Schurink, Fouché and De Vos (2011:410) state that coding is an ongoing process that leads to the discovery of shortfalls in the initial coding and therefore several changes were noted which include adding new themes that were missed earlier or deleting those codes that are irrelevant or overlap.

Phase 5: Defining and naming themes

The story that each theme told was distinguished by the researcher and a comprehensive analysis of each single category was composed. The supervisor and peers were consulted to confirm clarity and inclusiveness of themes (Nowell, Norris, White & Moules, 2017:10).

Phase 6: Producing the report

Final analysis and writing-up of a report was done after the themes were fully established. The research findings included direct quotes from participants to encourage and ensure that claims made are credible and believable (Nowell et al., 2017:6).

3.5.4 Data quality

Cypress (2017:256) states that qualitative studies are aimed at achieving a high level of trustworthiness and to enhance confidence or trust of the readers on the research process and its findings. To enhance the level of trustworthiness of the data and findings, the researcher used four strategies namely; credibility, transferability, dependability and confirmability (Lietz & Zayas, 2010:191).

Credibility was achieved by constantly verifying with participants if the previously gathered information was interpreted correctly (Nieuwenhuis, 2016:123) to minimise any possible distortions of the data (Cypress, 2017:257). The researcher also kept a reflective journal of her experiences, reactions, assumptions or any other emerging

awareness occurring during the research process, (Zitomer & Goodwin, 2014:201). The journal assisted the researcher in managing their biases on the research project and reported on how the biases can potentially influence the findings of the study (Lietz & Zayas, 2010:193).

The researcher critically evaluated the application of findings to another similar context to ensure transferability (Kitto, Chesters & Grbich, 2008:245). Credibility ensures that the findings can be practically applied outside the study in theory, practice, future research and another similar setting by acquiring a thick description of the context of the study (Nowell et al., 2017:3). A pilot study was used to obtain thick descriptions of data.

To ensure confirmability, the researcher was neutral and reproduced what the participants had said (Schurink et al., 2011:421). All the research activities and decisions taken throughout the study were documented (Carcary, 2009:15).

To ensure dependability, the researcher kept a journal that fully documented and described the research processes and decisions taken and how conclusions were reached (Nieuwenhuis, 2016:124).

3.6 Pilot study

A pilot study is aimed at implementing the planned investigation at a small scale level to test the feasibility of a full-scale study (Fouché & Delport, 2011:73). The pilot study was also aimed at confirming that the participants understood the questions and the data was included in the main study.

3.7 Ethical considerations

In a research study, ethical considerations involve adhering to specific rules and behavioural expectations (Babbie, 2017:62), while also promoting values and accountability within the study (David & Resnik, 2011:2). The researcher was granted permission to conduct research by parents of children in CSLS as confirmed by the director of the organisation (see Appendix B attached). The researcher also obtained ethical clearance from the University of Pretoria to conduct research (see Appendix A attached).

Several authors (Babbie, 2017; Fournier, et al., 2014; Strydom, 2011) suggest the following general ethical considerations to be considered when conducting research:

- **Confidentiality**

Despite the vouchellis and manager knowing which children participated in the study, their identity was kept confidential so the answers could not be linked to any particular participant (Strydom, 2011:119). Participants were given pseudonyms and all research data was stored by the researcher in a file protected with a password.

- **No harm and debriefing**

The participants were debriefed after the interview to ensure that they were not negatively affected by the research questions (Babbie, 2017:71). All the participants were and still are in direct contact with their vouchellis for constant support. In the case they needed further support, participants would have been referred to the social worker of CSLS. However, no participant requested referral.

- **Informed consent and assent**

The guardians of participants gave permission of their children to take part in research studies by registering them at Camp Sizanani for 2020 (see Appendix C attached). Children gave assent (see Appendix D attached) to voluntary participate in the study after the youth club vouchellis explained the assent form to.

- **Voluntary participation**

The participants were made aware that they voluntarily participated in the study with no obligations and could withdraw their participation at any time (Babbie, 2017:63) without any consequences for them.

- **Analysis and reporting**

Honest analysis of data as well as ensuring that findings were reported in an accurate manner, whether it is negative or positive, was applied to ensure transparency (Babbie, 2017:72).

- **No deception**

The researcher was transparent at all times; participants were fully aware of all the aspects of the study and no information was purposefully withheld (Strydom, 2011:119).

- **Data dissemination**

Participants were informed that the research findings would be documented in a research report for the University of Pretoria. Additionally, they were informed that the research findings would be submitted to Camp Sizananani to advance their Life Skills programmes and organisation. They were also informed that the research data may be used for possible scientific publications and conference papers. Lastly, participants were informed that the research data will be safely stored at the University of Pretoria for a period of 10 years and if used during this period, it will only be for research purposes.

3.5 Limitations of the study

The research focused on children registered with CSLS in two areas in the Gauteng province and only girl children participated in the study. The research findings cannot be generalised to other communities where CSLS youth clubs operate. The challenges that was faced by the researcher when collecting data was that some participants had no smart phones and had to wait for the availability of their parents to have access to phones. Furthermore, the participants did not have WhatsApp data and therefore an arrangement with CSLS had to be made to ensure that the participants had data. Lastly, two participants pulled out of the study to exercise their voluntary participation right.

3.7 Summary

This chapter discussed the research methodology used and the ethical aspects that were followed in conducting the study. The study utilised a qualitative research approach and was applied in nature. Children registered with CSLS were the identified population where 5 participants were sampled; one (1) participant from Alexandra and four (4) participants from Orange Farm. Photo-voice and one on one interviews were the methods used to collect data. The data was analysed according to themes and a pilot study was conducted with the aim of confirming that the participants understood

the questions and was included in the main study. Limitations of the study included participants not having smart phones such that they had to wait for the availability of their parents to have access to phones. Furthermore, all the participants did not have WhatsApp but CSLS ensured that they all received data and two participants pulled out of the study. The findings of the study will be presented and discussed in Chapter 4.

CHAPTER FOUR

EMPIRICAL STUDY AND DISCUSSION OF FINDINGS

4.1 Introduction

The chapter will present the empirical study and discuss the research findings. The research question that guided the study was:

- What are the views of children at CSLS in mitigating environmental risks and poverty for a sustainable future?

The sub-questions that informed the research question were as follows:

- What do children see as environmental risks in their community?
- How do children experience poverty in their community?
- What ideas do children have to mitigate poverty and environmental risks in their community?
- How can children be engaged to find and implement solutions for environmental risks and poverty?

The chapter starts with the biographical information of the participants. Next, a case study of photo-voice will be discussed, followed by the themes and sub-themes that emerged from the findings. The chapter ends with a summary.

4.2 Biographical information of participants

Each of the 5 participants had to present four photos, two on poverty and two on environmental risks which was followed up with the researcher in one on one interviews. In total, the study included 20 photos for data analysis. To protect participants' identity, their names were replaced with numbers (P1-P5) and the communities with letters of the alphabet (A and B). Participants' biographical profile covers their gender, age, school grade, the period at CSLS, and community location as summarised in Table 4.1.

Table 4.1: Biographical information of participants

Participants	Gender	Age	School grade	Period at CSLS	Location
P1	Female	15	9	1 year	A
P2	Female	15	10	3 months	B
P3	Female	15	9	1 month	B
P4	Female	15	9	1 month	B
P5	Female	16	11	1 month	B

As indicated in Table 4.1, all the participants in the research were females, although the researcher had intended to have views of both males and females, but the first available participants were all female. Four of the participants were 15 years old and one was 16 years old. The participants were all high school learners in terms of education but doing different grades. Three participants were in grade 9, one was in grade 10 and another one in grade 11. The participants had different experiences in terms of life skills and mentorship as only one participant has been with CSLS for a year, one was with the programme for three months, while three have been with the programme for a month. The participants were from two locations, namely A and B which are both townships, one semi-rural and one urban.

4.3 Case study of photo-voice

The empirical findings of the study are presented in this section by photo-voice to reflect the views and experiences of participants regarding environmental risks and poverty in their communities. Photos of each of the five participants will be next presented as interpreted by the participants. The four photos of the respective participants will be numbered from 1 to 4 linked to the participant's P-number.

4.3.1 Participant One

The following photos were taken by Participant One at community A.



Photo P1(1): Environmental risk: Land pollution

The photo shows polluted land in township A. The participant stated that land pollution in community A is caused by people that, “don't have dust bin plastic and bins” and therefore throw rubbish anywhere. She indicated that the polluted land poses a health risk to children, especially during the Covid-19 pandemic as they play with the litter.



Photo P1(2): Poverty: Child neglect and hunger

The photo represents poverty and in the participant's perspective, the child who is in the picture is a poor child as she is neglected and not properly taken care of by her parents. The participant stated that poverty in her own words means, "to sleep with an empty stomach and to hustle". She indicated that poverty and hunger are caused by lack of employment such that the parents misuse the child support grant with their friends by buying alcohol and they forget to buy food.



Photo P1(3): Environmental risk: Inadequate sanitation

The photo shows a place where residents excrete their human waste. She stated that residents who do not have water in their homes to flush the toilets use this place. She then indicated that the stench is unbearable and makes it difficult for people to eat in their homes. She also stated that since children like playing, especially with water, and forget to wash their hands, the place becomes a risk to them as they may contract diseases. She further indicated that parents need to teach their children not to use this place and encouraged the mobilisation and participation of the community in building sewerage facilities and fixing those that are damaged.



Photo P1(4): Poverty: Lack of safe drinking water

The photo shows children who must travel to access safe drinking water. The photo depicts poverty as food needs water to be prepared. Poverty begins with lack of water, the lack of electricity and the lack of jobs that ensure that people can afford to buy food. Because of corruption, household taps are not installed. Children cannot change the situation as they do not vote.

4.3.2 Participant Two

The following photos were taken by Participant Two at community B.



Photo P2(1): Poverty: Recycling due to lack of jobs

The photo shows that there are limited job opportunities, no qualifications and there are low levels of income in this community. To address poverty, recycling of waste products is done as a means to generate income, survive, and ensure that children go to school. Poverty is a sad and painful thing that leads the youth to drugs and teenage pregnancy.



Photo P2(2): Poverty: Selling coal

The participant indicated that, “This picture is telling me that in my area there’s a lack of government support and many children are starving a lot in my area and there’s lack of jobs and our councillor fails us as the community.” As a means to make a living, the family in the photo sells coal. The illegal electric connections put the whole community in danger of possible fatalities and electrocutions. As much as they use coal to make fire to stay warm, bath and cook, the smoke that comes from the coal can affect lungs and cause painful headaches.



Photo P2(3): Environmental risk: Prolonged time to fix burst sewerage pipes

The participant indicated that, “This picture states that the massive pipe carrying raw sewage into the plant got blocked by rubbish and the pressure forced the sewage manhole covers into the area.” The sewerage had been burst for more than a week without being fixed, forcing residents to accept its stench while their health is affected. The damage to pipes is not caused by the municipality but by the community who throws foreign objects into the toilet pipes and drains causing blockages of the pipes.



Photo P2(4): Environmental risk: Air pollution through burning of bushes

The photo depicts air pollution from a burning bush. The participant stated that burning has negative health impacts as it releases toxic gases in the air that can cause a range of critical diseases. The smoke can affect one's breathing as it enters the lungs. She further stated that the municipality neglects to maintain open fields by cutting them. The non-maintained bushes serve as a hiding place for criminals and to maintain them and prevent robberies, residents burn the grass themselves.

4.3.3 Participant Three

The following photos were taken by Participant Three at community B.



Photo P3(1): Poverty: Shack dwelling

This photo depicts poverty as the people live in a shack. Shack dwelling is caused by a lack of education and scarce job opportunities which make it difficult for people to afford to buy or build brick houses. Shacks do not have proper sanitation, people urinate anywhere and this becomes a health risk. If proper houses can be built for the community, then poverty would be eased.



Photo P3(2): Poverty: Cable theft leading to non-functioning streetlights

The photo depicts poverty as streetlights are not functional due to cable theft. It is a concern for the residents as they are forced to walk in the dark and it puts them at risk of being robbed and injured. The thieves are stealing for survival as they are unemployed.



Photo P3(3): Environmental risk: Pollution and water wastage

The photo depicts environmental and water pollution; water is also wasted. In addition to rubbish, dead dogs are also dumped at this place which put people at risk of contracting diseases.

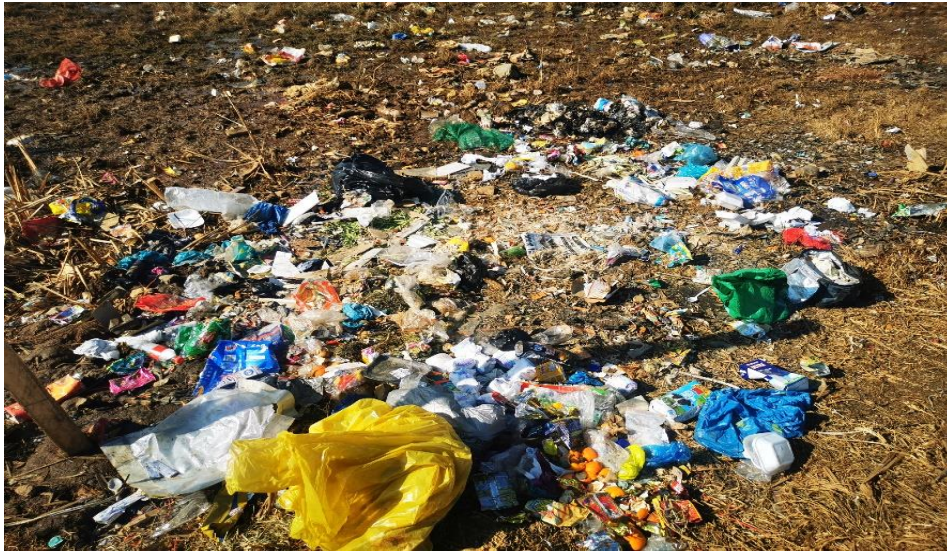


Photo P3(4): Environmental risk: Land pollution

The photo shows that the community is not taking care of their environment as they just litter. However, some people have no rubbish bins hence they just throw the rubbish anywhere causing the place to smell. Windy weather conditions cause the rubbish to fly and get into people's yards.

4.3.4 Participant Four

The following photos were taken by Participant Four at community B.

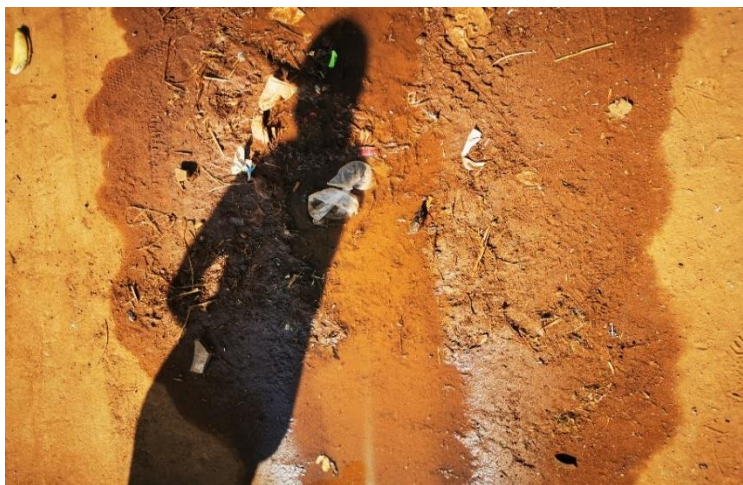


Photo P4(1): Environmental risk: Pollution and water wastage

The photo shows water that is polluted which depicts the problem of environmental pollution in the community. The community does not buy water hence the people fail to protect it by making it dirty. If the trend continues in future the water may be depleted and the community may be forced to buy water.



Photo P4(2): Poverty: Shack dwelling and job creation in the same living space

The photo shows poverty because many people live in shacks. Because people have no jobs as means of job creation and due to lack of space, people put what they sell inside the houses. However, paint and welding machines in their tiny homes can affect their health as they will have chest and lung pains.



Photo P4(3): Environmental risk: Pollution

The photo depicts environmental pollution as people are just throwing rubbish instead of putting the waste into rubbish bags and waiting for the garbage truck to pick it up. Some people use shopping plastic bags to put garbage in as they do not have dustbins and rubbish bags. The dogs then tear those plastics off which pollutes the environment. The situation is worsened by the fact that the garbage truck only comes on Wednesdays to collect garbage. Pollution is a concern as people get sick due to illnesses.



Photo P4(4): Poverty: Economic participation through selling food that is spoilt at times

The photo depicts an environmental risk as people are selling inside these shacks so that they can create jobs. She then stated that sometimes they sell spoiled food which they wash and then put in plastics and sell it to others. She explained that the reason they sell spoilt food is because they do not have money to re-stock so selling the spoilt food brings money for buying new stock which is fresh. She further explained that people continue to buy from them because nothing shows that the food is off. She then stated that the sellers do all this because they want to get food for stock and feed their families. The participant also stated that this affects the community negatively as they will eat the food and have runny tummies. She suggests that to prevent these businesses from selling spoilt food, government should provide them with fresh stock and provide them with food parcels. She further suggested that to ensure that the sellers do not continue selling the spoilt food after being given new stock, their businesses would be raided and the spoilt food thrown away.

4.3.5 Participant Five

The following photos were taken by Participant 5 at community B.



Photo P5(1): Environmental risk: Leaking water tap not being fixed

The photo depicts environmental risk as it shows water pollution. Water taps do not close properly in community B such that yards get flooded. This forces people to place bricks on the ground and walk on top of them. It is dangerous to walk on bricks as the land is slippery and may cause people to fall and break their bones. The broken taps are caused by bad weather conditions, the mornings are at times icy and the water can't come out of the tap. People then force the taps open but end up breaking them. People use plastics to close the taps but it does not stop the water from dripping.



Photo P5(2): Environmental risk: Land and air pollution

The photo depicts land pollution as people throw rubbish which makes the community dirty. The wind blows this rubbish to people's yards which put people at risk to become ill. The littering is caused by a lack of dustbins and garbage bags. The littering affects the community negatively as they have come to accept these living conditions as their way of life, that there is nothing they can do.



Photo P5(3): Poverty: Burst and unfixed water pipes

The photo shows pipes that are bursting under the ground. The whole yard gets flooded when the water leaks and people must make furrows for the water to flow

away. At times the source of the flooding cannot be confirmed if it is caused by burst pipes or rains. The community has become used to staying under these circumstances as they cannot even move away since they have nowhere to go.



Photo P5(4): Poverty: Shack dwelling

The photo shows people who are living in shacks. Community B is a shack area, people came from different areas and erect shacks wherein they stay for a long time and get used to the situation. Living in shacks is bad as wind gets into the house and a heater is needed when it is cold. Shacks pose a risk to people's lives. Zinc holds the heat and shacks get burnt, especially when there are curtains in the household. Shacks evoke bad feelings as some people get into their safe brick houses and others get into shacks that can be destroyed by strong winds and may injure the residents.

4.4 Themes and sub-themes

The empirical findings of the study are presented in this section as themes and sub-themes that emerged from the data. The voices of the participants supported the findings and relevant literature was integrated where applicable. The interviews took

place through WhatsApp communication and face to face interviews. The themes and sub-themes of the study are summarised in Table 4.2.

Table 4.2: Themes and Sub-Themes

Themes	Sub-themes
1. Understanding environmental risks.	1.1. Land, water and air pollution. 1.2. Inadequate sanitation.
2. Children's experiences of poverty.	2.1. Poverty is associated with inadequate access to water and electricity. 2.2. Poverty is linked to lack of job opportunities. 2.3. Poverty leads to child neglect and hunger. 2.4. Poverty is visible through shack dwelling. 2.5. Poverty requires a survival mentality.
3.Children's ideas to mitigate environmental risks and poverty.	3.1. Children can clean the environment. 3.2. Fixing leaking taps and burst pipes. 3.3. Stop corruption and crime. 3.4. Government to provide housing for the vulnerable. 3.5. Education and skills development of people. 3.6. Government and private sector to provide jobs.
4. Children's role in finding sustainable solutions.	4.1. Leading change. 4.2. Mobilising the community. 4.3. Influencing political and voting decisions.

4.4.1 Theme 1: Understanding environmental risks

The findings indicate that the participants had a clear understanding of environmental risks. Two sub-themes emerged from this theme, namely pollution (land, water, and

air) and inadequate sanitation. Prolonged time or inability to fix burst pipes contributes immensely on inadequate sanitation. The sub-themes linked to understanding of environmental risks are discussed below.

Sub-theme 1.1 Land, water and air pollution

The findings show that both communities of the study are greatly affected by pollution. The participants defined pollution as littering of land and water with garbage, including plastics and dead dogs, while air pollution is caused by burning of bushy fields that release toxic gases. The community litters due to a lack of garbage bins and at times the garbage is not collected by the municipality. The findings also indicate that pollution negatively affects people's health and that land pollution is caused by both humans and animals. The participants expressed their view as follows:

- P5: *People throw rubbish that makes the community dirty. The wind blows this rubbish to our fences. People don't have plastics and rubbish bins as some stole the bins from others while others have never had them and the plastics they throw away are shopping plastics which they should use to collect their rubbish.*
- P4: *People are throwing rubbish Mh, it paints a picture that people need to put the rubbish in plastics and wait for the garbage truck to pick the rubbish. ...the garbage truck does not come daily, it comes only once on Wednesdays yet other people do not have dustbins and rubbish bags and therefore use shopping plastic bags. The dogs then just tear those plastics off and that makes environmental pollution.*
- P3: *It shows that the community is not taking care of the environment, they just litter. Eh some people don't have rubbish bins so they just throw rubbish anywhere... It is not only water and dirt that is here but people also throws dead dogs in this polluted place such that it becomes a health risk... Because we will get ill.*
- P2: *... the community clean that grass by burning it. Ok sorry you know the danger of the veld fire is when there is too much wind is when the danger starts for an example when you drive in the road when there is a veld fire the smoke start to occupy the place and the road become cloudy and then*

will cause accidents in our community. This picture shows me that burning which release toxic gases in the air and can cause a range of critical diseases and this smoke can enter the lungs this needs to be stopped.

Furthermore, findings indicate that the land pollution also becomes a playground for children when they pick up items from the rubbish dump.

P1: *Children play do you know “umamncosi” (a game where children pick up things for example one would pick up a doll or wallet and claim it as hers or his since they found it) and they pick things from dump.*

As evident from the findings that the informal settlements in this municipality are afflicted by pollution and that one of the contributors of pollution is inadequate waste management. The findings are supported by Grozavu and Mihai (2018:6) when they state that poor waste management services such as inefficient collection and improper disposal lead to open dumping practices. The findings through the photos (see P1(1), P3(1) and P3(4)) also show that the greatest contributor of both land and water pollution is plastics. These findings support statistics that in South Africa about 90% of waste end up in landfills (StatsSA, 2018:1), and that plastic is a persistent pollutant which is multi-purpose and extensively used (Sadan & de Kock, 2020:19).

Lastly, the dangerous effects of smoke from veld fires is supported by Fokazi (2021:1) when stating that in the Northern Cape uncontrollable veld fires erupted on the 28th of September, causing major roads to be closed and many patients being admitted in local hospitals for smoke inhalation and burns. These fumes do not only cause accidents but also affect the health and finances of the affected people which resonates with the views of Participant Two that pollution and inadequate sanitation do not only affect people physically but also financially and socially.

Sub-theme 1.2 Inadequate sanitation

The findings reveal that inadequate sanitation is a challenge for everyone in these communities but more especially children. Inadequate sanitation is observed through comparing different classes in the community as it is mostly experienced by people living in shacks rather than those in brick houses. The community is reported to use pit latrine toilets and flushing toilets which at times do not flush due to blocked sewerage that flows into the streets and children end up playing with the sewage which poses

health risks. The harshness of inadequate sanitation is echoed in the views of participants.

- P1: *Okay because it affects us because sometimes it's just the water go to the nose and people have many diseases. Sewerage it's like dump because children play with that water and they can have many diseases. It doesn't smell nice and let's say you are near it your house and you are eating you can't eat right. Children play with the water and they forget to wash hands so they eat without washing hands so they can have disease.*
- P2: *It affects us and all the community because the sewerage [pipes] when it burst that's when streets become a mess the smelling is terrifying like nothing is good with bursting of the sewerage and all the things that's coming out it's bad we can't breathe the healthy oxygen.*
- P3: *Ok, those people living in shacks have no toilets while those in brick houses have toilets such that the people living in shacks pee anywhere and the smell of urine affects us... It becomes a health risk.*

Furthermore, the findings indicate that blocked drainage systems and neglect to promptly fix burst sewerage pipes contribute greatly to inadequate sanitation.

- P2: *This picture [P2(3)] states that the massive pipe carrying raw sewage into the plant got blocked by rubbish and the pressure forced the sewage manhole covers and into the area. They started yesterday to try fixing it but till now is not fix yet they still busy with it. It has burst for a week now, it does burst sometimes.*

Literature supports the findings that in informal settlements, adequate sanitation is a challenge, in particular toilets where there is lack of infrastructure for waste disposal and sewage (Socio-Economic Rights et al., 2018:9). Proper sanitation promotes the dignity and safety of people, particularly of women and children, while poor sanitation reduces human well-being (WHO, 2019b:1). Grozavu and Mihai (2018:6) on the other hand argue that solid waste management is a great concern in developing countries as it causes blocked drainage which leads to water stagnation and flooding of surrounding communities. The Gauteng government is improving the provision of

access to adequate sanitation as it is one of the three provinces that does not have the bucket system since 2019 (StatsSA, 2021a), but uses chemical toilets as their primary form of sanitation which is extremely inappropriate for long-term use (Socio-Economic Rights et al., 2018:9). The participants' understanding of environmental risks is in-line with the definition of this study which are that land pollution, air pollution, unsafe water and poor sanitation have an adverse effect on children.

4.4.2 Theme 2: Children's experiences of poverty

The findings show that children from both the communities of study are aware of poverty and are experiencing poverty. The participants associated inadequate access to water and electricity with poverty. The findings further linked lack of job opportunities to poverty, stating that it leads to child neglect and hunger, that poverty is visible through shack dwelling and requires a survival mentality.

Sub-theme 2.1 Poverty is associated with inadequate access to water and electricity

As indicated in sub-theme 1.2, inadequate sanitation which is linked to inadequate water is observed to be most prevalent among people living in shacks and so is inadequate access to electricity. The lack of access to these basic services affects the socio-economic well-being and health of people. Participants articulated the importance of water for preparing meals, being clean and healthy. Furthermore, being without electricity is dangerous as people resort to using coal for fuel and must move in the dark where criminals may wait to steal from them. Due to a lack of affordable electricity some households even resort to illegal electric connections which can be fatal. Participants viewed the implications of not having access to water and electricity as follows:

- P1: *Those boys have no water from their community means no food how can (we) make food without water the poverty begins with water 2nd electricity and jobs to buy food... Mem it affects me and my family we can't cook without water which means no food, we can't wash our body and clothes that means we will get sick, no health without water.*

P3: *It's poverty because if it's the night time and it is dark. Criminals rob people as it is dark on the streets. It affects us because when we go to the shop while it is dark, we may get robbed.*

P2: *I don't see any danger by selling coal because we need it why I'm saying that there is a lack of electricity in our area so we use for fire but it is dangerous the smoke that comes from the coal can affect lungs, painful headache that's how It's danger in our community but we don't use the coal in the same way...It's winter so we don't have a choice for us as community by not using the coal because it helps us boil water to bath also help to cook and stay warm... we need to address the community to stop bridging the electricity that's the thing because bridging the electricity is danger to our community especially to the kids.*

Some participants indicated that the South African government makes electricity available to communities but due to cable theft and illegal connections, electricity challenges persist which also causes the loss of lives.

P2: *...some of us we a paying electricity some people are not paying the electricity so when there is a load shedding it doesn't matter if you are paying or not it's just the same... and we were marching about this illegal thing because children were dying and burning shelters also burning sometimes we can hear that the whole family burnt and is dead and the house was burnt down because of this illegal electricity.*

P3: *Cable theft... they were installed but people cut, steal and sell them.*

The findings are aligned with the notion of Dominelli (2018:93) that poor people often live in environments where they continuously struggle to fulfil their basic needs and that of their children. Furthermore, the findings indicate that the participants are aware of their basic needs and rights (O'Higgins, 2012:3) and that the mushrooming of informal settlements and land invasions put pressure on government's budget to provide adequate housing and basic services despite the existing backlog (Mpya, 2020:49). SA's government committed to achieve SDGs1, 6 and 7 through the National Development Plan (NDP), stating that by the year 2030 poverty will be reduced and that all homes will have access to clean water, sanitation and affordable electricity (RSA, 2012). Despite the commitments that government made, the findings

indicate that poor people are prone to inadequate access to basic services such as water and electricity.

Sub-theme 2.2 Poverty is linked to lack of job opportunities

The participants identified scarcity of job opportunities and lack of employment skills as the basis of poverty and subsequently, low income and limited access to food. Participants articulated that people find other ways to earn an income by recycling and selling coal, food and steel gates.

- P1: *Poverty begins with...no jobs to buy food.*
- P2: *This picture [see P2(1)] shows me that there is no jobs or there is low income and people put food [on the table] and take their children to school with the recycling money. There is no construction or tenders that will come to our areas to hire people to get jobs that's the things that cause lack of jobs opportunity in our areas and also we don't have qualifications.*
- P3: *Job opportunities are scare... they don't have money to build brick houses.*
- P4: *Here they are selling (coal, food and steel gates) so that they can create jobs. People don't have jobs.*

Findings further show that the lack of job opportunities force people to make a living through informal businesses. However, as reflected in the following quotes, these businesses are at times contributing to their ill health when eating spoiled food, are opportunistic to criminal activities such as stealing cables, and selling coal contributes to environmental pollutions.

- P4: *...many people live in shacks and try to get jobs because by creating jobs. Sometimes they sell spoiled food which they wash and then put in plastics. They do not have money to re-stock. So selling the spoilt food brings money for buying new stock which is fresh. It affects me negatively as we will eat the food and have runny tummies.*
- P3: *They [streetlights] were installed but people cut, steal and sell them [cables]. They want money to make a living.*

P2: *I can see that they do living by selling coal...In my mind I'm thinking with the recycling ...they decided to do recycling for them to put food on the table because there are no jobs that is the way they do living.*

The findings resonate with Lombard (2015:353) when she concluded that there is a link between poverty and unemployment. In SA unemployment increases progressively with decreased educational levels as the education system is not producing the skills for the labour market and the adjustment of training courses is essential to up-skill learners and bridge the critical skills gap (Penniston, 2021:24,39).

Sub-theme 2.3 Poverty leads to child neglect and hunger

The findings reveal that participants are aware of poverty and link it to parents not buying food for their children such that they go to bed on an empty stomach. Findings also show that some parents end up neglecting their parental responsibilities due to irresponsible alcohol consumption while those who drink responsibly continue to take care of their children.

P4: *The child who is in the picture [see P1(2)] is a poor child and poverty mean in my own words, it means is to sleep with empty stomach. Because some of their parents don't work or they eat grant money all just for alcohol and they forget to buy food. It doesn't affect me because my mom and father drink alcohol but sometimes but they buy food and enough food.*

Protection of children is a global aspiration (UNICEF, [sa]b) and in SA, May is the month to emphasise child protection (RSA, 2022). The findings are supported by a study that was conducted in Lithuania which concluded that one of the major causes and risks of child neglect is parental alcohol overuse where 94.5% of child neglect was reported with mothers consuming large amounts of alcohol (Tamutienė, 2018:10). A study conducted in SA revealed that girls are more prone to neglect than boys and that 12.2% of children reported having experienced some form of neglect due to the caregiver being unable to provide care, amongst other reasons, because of substance abuse, absent parents and broken homes (Ward, Artz, Burton & Phyfer, 2016). According to Alcohol Action Ireland (2016:1), children living in households that are experiencing poverty and parental alcohol overuse can end up going without regular meals, have the parental responsibility of taking care of their siblings, and may experience different forms of abuse and neglect. UNICEF SA ([sa]) supports the

findings when they noted with concern that unemployment and poverty in SA put children at risk of abuse and neglect.

Sub-theme 2.4 Poverty is visible through shack dwelling

Findings indicate that due to poverty, people end up living in shacks. Furthermore, findings indicate that shack dwelling is a risk to the lives and health of people living in them due to lack of safety and that poverty forces people to endure unfavourable and unsafe zinc conditions, staying in small spaces and staying with paint and welding machines.

P3: *This photo (see P3(1)) shows poverty to people who are living here, they stay in shacks.*

P5: *Majazana is a shack area where people came here and erected shacks. They have been staying in shacks for a long time and bricks are a new thing. It is wrong to stay in shacks as when it is burning, the zinc holds the heat and easily gets burnt especially when there are curtains in the household. It makes me feel bad because we see others getting in their safe brick houses and we get into our shacks that can be destroyed by strong winds and we may get injured.*

P4: *It's poverty because many people live in shacks... and try to get jobs by creating jobs. The problem is that due to lack of space, they take what they sell and put it inside the houses instead of erecting spacious shack. The paint and welding machines [inside the shack] will affect them.*

The literature confirms the findings when stating that shacks are often built with little or no planning where cheap, highly flammable and easily available materials are used to construct them (Socio-Economic Rights Institute of South Africa and Steering Group of the South Africa's Ratification, 2018:10,15). As indicated in sub-themes 1.1 and 1.2, shack dwelling contributes towards environmental degradation through pollution and inadequate sanitation which both lead to health challenges. The findings further resonate with Elliott (2013:94) when stating that poor people are both victims and instigators of environmental risks.

Sub-theme 2.5 Poverty requires a survival mentality

The findings reveal that people continue to stay under unfavourable conditions with inadequate housing, no income and hunger. They have accepted their circumstances and are living only to survive. Participants described their survival of hardships in the following words:

P5: *...we have become used to staying under these circumstances [living in shacks]. It makes me sad because we cannot even move away as we have nowhere to go...*

P1: *... it means is to sleep with empty stomach, to hustle.*

P2: *... there is no income... they decided to do recycling for them to put food on the table because... that is the way they do living.*

Poverty has been noted in the SDGs of the 2030 Agenda for Sustainable Development (UN, 2015) and the South African Constitution (RSA, 1996) as an injustice that needs immediate intervention through ensuring employment opportunities, and the findings amplify the need for immediate intervention that will include empowerment of the vulnerable. The findings substantiate the views of Elliott (2013:85) that poverty is the greatest cause and effect of environmental challenges. The findings further substantiate Chiwara and Lombard's (2018:296) view that people living in poverty live for daily survival. This means that people are aware of the conditions they live under and have adapted to them but are still striving to live better.

4.4.3 Theme 3: Children's ideas to mitigate environmental risks and poverty

Findings indicate that various role players such as children, parents, the community, local government, private sector and CSLS need to work together to mitigate environmental risks and poverty. Participants stated that children have a great role to contribute in bringing the needed changes where they can clean the environment. The participants also advocate for repairing leaking taps and burst pipes. They further suggest that corruption and crime must be stopped, the poor be provided with housing, education and skills development of people be improved, and government and the private sector must provide jobs. These ideas will be discussed as sub-themes.

Sub-theme 3.1 Children can clean the environment

Participants were concerned about the rubbish that is not properly disposed of in their communities. They expressed the desire to see the environment clean and prevent further pollution. In preventing further pollution, they also acknowledged that resources and services to dispose the litter is critical. Furthermore, abandoning land will continue to encourage people to litter but if those spaces are changed into recreational facilities, structures, or services such as car wash, parks and/or a crèche, it will prevent littering from continuing. The participants also acknowledged that adult support and that of CSLS is needed. The participants expressed their view as follows:

- P3: *We can clean this place and make it nice and to prevent people from throwing their rubbish here we can change this place and make it a park. We need our elders to assist us. Camp Sizanani can assist in making the environment clean.*
- P4: *As children we can pick-up papers... By putting rubbish in rubbish bags and do something that will prevent people from throwing rubbish anyhow. A car-wash or crèche.*
- P5: *Children can collect the rubbish and ask the adults to assist in erecting a park in that field where there would be surrounding bins to throw away dirt in the park after eating.*

Furthermore, the participants acknowledged that keeping the environment clean is not an inherent trait but is learnt through socialisation and therefore parents, youth groups and organisations such as CSLS can play a critical role in educating people and raising awareness on keeping the environment clean and not to litter as littering can make people ill.

- P1: *Okay😊 I can teach them how to take care of [community A]. I will tell them to always clean [the community] or if they don't want I will make my group and we clean [the community]. Their parents must teach them to not touch things on this Corona virus because they can be affected and to not litter and throw things without plastic.*
- P5: *It [CSLS] can encourage the community not to litter and inform them that littering can make them sick.*

Findings indicate that people need to be educated about keeping the environment clean and to prevent pollution. Kirana (2018:2) and Matsekoleng (2020:9) concur that providing information and persuading people, particularly children to create and maintain a clean and healthy environment is critical. Kirana (2018:2) further states that mothers culturally inherit the dominant role to educate their children on the environment in the process of setting values in the family. The findings also indicate that beautifying and or cleaning up the prior rubbish dumps can influence behaviour of citizens to not continue littering. Shukor, Mohammed, Awang and Sani (2012:2138,2140,2045) and Tehan, Jackson, Jeffers and Burns ([sa]:14) support the findings through their research that concluded that behaviour modification is vital in environmental protection as people are most likely to litter where a dumping area already exists. They further concluded that using prompts such as no litter signs, trash bins, creating community awareness and constant clean-up activities by young people is important and prevents littering.

Sub-theme 3.2 Fixing leaking taps and burst pipes

Findings indicate that participants understand the importance of water despite water being provided for free in community B by the local municipality. They acknowledge water as a critical resource that should be preserved and wasting it should be prevented through fixing broken taps and burst pipes by the community and its local government.

- P4: *We can ask people to close their taps and use water responsibly... and call the councillor to fix dripping taps.*
- P2: *I will like to see change in...our water pipes inside the yards are leaking. The municipality must come and fix the pipes.*
- P5: *There is a water tap but the tap does not close properly. It has a problem of not closing properly such that water drips. Water is free all over here. We don't buy water. When the tap is broken and the one with a broken tap can use a neighbour's tap until theirs is fixed. The pipes are bursting underneath. Water comes under the ground.*

The findings indicate that the people can save water through fixing leaking taps and burst pipes and that the local government plays a critical role in the fight against water

leaks. Williams (2015) supports this finding when she states that the Department of Water and Sanitation and municipalities were committed in saving water loss in the country though the War on Leaks Project aimed at fixing all water leaks. Wild and Kings (2015) on the other hand, also acknowledge the critical role of government but further add that the inability of the Department of Water and Sanitation to get a clean audit due to corruption, the lack of engineers in local municipalities and lack of effective functioning of the Department of Cooperative Governance and Traditional Affairs all contribute to the country's water crisis.

Sub-theme 3.3 Stop corruption and crime

Participants have faith in the leadership of the South African government but acknowledge that there is need for growth and improvement. They believe that growth in the country is hindered by corruption and criminal activities. Corruption is noted through lack of provision of adequate shelter and basic services as discussed in sub themes 2.3 and 2.4. One participant's view reflects the sentiments to stop corruption and crime:

P1: *Because government is failing to serve people with water or to put taps in our communities, corruption takes over in our country. The corruption must stop in South Africa. I THINK government can do better. We must stop crime and many things.*

The findings indicate that corruption directly influence service delivery. Findings of a Mail & Guardian webinar that was attended by various experts to support the above findings, concluded that corruption impacts the local government as municipalities provide poor financial reports; fail to monitor outsourced service providers; and are daily implicated in cases of fraud, corruption, wastage and deteriorating infrastructure which negatively impact service delivery (Tau, 2021). Chapter 14 of the NDP focuses on fighting corruption and ensuring an accountable government (RSA, 2012).

Sub-theme 3.4 Government to provide housing for the vulnerable

In sub-theme 2.3 the participants indicated that there is inadequate housing in their communities and that people are living in shacks that are not safe. The participants understand the importance of the South African government to fulfil its mandate of providing housing to those that are vulnerable and living in poverty.

P3: *We would speak to the councillor to inform the government that this place is suffering from poverty so there is need for houses to be built. Government should build houses for them.*

P4: *We report to our Ward Councillor. We report that we need them to come and build houses for people.*

Findings indicate the ward councillors as the critical advocates of their communities that need political will to fast track the provision of housing to the poor. To concur with the findings, Mahlaba (2018:1-2) states that the high unemployment levels in SA force citizens to depend on government to fulfil its mandate of their right to adequate housing. Harrison (2018) on the other hand states that ward councillors are key role players that need to be accountable and deliver the services promised to residents.

Sub-theme 3.5 Education and skills development of people

Findings indicate that education is a corner stone of knowledge whether it is formal (school education) or informal (awareness sessions). Participants acknowledged that some people are educated while others are not and therefore make it difficult for those who are not educated to afford houses. Participants suggested that key interventions to fight poverty and environmental risks begin with educating children about keeping the environment clean and changing the behaviour of littering (see sub-theme 3.1). Ensuring that children receive school education gives them better chances of furthering their studies and not to be further engulfed in poverty which leads to teenage pregnancy and youth substance abuse. Skills development is also critical in ensuring that people have the capability to hold better paying jobs.

P1: *Yes they [CSLS] can [help to change the situation] when they teach them [children] to stop playing with dump things.*

P2: *It make me feel sad and painful because poverty is not a good thing at all poverty create youth to get into drugs and teenage pregnancy and we End up doing things that we were not supposed to do because we need better life's but for me education will come first. We as children we must go to school so we get educated and graduate and get better jobs to change our families' life because there is nothing a child can do without going to school to get a better bright future to end unemployment.*

P3: *They don't have money to build brick houses... others are educated while others are not.*

Furthermore, the findings indicate that the South African government is playing its part in ensuring access to basic education and participants suggest that the parents take responsibility in ensuring that their children go to school.

P2: *Ok with that the government has played a big role because it's free education and for the community need to make sure that children are going to school if they see a child during school hours the community needs to act on that. The community must not ignore such matters because if it is going to be like that children will start to realise that education is a key of success and they will start to take education seriously why I am saying that, in my area school is free there is no lack of school fees.*

Findings further indicate that there are limited job opportunities and economic participation opportunities coming to the community due to lack of qualifications and skills. When employment opportunities arise, only a set number of people are needed for the job particularly for school feeding schemes. People need to be capacitated with skills such as building for them to become self-sufficient.

P3: *Job opportunities are scare.*

P2: *There is no construction or tenders that will come to our areas to hire people to get jobs because even at schools when they hire parents for feeding scheme they will only hire seven or six parents so that's the things that cause lack of jobs opportunity in our areas and also when we don't have qualifications we can't get jobs that the main reason.*

P4: *People need to be taught on how to build.*

The findings are in line with The World Bank (2018) which reported that poverty remains high in SA and that there is a need to accelerate poverty and inequality reduction by strengthening access to education and developing skills of the poor and matching the skills with the labour market and creating quality jobs with better earning opportunities. Penniston (2021:39,43,48) emphasise that investment in education increases the skills and productivity of poor households and the overall standard of

living, including health while lack of education causes low earning potential and persistent generational poverty. The findings are further supported by a Chinese philosopher, Lao Tsu ([sa]), “Give a man a fish and you feed him for a day. Teach him how to fish and you feed him for a lifetime”, which means poverty can be eliminated by teaching a person a skill and providing resources that will benefit them for a lifetime.

Sub-theme 3.6 Government and private sector to provide jobs

The participants recognised that the majority of community members are unemployed and that there are limited job opportunities in their communities which hinder environmental protection and poverty reduction, hence there is a need for government and the private sector to provide jobs. Provision of jobs will stop criminal activities, such as cutting cables, and ensure that people can afford to meet their needs and buy electricity. The participants stated that security guards may be employed and the councillor (the local government) will pay them while government tenders will prioritise local companies. As indicated in sub-theme 3.4 that poor people live under unfavourable conditions and need houses to be built for them. If houses are being built, then construction companies will come to the area and hire local people. They further indicated that the small businesses that are initiated by community members are struggling and are not financially supported by government. The findings suggest that vulnerable business owners should be provided with stock and food parcels for their families. The views of the participants were captured as follows:

- P2: *Ok for us as community we need jobs because all of I can 20 percent of people in our area they are working and 80 percent is unemployed so if they [local government] can give us jobs and we work this thing of the electricity it will be better because we can afford to pay electricity that all... construction or tenders that will come to our areas to hire people to get jobs.*
- P3: *Unemployed people need to be provided with jobs so that they can buy what they need and stop cutting the cables. We can inform the councillor. People will no longer cut the cables as they would be provided with jobs.*
- P4: *Government to provide them [businesses] with fresh stock and also provide them with food parcels.*

Findings concur with StatsSA (2021b:2,11) when reporting that in the year 2020 unemployment in SA increased by 17,0% which is 1.1 million people and the increase was highest in Gauteng where 200 000 people were unemployed. Young people are the ones who are mostly affected by unemployment as 75,1% of the South African youth is unemployed (StatsSA, 2022). For the South African government to provide jobs, job opportunities need to be created and that requires the participation of private entities as well as non-government organisations. Labuschagne (2019:10) explains that the role of job creation in SA is given to municipalities who prioritise economic growth rather than decent work. It is a known fact that small, medium and micro enterprises (SMMEs) seldom flourish in SA due to a couple of challenges such as insufficient government support, lack of financial support, lack of business skills and high levels of crime despite their potential to significantly contribute to job creation and poverty reduction (Mukwarami, Mukwarami & Tengeh, 2020:7).

4.4.4 Theme 4: Children's role in finding sustainable solutions

The participants indicated that they cannot be bystanders in bringing change in their communities but need to take part in finding and implementing solutions to mitigating environmental risks and poverty. CSLS is noted to be critical in finding and implementing solutions where the organisation can assist in making the environment clean, raising awareness and encourage healthy eating and encourage the community not to litter. The participants acknowledged that they could take the leading role by reporting people and things that hinder development and mobilising the community and the needed resources. Children will be the ones uniting to mobilise parents and community groups and they should exercise their right to influence voting decisions, however they feel that they do not contribute much as they cannot vote.

Sub-theme 4.1 Leading change

The participants indicated that they could take the initiative to lead change in the community by finding the resources needed and reporting undesirable behaviour that hinders development. The views of participants were captured as follow:

P3: *We can clean and people will see our efforts that we don't want the place to be polluted and they will refrain from polluting the area. They [CSLS] can assist in making the environment clean.*

- P5: *We could install the No dumping signage in different places and maybe people may stop littering.*
- P1: *I would buy things needed to ensure proper sewerage facilities and ask people to take part so that we can fix the sewerage.*
- P4: *That we all come together and help the community by uniting and fixing our environment as children.*

To mitigate poverty, the findings indicate that children can report any parent who neglects their children to the social workers and the parents will then learn to be better parents. The parents, however, will need to be given food and money for clothes and there is a need for them to be supervised to see the change. The following participant's view suggests how a social worker can be approached to intervene in curbing poverty and hunger in the community:

- P1: *There is something to be prevented [child neglect and hunger] is to take her to a social worker and she will be a right parent if we call a social worker. I would give parents the money and food and make sure money is for the clothes I will make more group [ensure that there is a monitoring and evaluation team] to watch them.*

Findings indicate that children are observant when it comes to poverty and environmental risk issues in their communities, that they have solutions that can be implemented and that they want to be part of implementing the solutions. Stakeholders such as the affected community, social workers and CSLS are also critical in finding and implementing solutions. The findings are in line with the definition of child participation as explained by UNICEF (2017:2-3), that the ability of children to voice their views and influence decision making is critical for sustainable development. Lansdown (2011:150) supports child-led participation and encourages parents or adults to take the roles of facilitators, resource providers and technical assistants while children lead the process.

Sub-theme 4.2 Mobilising the community

The findings indicate that poverty and environmental risks affect everyone in the community. Community development and sustainable development requires active participation of various stakeholders, including the local government. The participants

indicated that as much as they want to take the lead as discussed in sub-theme 4.1, the involvement and by-in of different parties affected by poverty and environmental risks is critical; hence they see the role of mobilising the community taking priority and making them useful as citizens. Participants indicated that through the community meetings and engagements, the challenges of illegal electrical connections, resource mobilisation, littering and turning open fields into recreational parks with litter bins can be addressed.

P2: *Yes, we as community we need to address the community to stop bridging the electricity that's the thing because bridging the electricity is danger to our community especially to the kids. As I was saying we will start to organize a meeting as youth and start to prepare our self to talk to the councillor about the resources so that we can make ourselves useful in our community. It affects us and all the community... The municipality must come and fix.*

P5: *... adults to assist in erecting a park in that field where there would be surrounding bins to throw away dirt in the park after eating.*

Furthermore, participants did not only want to mobilise the community to discuss solutions but to put pressure on government to deliver basic services by protesting the lack of services as discussed in sub-themes 1.2 and 2.4. The views of participants were echoed as follow:

P3: *Children will be mobilised and they will unite in a strike action.*

P1: *Because government is failing to serve people with water.*

P2: *...that's why the community clean that grass by burning it for the community to be safe...when the community start to act about such cases of robbery and murders is when the councillor brings the municipality cuts.*

Findings resonate with literature that mobilising the community encourages participation, brings relevant stakeholders together, encourages resource mobilisation and empowers communities (WHO, 2010:7). In SA, protests are used as a language best understood by communities and political leaders to raise concern and demand for better service delivery (Shai, 2017:359). Lansdown (2011:9) states that Governments, particularly local governments are critical in ensuring that citizens have

the awareness, commitment and capacity to challenge government action or inaction through democratic and peaceful means.

Sub-theme 4.3 Influencing political and voting decisions

SA as a democratic country allows its citizens to vote for their leaders. One participant however, indicated that as children they cannot fully participate in implementing solutions in their communities as decisions are taken on their behalf since they are denied the opportunity to vote.

P1: *We children we can't do nothing because we don't vote.*

The findings are supported by Electoral Commission of South Africa (2022) when stating that only children who are 18 years and above can vote, however children who are at least 16 years of age can register to vote. The Children's Act on the other hand, encourages child participation when stating that "every child that is of such an age, maturity and stage of development as to be able to participate in any matter concerning that child has the right to participate in an appropriate way and views expressed by the child must be given due consideration" (RSA, 2005). The South African Constitution gives children a right to make political choices such as forming a political party, participating in political activities and to campaign for a political party (RSA, 1996).

4.5 Summary

The chapter discussed four themes with sub-themes that emerged from the data. The first theme was understanding of environmental risks where findings indicated that participants understood environmental risks to be land, water and air pollution and inadequate sanitation. The findings indicated that prolonged time or inability to fix burst pipes contributes immensely on inadequate sanitation.

The second theme presented children's experiences of poverty where the findings indicated that children experience poverty through inadequate access to water and electricity, lack of job opportunities, child neglect and hunger, shack dwelling and a survival mentality is required when experiencing poverty.

Furthermore, children's ideas to mitigate environmental risks and poverty were presented. Findings indicated that there is a need to clean the environment, fix leaking

taps and burst pipes and ensuring that people receive education and skills development. Findings indicate that the various stakeholders in the community, local government, private sector and CSLS need to work together to mitigate environmental risks and poverty. In addition, children's role in finding sustainable solutions were presented where findings indicate that child participation is critical in leading change, mobilising the community and influencing political and voting decisions.

CHAPTER FIVE

KEY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter concludes the study. It starts by indicating how the goals and objectives of the study were achieved. The key findings are then presented and discussed. The conclusions drawn from the study are next discussed. Finally, the researcher makes recommendations based on the study.

5.2 Goals and objectives

The goal of the study was to explore and describe children's views at CSLS in mitigating environmental risks and poverty for a sustainable future. This goal was achieved through the following objectives:

Objective 1: To conceptualise child participation in mitigating environmental risks and poverty in a framework of environmental justice.

The objective was discussed in Chapter Two. In sub-section 2.3 the importance of child participation was explained to be of paramount importance for child well-being and investment in their future well-being (Bruckauf & Cook, 2017:9). It was also discussed in sub-section 2.5 that poverty and the environment are interrelated as poverty is the major cause of environmental degradation while environmental degradation worsens poverty (Omoboeye, 2011:479).

Environmental justice was an appropriate theoretical framework for the study as the interrelatedness of humans and the natural environment is important in mitigating environmental risks and poverty for sustainable futures. Sub-section 2.6 points out environmental justice as a framework that brings equality in the relationship between people and their natural environment which is developed as a vital element of sustainable development (Rambaree, 2020:4). Dominelli (2012:6), on the other hand, emphasises promoting environmental development for poverty eradication and attaining sustainable development.

Objective 2 To explore and describe how children see environmental risks in their community.

This objective was addressed in Chapter Two where environmental risks and its impact on children were contextualised. In Chapter Two (see sub-section 2.4) Rother, Wijesekera and Ward (2019:161) argue that children and adolescents in SA live and play in environments that affect their health and development. Pollution (land, water and air) was indicated by Khan and Ghouri (2011:278) as one of the major forms of global environmental disasters that contributes to health hazards and the death of humans. Furthermore, in sub-section 2.4, Govender et al. (2011:4) indicate that the environmental pollution problems are mostly related to poverty and sanitation.

The objective was also addressed in Chapter Four (see Theme 1) where the participants indicated that children experience environmental risks through staying in land, water and air polluted areas with inadequate sanitation. The participants further indicated that informal settlements are the most afflicted by pollution and that some of the contributors of pollution are inadequate waste management, lack of bush maintenance and the inability to promptly fix burst sewage pipes and taps.

Objective 3: To explore and describe how children experience poverty in their community.

The objective was addressed in Chapter Two where the researcher discussed the interrelation between poverty and environmental risks where it emerged that people who are poor tend to live in degraded environments. It was further discussed that the most vulnerable group to poverty is children. Patel (2015) and Swanepoel and De Beer (2011) explain the cause of poverty as lack of multiple resources such as employment, food, safe housing (such that people lived in unsafe shacks) and basic infrastructure (such as water, transport, and energy). Chiwara and Lombard (2018:296) further state that poor people from disadvantaged communities live for daily survival.

The objective was also achieved in Chapter Four (see sub-themes 2.1- 2.5) where the participants indicated their experiences of poverty as being unable to adequately access water and electricity, lack of job opportunities, child neglect and hunger, shack dwelling and having a survival mentality.

Objective 4: To explore and describe children's ideas to mitigate environmental risks and poverty in their community.

The objective was addressed in Chapter Four (see themes 3 and 4). In theme 3 (see sub-themes 3.1- 3.5) participants suggested that to mitigate environmental risks and poverty, children need to clean the environment; the community and local government must fix leaking taps and burst pipes; the government must stop corruption and crime; the government must provide housing, education and skills development to people; and the government and the private sector must provide jobs. The participants further indicated that the support of parents and CSLS is critical for implementing the solutions where parents will be added as a human resource while CSLS will encourage and educate the communities to keep the environment clean. In theme 4 (see sub-themes 4.1- 4.3) participants stated that children want to take an active role in their community by leading change, mobilising the community and influencing political and voting decisions.

Objective 5: To make recommendations that will enhance child participation in mitigating environmental risks and poverty for a sustainable future.

The objective was addressed in this chapter (see sub-section 5.4) based on the findings and the conclusions.

5.3 Key findings and conclusions

This section presents the key findings and conclusions drawn from the findings.

- Findings of the study indicate that the participants understand environmental risks such as pollution (land, water and air pollution) and inadequate sanitation as environmental injustices experienced by vulnerable communities. The findings also indicate that these environmental injustices affect the health of poor and vulnerable people, particularly children.

The conclusion is that children, as the most affected group by environmental risks, need to be active participants in coming with sustainable solutions to address environmental risk challenges. Their participation becomes more critical as it is their futures that are in jeopardy due to current environmentally unsafe and unjust communities.

- Findings indicate that children experience poverty in their communities, but their experiences vary. Participants linked poverty to inadequate access to water and electricity, and indicated that those living in shacks were the most affected by

lack of water, electricity and sanitation. Furthermore, service delivery is directly influenced by corruption and crime which aggravate poverty.

Despite the government's commitment through the NDP (RSA, 2012) to fight corruption, reduce poverty and ensure a decent standard of living by having access to employment, housing, water, electricity and sanitation, poor people continue to live in degraded environments and even learn to adapt to the conditions caused by poverty. This therefore means that children are still continuing to experience environmental and social injustices as there is a lack of balance in the distribution of resources which marginalises them in return.

- Findings reveal that, for children to mitigate environmental risks, children need to clean the environment. Furthermore, while various stakeholders need to fix broken structures or services, participants did not exclude themselves and their willingness to take part in cleaning campaigns. However, they highlight the need for support from organisations like CSLS to assist them to encourage and educate the community to keep the environment clean. Furthermore, to mitigate poverty, education and skills development of children should be prioritised as it can ensure that they will easier access jobs in the future and improve their standard of living.

The conclusion is that children have a great sense of ownership to mitigate environmental risks and poverty. They recognise the importance of engagement and the role that organisations such as CSLS can and should play to assist children to contribute to their communities by raising public awareness on environmental protection. Children also recognise their responsibility to be educated to have more options for a better future.

- Findings indicate that participants have the ability to find and implement solutions for environmental risks and poverty and, in doing so, they want to lead the change, mobilise their communities and influence political decisions. However, they feel that their participation is limited as they cannot vote and therefore their voices are not fully utilised. Participants think that they can only make a significant contribution when they have voting rights.

The conclusion is that children have capabilities and have a potential to change the communities for the better. For their ideas to be heard, they need to be linked to formal and available platforms that encourage child participation and ensure that they can influence political decisions.

5.4 Recommendations

Based on the findings and conclusions of the study, the researcher makes the following recommendations to promote child participation in mitigating environmental risks and poverty for a sustainable future:

- **Collective community action against pollution**

The findings indicate that children are the most vulnerable to pollution and inadequate sanitation which also affect their health. It is recommended that teachers and parents educate all children about environmental degradation and protection and encourage them to participate in initiatives of cleaning their households and communities so that they can live in safe and healthy environments. Teaching children to clean the environment should not be encouraged as a form of punishment but as a friendly activity they can adopt as a lifestyle. As an organisation with a life skills programme for children and who is already working in disadvantaged communities, CSLS can develop an outreach programme in collaboration with the children in their clubs, where they conduct information sharing session in various communities. The sessions can focus on educating communities on dangers of pollution, the importance of keeping the environment clean and safe and the strategies for keeping the environment clean. If all children participate in cleaning their communities, then future communities will be clean and safe.

- **Service delivery efforts should prioritise shack dwellers**

Findings indicate that poor people who are living in shacks are the most affected by poor service delivery such as access to water, electricity and sanitation. It is recommended that children collectively mobilise to hold government accountable for service delivery to all communities and, in particular, informal settlements to improve the standard of living of its citizens. CSL can assist in developing children's capacity and agency to advocate government to prioritise availing resources such as housing, water, electricity, refuse collection and sanitation to people living in informal settlements and shacks to ensure environmental and social justice. It is recommended

that CSLS develop an outreach programme as part of their life skills programme that prepare the children in their clubs to influence decisions on reducing environmental risks in their community, either through existing or newly created children participation platforms. Developing children's agency will strengthen their voice to influence decisions as opposed to growing up living in poor and degraded environments.

- **Establishing and strengthening partnerships in the community**

The findings indicate that children want to take part in cleaning the environment; want the local government to fix broken structures and avail services; want people's skills to be developed for a better standard of living. For these children's desires to be achieved, the support of stakeholders such as CSLS; local government and the private sector is critical for mitigating environmental risks and poverty. Children participating in CSLS can engage the organisation to support the community to reach out to the municipality to ensure that the community gets services and resources. Local government on the other hand, can build and or strengthen its relationship with the private sector to ensure that skills of people in the community are developed to secure employment that will mitigate poverty.

- **CSLS to create awareness about child participation platforms**

The findings indicate that children are unaware that they have political rights. Furthermore, they do not know that there are platforms where they can use this right to influence political decisions. CSLS can create awareness of formal and available platforms that encourage child participation and influencing political decisions. The organisation can further facilitate a link between children in their clubs and the formal platforms such as UNICEF's girls and boys education movement, UNICEF's girls fly aviation programme and the Gauteng Provincial Children's Parliament where children will have their voices heard.

- **Promote justice for all**

The findings indicate that children are still continuing to experience environmental and social injustices. Participation of children in available programmes and platforms that influence decision making must ensure that they can challenge injustices they are faced with and promote justice for all.

- **Adopt and strengthen green social work practice**

Findings indicate that communities continue to live in poverty and degraded environments despite government efforts of safe and healthy communities and that the most affected are children who are in turn the future of our country. Green social work as a holistic practice that focuses on promoting human well-being and environmental protection needs to be adopted in all organisations that practice social work and strengthen it in those organisations that are already utilising the approach.

- **Further research**

It is recommended that CSLS link research to an outreach programme as part of their life skills programme that prepare the children in their clubs to influence decisions on reducing environmental risks in their community, either through existing or newly created children participation platforms. One club can pilot the outreach programme and explore how child participation has contributed to reducing environmental risks and associated poverty in their community and, as a result, improved their and the community's well-being.

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APPENDIX B PERMISSION TO CONDUCT RESEARCH



CAMP SIZANANI LIFE SKILLS

87 De Korte Street, Unit 705, 7th Floor
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12 August 2020

UNIVERSITY OF PRETORIA - FACULTY OF HUMANITIES
DEPARTMENT OF SOCIAL WORK AND CRIMINOLOGY
Room 21.1 Level 10 Humanities Building
University of Pretoria, South Africa
Email: antoINETTE.lombard@up.ac.za

ATT: HEAD DEPARTMENT - SOCIAL WORK AND CRIMINOLOGY

Dear Professor Lombard,

RE: PERMISSION GRANTED FOR MASTER'S SOCIAL WORK STUDY AND RESEARCH WITH CHILDREN AND VOLUNTEERS FROM CAMP SIZANANI LIFE SKILLS

I refer to your letter dated 05 August 2020. In your letter, you requested permission for the following eight students:

NAME OF STUDENT	STUDENT NUMBER
1. Alice Maponya	162 930 38
2. Awelani Mudira	192 499 94
3. Bokang Lipholo	190 424 01
4. Freda Liddell	294 577 19
5. Gwynneth Molly	101 958 83
6. Nomzamo Dukada	192 032 18
7. Lizzy Mkhawana	214 336 22
8. Njabulo Zwane	131 220 12

These students are enrolled for Master's programme in Social Development and Policy at the University of Pretoria, to conduct their Master's study with children and volunteers from Camp Sizanani Life Skills. I understand that the subject of the eight students' research study is *Children's views at Camp Sizanani Life Skills mitigating environmental risks and poverty for a sustainable*

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future. I also understand that in view of COVID-19 pandemic, the data will be collected through photo-voicing and one-one interviews through Whatsapp from the Camp Sizanani Youth Clubs in Orange Farm, Poortjie, Freedom Park, Protea Glen, Snake Park and Alexandra will add value to their study.

On behalf of Camp Sizanani Life Skills, I wish to inform you that we are delighted to grant permission to all the students, to conduct their study with children from all our clubs, as stipulated in your letter. I confirm that we have obtained permission from the parents and or guardians to engage the children in research and projects, the Vochellis (counsellors) will assist students to select, connect and prepare children, and support the students and children during the research process. Ms Dithare Mokhema, our Head of psycho-social support and student supervision will be available should any of the children wish to speak to a social worker, or should the students identify a child that requires psycho-social support during their study. Participating children, students and vochellis will be provided with data monthly to participate in the study through Camp Sizanani Life Skills Whatsapp platforms for the duration of the study.

We also grant permission for the students to visit our Day Camps, Residential Camp and other Youth Club meetings (held in the communities) should they require further context on the Camp Sizanani Life Skills programmes and beneficiaries when the country reaches level 1 National Lockdown. To ensure that their time spent with Camp Sizanani is as productive as possible, we would like to request that all students provide monthly informal written update on progress made and challenges faced during the study, so we can further support them.

To ensure that Camp Sizanani also derives some value from students, we humbly request that the students make themselves available, at least once a month to interact, share knowledge, learn from the office and the Vochellis, during the monthly online meetings.

We are looking forward to welcoming all the students to Camp Sizanani!

Kind Regards,



Mpumi Maesela

COUNTRY DIRECTOR - CAMP SIZANANI LIFE SKILLS

Email: mpumi@campsizanani.org.za

Tel: 011 339 1582

Cell: 082 951 2014

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AMITH GANESH

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APPENDIX C INFORMED CONSENT



CAMP SIZANANI LIFE SKILLS

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CAMP SIZANANI REGISTRATION FORM 2020

BENEFICIARY DETAILS

NAME AND SURNAME OF BENEFICIARY _____

DATE OF BIRTH(YY/MM/DD) _____ **AGE** _____ **SEX** _____

PHYSICAL ADDRESS _____

SCHOOL NAME: _____

CURRENT GRADE: _____

PARENT/GUARDIAN DETAILS

NAME AND SURNAME _____

CONTACT NUMBER _____

ALTERNATIVE NUMBER _____

PHYSICAL ADDRESS IF DIFFERENT FROM THE ONE OF CHILD _____

RELATIONSHIP TO MINOR(Mother,brother e.t.c.) _____

PLEASE TICK IN THE APPROPRIATE COLUMN AND FILL IN THE SPACES

Orphaned & live with guardian		Name
Orphaned child headed household		Name
Live with mother/father		Name

MEDICAL ASPECTS OF THE CHILD IF ANY: _____

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NAME AND CONTACT NUMBER OF DOCTOR _____

ANY MEDICAL PROBLEMS (asthma, hay fever, fitting, bedwetting etc)

MEDICATION

All medication or treatment of any kind that your child is currently taking **is to be labelled clearly** with his/her name on each bottle, packet or container. The medical staff will store and give the medications as directed by you. Please clearly state the dose, amount of medication and any special preparations that need to be completed before or after medication.

DRUG NAME & STRENGTH	DOSE	FREQUENCY

Please indicate any special ways to give medication. Include information about whether medication usually causes nausea and vomiting etc. Please make sure that the amount given will not run out before your child returns home at the end of the camp or you will be accountable for the costs of collecting more medication

Signature parent/guardian _____

GENERAL HISTORY

ANY FOOD ALLERGIES? _____

ANY MEDICATION ALLERGIES _____

CAMPER ASSENT

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CAMP SIZANANI LIFE SKILLS

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I, _____ do hereby give Camp Sizanani Life Skills, Global Camps Africa and parties designated by these organizations the right to use my letters photographs, and any other images and/or recordings and interviews for research, monitoring and evaluation, fundraising, display or/and editorial use. I have read this release and I fully understand its content.

NAME _____ SIGNATURE _____

PARENT CONSENT

I, _____, the parent/guardian of the above mentioned minor do hereby approve the foregoing and consent to the right to use my child's letters, photographs, and any other images and/or recordings and/or interviews for research¹, monitoring and evaluation purposes, fundraising purposes and any other purpose within the law by Camp Sizanani Life Skills, display or/and editorial use and online² posting. I have read this application and I release full permission and I fully understand its content. I confirm that I have the legal right to grant such permission.

NAME _____ SIGNATURE _____

CAMPER INDEMNITY FORM

I, _____, parent/legal guardian give permission for
_____ to attend Camp Sizanani Life Skills Programs

and to take part in the following activities sport, art and craft, theatre, nutrition, lifeskills, swimming, yoga

I accept full responsibility should any accidental injury occur whilst my child is participating in any of the above activities at camp. I will not hold Camp Sizanani Life Skills nor Global Camps Africa nor any of their representatives responsible in any way.

¹ Only with registered and approved Research Institution or institution of tertiary learning and education registered with the Department of Education in South Africa

² Online includes facebook, instagram, website, twitter, whatsapp and any other relevant online platform used by Camp Sizanani Life Skills

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Signature _____

Date: _____

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APPENDIX D INFORMED ASSENT



12/08/2020

Researcher: Nomzamo Dukada

Tel: 710 3134 55

Email: dukadanomzamo@gmail.com

CHILD ASSENT



My name is Nomzamo Dukuda. I am a postgraduate student in the Department of Social Work & Criminology at the University of Pretoria, doing research on children's views on how they see poverty and their environment in the communities where they live. Also, to hear what children suggest can be done to deal with poverty and unsafe environments in their communities so that they can have a better life and future. I work with other students in my class who believe that children are important to listen to and that they have many ideas to share to make the world and the communities where they live a better place. I invite you to participate in the study because I believe you have ideas to share on what poverty and environment hazards (risks) look like in your community and what you think should be done to change that. I would also like to hear how you think children can become involved in projects that reduce poverty and environment hazards in your community.



If you agree to participate in the study, your vouchelli will help me to come in contact with you through a WhatsApp group with a few other children at your Youth Club who also have agreed to participate in the study. You will be asked to take pictures with your phone in your community on what you see as poverty and environment hazards. Your vouchelli will assist you with this.

Room 10.21, Humanities Building
University of Pretoria, Private Bag X20
Hatfield 0028, South Africa
Tel +27 (0)12 420 2325 or 420 2030
Email antoinette.lombard@up.ac.za
www.up.ac.za

Faculty of Humanities
Fakulteit Geesteswetenskappe
Lefapha la Bomotheo

You will decide which pictures you want to discuss with me. It will be any two on poverty and any two on environmental hazards. I will arrange a time with you to give you WhatsApp calls where I will discuss the pictures with you. I will ask you questions on what the pictures are about and what you think could be done about the situations that the pictures show. With your permission, I am going to record our discussion so that I do not miss out on any information that you share with me. I will then type the recorded information as we have discussed and show you what I have written down. If you want to, you can read it to let me know if you are happy with what we have discussed and if you want to add or change anything. With your permission, I will include the pictures that you have selected to discuss with me, in my research report. I will work very closely with Camp Sizanani during the research study and at all times with your vochelli.

Is there anything to be afraid of?



There is no reason to be afraid to join the study because there will be no intended harm done to you or to your family. I understand that it may be hard for you to discuss your pictures and experiences of poverty and environmental hardships in your community, as it may trigger unpleasant memories that make you feel uncomfortable. Your vochelli will be available to support you in taking photos of your community. If you are asked any questions during the WhatsApp discussion that you do not want to answer, you can freely say so. Your vochelli will be available before and after the discussion to hear from you how it was and if you would like to further discuss any matter that we talked about with him or her. As arranged with Camp Sizanani Life Skills Country Coordinator, Ms Mpumi Maesela, your vochelli will refer you to the head social worker, Ms Dithlare Mokhema, for further support if needed.

Are there any benefits for joining the study?



You will not receive any gifts for your participation but if you agree to participate in this study, you will help us to make sure that children's views and solutions are included in matters and projects that concern them. Also, it will assist Camp Sizanani and the Youth Clubs to find ways of making the lives of children and people in your community better. Most importantly, we want to see that children's ideas are listened to and that they participate in projects where they can contribute to their community.

What rights do I have?



Participation is voluntary. This means that even though your parents agreed for you to participate in the study, you have a choice to say whether you want to be part of the study or not. You are allowed to stop participating in the study at any point if you are not comfortable to continue and you do not have to give any reasons for your decision.

Who will know that I joined the study?



Your parent or guardian gave permission for you to participate in the study and they will know that you are part of the study. The Country Director, head social worker and your vouchelli will know that you participate in the study. Also, the other children from your Youth Club who will be in the same WhatsApp group for the discussion on how to prepare for the study. The information that you share with me will be used to write my research report for the university. Your personal details and those of the other children will not be included in the report. You can choose a nickname that I can use in the research report so that nobody will know which are your pictures and what you said about them. I will save your pictures and what we discussed on my computer and only I know the password to access my computer. When the study is completed, all the information regarding the study will be stored in secured files at the University of Pretoria for 15 years. If the information that you shared with me is used again during this time, it will only be for purposes of research.

Do you have any questions to ask about the study?



You can contact me on my mobile number at 710 3134 55 or send me an email at dukanomzamo@gmail.com

Faculty of Humanities
Fakulteit Geesteswetenskappe
Lefapha la Bomotheo



Would you like to join the study?



Yes ☐ I would like to join the study.



No ☐ I would not like to join the study.

If you would like to join the study, you can write your name and today's date below.
You will get a copy of this letter.

Name of child: _____ Date: _____

Name of researcher: _____ Date: _____

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Lefapha la Bomo

APPENDIX E

INTERVIEW SCHEDULE

SEMI-STRUCTURED INTERVIEW SCHEDULE: CHILDREN

Goal of the study: To explore and describe children's views at Camp Sizanani Life Skills in mitigating environmental risks and poverty for a sustainable future.

Background

Students from the University of Pretoria in the Department of Social Work and Criminology got permission from Camp Sizazani Life Skills (CSLS) to approach children at their Youth Clubs to voluntarily participate in a study to explore their views on poverty and environmental hazards (risks) and how to reduce these problems in their communities.

Picture instruction

You are requested to take pictures of any area or place in your community that in your view shows poverty and environmental hazards in your community.

Select from your pictures, two (2) that show issues of poverty and two (2) that show environmental hazards in your community.

Discussion / Interview

Preparation for the discussion

Thank you for your willingness to participate in the study. In our discussion of your pictures, I am going to ask you to

- Give me your views and experiences of poverty and environmental hazards in your community.
- Give me your ideas on how poverty and environment hazards can be reduced in your community, and
- Tell me how you think children can get involved in projects that can reduce poverty and environmental hazards in their community and make their community a better place to live in.

Biographical information

Tell me about yourself:

- How old are you? 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐
- In what grade are you?

-
- How would you describe your sex: Male: ☐ Female: ☐ Other: ☐
 - From which community are you:
Alexandra ☐ Freedom Park ☐ Orange Farm ☐ Poortjie ☐ Protea Glen ☐
Snake Park ☐
 - How long have you been attending the Camp Sizanani Youth Club?
 - Have you attended a Camp Sizanani Life Skills Camp? Yes ☐ No ☐

Personal reflections on pictures

Picture one: Poverty ☐ Environmental hazards ☐

1. Tell me about the picture. (What is it saying? Who is in the picture?)
2. What difficulties / problems are this picture showing?
3. What cause these difficulties / problems in the community?
4. How do these difficulties / problems influence you and your family?
5. How does this picture make you feel?
6. What do you think can be done about what you see in this picture?
7. What role can you and other children play in changing this situation?
8. What resources do you need to help solve these problems?

Picture two: Poverty ☐ Environmental hazards ☐

1. Tell me about the picture. (What is it saying? Who is in the picture?)
2. What difficulties / problems are this picture showing?
3. What cause these difficulties / problems in the community?
4. How do these difficulties / problems influence you and your family?
5. How does this picture make you feel?
6. What do you think can be done about what you see in this picture?
7. What role can you and other children play in changing this situation?
8. What resources do you need to help solve these problems?

Picture three: Poverty ☐ Environmental hazards ☐

1. Tell me about the picture. (What is it saying? Who is in the picture?)
2. What difficulties / problems are this picture showing?

3. What cause these difficulties / problems in the community?
4. How do these difficulties / problems influence you and your family?
5. How does this picture make you feel?
6. What do you think can be done about what you see in this picture?
7. What role can you and other children play in changing this situation?
8. What resources do you need to help solve these problems?

Picture four: Poverty □ Environmental hazards □

1. Tell me about the picture. (What is it saying? Who is in the picture?)
2. What difficulties / problems are this picture showing?
3. What cause these difficulties / problems in the community?
4. How do these difficulties / problems influence you and your family?
5. How does this picture make you feel?
6. What do you think can be done about what you see in this picture?
7. What role can you and other children play in changing this situation?
8. What resources do you need to help solve these problems?

Overarching questions

9. If you look at all four pictures together, what stands out for you that you would like to see changed in your community?
10. What role can children play in making that change happen?
11. How do you think Camp Sizazani is helping or can they help to change the
12. What have you learnt about yourself and your community by participating in this study?

Closing the interview

Thank you for talking to me and participating in the study. Do you have any questions about what we have discussed? Your vochelli is available if you want to discuss any matter related to what we discussed with him/her.

APPENDIX F

CERTIFICATE OF EDITING

Certificate Number: ND11202422

To Whom It May Concern

This document is stands as proof that the manuscript

Children's views at Camp Sizanani Life Skills on mitigating environmental risks and poverty for a sustainable future

An original manuscript authored by

Nomzamo Dukada

Was carefully edited for language, sentence construction, logic and continuity by a certified and registered home language English editor.

Changes to the original document were suggested and comments were made about the contents, but the author maintains the final right to accept these changes.

Sincerely,
Stefan Pretorius

082 832 9446
stfn.pretorius@gmail.com

SAFREA Number: 820630-STP