



Childcare arrangements of migrants: A case study of mothers in Imbali, Pietermaritzburg.

By

Thobelani Nompilo Majola

**Submitted in partial fulfilment of the requirements for the degree
of Masters in Population Studies, in the School of Built
Environment and Development Studies,
University of KwaZulu-Natal**

November 2018

COLLEGE OF HUMANITIES

DECLARATION- PLAGIARISM

I, Thobelani Nompilo Majola declare that:

1. The research reported in this thesis, except where otherwise indicated, is my original research.
2. This thesis has not been submitted for any degree or examination at any other university.
3. This thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
4. This thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
 - a. Their words have been re-written but the general information attributed to them has been referenced
 - b. Where their exact words have been used, then their writing has been placed in italics and inside quotation marks, and referenced.
5. This thesis does not contain text, graphics or tables copied and pasted from the internet, unless specifically acknowledged. Sources being detailed in the thesis are properly acknowledged in the references sections.

Signed

.....

Date

.....

ACKNOWLEDGEMENTS

I would like to thank everyone who have assisted me throughout my studies:

Firstly, I thank God, for guiding and protecting throughout my journey, without him I would not have made it this far.

To my loving mother N.S Mngadi, words alone cannot express my gratitude. For all the sacrifices that you have throughout my life, I would not have made it this far if it was not for you. Thank you mom for giving your all.

To my supportive cousins, boyfriend V.P Ngonyama, friends and the entire family, thank you for the encouragements and believing in me.

To my supervisor Professor Pranitha Maharaj, thank you for all the guidance, critical comments and for always being honest when my work was not up to standard.

To all the members in the School of Built Environment and Development Studies who have contributed towards my journey, I thank you all.

ABSTRACT

Studies on migration focus on the various patterns of movements for individuals. These patterns were shaped by the colonial and apartheid-era policies, which channeled black male labour migration while women and children remained in rural areas. In recent years, more and more women have been entering the labour market. This has increased migration rates for women and as a result, permanent urban migration has been growing. This shift had implications for children who may migrate with their parents or may be left behind in rural areas. There is a great deal of literature on adult migration and temporary labour patterns in South Africa, but very little on how this has affected children. The aim of this study was to shed insight on the childcare arrangements made by women who internally migrate with their children to urban areas in search of economic opportunities. For this study, data was obtained from face to face in-depth interviews that were held with twenty migrant mothers from Imbali, Unit 13 in Pietermaritzburg, KwaZulu-Natal. The findings of this study have indicated that migrant mothers had limited awareness of childcare facilities when they first migrated to Imbali. The majority of migrant mothers have highlighted that they have placed their children in formal facilities within the community and some of these facilities were not conducive for children as they believed it was not in their best interest due to a number of factors. Finances and distance were the main factors influencing selection of childcare arrangements. The study recommends that all stakeholders invest in facilities within the community as most parents suggested that facilities were not affordable. The involvement of both private and public stakeholders can assist in ensuring that when parents migrate, they properly make care plans for their children.

TABLE OF CONTENTS

DECLARATION - PLAGIARISM	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT.....	iv
CHAPTER 1- INTRODUCTION.....	1
1.1 Introduction	1
1.2 Background	1
1.3 Problem Statement	3
1.4 Aims and Objectives	3
1.5 Theoretical Framework	4
1.6 Study type and method.....	8
1.7 Outline of the study.....	9
CHAPTER 2- LITERATURE REVIEW	10
2.1 Introduction	10
2.2 Migration.....	11
2.2.1 Rural to urban migration.....	11
2.2.2 Causes and Consequences of Migration.....	12
2.3 Migration and Children	16
2.4 Childcare Arrangements.....	19
2.4.1 Importance of childcare arrangements	20
2.4.2 Formal and Informal Arrangements	23
2.4.3 Provisions made for children	25
2.4.4 Determining factors on the selection of childcare arrangements.....	28
2.5 Summary:.....	30

CHAPTER 3- METHODOLOGY	31
3.1 Introduction	31
3.2 Study Area.....	31
3.3 Study design	33
3.4 Sampling Strategy	34
3.5 Data Collection.....	34
3.6 Data Analysis	35
3.7 Data Management	36
3.8 Reliability and Validity	36
3.9 Ethical Considerations.....	37
3.10 Limitations of the study.....	38
3.11 Summary	39
CHAPTER 4- RESULTS	40
4.1 Introduction	40
4.2 Demographic profile of participants:	40
4.3 Access to services:	43
4.4 Formal childcare arrangements	45
4.5 Informal childcare arrangements.....	49
4.6 Knowledge on childcare facilities	51
4.7 Characteristics of childcare facilities	53
4.8 Determining factors.....	57
4.9 Best interests of the child	61
4.10 Suggestions on childcare facilities	64
4.11 Summary	67
CHAPTER 5- DISCUSSION AND CONCLUSION	69
5.1 Introduction	69
5.2 Recommendations	76

REFERENCE LIST	79
APPENDIX I: INTERVIEW SCHEDULE	92
APPENDIX II: INFORMED CONSENT	94
APPENDIX III: ETHICAL CLEARANCE APPROVAL.....	99

LIST OF FIGURES AND TABLES

Figures

Figure 1.1 Ecological Systems Theory.....	8
Figure 3.1 Location of Imbali, Unit 13.....	33

Tables

Table 4.1 Demographic profile of participants.....	43
--	----

CHAPTER 1- INTRODUCTION

1.1 Introduction

Migration is one of the components of population change that occurs on a daily basis. It is characterized by the movements of people around the world. For the purpose of this study, emphasis will be placed on internal migration that is, specifically rural to urban migration. It can be said that migration has been studied in relation to migrants and their reason for migration. This is because primary studies on migration has placed emphasis on the push and pull factors of migration (Hare, 1999). Despite a large body of literature on internal migration in South Africa, there is little focus on what happens to children in the context of adult migration, on children as migrants, and on the consequences of migration for children and their well-being (Halls, 2010). Hence, this study intends to investigate the childcare arrangements of migrants. One of the reasons for looking at childcare arrangements is because the process of movement has the potential of affecting a child's development, which may include issues associated with adaptation to the environment as well with a new caregiver where applicable. This will further be elaborated in chapter two of this study.

1.2 Background

Rural to urban migration is a widespread issue that has prompted population growth in urban areas. Urbanization is defined by demographers as the increasing share of the population living in urban areas (Poston and Bouvier, 2010: 307). The movement of people from rural to urban areas is triggered by push and pull factors. According to Weeks (2008), pull factors are regarded as significant in comparison to push factors. This is because pull factors that attracts an individual to move such as better services has a greater effect as compared to push factors. One of the most common reasons for people to move to urban areas is to look for employment opportunities that are not available or which are limited in rural areas. In the process of migration, some parents move with their children and in such cases, it is the parent's duty to make plans for their children when they have migrated. Childcare arrangements are plans and processes of caring for a child made by a person, an organization or the government while parents are at work or absent for other

reasons (Laughlin, 2016). Childcare arrangements are essential components in a child's development as they affect their learning abilities. One may argue that childcare arrangements often depend on the financial state of parents which may be determined by their employment status.

According to Duncan and Irwin (2004), the increasing number of women entering the labour market and their movement to different places has placed children in a vulnerable position. In addition, Halls (2010), posits that the reason to suspect that children's migration patterns might be changing is that more women are migrating to urban centers for work. Hence, the motivation behind conducting this study was to look at how parents plan for their children when they decide to migrate. Laughlin (2016), stated that migration has had a negative impact on children as moving to a different environment and changing a caregiver places children in vulnerable positions when they struggle to adapt. Migration therefore does affect children and may cause early childhood development problems that may remain unnoticed when parents are always working and do not spend enough time at home with their children. This is further emphasized by Bianchi (2000), who states that the involvement of substitute care or the lack of care for some children has a negative impact on their emotional and psychological well-being which affects their early childhood development when it continues unnoticed.

As migration is a process that occurs on a daily basis it was interesting to understand the provisions made for children during this process. Since children do not make decisions for themselves, this study looked at mothers and whether the decisions on childcare arrangements were what their mothers believed to be in their best interest or perhaps it was the circumstances that has resulted in such arrangements. The reason this study looked at mothers was because in most cases when mothers migrate, they take their children with them. This is substantiated in Kok et al., (2006), which states that most women have appeared to be migrating with their children. The study looked at the determining factors that influenced the selection of childcare arrangements. The field of study that focuses on childcare arrangements of migrants is under explored at the moment.

1.3 Problem Statement

Migration, being a process that involves separation and relocation, affects individuals in a variety of ways. This may have a greater effect on children who often do not understand certain circumstances due to their reasoning capacity. According to Andrews et al., (2006), women are increasingly migrating to look for employment and this has resulted in them leaving their families while others migrate with their children who are young and cannot take care of themselves. The pattern of women migrating with their children was seen as increasing, however the focus has not been placed on how these women have made arrangements for their children when they migrate with them. Hence, not considering that migration affects a child's development when they move and have to adapt to a new environment. Mulligan et al. (2005), highlights that it is essential to consider the long lasting effect of migration on children, that is, the early environmental influences and its significance for emotional security, cognitive development and learning skills.

The Children's Act 38 of 2005 has placed emphasis on considering the best interests of the child at all times. Thus, this study looks at the contributing factors to childcare arrangements that parents perceive to be in the best interests of their children. The motivation behind understanding mother's perspectives on childcare arrangements was because it is mostly mothers who are responsible for their children and the majority of them would want to give their children what would be in their best interest at all times. This is because mothers are often perceived as the heart of the home and the light of learning for children (Halls, 2010). Issue on childcare arrangements of migrants has been under explored, hence the purpose of this study was to help close this knowledge gap.

1.4 Aims and Objectives

The overall objective of the study is to shed insights into understanding the childcare arrangements made by migrant mothers.

The specific objectives of this study are:

- To identify the provisions made by migrants regarding childcare arrangements.
- To determine awareness of available childcare facilities within the community.
- To ascertain the factors that influence the choice of childcare arrangements.

1.5 Research Question

- What provisions are made by migrants regards childcare arrangements?
- Are migrants aware of childcare facilities within the community?
- What are the factors that influence the choice of childcare arrangements?

1.6 Theoretical Framework

The ecological systems theory was used to explore the complexity of the research study on childcare arrangements of migrants. The ecological systems theory was developed by a psychologist named Urie Bronfenbrenner. It is defined as a theory that offers an understanding of human behaviour in the social context, that is viewing an individual with an organized whole of their situation (Bronfenbrenner, 1986). According to Bronfenbrenner (1979: 29), “human development is the process through which the growing person acquires a more extended differentiated and valid conception of the ecological environment, becomes motivated and able to engage in activities that reveals the properties of, sustain, or restructure that environment at the levels of similar or greater complexity in the form and content.” Human development allows an individual to acquire opportunities and freedom to improve their well-being in all sectors of their lives. Modern theories of human development propose that development occurs over time as part of a complex process involving a system of interactions within the individual and between the individual and the environmental contexts of which he or she is a part (Meyer, 1988). This is implying that an individual’s development cannot be limited as it is something that takes place at different levels of their lives. The utmost goal of any scientific effort is to systematically understand processes and results of human development as a common equation of man and the environment because they influence each other (Bronfenbrenner, 1979).

Ecological systems theory explains how human development is influenced by different types of environmental systems. It can be argued that certain environmental conditions produce different developmental results depending on the personal qualities of individuals living under these conditions. Paquette and Ryan (2001), highlights that the ecological systems theory is suited for the description of human socialization. The way in which human beings adjust or adapts in an environment influences the patterns of how they interact with other individuals and the society as

a whole. For example, when people migrate, the way in which they adapt to the environment influences their communication patterns with other members as well as with the society at large. In addition, this also influences how migrants obtain knowledge on the structures within the community such as childcare facilities when they have migrated with children. Technological advancements plays a vital role in the process of adaptation when people have moved to another geographical area. The ecological systems approach consists of three spheres which are the micro, mezzo and macro level (Meyer, 1988). These levels helps in understanding human development through the influence of different sectors that impact an individual's life.

The first level is the micro level which refers to the small-scale interaction at the ground level. According to Bronfenbrenner (1986), the microsystem is a pattern of activities, roles, and interpersonal relations experienced by a developing person in a given face-to-face setting with particular physical and material features, containing other persons with distinctive characteristics of temperament, personality, and systems of belief. In addition, Berk (2000), states that the microsystem is the closest environment for an individual that includes structures which maintains a direct contact with an individual. The micro level includes institutions and groups that are most immediate and directly impact on an individual such as their family. Paquette and Ryan (2001), interpreted Bronfenbrenner's ideas and maintained that at this level, the relations between people occurs in two ways, that is, from and towards an individual. For example, parents have an influence on their child's beliefs and behaviour, and the child also influences parents' beliefs and behaviour. In relation to the study, the micro level identifies the direct factors that influences the selection of childcare arrangements that parents prefer when they have migrated with their children. This includes concerns at the ground level that impact the parent's decision on what they would regard as a suitable childcare arrangement when they have internally migrated. Contributing factors at the micro level include: the psychological and physical well-being of both the parent and the child, financial status of the parent and the communication patterns with the community members that may allow the parent to acquire knowledge of the facilities within the community such as the childcare facilities.

The second level is the mezzo level. The mezzo level comprises the linkages and processes taking place between two or more settings containing the developing person (Bronfenbrenner, 1989: 227).

This means that the mezzo level consist of microsystems that influences an individual. Paquette and Ryan (2001), defines the mezzo level as layers that produce the connection between an individual at the micro level and the structures that influences their functioning such as the connection between an individual and the facilities. According to Bronfenbrenner (1979), an example of the mezzo system of an individual's schooling can be seen in the interactions and dynamics between two of its microsystems, students and parents.

The mezzo level does not solely focus on the intrapersonal factors, but rather looks at structures surrounding a person and how these affects an individual's development. These structures may include focus groups that exists within the community, access to services such as clinics and how these impact on people's lives and their development. In relation to the study, this level looks at how migrants have access to services within the community, that is, knowledge of and access to childcare facilities within the community. Since this study looks at migrants, access to services within the community can be determined by their communication patterns with the community members who are familiar with the community and facilities available. It can be said that maintaining a healthy relationship with community members of the area that one have migrated to often makes it easier for them to utilize services.

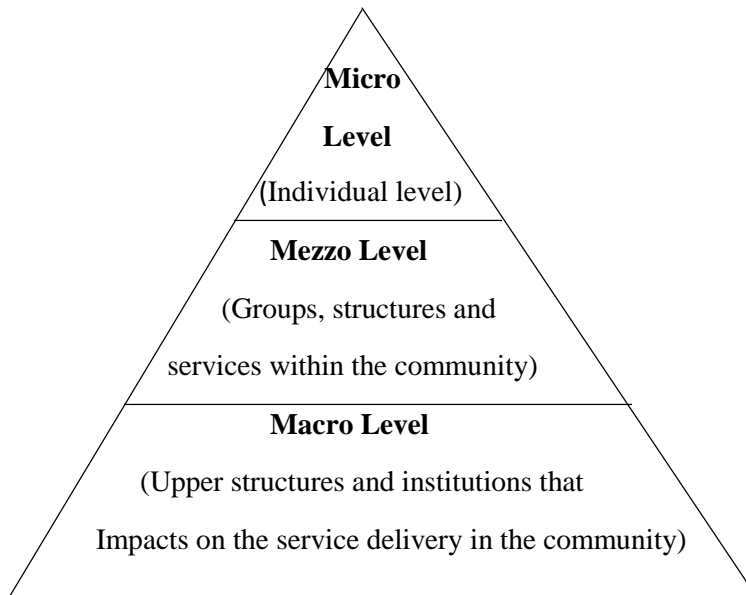
The third level is the macro level. The macro level is regarded as comprehensive in comparison to the first two levels. Johnson (2008), defines the macro level as a social blueprint of a given culture, subculture, or broad social context which consists of the overarching pattern of values, belief systems, lifestyles, opportunities, customs and resources embedded therein. Bronfenbrenner (1986), on the other hand defines the macro level as a system consisting of the overarching pattern of the micro, mezzo, and exosystem characteristics of a given culture, subculture, or other broader social context, with particular reference to the developmentally-instigative belief systems, resources, hazards, life styles, opportunity structures, life course options, and patterns of social interchange that are embedded in each of these systems. This level involves higher structure and institutions at the upper level. The functioning of the national institutions has an impact on the development of an individual. For example, governmental policies and laws in each country shapes how citizens live their lives, this includes how they conduct themselves based on the laws being enforced. In addition, the way in which the upper structures deliver services to people impacts on

the micro, mezzo as well as the macro systems as this affects the intrapersonal factors, communication patterns and access to services. Hence, Johnson (2008), argues that this system is generally considered to exert a unidirectional influence upon not only the person but the micro, mezzo, and exosystem.

The macro level applies to this study as it is concerned with the national policies and structures at the upper hierarchies that influences service delivery. Services rendered to migrants will have an effect on the childcare arrangements that they choose. For example, when the community has childcare facilities that are in good conditions and are funded by the relevant departments, the migrant would not encounter any difficulties as it would be easier to place their children in such facilities. Furthermore, when migrants are receiving social grants which is from the government, it is likely that they are able to afford to pay for childcare facilities that are in favourable conditions within the community. However, when migrants do not have access to services at the macro level as well as when the childcare facilities within the community are not in good state, they may encounter difficulties. Thus the macro level looks at the factors that affects the child and the decisions made by the parent pertaining to the child.

The ecological systems theory is therefore applicable when looking at childcare arrangements of migrants. This is because this theory focuses on the wholeness, interdependence and complementarity of human beings. It provides a holistic view to depict the perspectives of not only migrants but the arrangements they make when they migrate with their children.

Figure 1.1: Ecological Systems Theory



Source: Bronfenbrenner (1979)

1.6 Study type and method

This study used an exploratory design, which Babbie and Mouton (2001), define as a phenomenon used to examine a new interest or a relatively new subject, or when a researcher seeks to develop new insights into a previously, but differently explored phenomenon. The research topic on the childcare arrangements of migrants has been under-researched, therefore an exploratory design was applicable as it focused on a new or differently explored phenomenon. "Exploratory design employs an open, flexible and inductive approach" (Babbie and Mouton, 2001: 9). This study employed a qualitative methodology which is used to gain an understanding of underlying reasons, opinions and motivations. The study was based on childcare arrangements of internal migrants therefore a qualitative methodology has the capability of providing subjective information. Qualitative methodology conveys a richness and intensity of details as it helps to examine complex questions.

1.7 Outline of the study

Chapter 1 has introduced the research topic and has given the background of the research problem. The key objectives of the study have also been outlined. Furthermore, this chapter outline the theoretical framework appropriate for the study.

Chapter 2 explores literature on the issue of migration as a whole, with reference to the case study of South Africa. It further highlights the impact of migration on children, the importance of childcare arrangements and the numerous provisions that migrants have made for their children. Lastly, this chapter looks at the determining factors that influences the section of childcare arrangements.

Chapter 3 focuses on the research methodology used in this study which include: research paradigms, research design, sampling strategy, data collection techniques, methods of data analysis and limitations of the study.

Chapter 4 presents the main research findings that were obtained from conducting interviews with participants on the issue of childcare arrangements. Results were analyzed using themes from the interviews.

Chapter 5 provides a discussion of findings and a conclusion for the study based on the research findings.

CHAPTER 2- LITERATURE REVIEW

2.1 Introduction

This is a literature review of childcare arrangements of migrants, which is constructed in conjunction with the research objectives in order to ensure an alignment with the literature. The specific topic of research has not been a main point of focus in the past when it comes to the issue of migration as most of the literature tends to focus on migrants, their reasons for migrating and how countries are affected. As a result, there is not much literature available that looks at the childcare arrangements of migrants, therefore there is a knowledge gap between the topic of the study and the literature.

The increasing patterns of migration has triggered this research study because migration has been thoroughly studied, however the focus has not been placed on children. It can be said that children are affected by the process of migration as parents move to different places for certain reasons. According to the International Labour Office (2010), children are involved in the process of migration as they may be left behind by parents who migrate to another country for employment or may accompany their parents through either regular or irregular channels and this affects children in a number of ways. This will be further elaborated in the section of migration and children.

The purpose of this literature review is to identify the knowledge gap by providing insights into the childcare arrangements of migrants. This literature review begins with discussing briefly the context of migration, including the reasons for migration, rural to urban migration and a case study of South Africa. There are discussions on migration and children, childcare arrangements, the ways in which parents make arrangements for their children and the determining factors that influences the selection of childcare arrangements. The literature reviewed included scholarly books, articles, readings, relevant policy documents and legislations.

2.2 Migration

This section of the chapter is concerned with migration as a whole. According to Brettell and Hollifield (2013), numerous experts in the field of migration have outlined that there is no unifying paradigm from which different disciplines can approach studies relating to migration. Kainth (2009), further emphasizes that the term migration is broad as it lends itself to different interpretations and connotations which are due to the differences in nature, scope and purpose of discussion. However, there are a number of ways in which different scholars unpack the issue of migration. The term migration comes from the Latin word *migrare* which means to change residence. Weeks (2008), defines migration as a geographical movement or relocations. Harzig et al., (2009: 89), offers a more sociological definition of migration where it is highlighted that migration is the movement from one society to another. Such consideration raises concerns of how cultural adjustments have to be made in the process of adaptation in the new society. The cultural adjustments may include learning a new language, communication, norms and even adjusting to a new diet. Kainth (2009), noted that geographers have laid stress on the time and distance, while economists give importance to the economic aspect of migration. Hence, one may conclude that migration is a broad term that can be understood based on the context being referred to.

2.2.1 Rural to urban migration

There are numerous types of migration which affect individuals, countries and the economy at large. For the purposes of this study, the focus is on internal migration which is often associated with rural to urban movement. Internal migration is the movement of people within a country. According to the Human Migration Guide (2005: 1), internal migration is the process of moving to a new home within a state, country or continent. Mostert et al., (1998: 168), gives a similar definition of internal migration which is “the movement between various provinces, regions and cities as well as the movement from rural to urban areas and vice versa.” It is often challenging for Statistics South Africa to measure internal migration as people often move from different places within a short period of time. Internal migration has been associated with rural to urban migration. Certain scholars such as Mostert et al., (1998), believe that internal migration is similar to rural-urban migration because most people tend to move from rural to urban areas in search of economic

opportunities. National household surveys conducted between 1993 and 1999 showed a rise in internal migration where it moved from 33 percent in 1993 to 36 percent in 1999. This shift is perpetuated by economic opportunities which has resulted in population growth in urban areas, this is also known as urbanization.

Migration is often seen as the consequence of ruptures, environmental disasters and economic exploitation, which is perceived to be causing problems such as: environmental degradation, health problems, brain drain, social instability, declining law and order, unravelling social fabric and support systems (De Haan, 2000). Urbanization, which is a consequence of migration, is widely known as the shift of people from rural to urban areas. Urbanization is defined by demographers as the increasing share of the population living in urban areas (Poston and Bouvier, 2010: 307). The effects of urbanization includes environmental degradation, overpopulation and morbidity. According to the United Nations estimates, 50 percent of the projected increase in the world's urban population will come from rural to urban migration (Geurny, 1995). The urban population in Africa was 15 percent in 1950, 32 percent in 1990, and is projected to increase to 54–60 percent by 2030 (United Nations, 1998). According to Statistics South Africa (2004), urbanization in South Africa is expected to grow overtime as development is taking place within the country. This shows that an increasing number of people are migrating internally in search of employment opportunities. Hence, the population is consistently growing in urban areas. Women aged 15 to 25 years appeared to be the most mobile group, with the most important categories being, young women moving alone, women moving with children or women with men and children (Kok et al., 2006). Thus, it is essential to consider children in the process of migration as they are also affected by this movement.

2.2.2 Causes and Consequences of Migration

Migration is triggered by a number of factors. It can be said that migration is driven by push and pull factors which influence an individual to migrate to a certain geographical area. The well-known cause of migration is when people migrate in search of economic opportunities. According to Statistics South Africa (2003), over 70 percent of migrants move to different places in search of employment opportunities. This is rooted in the crisis of unemployment that countries such as

South Africa are facing. According to Dubey and Mallah (2015), migration can be caused by the desire to obtain quality education. There is an increasing number of students who are migrating to other countries or from rural to urban areas with an aspiration of acquiring better educational standards. For example, many universities in South Africa consist of students from different countries who migrated for better educational systems. Many of the social, economic and political factors also lead to migration (Dubey and Mallah, 2015). Poverty, economic depression, political instability, rising crime, poor healthcare services, low educational standards and inadequate infrastructure are some of the factors which create insecurity amongst the population that makes them leave their place of origin and migrate to better places.

According to Weeks (2008), migration is the most problematic variable to predict, as it usually occurs unplanned and cannot be measured properly. Migration has consequently caused population growth in many countries. This growth has had implications for countries, more especially the developing countries. Due to an increasing number of migrants within the country, there has been issues such as urbanization. When an increasing share of people move to urban areas for better services, they become crowded and as a result people end up building slums. Brockerhoff and Eu (1993), defines slums as squalid and overcrowded shacks in urban streets where basic household facilities essential for good health and survival are unavailable. Living in slums is characterized by poor health conditions such as insufficient water and sanitation, pollution and the prevalence of diseases. This places children at risk of contracting diseases when they live in frail conditions. A case study of South Africa which is a developing country is used as an example to illustrate migration patterns and children.

Although discussions regarding migration in South Africa begins with an inevitable reference to the nature and impact of the apartheid era, it may be argued that there has been changes brought by the democracy after 1994. This is because when looking at the countries in Africa, South Africa is regarded as one of the countries with growing migration patterns (Statistics South Africa, 2014). These increasing levels of migration were influenced by numerous factors that were related to the development of the country. According to the Statistics South Africa (2014), in the continent of Africa, South Africa has shown to be a receiver of migrants from Africa. The reasons for migration from other African countries to South Africa ranges from economic to social and political factors. However, Phillips (2006) posits that South Africa is also known as a sending country, experiencing

the immigration of its citizens to more developed countries such as the United Kingdom, United States of America and Australia. This is often caused by issues relating to economic development of the more developed countries. Consequently, causing brain drain in the developing countries such as South Africa.

Patterns of migration in South Africa has been constantly increasing. It was noticed that between 1996 and 2001, 13 percent of the South African population migrated into different places within the country. The black population migrated more often as compared to other racial groups (Statistics South Africa, 2006). This may have been attributed to the historical disadvantages that black people encountered, which forced them to look for employment opportunities in different parts of the country. It can be said that since the black population has been seen as having high levels of migration, black children are therefore affected the most by the process of migration. According to Anderson (2006), most people in South Africa migrated to Gauteng, this was because of the belief that Gauteng province has better employment opportunities than other provinces in South Africa. The issue of gender in South Africa has also had an impact on the levels of migration.

Early studies on migration tend to focus solely on men. This was because most of the employment opportunities that required individuals to migrate was dominated by men, such as mining. The nature of the mining industry was not a suitable environment for women as well as children. According to Walker (1990), labour migration from homelands to the mines was predominantly undertaken by black males. Harries (1982), further emphasizes that mining was perceived as men's work while the role of women was to ensure that agricultural production was ongoing in the homestead and children were well taken care of. Moreover, the criteria of selecting migrant workers favoured men as compared to women because of the way in which the homestead economy operated. It was only men, most the unmarried were seen as being suitable for migrating to work in the mines (Walker, 1990). This implies that historically age and marital status played an essential role with regards to the decision of who migrated to other parts of the world for employment purposes. However, as women became empowered through feminist campaigns, women began to migrate, some of them migrated with their children.

The establishment of women empowerment programmes has resulted in women migrating especially after the apartheid era. Recent studies also provides evidence which suggest that internal female migration has increased substantially over recent years in the post-apartheid era in South

Africa (Posel and Casale, 2006). There has been an increasing number of women migrating within the country for various reasons (Statistics South Africa, 2014). As patterns of migration amongst women increased, the number of children migrating also increased. Even though it is challenges to measure migration patterns within the country due to people moving constantly, it was observed that the number of children changing places of residences within the country was increasing (Statistics South Africa, 2006). This was measured through the number of children who changed schools during the year as well as through the different clinic cards that children had as they moved to different places of residence. It was observed that schooling children did not encounter problems in finding schools within communities as school authorities understood their circumstances and were able to admit them even though it was during the year (Anderson, 2006). However Posel and Casale (2006), stated that there were migrants who encountered challenges in finding facilities for younger children when they migrated. Furthermore, it was difficult for mothers to simply trust a person whom they rarely knew with their children due to the issue of child abduction that South Africa has been facing. Thus, it can be conclude that younger children had challenges in finding caregivers or facilities within communities due to certain issues that needed to be taken into consideration such as their safety.

According to Dodson (2002), women with migration experience tend to be married and older, whereas men migrate from wider age groups and marital status categories. One may argue that when women are married, they are more likely to have children and they migrate with their children when they decide to migrate, while for men the case is not the same as they start migrating at an earlier stage and do not take their children when they migrate as children are being taken care of by their mothers. Posel and Casale (2006), have a different perspective on female migration as they have highlighted that the lack of remittances or reduced potential on sources of income has automatically pushed women to migrate and look for employment regardless of their age and marital status. Therefore, migration reasons for both men and women, are rooted in the unemployment crisis that South Africa is currently facing and female migration has always been associated with children because women have always been seen as responsible for children as compared to men.

The decision and process of migration between men and women differs due to various circumstances. Often when a female decides to migrate, it become difficult for their parents to

accept because of the different cultural beliefs attached with females leaving their homes before marriage as compared to males. Women who are married are less likely to migrate independently as they have to take into consideration their parents, husbands and children before they migrate, while married men migrate and most often leave their families behind (Dodson, 2002). This suggests that it is easier for men to migrate and leave their families behind while the case is not the same for women as it has been socially constructed that men do not have the capacity of looking after children while women do. Kok et al., (2003), argues that in South Africa, patterns of female migration are increasing and that most female migrant's age ranges between 25 and 29 years. As the age increases for both males and females, migration prospect tend to decrease (Sandefur and Scott, 1981). Hence, this is showing that for both genders, migration patterns tend to decrease as they get older. Studies on the spread of HIV/AIDS have also found that certain conditions have forced women to use their bodies as a way of eradicating poverty (Pettifor et al, 2012). This is implying that women migrate to look for employment due to poverty, and in certain occasions women end up in sex work if they struggle to find employment and are unable to sustain themselves. Thus, showing that it is mostly women who are responsible for looking after families and this is one of the reasons this study looked at migrant mothers.

2.3 Migration and Children

Children are involved in the process of migration in a variety of ways, they may be left behind by parents who migrate to another country for employment or may accompany their parents through either regular or irregular channels (International Labour Office, 2010). When observing issues related to migration, it is essential to take into consideration children as they are affected by this movement. The effects of migration on children can be either positive or negative depending on the opportunities and obstacles that children may encounter. According to Azam and Gubert (2006), children left behind may benefit from having migrant parents as there are remittances sent home by parents which increases consumption, finance schooling, improved health care and funding better housing. Whether children benefit depends on their access to those extra resources, which may depend partly on sex, age and the context of care when they are left behind. The involvement of substitute care or the lack of care causes difficulties for some children's emotional well-being and psychological development (Bianchi, 2000). It is important for migrant parents to

ensure that when they migrate, their children are well taken care of. This is because the separation on its own may have negative effects, therefore not having an appointed caregiver worsens the situation.

Children left behind may have an advantage of not changing caregivers if they will be taken care of by one of the family members whom they have lived with before. However, if there is no caregiver responsible for the child, there may be certain implications for the child. For example, when the child is sick, they may not be taken to a healthcare sector if there is no one responsible for the child and the child can be a victim of abuse. Therefore, it is crucial for parents to ensure that they properly plan for their children when they leave them behind. According to Laughlin (2016), migration has increased paternal care. This is because when the mother have migrated and there is no one to take care of the child, the father looks after the child or his family. When parents are not married, this can have a positive impact on the relationship between the child and his or her father as they may spend more time together as compared to when the child was being taken care by the mother.

There are cases where women migrate with their children. Migrating with a child can have a positive influence as children are provided with opportunities such as proper education (Bogin, 1988). Other positive factors include safer environment that impact on the child's physical, cognitive and psychological development. Migration can also result in negative implications for children. The conventional belief is that rapid in-migration to towns and cities of developing countries leads not only to such well-known problems as shortages of housing, jobs and social services, and to environmental degradation, it also increases threats to the health of migrant children as well as to those of the existing, resident urban population (UN, 1998). The process of migration may result in people facing challenges of finding accommodation due to financial constraints. Therefore, some of them end up building and staying in slums with their children. Richter et al., (2006: 204), further highlight that migrant children are less likely to live in a house than long-resident children, and more likely to live in shacks, garages and cottages.

The physical process of moving and resettling in low-income areas exposes young children to numerous hardships including new diseases, temporary residence in crowded dwellings, and the separation from caregivers who may have played an essential role in their development (Laughlin, 2016). Hence, when children migrate, they become more vulnerable as compared to their parents.

Halls (2010), states that migrant children lived in households that had fewer assets and appliances. Therefore, it can be said that migrant children grew up in an environment that was different from a child who did not migrate because migrant children had limited access to basic life skills programmes designated for children through televisions as they lived in an environment that consists of fewer assets and appliances. Marginalization and discrimination in the place of settlement affected children in facilities that they attended as there were myths about migrants that resulted in some people treating migrant children differently.

According to Carter and McGoldrick (2005), there are certain factors that influences the adaptation process of children when they have migrated. In-migrant children consequently appeared to be more vulnerable to poverty, poor health, social and educational risks, and experienced difficulties in navigating the hazards of urban life (Halls, 2010). In addition, the shift of learning new social networks, social rules as well as a new language contributed to the process of adaption. Children who were used to other forms of living encountered challenges when they migrated. Research results have demonstrated that it is strenuous for adolescent migrants to adapt in a new society as compared to children (Tyack, 2003). Although this statement may be true, it can be argued that children encounter severe challenges than adolescents. This is because children may fail to understand the reasons behind migration, they easily contract diseases and may experience challenges in adjusting to a new caregiver who may be speaking a different language. Migrant children are affected differently and this cannot be assumed based on their age and gender as adaptation varies for children.

A study conducted by Abukar, van de Vijver, Mazrui Arasa and Murugami (2012), concluded that children with a well-established ethnic identity showed signs of better psychological well-being than children with weaker ethnic identities. This is because migrant children have to deal with the influence of having two different cultures, the culture of their home and of the new place of settlement. Thus, acknowledging their culture makes it easier to understand and adjust to the new culture. According to Suárez-Orozco & Suárez-Orozco (2001), the circumstances surrounding the reasons for migration plays a crucial role in the emotional well-being of the child. When families migrate due to wars, children become affected and this may remain unnoticed because in such cases families become frustrated and do not dedicate sufficient time to pay attention to how children are adapting to the new environment. However, when the child have migrated due to other

reasons such as the employment of parents, it is likely that the child is well taken care of when parents find a care facility that is suitable for the child. Suárez-Orozco & Suárez-Orozco (2001), suggests that there are numerous aspects that affects how children assimilate the process of migration that is, looking at innate factors such as personality, temperament, physical and psychological health prior to migration. Migrant children who receive support from their families during the process of migration tend to adapt quickly. Thus, for younger migrant children, it is crucial that parents dedicate sufficient time for their children even if they are working, it is essential to avail themselves after work as this may portrays a sense of belonging to the child when the parent is supportive. The process of migration had led to the need of childcare arrangements.

2.4 Childcare Arrangements

This section of the chapter looks at the childcare arrangements, their importance and types of childcare arrangements. It further elaborate on how migration affect childcare arrangements, ways in which parents make provisions and lastly the determining factors that influences choices of childcare arrangements.

One of the most challenging issue that parents face after the transition to parenthood is finding a satisfactory balance with family and work tasks (Tausig and Fenwick, 2001). It is mostly mothers who are usually involved in the process of ensuring that the child is well taken care of as compared to fathers. This is culturally rooted in the traditional division of gender roles in societies. Mothers have been seen as renouncing to labour market participation, at least in a situation where they are not provided with external childcare support (Hill et al., 2004). This is because rejecting labour market participation can have implications for both parents and the child as the cost of living is constantly increasing. In situations where mothers enter the labour market, they have consider childcare arrangements for their children.

Childcare is an essential component in a child's development. According to Laughlin (2016), childcare arrangements are plans and processes of caring for a child made by a person, an organization or the government while parents are at work or absent for other reasons. Childcare arrangements are strategies or procedures used as a way of looking after children for certain hours when parents are unable to look after their children for various reasons such as when they are

working. Decisions on appropriate childcare arrangements has been seen as an increasingly important family issue because maternal employment has become the norm, rather than the exception (Laughlin, 2016). This is because childcare plans that parents select, affect children either positively or negatively. In addition, caregivers and the environment where children are placed influences the child's physical, cognitive and psychological growth. Childcare arrangements and their costs are significant issues for parents, relatives, care providers, policy makers, and everyone concerned about children. Often children who do not have parents become a responsibility for relatives, government and non-governmental organizations who fund orphanage institutions. Parents' beliefs about what is best for children seem to drive the type of care arrangements that they choose.

The selection of childcare arrangements differs for parents because they have different preferences on what they would regard as suitable for their children. According to Hand (2005), research findings have demonstrated that parents who emphasize the importance of children having close, warm relationships with adult caregivers prefer family day care, whilst parents who emphasize education and a structured curriculum choose care centres. The type of childcare preferred by mothers has been linked to mothers' child-rearing beliefs and their own understandings of what being a good mother means (Laughlin, 2016). In addition, the types of communities that parents live in also influences the ways in which they select care plans for their children (Ispa et al., 1998). Hence, childcare arrangements varies for parents depending on their own beliefs and influences from societies. According to Katz (1993), the professional perspective of childcare focuses on programs attributes which consists of structural, global and process components. Structural quality includes the number of children in a particular facility, staff qualifications and level of experiences amongst the staff. Global quality entails the environment that promotes children's growth and learning while quality processes looks at how parents and closely related people behave when they are around children as this impacts how children conduct themselves (Katz, 1993). It is essential to understand the reasons why childcare arrangements are regarded as an important component for children.

2.4.1 Importance of childcare arrangements

According to Bianchi (2000), the increasing number of women participating in the labour market has raised the need for childcare arrangements. It is vital for parents to ensure that children receive

and are placed in childcare facilities that are safe as this affect children's developmental stages. Nearly 75 percent of children under five years and between five to twelve years of age are placed in childcare facilities (Capizzano and Adams, 2000). This is showing that as the increasing number of women are entering the job market, the number of children being placed in childcare facilities is also increasing as this serves as a place where children are being taken care of while parents are at work. According to Anderson et al., (1981), in the late 1970s many researchers focused on how variations on childcare affected children's development, however new studies tend to not solely focus on development but rather looks at what constitute quality in childcare and how quality influences a child's development, particularly in the areas of cognitive and social development. In addition, Mulligan et al., (2005), stated that recent research has emphasized the long-lasting effects of early environmental influences and their significance for emotional security, cognitive development, and learning skills. The importance of childcare have not only increased on parents, the state also recognizes the need to provide children with appropriate care facilities (Collinson et al., 2006). The rapidly changing policy environment and the increasing involvement of government in childcare implies that policy makers at state and local level of government are increasingly involved in programmes aimed at improving childcare facilities (Edwards, 2002).

Laughlin (2016), highlights that childcare arrangements are important as they are used when parents are absent for various reasons. A childcare facility is regarded as a foundation where children learn the basic components of life at a young age and becomes exposed to communicating with other children. Substantial evidence have demonstrated that variation in the quality of early care, education within the range of programmes available in communities affect a wide variety of a child outcomes related to cognitive, social and health factors. For instance, the Cost, Quality and Outcome study conducted by Peisner (2000), revealed that high quality childcare had a positive effect on children's language ability, socialization as well as their thinking and attention skills. Therefore, the quality of the childcare in place is important as this impacts on how the child learns and adapts to the environment with other children as well as at home. Beside the issue of development, childcare arrangements are important as they serve as a reinforcement that impacts on the person they become at a later stage in life. Caregivers play an essential role because children observe and learn their behaviour. It is therefore vital to ensure that caregivers are well-trained professionals who can portray and instill good morals to children.

Family support plays an essential role in the care arrangement of the child. According to Hill et al., (2004), the possibility of relying on relatives and friends represent an additional source of support, reducing the care burden on parents, the economic efforts for outsourcing childcare, and relaxing the time constrain linked to the opening hours of the childcare centres. The selection of childcare arrangements is strongly influenced by families who also understands what is in the best interest of the child. Family support can also be in a form of financial support where the family assist with the cost of the childcare facility when the mother enters the labour market.

According to Collinson et al., (2006), women at their reproductive ages tend to move for in three categories: women moving alone, women moving with their children and lastly women moving with men and children. Out of the three categories it can be seen that children have the likelihood of migrating as they fall in two categories. This shows the importance of childcare arrangements in the place of destination. Gilbert and Crankshaw (1999), stated that migrant parents tend to trust childcare facilities within the community if they felt a sense of belonging when they first arrived in that area. The members of the community plays a vital role on how parents trust facilities as members within the community are familiar with facilities. In certain situations, parents tend to choose any facility available due to circumstances that they are faced with at that time (Collinson et al, 2006). For example, in cases where migrant parents are employed and have to move with their children, they place their children in any available care facility without considering the needs of the child. This does not take into consideration what is in the best interest of the child as parents tend to choose based on the availability of facilities.

Pungello and Kurtz-Costes (1999), highlights that migrant parents seek help from community members. This may include help by asking a person within the community to look after their children when they are at work. Only a portion of migrant mothers tend to place their children in informal facilities where a community member looks after their children as it may be difficult to trust a person they had just met. This form of care may have numerous implications for the child. For instance, safety, abuse, adaptation and a child's development (Laughlin, 2006). Other issues that may arise when the older persons who look after children is an alcoholics. Children may observe such behavior or when there is a tuck-shop in the house where children are being looked after, children's safety may not be guaranteed as they are many people who purchase goods from

the tuck-shop. Hence, such care usually works when there is a relative that migrants can trust or perhaps when they are being referred to by a person that they can trust.

According to Hosegood and Ford (2003), it was observed that it was easier for migrant mothers to find care facilities when they first migrated alone, and their children followed after a certain period. This allows parents to have sufficient time to conduct investigation on care facilities and identify which care facility would be in the best interests of the child as compared to when they migrate with their children for the first time. In addition, when parents migrates first, they are able to tell whether the environment in the area of destination would be suitable for their children. It can be said that migrant children adapt differently in childcare facilities (Collinson et al, 2006). For instance, when it is the beginning of the year and all children are new in the care facility, the migrant child easily adjust as they are all new and may be treated equally. However, when the migrant child starts attending the care facility in the middle of the year when all other children are familiar with the care facility, it may be difficult to adjust as the migrant child may be treated differently and may encounter challenges in learning and adjusting to the facility routine activities. Parents are responsible for checking the progress of children in the care facilities through visiting the care facility and finding out how the child is coping. This allows the parent to engage with the caregiver and be enlightened about their child's progress.

The way in which migrant parents make provisions for their children is important as this affect the child as well as their growth. It is important for migrant parents to engage with members within the community as this assists them to gain knowledge of facilities within the community as well how they can apply (Pungello and Kurtz-Costes, 1999). The government at large has the responsibility of passing laws that does discriminate migrant parents when they migrate as this may have implications for parents and children.

2.4.2 Formal and Informal Arrangements

According to Ceglowski and Bacigalupa (2002), childcare arrangement can be in two forms, formal and informal early care and education. Ceglowski and Bacigalupa (2002), define formal early care as licensed nurseries, facilities or day center that seek to enhance the well-being of children and development. Formal care is the care that is centre-based such as nurseries or day care centres, primary education, organized family day care which is provided by professionals who

are paid by individuals responsible for the child. Formal care is mostly used by parents who are financially secure, however in some circumstances even parents who struggle to afford end up placing their children in formal care when they cannot find a caregiver for their children. Formal care has been seen as effective as the environment in these facilities permit children to learn, develop and communicate with each other (Capizzano and Adams, 2000). This helps the child to adapt in an environment with other children and, also allow them greater independence from their families.

Although formal care can cause difficulties during the first few days when the child has not adapted, it has been seen as having a positive impact on the development of children. Peisner (2000), highlights that problems with the formal care plan arises when the caregiver is unprofessional towards children. This is because it may take time for a child to report if they are being abused by the caregiver and the abuse may cause certain psychological problems for the child that may lead to difficulties in learning and developing. Secondly, it may take a while for a parent to notice when a child is being abused if they come back at home late and do not spend enough time with their child. Thus, this can be regarded as a disadvantage of using the formal care plan.

Migrant parents who migrate with their children tend to use the formal care where they place their children in care facilities (Hosegood and Ford, 2003). Migrant parents place their children in formal care because in certain cases, they migrate with their children only and do not have relatives who can assist them with their children. It was observed that in the first few days when migrant child starts attending in the care facility, they encounter difficulties in adaptation especially if the language is different from their home language. This is further elaborated by Collinson (2006), who stated that the language can be a barrier in the adaptation process to the care facilities mostly for children who have just started talking and partially understands their own language. This means that younger children who have just started talking and understanding their own language find it difficult to start learning a new language as they have not mastered their own language. Positive results were observed for children who have attended formal care facilities as they were able to learn life skills as well as how to live and communicate with others at a young age (Collinson, 2009).

Informal care includes arrangements consisting of relative care, that is, care by family members, relative or neighbors; it is the illegal, non-licensed care provided for children mostly within communities (Ceglowski and Bacigalupa, 2002). Informal care refers to the care provided by grandparents, relatives or even family friends who often do not receive any payment. Informal care can also be facilities that are located within the community and that are not registered with the relevant department which is the Department of Social Development in South Africa. The use of informal care is mostly prevalent for children under the age of 3 years (Capizzano and Adams, 2000). Parents tend to trust their relatives on the care of their children than professionals whom they rarely know. In a condition where the parent migrates and cannot find spaces in the formal facility, they place their children in informal care (Gilbert and Crankshaw, 1999). This is where children are being looked after by a person within the community, who is not registered with the relevant departments. Although some people do not approve of informal care facilities because they do not trust unregistered care, migrant mothers use it when they have to start working and their children do not have a caregiver.

The issue of finances is a contributing factor to the use of informal care. This is outlined by Phillip (1995), who stated that many low-income families choose informal arrangements. These families face obstacles that are derived from low paying jobs which prevents them from being able to afford formal care. Informal care may have positive effect on the child as the child can be able to adapt to one person who is responsible as compared to when the child attends a crèche where there are numerous teachers. However, informal care may also place a child in vulnerable positions because the caregiver may leave children unattended or when the child is being looked after a family member and a dispute arises within families, the child can be used to punish his or her parents (Ceglowski and Bacigalupa, 2002). Thus, affecting the child's psychological development as this may be in a form of abuse to the child.

2.4.3 Provisions made for children

There are ways in which parents make provisions for their children when they migrate. These may include: leaving children in the village with the migrants' mothers, as foster-children in the care of relatives or with their fathers as well as migrating with them to urban areas (Lloyd and Desai, 1992). Migrants may leave their children with their parents for various reasons. One of the reasons

is that when they migrate, they are not aware of the environment that they are migrating to, hence they decide to leave their children. Relatives play a crucial role in looking after children when parents have migrated, especially when those relatives have a healthy relationship with the parent and when they are available to look after the child. According to Laughlin (2016), children left with relatives respond positively and in most cases their development is not disturbed in any way. This is because people treat children as if they are their own if they know they are related. Migration has resulted in the use of paternal care as a form of childcare arrangement. This is further highlighted by Laughlin (2016), who stated that paternal care has been used when the mother of children have migrated due to certain reasons such as economic opportunities.

Another form of childcare arrangements include the use of childcare facilities. A childcare facilities refers to a place of safety where children are being looked after on a daily basis, it is where children begin to learn the basic foundation of daily routine activities including how they should conduct themselves. As women have been increasingly entering the labour market, the use of childcare facilities have been relatively increasing worldwide (Bianchi, 2000). Parents tend to use this arrangements when there is no relative who can assist them with the child. A number of migrants use this arrangements especially when they have migrated with their children. Since most parents migrate due to employment opportunities, a number of them place their children in childcare facilities within the community (Laughlin, 2016). It is important for parents to ensure that the childcare facilities in place favours the best interests of the child and ensure that care facilities are of high quality (Hofferth and Wissoker, 1992). This includes ensuring that the childcare facility is in good conditions and the workers are professional towards children. Migrant parents may choose either formal or informal care facilities. Formal facilities are those that are legally registered, while informal facilities are those that are not registered and may be situated in a person's house. In certain cases, migrant encounter challenges in finding childcare facilities when they have migrated.

The availability of care facilities for children is one of the important components that parents should consider. As mentioned earlier, one of the reasons for migration is to look for employment opportunities, meaning that when parents migrate, they need to make plans for their children. According to Guerny (1995), most migrants move to an area with little or no knowledge about care facilities for their children. This means that there is a high possibility of parents struggling to

find a care facility since they are not familiar with the place. Furthermore, even when migrants become aware of the facilities within communities such as crèches, they encounter challenges such as language barriers that may hinder communication when they are looking for facilities (Brockhoff, 1994). Thus, this is showing that parents who migrate with their children encounter challenges when they are looking for facilities as they might not be aware of the place, childcare facilities. In addition, language barriers become a problem. However, this may not apply to people who migrate due to employment transfers as it becomes easier for them to contact people who are familiar with the place before moving. This includes getting information about the area, accommodation as well as facilities for children if they are planning to migrate with their children (Gomez, 2015).

Care facilities are often categorized based on the age of the child. The age of the child therefore impacts on the availability of facilities because some facilities do not cater for infants who still need thorough attention while others do. Phillip (1995), argues that most informal care tend to cater for infants as compared to those who are older. This is because informal care may take place in a house where grandparents look after the child or in other instance, it is when an old lady who has retired decides to look after children as a mean of securing her livelihood. Even though some people do not prefer informal care, it can be seen as a good measure because some children receive sufficient care through informal care. In most of the rural areas, the government has played a crucial role in developing such facilities by sponsoring people who have the passion for children to build proper facilities that will be conducive for children. Ceglowski and Bacigalupa (2002), states that formal care does not necessarily reject infants however, most professionals who are situated in formal care prefer to work with children who are able to do most of the things by themselves. Most formal care tends to focus on teaching children life skills rather than nurturing them. Positive results has been seen for children who have attended formal care as learning becomes easier if they started at an earlier stage. It is essential to ensure that parents choose arrangements that are suitable for children. This is because issues such as infant and child mortality arises as a result of an environment that is not conducive and that may affect children's health and well-being. Brockhoff (1994), stated that according to the Demographic Health Survey results, children of migrant women had slightly higher mortality rate than children of women who remained in the village.

2.4.4 Determining factors on the selection of childcare arrangements

There are certain factors that determine the selection of childcare arrangements made by parents. One of the dominant factor is the issue of finances. According to Bryson et al. (2013), the financial state of parents has been seen as determining the care arrangement that they choose for their children. This is often influenced by the background of parents. For example, a person who comes from a financially secure family may afford to place their children in a private facility even when they are unemployed as they have a family who assists them financially. However, the situation is different for a person who comes from a poor background, where the family depends on them for financial support. This has been referenced on migrants who migrate for economic opportunities that will assist them in looking after their families. In such cases, the care plan for migrant children solely depend on the parent and the employment that they get at that particular time. Glick and Hohmann-Marriott (2007), states that finances has resulted in migrant children experiencing migration differently. This is associated with several factors such as housing, living conditions as well as the care arrangements for children.

Though parents less frequently report cost, location, and hours to be their top priority, evidence suggests that these factors do inform parents' preferences and constrain their choices (Brandon, 1999). Finances also have an influence on the distance and transportation of children to facilities. Bryson et al. (2013), emphasized that the financial support offered by the government for childcare facilities has resulted in a drastic increase in the use of such arrangements. For instance, in the United Kingdom when the government introduced a range of different forms of financial support towards the cost of formal center-based provision for children aged 3 to 5, the number of children in formal services almost doubled from 1.14 million to 2.15 million between 1999 and 2008. This increase was also witnessed among children with working parents, where the percentage in formal child care rose from 24 percent in 1999 to 42 percent in 2008 (Bryson et al, 2013). In some cases migrants benefit from such facilities, however it depends on whether migrants are aware of these facilities and this is often determined by the relationship that they have with members of the community. Hence, communication is one of the crucial components in the process of migration, particularly when the migrants require services offered within the community.

According to Hofferth and Wissoker (1992), parents placed emphasis on high quality care during their selection of childcare facilities. Parents may have different perception on the characteristics

of a high quality care facility. A study conducted by Shlay (2010), found that regardless of race or ethnicity, parents consistently prioritized health and safety over other quality features when selecting a preferred care arrangement. This means that the health and safety of children were characteristics that determined the selection of childcare facilities. Gamble et al., (2009), emphasizes that the availability of structured activities to support children's development has been identified as an important feature to parents. This may include emotional support provided by teachers in facilities. Multiple studies have found emotional support to be important to parents (Ispa et al., 1998). Thus, emotional support influenced the selection of childcare facilities.

According to Anderson (2006), the age of the child determines the care facility that the child will be placed in as care facilities cater for children based on their age. The age of the child is important because most facilities apply age categories in the process of enrollment. In addition, the cost of facilities are often determined by the age of children because infants may need more attention as compared to a child who is three years old. The social status of parents also has an impact on the care arrangements that they prefer for their children. This is because an individual's social status is the relative respect, competence and differences according to people in a society. For migrants who are new in their place of residence, their social status can be associated with the society that they come from which influences their ways of living in the new place of residence (Brilli et al., 2013). Thus, the care plan that the migrant choose often correlates with their social status which is often in accordance to their financial state.

The environment on its own can be regarded as a factor influencing the care plans for children. Environmental factors can closely relate to people around you and how this influences your life. According to Brilli et al. (2013), it has been noticed that most parents tend to place their children in the same facility suggested by their neighbours for various reason such as transportation, safety of children as well as to maintain standards with their neighbours. This is showing that the environment in which people live in influences their choices of care plans, that includes the services rendered by facilities as it would be easier to understand how the facility operates if you know of someone who has experience in working with that particular facility. Bryson et al (2013), emphasizes the importance of placing children in facilities that parents can afford as this can have implications for family finances especially when looking at migrants who are new in the area and still have to bear the costs of settling in. Even though people around you may have an influence, it

is important to consider the implications of childcare arrangements on children especially when a child has to continuously change facilities due to finances which is something that a parent could have prevented.

2.5 Summary

Childcare arrangements of migrants is one of the essential components for both the parent and the child. This is because the consequences associated with this movement can have implications for both the child as well as the parent. It is important to remember that all migrants come from diverse backgrounds, therefore they experience migration differently (Glick and Hohmann- Marriott, 2007). The opportunities and challenges that they may encounter varies for migrants. The adaptation process of migration may take time for children as compared to their parents, hence in the process of migration, it is important to consider the needs of children at all times.

According to Gomez (2015), migration experiences affect children's development, social integration and emotional well-being. This is due to a number of factors such as the separation of a child from a caregiver who may have played an essential role, the difficulties encountered in the adaptation process as well as failure to understand the reasons for migration. Failure in adaptation contributes to child-mortality which is one of the issues that the world is facing. It is important for parents to always consider what is in the best interest of the child. The Children's Act 38 of 2005 has placed an emphasis on considering the best interest of the child at all times. In addition, according to the Convention on the Rights of the Child, it is the duty of any country to ensure that all children enjoy their rights, irrespective of their migration status or that of their parents.

It can be said that scholars have acknowledged the gendered nature of the migration process, and the need to reflect this in migration research, policy formulation and implementation. The issue of childcare arrangements among migrants is less explored as most of the literature tends to focus on the actual movement and not how people adapt to their new location, especially children who are still developing. Thus, the purpose of this study was to help close this knowledge gap by investing the care plan made for children when they have migrated with their parents.

CHAPTER 3- METHODOLOGY

3.1 Introduction

The purpose of this chapter is to discuss the research methodology that was applied in the study. The sections of this chapter are as follows: research design, study area, study population, study sample, sampling strategy, data collection techniques and methods of data analysis. Furthermore, it discusses the process of data management, reliability and validity of the study, ethical considerations, trustworthiness and lastly, limitations.

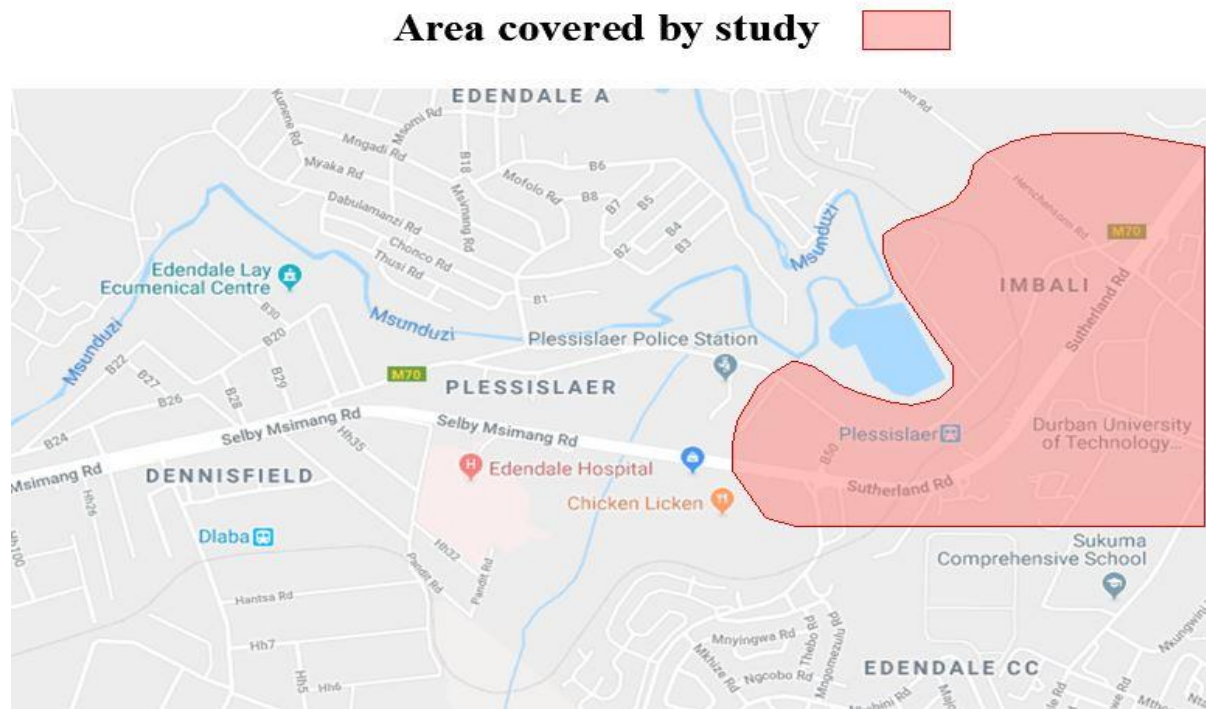
3.2 Study Area

This study was conducted in Pietermaritzburg, Imbali Unit 13, ward 23. Imbali township was established in 1958 and built in the mid-1960s to settle the city workers and employment seekers away from the city of Pietermaritzburg, the capital of Kwa-Zulu Natal. In 1964, the Department of Bantu Affairs in partnership with the Pietermaritzburg Co-operation took over the control of the area. Blacks that were affected by the Group Areas Act were the first residents of Imbali Bantu Township. In 1965, the area of Imbali had no services. It was after the 1970 where development occurred through the construction of essential structures such as clinics and community halls. Imbali is Pietermaritzburg's largest and one of the oldest townships which located 15 kilometers in the west of the city. The streets are predominantly named after wildlife. Imbali is part of the Msunduzi local municipality that forms part of uMgungundlovu District Municipality. The main modes of transport for people are minibus taxis and sedans. Enthusiastic shoppers can indulge in a variety of shopping experiences from the mall and shopping centers that are located in Imbali as well the traditional tuckshops that are a widespread across the townships.

Imbali is a township that is regarded as an urban area as there are improvements in access to services as compared to other areas. This areas is quickly becoming overcrowded as an increasing number of people are moving in and building houses. Most people who move into the township are in search of employment opportunities. The political leadership of Imbali is largely dominated by the African National Congress (ANC). The community ward councilors are largely from African National Congress. Socially, individuals in Imbali are united and are able to communicate

the challenges that they are facing with the ward councillor. There are educated people within the community such as teachers, nurses and social workers. Most of the tuck-shops within this community are owned by community members. There are crèches, schools, one university and a police station within this area. The reason for selecting Imbali as an area that would be suitable for this research is because Imbali has an increasing number of migrants moving in search of employment. Imbali also consists of houses that are being rented to migrants, hence the researcher was able to find participants within Imbali. Below is a map of Imbali area. The highlighted area is Unit 13, Imbali.

Figure 3.1: Imbali Map (Shaded area unit 13)



Source: Google Maps (2017)

3.3 Study design

This study employed an exploratory design to identify the key elements that facilitated childcare arrangements of migrants in the area of Imbali. “Exploratory research design is conducted to explore a topic, that is, to provide basic familiarity” (Babbie and Mouton, 2001: 8). Furthermore, Babbie and Mouton (2001: 9), state that exploratory design, “is used to examine a new interest or a relatively new subject, or when a researcher seeks to develop new insights into a previously, but differently explored phenomenon.” This research topic has been under-researched, therefore an exploratory design was applicable in this study as it focuses on a new or differently explored phenomenon. The research design was employed for this study to explore the topic and enhance the researcher’s insight and understanding of childcare arrangements of migrants.

This study used a qualitative methodology which is used to gain an understanding of underlying reasons, opinions and motivations. According to McNeil & Chapman (2005), qualitative research comprehends a given research problem from the viewpoint of the population being studied. This study is based on childcare arrangements made by internal migrants therefore a qualitative methodology has the capability of providing subjective information. Qualitative methods include different techniques such as face-to-face in-depth interviews, focus groups, case studies and life histories. In this study, face-to-face interviews were used as a way of collecting data. Qualitative methodology conveys its richness and intensity of detail and it helps to examine complex questions. In addition, the qualitative methodology was chosen because it allows the researcher to study selected issue of childcare arrangements and attempt to understand categories of information that emerge from data.

It is important for researchers to be able to select the study population as this influences the results of the study. The researcher chose participants that were accessible following a criteria that required a migrant mother from Imbali who had a child under five years. According to Bianchi (2000), migrants often move with children under five years as compared to when the child is older. This study looked at migrant mothers who had children under five years in the area of Imbali. When parents have migrated due to certain reasons, they make plans for their children. Therefore, this study looks at the childcare arrangements of migrants.

3.4 Sampling Strategy

This study adopted a non-random or non-probability sampling. According to Durrheim (2006), non-probability sampling means that the probability of each person or unit being selected for the sample is unknown. The study employed purposive and availability sampling to select participants. Purposive sampling involves the selection of participants based on their ability to produce rich information that will add value to the study (Blanche et al. 2006). The reason for choosing purposive sampling is because it allowed the researcher to select participants who had the capacity of providing information that will be helpful in the study. Availability sampling involves selecting those that are linked to the study, available to the researcher and are convenient to the study (Blanche et al. 2006). The reason for using availability sampling is because it enabled the researcher to get available participants who were suitable for the study.

Since the researcher is originally from Pietermaritzburg and is familiar with Imbali area, access to potential participants who met the criteria was easy. The community councillor was contacted to get permission to conduct the study in the ward. The ward councillor has authority over the area and is the main gate keeper. Therefore, the need to get his permission to carry out research in the area was important. Appointments with participants were made by visiting the participant's houses to ask them if and when they would be available for interviews. The first twenty people who agreed to participate in the study were interviewed after signing their informed consent forms.

3.5 Data Collection

Data collection refers to the process of gathering information on targeted population of the study. The term interview is defined as "face to face encounters between the researcher and the informants directed toward understanding informant's perspective on their lives, experiences or situations as expressed in their own words" (Taylor & Bogdan 1998: 77). The study used semi-structured interviews with migrant mothers of children under five years. According to Davis (2007), semi-structured interviews are often concerned with people's feelings as it allows them to explore their thoughts and feelings on a particular research topic. Hence, semi-structured interviews allowed the researcher to obtain rich and deeper information on childcare arrangements of migrants. One-on-one interviews were conducted with twenty participants from Imbali.

Interviews were held on different dates as participants were available during different days. The reason for interviewing twenty participants was to obtain numerous points of view as participants may have had different experiences when they migrate, in terms of having access to services within the community. In addition, the use of twenty participants allowed the researcher to understand the different provisions made for children, knowledge of childcare facilities as well as the different determining factors to the selection of childcare arrangements. Interviews were conducted in the community hall as participants felt more comfortable in the hall than in their houses. The community councilor was contacted to get permission for using the hall during interviews.

The researcher ensured that before commencement of interviews, all participants signed the consent forms to indicate their understanding and willingness to participate in the study. Participants also gave their consent to the interviews being tape recorded. Participants were assured of confidentiality and each interview lasted for about ten to fifteen minutes. All participants were assured of anonymity and pseudonyms were used in the reporting of findings. The interview consisted of a list of questions relating to the study. The structured interview schedule comprised of two sections: the demographic questions as well as the key question of the study. The demographic questions were dominated by one word answer while the key questions were open-ended. The open-ended questions covered themes relevant to the study.

3.6 Data Analysis

This study employed a thematic analysis which is one of the widely used forms of analysis in qualitative research. The thematic analysis is suitable for the study of qualitative research as it focuses on examining themes within the data and organising data sets (Boyatzis, 1998). The process of thematic analysis entails reading and reflecting on the written transcripts and recorded tapes. This was achieved by following Durrheim (2006: 322-356), five steps of data analysis. These five steps are familiarizing and immersion, inducing themes, coding, elaboration and interpretation. Familiarization and immersion involves the development of ideas and theories about the phenomenon being studied. The researchers used familiarization and immersion which began when the researcher started engaging in a thorough process of reading transcripts repeatedly to enhance familiarity. Inducing themes involves organizing data based on how participants have

responded, this does not merely involve summarizing, but understanding the complexity of data collected. The researcher organized data that was collected and constructed themes. These themes were organized based on the similarities of the responses of migrants.

Coding entails marking different sections of the data as being instances of, or relevant to, one or more of the themes. The researcher coded within the themes and identified the pattern of responses. Elaboration which is the fourth step serves the purpose of capturing finer nuances of meaning in the data collected. Interpretation is the last step which involves checking and understanding the data collected. For elaboration and interpretation, data collected was explained and checked in comparison to each other, literature review, context and subject position, as well as the theoretical framework. One of the reasons for comparing data was to see whether the data collected was able to meet research objectives.

3.7 Data Management

Electronic data was encrypted or password protected through a flash drive that was accessed by the researcher and the supervisor. Hard copies such as the interview transcripts and the research report were kept securely locked away in the supervisor's office. The disposal of primary materials and research data are to be conducted in accordance with the university's policy of destroying data after five years. Research data was disposed by deleting all materials on the data collected and the research report. A full report will be made available to all participants upon their request. Alternatively a copy may be given to the community where the study was based that is, through their municipality or the ward councillor who will access the report and allow other members who are interested to also gain access.

3.8 Reliability and Validity

Individuals who participated in the study were asked to sign informed consent form. Participants first read the information letter that explained briefly what the research was about and what was required of them. Informed consent form basically explained issues relating to confidentiality as well as withdrawal from the study. Information disclosed required the participant's consent.

Participants were told about the importance of being comfortable during interviews and that if they felt uncomfortable to share any information, they may withdraw as their participation was voluntary. The sessions were tape-recorded, with the participant's consent. Information collected was kept private and was only accessed by the researcher and her supervisor. Participant's identity was protected by the use of pseudonyms that is not using their original names. The researcher will visit participants if there is any feedback concerning their participation.

Trustworthiness of the study refers to the ability of the study to be relied upon as being truthful. According to Babbie and Mouton, (2001: 277), "a qualitative study cannot be called transferable unless it is credible, and it cannot be deemed credible unless it is dependable." Trustworthiness involves establishing the four steps which includes, credibility, transferability, dependability and confirmability. Credibility refers to the constructed realities of respondents which need to be compatible with those that are attributed to them. Credibility was achieved by building rapport with participants and through triangulation which involved the use of multiple influences to look at data as well as interpret it in a way that assisted the researcher to pick out what was important and what was not important. Transferability refers to the constructed realities of respondents which required to be compatible with those that are attributed to them. Transferability was achieved by using purposive sampling as a way of selecting participants. Dependability requires proof that if the same study were to be repeated with the same people, the same results would be obtained and confirmability denotes that the degree to which findings of the study are objective and not based on the researcher's biases. Dependability and confirmability was achieved in the same way using an audit trial.

3.9 Ethical Considerations

Ethical concerns are essential when using qualitative research methods. Ethical clearance to proceed with the study was obtained from the Human and Social Sciences Research Ethic Committee at the University of KwaZulu-Natal. Once ethics approval for the study was obtained, the researcher met with participants, explained the purpose of the study and started making appointments with participants who agreed to be part of the study.

To ensure ethical concerns were maintained throughout the study period, first and foremost the researcher sought permission from migrant mothers to carry out the study, which was granted. The researcher introduced herself to participants and participants were aware that their participation was voluntary. Participants were further informed that once the report is completed, audiotapes and transcripts will be destroyed. In addition, “there are four widely accepted philosophical principles that are applied in various ways to determine whether research is ethical” (Wassenaar, 2006: 67). These principles were used in the study to ensure that all participants are treated fairly and with respect at all times. The first principle used was autonomy and respect for the dignity of persons. This principle was achieved by informing the participants about all aspects of the study and allowing them to agree on their participation. The second principle used was non-maleficence. This principle was achieved by referring participants to the local clinic for immediate de-briefing when they have experienced trauma as this topic may be sensitive for migrant mothers who experienced hardships when they first migrated to this area of Imbali. The third principle used was beneficence. This principle was achieved by assuring participants that they will gain more insights about the research topic and that if this study were to be published, their consent will be required to do so. The fourth principle used was Justice. This principle was achieved by treating all participants equally as they are equally important for this study. All participants were guaranteed confidentiality and privacy with regards to the information that they have disclosed during the course of the study.

3.10 Limitations of the study

There are limitations when conducting a study. The main limitation of the study is that it comprises a small sample. This is because only twenty migrant mothers were interviewed and not the whole population of migrants in Imbali. The study employed qualitative methods, an explorative research which means that the researcher’s presence during interviews was completely unavoidable and it affected the participant’s responses to an extent that the researchers had to build rapport with the participants. Participants may have not shared their honest opinion due to the lack of rapport building, hence it was essential for the researcher to build rapport with participants. The research topic may be sensitive for some participants if they had experienced hardships when they migrated,

therefore this may further result in them not participating or perhaps not being honest to avoid hurting their feeling. Some of the participants did not give consent for being tape-recorded, this was regarded as a limitation as the researcher had to take notes during the interview which could have caused the participant to feel as if the researcher was not paying attention to their responses. As a qualitative study, this research did not produce generalizable findings. However, this was not the intention as the researcher was interested in deepening the understanding of the phenomenon under investigation. Lastly, this study did not provide any statistical findings, nevertheless the purpose of this study was based on individual's perspective on childcare arrangements.

3.11 Summary

This chapter have outlined the research methodology that was used in the study. It further highlighted essential components with regards to how participants should be treated during the study. These components included issue of confidentiality, reliability of the study as well as how assure trustworthiness of the study. The following chapter will discuss findings of the study.

CHAPTER 4- RESULTS

4.1 Introduction

The aim of the study was to understand the childcare arrangements of migrants in the area of Imbali. This chapter is based on the findings from face-to-face interviews with 20 migrant mothers living in Imbali. The chapter begins with outlining the demographic profile of participants. It then presents the finding from in-depth interviews where migrant mothers have shared their experiences in relation to childcare arrangements. Participants responded in numerous ways to questions that were asked during interviews. Themes were derived from participants' responses using thematic content analysis. These themes include: access to services, formal and informal use of childcare arrangements, knowledge on the childcare facilities within the community, characteristics of a good childcare facility, determining factors that influences the selection of childcare arrangements, best interest of the child and lastly suggestions to better childcare facilities within the area of Imbali. In order to substantiate research findings, direct quotes were used from transcripts.

4.2 Demographic profile of participants

All women interviewed were migrant mothers of children under five years. Participants were not selected based on their age, it was only the child's age that was the main criteria with regards to the study. All participants were not originally from Imbali; they had migrated to Imbali for various reasons. In addition, all participants were migrants who came from rural areas within South Africa. Certain participants interviewed had more than one child, however the focus was on mothers with children under five years. All participants migrated with their children under five years, however those participants who had more than one child left the older children in the rural areas for various reasons such as schooling.

The main reason for migrants to move to Imbali was to look for employment opportunities and improve their lives. From twenty women interviewed, eighteen were employed, one was self-employed and the other one was recently unemployed due to retrenchment. Most women who have migrated were in their reproductive ages between ages 15 to 49 years. In terms of marital status, most participants interviewed were single. According to Weeks (2008), marriage is no longer a

norm in societies. Even though marriage is not typical in societies, fertility rates are still increasing which is showing that marital status does not necessarily determine a woman's parity as there were participants who had children and were not married. All participants placed their children in childcare facilities that were located within the community. Most women chose to place their children in formal care facilities for various reasons. Participants reported that distance and finances were the main determinants influencing the selection of childcare arrangements and they emphasized on the importance of communicating with community members as a way of familiarizing themselves with the area. Table 4.1 outlines the demographic characteristics of participants.

Table 4.1: Demographic Profile of Participants

Pseudonym	Age at interview	Marital Status	Number of Children	Highest Educational Level	Occupation
Beauty	32	Widowed	02	Grade 11	Employed (Care-giver)
Gloria	40	Divorced	02	Grade 10	Employed (Domestic worker)
Sharon	28	Single	02	Grade 12	Employed (Domestic worker)
Zodwa	35	Single	02	Grade 12	Self-employed
Pinky	29	Single	03	Grade 12	Unemployed
Princess	39	Single	03	Grade 11	Employed (Supermarket)
Gladys	49	Widowed	07	Grade 09	Employed (Domestic worker)
Mavis	39	Single	01	Grade 09	Employed (Cashier-Shoprite)
Flora	50	Single	03	Grade 11	Employed (Cashier-Spaza shop)
Bongekile	42	Single	01	Grade 12	Employed (Packer-Checkers)
Nomanzi	38	Single	02	Grade 10	Employed (Domestic worker)

Nozibusiso	32	Separated	03	Grade 10	Employed (Teacher)
Sane	27	Single	01	Grade 12	Employed (Clerk)
Nomusa	32	Single	02	Grade 12	Employed (Cleaner)
Thabisile	29	Single	03	Grade 09	Employed (Teacher)
Khanya	35	Single	01	Bachelor of Social Work	Employed (Social worker)
Ntombi	29	Single	01	Grade 12	Employed (Cleaner)
Hlengiwe	33	Single	02	Grade 12	Employed (Domestic worker at SAPS)
Thandi	38	Single	03	Grade 12	Employed (Care-giver)
Zanele	37	Single	02	Grade 12	Employed (Cashier- Spar)

***pseudonyms were used instead of real names.**

4.3 Access to services

It is essential to have an understanding on whether participants had access to service when they first migrated. This is because access to services may include childcare facilities within the community and other components that impact a child's life such as access to clinics as their health may have been affected when they moved to a new environment. Participants who had people they had known at Imbali prior to migration had access to services as they were assisted by these people.

In addition, other factors such as a common language made communication patterns easier and this allowed migrants to access services within the community.

“Well, I would say I had access to services when I first migrated because my cousin had people she knew within the community as she had lived there before. She gave me a few contacts that assisted me in finding a place to stay. From there, I was able to ask people about the area and how things operated. I also asked about services such as clinics, water and electricity, transport and facilities. This assisted me in finding a facility for my child that was close to where I was staying. The people I knew were supportive and I would regard myself as being lucky for meeting such people.” (Nomusa, 32 years)

“I was able to access services within the community mainly because I was able to speak IsiZulu. The reason why I am saying this is because there was this one time at the clinic where a migrant mother was being asked where she was from as she could not speak IsiZulu. I did not have any problems with accessing services because I was able to build good relationships with my neighbors and it was easy because we understood each other as we were all speaking IsiZulu. (Zanele, 37 years)

“When I first migrated I did not belong at all due to the fact that I was a bit nervous and could not easily trust people I did not know. However, when I started communicating with people, I realized that people were kind and willing to help. I would say I had access to services through communicating with people and asking about services such as transport and most important childcare facilities as I needed one for my child. People were welcoming and willing to help where they can.” (Beauty, 32 years)

There are participants who reported that they did not have access to services when they first migrated. However, when they started communicating and asking people about services rendered within the community, they were assisted by members of the community. They reported as follows:

“When I first migrated I did not have access to services because it was my first time living at Imbali and it was difficult to find clinics, crèches and even transport as I did not know anything. However when I started asking people where I could find clinics and crèches, they assisted me. I suffered at first because I did not know anyone and did not ask for help.” (Ntombi, 29 years)

“When I moved to Imbali I had no access to services. This is because I did not know which places to go to, who I can talk to so it was not easy. As time went by, I became comfortable to ask around and that is when I got assistance.” (Thabisile, 29 years)

“It was a bit hard to access services because when they saw you were not from the community they would want proof of residence which was difficult to find when I first migrated with my children. In such cases the only thing that helped was asking for assistance from my neighbors who were willing to help.” (Hlengiwe, 33 years)

From the finding above most participants had access to services when they first migrated. However, there were a few who did not have access when they first migrated. The quotes illustrate that it is important to be able to communicate with people around you. This is because participants who did not have access to services obtained assistance when they started asking people within the community. Thus, this is showing that it is essential for migrants to build and maintain healthy relationships with people around them. Speaking the local language also makes it much easier to communicate.

4.4 Formal childcare arrangements

Ceglowski and Bacigalupa (2002), define formal early care as licensed nurseries, facilities or day centres that seek to enhance the well-being of children and development. Formal childcare arrangements are often used by migrant parents use when they have migrated with their children. Ceglowski and Bacigalupa (2002), further highlight that formal childcare facilities are often used by people who are financially secure because they are expensive as compared to informal facilities. However, due to certain circumstances parents end up placing their children in formal childcare

facilities regardless of whether they are affordable or not. Hosegood and Ford (2003), stated that migrant parents who migrate with their children tend to use the formal care where they place their children in care facilities.

A child's safety was the main reason for participants to place their children in formal care facilities. The findings illustrated that most participants placed their children in formal childcare facilities that are within the community. Below are the quotes from women who placed their children in formal care facilities:

"I moved to Imbali because I found a job. Things became easier as I was able to afford a proper facility for my child. I can afford to buy her uniform, pay for the crèche and pack a proper lunch for her. Even though my daughter is still in a government facility I am glad she is learning and is able to interact with other children as compared to when we were still at home. I prefer a crèche because it safe, there are teachers who take care of our children and I do not have worry about my child when I am at work because she is safe and well taken care of."
(Beauty, 32 years)

"When I was at home my child was still young. Now that I have migrated and working, my child needed a crèche. This is one of the reasons I placed my child in a crèche because I wanted her to be in a safe place while I am at work. (Gladys, 49 years)

"Back at home my mother was looking after my child. When I migrated I had to take my child to the crèche in order for him to be safe at all times." (Zanele, 37 years)

In certain cases, parents tend to choose formal childcare facilities when it is also used by people who are close to them. Often migrant mothers tend to place their children in facilities that are used by people within the area that they have migrated to, to prevent any issues that might arise (Hosegood and Ford, 2003). This is substantiated by two participants who stated that:

“My child have been recently admitted in a crèche that is within the community. I was able to find the crèche because my neighbours also took their children to that crèche.” (Mavis, 39)

“When I migrated to Imbali I knew that they had daycare centers because Imbali is a well-known place, therefore I knew there were facilities. To be quite honest, I took my child to the facility because my neighbours also took their children to that facility.” (Nomanzi, 38 years)

There are instances where people tend to choose formal facilities that are suggested by their employers. The findings have revealed that they had chosen facilities that were suggested and approved by their employers as they were domestic workers within the area of Imbali. Below are the quotes from participants who chose facilities because their employers suggested.

“Since I’m working as a domestic worker, I am able to stay with both my children at my madam’s house. My four year old child stays at the crèche during the day and the other one is still young so she stays with me during the day. It was my madam [employer] who assisted me in finding a crèche. I am glad that my child is learning as she is growing.” (Gloria, 40 years)

“When I migrated, I tried to communicate with the members of the community regarding a facility that will take care of my child, they suggested different childcare facilities. Madam [employer] also suggested and my child is currently placed in a facility that madam chose for him” (Sharon, 28 years)

Formal childcare facilities are often viewed as suitable care facilities for children as they create an environment that allows children to learn and be safe at the same time. According to Cappizano and Adams (2002), formal care have been seen as effective as the environment in these facilities permit children to learn, develop and communicate with each other. This is substantiated by one participant who stated that:

“When I migrated I found a caregiver who was able to recommend a suitable crèche for my child as she was aware of the facilities that were within the community. I can see progress in my child because even though she is young, she is learning as the environment at the facility allows her to learn and develop at the same time.” (Khanya, 35)

Even though formal childcare facilities are often viewed as appropriate in comparison to informal care, there are formal facilities that are not in good condition. These facilities are not seen child-friendly, as there is a limited space for children and it does not have the appropriate equipment for children. There is a participant who supported this statement when she said:

“It was difficult to find a crèche since I migrated in the middle of the year. I tried in three crèches, but they did not accept my child. I then took her to another crèche that I could see was not in a good state. The reason I took her to that crèche was because I had no choice since they could not take her in other crèches. It is a formal crèche, but from my perspective it is not in a good state when looking at the environment, the number of children attending that crèche as well as their playing equipment, it is not in a good state.” (Ntombi, 29 years)

One of the reasons that may cause people to view certain formal facilities as being in unsatisfactory conditions is when the teachers are not well-trained, the environment is not child friendly, the space is limited and children’s safety is not guaranteed. This is further supported by Peisner (2000), who highlighted that problems with formal care plans arise when the caregiver is unprofessional towards children.

The findings have illustrated that most women use formal childcare arrangements due to numerous reasons. It has further revealed that there are parents who are not satisfied with formal facilities that are within their community.

4.5 Informal childcare arrangements

Informal childcare arrangements refer to the care provided by a family member, friend or a person within the community who has a facility that is not registered with the relevant government department. Parents tend to place their children in informal facilities when they cannot find spaces in the formal facilities (Gilbert and Crankshaw, 1999). Hence, informal childcare arrangements is another provision that parents use when they have migrated to Imbali.

The finding suggests that participants used informal care because they believed that caregivers in the informal facilities are passionate in comparison to those in the formal facilities. In addition, participants emphasized that caregivers from informal facilities nurture children as if it was their own as there were a few of them in these facilities.

“My child is currently in an informal care facility. There is a granny who takes care of children so I also took my child there. I heard at the bus on my way to work that she was very good with children as she has been looking after children for quite some time.” (Princess, 39 years)

“I have an older neighbor who looks after children. I took my child there because I could see that my child will be well taken care of as she has a passion for children, you can see this even in the way she plays with them.” (Flora, 50 years)

“There is an old lady in the community who looks after children. The reason I took my child there was because there were a few of them as compared to the crèches that I know of. I can see that even though this is an informal facility, my child is well taken care of as this lady is very good with children.” (Thandi, 38 years)

The use of informal care is prevalent for children under the age of three years (Capizzano and Adams, 2000). This is because parents tend to trust their relatives with the care of their children more than professionals whom they rarely know.

The findings suggested that one participant placed her child in an informal facility because she was young. Furthermore, she believed that placing her child in an informal facility gave her assurance that her child will receive sufficient attention.

“Well I took my child to this old lady because my child is still young. The reason why I took her to this lady was because I wanted her to get enough attention that includes being fed, changing her nappy as well as being around her at all times because she still requires undivided attention unless of course when she is sleeping. I tried in other crèches and I realized that they wanted children who were able to feed themselves and who did not wear nappies. I am guaranteed that my child is well-taken care of.” (Thandi, 38 years)

Gilbert and Crankshaw (1999), stated that migrant parents use informal care arrangements when they cannot find spaces in the informal care. However, in certain cases migrant parents use informal care arrangements due to financial concerns.

The findings have illustrated that participants chose informal facilities because they could not afford to pay for formal facilities. This is because some participants are working in low paying job and cannot afford to place their children in costly facilities. With reference to the child, finances include payment for the caregiver, food as well as clothes.

“My child is being taken care of by a lady in the community because I can afford to pay for the lady. I do not earn much so I had to place my child where I could afford as I had other expenses. Other expenses relating to the child include food, clothes as well as payment for the caregiver every month.” (Princess, 39 years)

Flora added:

“The reason my child stays in an informal facility is because the person who looks after my child is my neighbor. She is also cheaper than other facilities and that is the reason why I took her there because I am able to meet other needs for my child such as food and clothes.” (Flora, 50 years)

The findings above have illustrated that informal childcare facilities were used by few participants for various reasons such as when the child is under three years old. Participants have also emphasized that their financial conditions have resulted in them placing their children in informal facilities since they had other expenses and as a result could not afford costly facilities.

4.6 Knowledge on childcare facilities

Migrants' knowledge of childcare facilities is significant in relation to the issue of childcare arrangements. This is because women often migrate for employment purposes and have to make arrangements for their children. The findings of the study have revealed that only one woman was recently unemployed which is showing that there had to be arrangements in place for children and migrants had to acquire knowledge of the facilities within the community.

The findings suggested that most women were not aware of childcare facilities when they first migrated. They were assisted by community members and their employers who had knowledge of childcare facilities within the community. The comments below illustrate the lack of knowledge about childcare facilities:

“I was not aware of any childcare facility when I first migrated. However, as I have stated that I am an open person who is able to community with people, I then started asking around. I was able to find an affordable facility that was within the community.” (Thandi, 38 years)

“When I first migrated I had no knowledge on facilities. I asked my neighbor who was helpful since she had a three year old son who was also attending a crèche that was within the community. My child was admitted as my neighbor spoke on my behalf because she knew all the teachers at the facility.” (Ntombi, 29 years)

“To tell the truth I did not know of any facilities within the community. I had two neighbors who were very welcoming and helpful. They assisted me in

placing my child in a crèche that they knew was in a good state. My child is now attending a crèche and I do not have to worry when I go to work.” (Mavis, 39 years)

There are women who had knowledge of childcare facilities when they first migrated. Knowledge was gained through conducting an investigation on childcare facilities prior to migration. Furthermore, there were women who had people they had known from Imbali before they migrated. One woman was employed in a childcare facility, therefore she had knowledge on childcare facilities that were within the area of Imbali. Below are the comments illustrating knowledge of childcare facilities:

“I was aware of the childcare facilities within the area of Imbali because I conducted an investigation before I migrated. The reason I conducted an investigation was because I did not want my child to suffer because I knew I was going to move with her to Imbali and she needed a crèche since I was working. (Sane, 27 years)

“I had knowledge on the childcare facilities because I had my boss [employer] whom I knew prior to migration. I met madam [employer] to discuss employment related issues, and that is where I told her I was migrating with my child so she started making preparation for my daughter. I did not encounter any challenges because I had someone I knew that assisted me before I migrated.” (Gladys, 49 years)

“I knew about facilities when I migrated because I was employed in one of the crèches within the community. I also able to take my child there because I knew it was a good crèche and my child was able to learn while I was around as she was not used to other people. Finding employment in the crèche also exposed me in acquiring knowledge on the childcare facilities that were within the area of Imbali since we worked hand in hand with them.” (Beauty, 32 years)

The findings above have illustrated knowledge on childcare facilities. It can be concluded that most parent lacked knowledge of childcare facilities when they first arrived in the area. The finding also emphasized the importance of building healthy relationships with people because all women who were not aware of childcare facilities were assisted by community members.

4.7 Characteristics of childcare facilities

Women had different perceptions regarding characteristics that would determine a ‘good’ childcare facility. They placed emphasis on children’s safety, education, well-trained teachers, hygienic environment, sufficient space, health in terms of food, appropriate playing equipment and support for children.

A childcare facility that is safe is properly fenced for security purposes, has well trained teachers and dismisses children only when there are fetched by older person whom they are aware of. Below are the comments of participants who emphasized on the importance of safety:

“From my perspective, characteristics that would determine a childcare facility include the safety of the place as well as the health of the child. The reason I am emphasizing safety is because there are facilities that are not fenced and children can easily go outside where there are car passing and this could cause accidents. I am lucky because I found a facility that is properly fenced with well-trained teachers who ensure that children are safe at all times.” (Beauty, 32 years)

“I think a childcare facility should be safe, my child should be well taken care of when I am at work. I am paying at the crèche so I believe that my child should be safe and I should not worry about her safety when I am at work. She also needs to be happy because she spends lots of time at the crèche so it is my duty to ensure that my child is well taken care of.” (Nomusa, 32 years)

“The most important thing is that the facility must be in a condition that is safe for children, which means that it must not be close to the road where there are

taxi. If it happens that it is close to the road, it should be properly fenced so that children can be safe at all time. The teachers should ensure that children are safe because they are our only hope when we are work during the day.” (Mavis, 39 years)

“A crèche should be safe for children. There should be no renovations taking place while children are learning as they could get hurt because children play a lot. I would suggest that for safety purposes renovations should be done during holidays. Strangers should not be allowed in crèches, because this can place our children in a vulnerable position. It is the teacher’s responsibilities to ensure that our children are safe.” (Nozibusiso, 32 years)

There are women who have placed emphasis on education as being a key characteristic of childcare facilities. According to Bennett (2008), education plays a crucial role in a child’s development as it allows the child to engage in social and educational activities while they are developing. In addition, studies suggests that high quality early education provides a solid foundation for school readiness and academic achievements (Bennett, 2008).

The findings indicated that education was another characteristic of childcare facilities. Women commented as follows:

“I believe that education is the main characteristic because my child should learn at the ground level. This will assist her because by the time she starts primary school she will be used to learning. My opinion is that children should learn and not just play the whole day because if they get used to learning now, they will be able to be top achievers when they start schooling.” (Thandi, 38 years)

“I think the crèche is better because my child gets to learn. This includes reading and writing. It is important for children to start learning at a young age than just playing all day that is why I decided to take my child to the crèche because I wanted her to learn.” (Thabisile, 29 years)

“I think education is the key characteristic in crèches because our children should start learning at a young age. I think the games that they play during the day at the crèche should be also educational. Even though there are other characteristics that are important, I think education is the key characteristic because our children are the future of this country. (Gladys, 49 years)

As mentioned above education in childcare facilities is an important characteristic because it allows children to get into the habit of learning at a younger age. In relation to education, there are women who have placed emphasis on the importance of having well-trained teachers with passion for children. This means that teachers should be able to communicate with children and treat children as if they are their own.

The findings suggested that two participants placed emphasis on the importance of well trained teachers with a passion for children. In addition, migrant mothers emphasized that teachers should be people that children can communicate with, even on other issues affecting a child. Below are the comments illustrating women who stressed on passion and understanding for children:

“A good childcare facility would be a facility that consist of teachers who are well-educated, passionate and who understands children. I think teachers have a great impact on children because they look after children and teach them every day. Teachers should treat children as if they are their own because this will give the child a sense of belonging and the child will be able to communicate with their teachers even when there is something bothering them.” (Zodwa, 35 years)

“People who look after the children should be educated and able to communicate with children. From my perspective I think teachers should build healthy relationships with children in order for children to feel free to communicate with their teachers about anything because teachers spend more time with children as compared to us their mothers.” (Pinky, 29 years)

According to Mulligan et al. (2005), recent research has emphasized the long-lasting effects of early environmental influences and their significance for emotional security, cognitive development, and learning skills. The environment in facilities plays an essential role on how children learn and this impacts their learning skills. Health issues have been associated with the environment in terms of how big the environment is, hygiene, as well as the food being provided for children.

The findings revealed that there were migrant mothers who reported that the environment in the facilities was a vital characteristic. They stated that the environment should be child-friendly with age-appropriate playing equipment, hygienic and the food provided should be healthy. Participants made the following comments:

“Firstly, I think a childcare facility should be an environment that is child-friendly where children can be provided with food. The reason children should be provided with food is because sometimes parents do not get time to prepare lunch for children when they work long hours. Facilities should be cleaned at all times to avoid children contracting diseases because they can easily get sick.”
(Thabisile, 29 years)

“I would say the environment should be child friendly, where children have enough space to learn and play. Food provided for children should be healthy and teachers should ensure that children drink lots of water during the day because nurses always emphasize that children should drink lots of water.”
(Zanele, 37 years)

“I think the environment should be clean and accommodating. The space should be enough for all children registered in the crèche and the food that they eat should be healthy. These are the things that a good facility should consist of.”
(Beauty, 32 years)

“I think the important thing is the cleanliness of the environment and that it should be a safe environment for children. On my opinion, the food should also be healthy and it should accommodate all children at the facility because all parents are paying.” (Thandi, 38 years)

According to Bennett (2008), a close bond with a care provider is an index of the quality of future relationships. It is important for caregivers to maintain healthy relationships with children and ensure that they support them. Children should be supported by caregivers particularly when they have been recently admitted in a childcare facility because adaptation may be difficult for them.

The findings suggest that one participant has stressed the need for support to children. She reported that caregivers should avail themselves to children and be there for them at all times. Her comment is illustrated as follows:

“Teachers should always be there for children. The kind of support that they are willing to give to children is important because it has an impact on a child’s adaptation when she has recently started attending a facility. I think teachers should build and maintain healthy relationships with children in order for children to enjoy being at the crèche. (Khanya, 35 years)

The findings above have illustrated that parents believe that a good childcare facility would be characterized by safety, education, well-trained and passionate teachers, conducive environment, healthy food, appropriate playing equipment as well as support for children.

4.8 Determining factors

Determining factors are motives that trigger selection of particular childcare arrangements by women. Women stated that finances was one of the main determining factors. According to Bryson et al. (2013), the financial situation of women has been seen as a determining factor of the care arrangements that they chose for their children. In terms of finances, women reported that the selection of care arrangements was based on their affordability.

The findings suggested that women selected childcare arrangements based on finances. Women reported that they could not afford costly facilities, thus they placed their children in facilities that they could afford. They commented as follows:

“The reason I chose that facility for my child was because I could afford it. It was within the community where I could drop off my child every morning and fetch her in the afternoon. Some facilities within the community are expensive so I chose this facility because I could afford it. I would not like it when my child is being chased away because I did not pay, therefore that is why I chose a facility that I could afford.” (Zanele, 37 years)

“Firstly, the reason I chose this facility was because of price. This was actually a facility that I could afford being a person who have recently moved into a new area and had to make adjustments.” (Thandi, 38 years)

Bryson et al. (2013), highlighted that finances had an effect on other factors such as the distance to the facility. This means that distance to the facility influenced the selection of care arrangements.

The findings suggested that women chose facilities that were close to where they were staying. Women reported that care arrangements were selected based on the fact that they could drop off their children on their way to work and come back with them after work. In addition, one participant reported that being able to walk to the facility was an advantage for her when there are parents meetings at the crèche. The comments are illustrated as follows:

“One of the most important reason for choosing the current facility for my children is because it is near to where we stay. It is between our place of residence and where I work. When I travel to work I am able to drop my child and go to work, come back and pick up my child. By this I am able to save because I do not pay any bus fare.” (Mavis, 39 years)

“The reason I took my child to this crèche is because it very close, the crèche is opposite to where I stay so my child is safe. Even though it is close, my child

always waits for me to pick her up when I come back from work because I do not want her to stay alone when I am not home.” (Gladys, 49 years)

“I chose this crèche because I am able to walk my child to the crèche every day without taking any taxis because my job is not paying very well so I am able to afford it because I walk. I am also able to see teachers when there are problems or when there are parents meetings, I do not have to worry about transport fare when I want to go to the crèche, I just walk to the crèche and talk to the teachers when there is a problem or when they want to see parents.” (Thandi, 38 years)

Women reported that the selection of childcare facilities was based on suggestions made by the community when they first migrated. The types of communities that parents lived in influenced their choices of childcare plans for their children (Ispa et al., 1998). The findings suggested that women chose facilities based on the suggestions made by people they became close with when they migrated as they trusted them. Their comments are as follows:

“It was my landlord who suggested the current care arrangement for my child. It was easy to trust her because she was the first person I met when I migrated to the area. I was also able to see that the crèche that she suggested was a good crèche for child because I visited the crèche before my child started attending to ensure that it was in a good condition.” (Nomusa, 32 years)

“Madam [employer] suggested the crèche that my child is attending. I also went to the crèche and I can say that I am satisfied with the crèche. In addition, I can see progress because my child is learning as she shows me what they were doing at the crèche so I am happy that my child is learning as she is developing.” (Gloria, 40 years)

“When I first migrated, I saw my neighbor’s children, the way the respected older people, I realised that they were attending a good crèche because I knew they spent most of their time at the crèche. I then decided that I should take my child there because even in the afternoon they were always on time as they were fetched by their older sister. One thing I also liked about that crèche is that they only

allow children to leave if they are fetched by an older person they know.” (Zodwa, 35 years)

There are cases where parents place children in care facilities that was their last option. This is when parents had no other choice due to certain circumstances such as when they had to start working and the child does not have a caregiver.

The findings revealed that two participants placed their children in care facilities that was their last option. They were not happy with the facilities but they had no choice since they did not have any relatives who could assist them with their children in Imbali.

“I would say that I placed my child in the current arrangement because I had no choice. When I migrated I was employed and I had no one to assist me in looking after my child since I have no family here in Imbali, so I had no other option.” (Zanele, 37 years)

“There was nothing influencing me in choosing this crèche for my child because it was my last hope so I just had to, regardless of whether I was satisfied or not. All other crèches were full and it was only this crèche that was able to admit my child.” (Ntombi, 29 years)

According to Anderson (2006), age is one of the factors that influences the selection of care facilities because some facilities apply age categories when they enroll children. Age has an impact on the selection of facilities because specific facilities are limited to a certain age.

The findings suggested that one participant reported that her childcare arrangements was influenced by the age of the child. She further highlighted that the main concern was that her child was young and she wanted her child to receive sufficient attention.

“Well, I took my child to this old lady because my child is still young. The reason why I took her to this lady was because I wanted her to get enough attention that includes being fed, changing her a nappy as well as being around her at all time because she still needs undivided attention unless of course when she is sleeping.

I have tried in other crèches and I realized that they wanted children who were able to feed themselves and who did not wear nappies. I am guaranteed that my child is well-taken care of.” (Thandi, 38 years)

One participant reported that she chose the current arrangement for her child because she was employed in a childcare facility. In addition, she reported that this was an advantage for her child because her child was learning and adapting to the facility in her presence. She commented as follows:

“My child is only two years and she has been staying with me before we migrated. I am the only person she is used to here in Imbali. I was lucky enough to find employment in a childcare facility because my child is able to adjust to the new environment and being around children while I am around. I would say this was a win-win situation for me and my child.” (Beauty, 32 years)

She added:

“My child is learning, she is able to interact with other children. I am happy to see my child growing and learning while I am around because it was going to be difficult for her to adjust if I was not around. I think my presence had a huge impact on her adaptation and development.” (Beauty, 32 years)

The findings above have exemplified the determining factors that has influenced the selection of childcare arrangements. The key factors were finances and the distance to the childcare facilities. Age limits had an impact on the selection of childcare arrangements. Community members played a vital role in enlightening migrant mothers about the childcare facilities that were within the community.

4.9 Best interests of the child

The best interests of the child can be understood in relation to the Children’s Act 38 of 2005. The Children’s Act 38 of 2005 emphasizes that all custody, visitation discussions and

decisions made regarding the child should have an ultimate goal of fostering and encouraging the child's happiness, security, mental health and emotional development.

The findings revealed that there were women who felt that the current care arrangement for their children were not in their best interest. The reasons they felt it was not in their interest was because the care facilities had limited space for children, the safety of children was not at an optimal level, some teachers were not well-trained as they were not nurturing children instead they compared them and lastly some crèches were driven by generating profit and did not meet children's needs.

“The current arrangement for my child is not in her best interest. This is because I know that if I was financially secured I would take my child to another facility because there are many children and the space does not accommodate the number of children in the facility. I can tell that my child does not get enough attention, even though they learn and play but from my point of view I think it is not a place my child would go to if I was able to afford.” (Zanele, 37 years)

“It is not in the best interests of my child because I know that if I had more I would place my child in a better facility. I want my child to have more than I had and not attend schools or facilities that are within communities like my previous community but there is not much I can do.” (Hlengiwe, 33 years)

There are women who felt that the care arrangements for their children were in their best interests. This is because they felt that children were well taken care of, learning, eating healthy, the environment was child-friendly and teachers were well-trained. Their comments are illustrated as follows:

“I think it is in the interests of my child compared to the facilities back at home this one is better. It is closer to where we stay and the teachers are friendly and you could see by the way they treat children that they are qualified. They are taught to work with children as they know how to conduct themselves around children, that is what I saw when I was there and that is why I think it is in the best interests of my child. (Mavis, 39 years)

“It is in the best interests of my child because my child is learning and developing cognitively. She can read and can write her name, I think my child is learning as she is now able to do certain things that she was unable to do when we were still living in Kwa-Nongoma.” (Nomanzi, 38 years)

“The current arrangement is in my child’s best interests because at the crèche, they are sticking to what I want for my child. My child is eating healthy food because I told them to not give my child lots of junk, she drinks lots of water and does not play in the sun. They are also learning at the crèche and I think so far I am satisfied because my child is growing and well taken care of.” (Sane, 27 years)

There are women who were undecided on whether the childcare arrangement was in the best interest of their children. This was because one had agreed that it is in their interest however, she stated that if she had more she would place her in a facility that would be in her child’s best interest. She reported that a better facility would be a facility that is not within the community of Imbali, that is in a safe environment and where her child can learn and develop. The other participant felt as if it was in the best interest of herself, not the child. She reported that it was in her best interest because it accommodated her in terms of being able to drop off her child on her way to work, but it was not in the best interest of her child because her child was not receiving the care that she was satisfied with. Their comments are as follows:

“It is in the best interest of my child because I know that during the day she is at the crèche and I do not have to worry about her. However, if I was financially secured I would take my child to a facility that is not within the community, I would take my child to a facility that is child-friendly, where she can learn and develop.” (Thabisile, 29 years)

“I think it partially favours the best interests of my child. I would say most of the characteristics favours my best interest. This is because the current arrangement allows me to drop my child at the crèche every morning and fetch her in the afternoon. Her needs are not met because from my point of view my child is not

receiving the care that I had wished for her so I think this facility partially meets her needs.” (Khanya, 35 years)

The findings on the best interests of the child have shown that most women felt as if the childcare arrangements in place were not in the best interest of their children. There are also women who felt that formal facilities were not in the best interest of their children which goes to show that some facilities within the community of Imbali are not in good conditions in terms of the space, safety and teachers. In addition, there are women who were indecisive on whether they would regard the childcare arrangement in place as in the best interests of their children. This is because they felt as if these facilities favoured their interests as parents and not the child’s interest. Thus, it is essential for parents to assess whether the childcare arrangement in place is in the best interests of the child through communicating with the child and finding out how the child is adapting. This is because as much as it is the parent who choose the care facility for the child, it is important that they understand how the child is coping as they spend most of their time in these facilities.

4.10 Suggestions on childcare facilities

Women have highlighted several suggestions on childcare facilities that are within the community of Imbali. These suggestions are essential as they are pointed out by migrant parents who are familiar with these facilities because their children attend these facilities.

The findings suggests that most women have emphasized the importance of subsidizing facilities within the community. Participants reported that this subsidy may assist in extending facilities that has limited space, purchasing educational toys for children as well as ensuring that children who come from disadvantaged backgrounds attend facilities without making any form of payments. Participants suggested as follows:

“I will just speculate on the facility that I’m working at, I wouldn’t say everything in good condition but I think what we have is suitable for the children. However, the space is limited and there are many children. I think this facility needs funding

that will assist the owner in extending the facility so that it can accommodate the number of children being admitted.” (Beauty, 32 years)

“I think the crèches should be extended to accommodate children, hence funding from the government is needed. The owner of the crèche should speak to the ward councillor who can assist them in requesting funding from the government. This funding may also assist in employing more teachers because the crèche phase is very important in a child’s development.” (Zanele, 37 years)

“I think the government should fund the facilities. This is because children should play at the crèche and to do that there should be like parks inside the crèche that has all the play equipment suitable for children. The funding may also assist in buying other equipment like counting toys that will assist children when they are learning, so funding is needed.” (Sane, 27 years)

The comments above are illustrating that formal facilities were in need of funding in order to develop and be able to accommodate children. In addition, funding has the potential of assisting children who come from disadvantaged backgrounds in terms of payments for the crèche.

The findings suggested that women who placed their children in informal facilities emphasized that these facilities should be registered in order for the government to recognize these facilities. Their comments are illustrated below:

“I think the facilities that are not registered should be registered in order for the government to recognize these facilities. I think being registered will give facilities an opportunity to apply for funding that will assist in building crèches since this lady uses her house to look after children.” (Thandi, 38 years)

“Facilities should be registered so that the government can also be involved and assist with all the needs of the facility. This can assist the facility to grow and accommodate more children within the community.” (Princess, 39 years)

“I think in order for this lady to develop, she must register. This will open many doors for her as she may get funding that will assist her in building the facility

that will cater for children. Furthermore, this will allow her to employ more workers and by this the unemployment rate within the community will decrease.”
(Flora, 50 years)

Registration is also important for workers within facilities. One parent felt that there is a need to register workers in a certain union in order to encourage them to take their work professionally, be monitored and held responsibility for any misconduct. She stated that:

“I think teachers that are working in the facilities should be registered. They need to be trained and monitored because working with children can be challenging. They need to acquire skills of conducting assessments to children when they are being enrolled in facilities.” (Khanya, 35 years)

Children should be treated equally within facilities as they are all learners. The findings suggested that one parents felt that children were not treated equally and she suggested that teachers should treat children equally regardless of their background. She commented as follows:

“Childcare facilities should treat children equally regardless of their background. Teachers should not favour certain children because this can negatively affect the child. Teachers should be more like aunties to children because they spend most of their time with them so I think they should ensure that they treat all children equally.” (Nozibusiso, 32 years)

There are a variety of other suggestions that women have mentioned. This includes community involvement through volunteering, tightening security and the need for additional teachers. These suggestions are as follows:

“I think more teachers should be added in facilities because you find that sometimes there is only one teacher who looks after 35 children. There should be more community involvement where people who are willing to help volunteer in assisting where they can as this may improve how things operate within facilities”
(Nomusa, 32 years)

“I would say that facilities need to tighten security because we want our children to be safe. More space is needed within facilities because as much as they are able to cope in a limited space, children are affected because they do not get enough attention and even when their child is not coping, teachers tend to notice after some time because there are many children.” (Mavis, 39 years)

The findings above have highlighted the importance of subsidizing childcare facilities. This include registration because in order for the government to be able to recognize and fund facilities, they have to be registered. There was also a suggestion on the registration of workers with a professional body in order for them to work effectively and face consequences when they conduct themselves unprofessionally. Treating children equally is an important component that was mentioned by one parent. It is essential for workers to treat children equally because this may result in separation amongst children if they are being treated differently by their teachers. Hence, this goes to show that if workers were registered they would have to face consequences when found to be treating children unequally or when they display unprofessional behaviors in any way.

4.11 Summary

This chapter has presented findings from in-depth interviews conducted with migrant mothers from the area of Imbali. It is evident that there are a number of factors influencing the selection of childcare arrangements of migrants. The reasons for the choices of childcare arrangements are interrelated and it can be said that finances play an essential role in the selection of childcare arrangements. It has been clearly stated that as migrants, it is important

to be able to communicate with community members in order to gain knowledge about the place. A number of migrant mothers felt that certain facilities within the community were not in good condition as they believed that it was not in the best interests of their children. However, other parents believe that they were in good condition, this is showing that people have different preferences with regards to facilities and what they think is best for their children. The chapter has attempted to narrate and deepen the understanding of childcare arrangements of migrants in the area of Imbali, Pietermaritzburg.

CHAPTER 5- DISCUSSION AND CONCLUSION

5.1 Introduction

The increasing number of women entering the labour market has triggered the need for childcare arrangements. The process of migration due to employment opportunities has affected children in numerous ways as they either migrate with their parents or are left behind with relatives when parents migrate. According to the International Labour Office (2010), children are involved in the process of migration in a variety of ways, they may be left behind by parents who migrate to another country for employment or may accompany their parents through either regular or irregular channels. Hence, there was a need to understand the childcare arrangements made by migrants when they have migrated with their children. The research attempts to comprehend the childcare arrangements made by mothers who have migrated with their children. In addition, it looks at the contributing factors to the selection of childcare arrangements and women's perspective on the childcare plans in place for their children.

The purpose of the study was to shed insight on the childcare arrangements of migrants in the area of Imbali. This study firstly looked at how women adapted in the new environment that is in relation to access to services within the community. These services included clinics, transport, water and electricity as well as the childcare facilities as they directly affected parents and children when they first migrated. Hare (1999), highlights that primary studies on migration have placed emphasis on the push and pull factors of migration. However, this study aims to explore the care plans made for children. In addition, this study aims to investigate women's knowledge of childcare facilities as well as the determining factors that influences the selection of childcare arrangements. The study draws on qualitative research methods to explore these objectives. In-depth interviews were conducted to gather detailed information of women's experiences on migration in relation to childcare arrangements. The study draws on in-depth interviews from a small sample of migrant mothers living in the area of Imbali, Unit 13. The study draws on the ecological systems theory developed by Bronfenbrenner (1979), to explore the childcare arrangements of migrants. Even though there are limitations in this study, the use of qualitative methodology allowed the researcher to obtain detailed data through the use of in-depth interviews.

The findings of this study suggested that all participants migrated due to employment opportunities. Dubey and Mallah (2015), stated that social, economic and political factors lead to migration. In addition, Statistics South Africa (2003), revealed that over 70 percent of migrants move to different places in search for employment opportunities. All participants were originally from rural areas within South Africa. It was discovered that most participants were employed and had a plan in place to cater for their children while they were at work. The findings of the study suggested that most participants felt isolated when they first migrated to Imbali. This was due to the lack of communication with members of the community. However, those participants who knew people prior to migration were able to adapt quickly as they had people who assisted them in familiarizing themselves with the area. One may find that in certain occasions members within the community tend to not trust people who have migrated as there are numerous myths about migrants. Nevertheless, there are also migrants who find it hard to trust people whom they rarely know when they have migrated and this makes it difficult for them to communicate with the members of the community.

The findings of the study suggested that migrant's access to services depended on their communication with the community members. This is because those who were able to interact with members of the community were able to access services when they first migrated. Migrants who were able to speak and understand the language that was predominant in the community had access to services within the community. In addition, finding genuine people who were willing to support migrants also allowed them to gain access to services within the community. Access to services within the community is important as it has an effect on both women and children. For example when migrants cannot access services such as crèches within community, the mother becomes stranded because she does not know anyone and has to go to work. It is in such cases where migration is seen as having a negative impact on children. Bogin (1988), stated that migrating with children can have a good influence as children are provided with opportunities such as proper education. However, in cases where parents cannot access services such as crèches which forms part of the education system, migration does not necessarily have a good influence on the child instead it may result in negative implications when the parent does not have a plan for the child. Laughlin (2016), emphasized that the physical process of moving and resettling in low-income areas exposes young children to numerous hardships such as difficulties in finding facilities, access to services as well as separation from a caregiver who may have played an

essential role in the child's development. Access to services was therefore rooted in building and maintaining healthy relationships with community members.

The majority of women reported that before they migrated, they did not make any plans for their children as they were unemployed and had family members who assisted them with their children. However, when they migrated, they had to make plans for their children as they did not have any form of family support since they left their families behind. All women placed their children in either formal or informal facilities that were within the community of Imbali. Studies suggests that migrant parents tend to use formal care where they place their children in care facilities (Hosegood and Ford, 2003). The findings of this study have also illustrated that most migrant mothers placed their children in formal care facilities that were within the community. Women reported that the selection of formal care facilities was aligned with issues such as safety, education, environment as well as influence from people whom they were close to. Capizzano and Adams (2000), highlighted that formal care has been perceived as effective because the environment in these facilities permits children to learn, develop and communicate with each other. Conversely, the findings suggested that there were formal facilities that were characterized by limited space, untrained teachers as well as an environment that did not accommodate children. Such facilities are often driven by generating profits rather than meeting children's needs.

There are women who reported that their children were placed in informal facilities. Gilbert and Crankshaw (1990), believed that parents tend to place their children in informal facilities when they cannot find spaces in the formal facilities. However, certain women placed their children in informal facilities because of their age, finances as well as the need for more nurturing. In relation to age, respondents believed that children under 3 years had to be placed in informal facilities where they can receive sufficient attention from caregivers. A study conducted by Eryigit-Madwamuse and Barnes (2014), revealed that home-based care was the prevailing dominant care arrangements for children under three years. However, this study discovered that informal care was prevalent amongst children under three years. Capizzano and Adams (2002), further substantiated this by stating that the use of informal care was common amongst children under three years. The use of informal facilities was also attributed to financial concerns. Respondents reported that they chose informal facilities because they could not afford formal facilities. This was because there were other needs for children such as food and clothing that women had to pay

for, hence they ended up using informal care. Nurture was another factor that triggered women to choose informal facilities. Women reported that they chose informal care as they believed that caregivers in the informal facilities had passion for children as compared to those in the formal facilities.

Migrant's knowledge of childcare facilities is important to parents who migrate with their children. The findings of the study has revealed that only one woman was recently unemployed which is showing that there had to be arrangements in place for children and migrants had to acquire knowledge on the facilities within the community. According to Guerny (1995), most migrants move to an area with little or no knowledge about care facilities for their children. Most women were not aware of childcare facilities that were within the community when they first migrated. They acquired knowledge when they started asking community members about the facilities available within the community. In addition, women reported that they were assisted by their employers who were familiar with Imbali. There are women who have reported that they had knowledge of care facilities when they first migrated. They stated that they acquired knowledge through conducting investigations prior to migration. In addition, respondents highlighted that they had people whom they knew before they migrated, thus they had knowledge as they were assisted by people who were familiar with Imbali.

Women had different opinions with regards to characteristics that would determine a good childcare facility. There are participants who placed emphasis on safety as being a characteristic of a good childcare facility. Similarly, a study conducted by Shlay (2010), amongst American and Hispanic parents in urban areas, discovered that parents consistently prioritized safety over other quality features when selecting a preferred care arrangement. Women reported that facilities should be properly fenced to avoid children playing on the streets. Studies suggested that high quality early education provides a solid foundation for school readiness and academic achievements (Bennett, 2008). This is one of the reasons a number of women emphasized education as an important factor in childcare facilities. In relation to education, teachers should be well-trained to work with children. Furthermore, women reported that teachers should be passionate, supportive and be able to communicate with children.

Mulligan et al. (2005), highlighted that recent research has emphasized the long-lasting effects of early environmental influences and their significance for emotional security, cognitive development, and learning skills. The findings suggested that the environment and the health of children were two interrelated characteristics. Health issues have been associated with the environment in terms of how immense the environment is, hygiene and the food being provided for children. Another characteristic outlined by women included age-appropriate playing equipment.

There are factors that has driven the selection of childcare arrangements for children. The findings suggested that finances was the main component that influenced women's selection of childcare arrangements. Bryson et al. (2013), highlighted that the financial situation of women has been seen as a determining factor regarding the selection of childcare arrangements. This study is congruent with that of Da (2003), whose findings suggested that childcare arrangement of migrants is determined by the experience that they had when they first migrated which is often related to finances. Women reported that they had placed their children in facilities that they could afford. It was discovered that financial concerns encouraged women to place their children in informal facilities. The issue of finances had an impact on other factors such as the distance. Women chose facilities that were in the neighborhood as they could not afford to pay for transport. Respondents reported that being able to walk to the care facility was an advantage as they were able to drop their children on their way to work. The kind of communities that parents lived influenced their choices of childcare plans (Ispa et al., 1998). Hence, women illustrated that the selection of childcare facilities was suggested by people whom they were close with from the community.

It was discovered that there were cases where women chose facilities that were their last option since they had no choice. Posel and Casale (2006), stated there are migrants who encountered challenges in finding facilities for younger children when they have recently migrated. Women reported that they placed children in facilities that were dissatisfying as it was their last option. It is often migrants who move in the middle of year that encounter such challenges. Age was another contributing factor in the selection of childcare facilities. Studies suggested that a child's age had the capacity of determining the care arrangement suitable for them because certain facilities apply age categories in the enrollment of children (Anderson, 2006). Women reported that they chose facilities that they thought would be suitable for their children guided by their age. In addition,

there are women who preferred informal care because their children were young, thus they believed they should be placed in informal facilities to gain sufficient attention. The findings suggested that one woman reported that she chose a facility because she was employed in that facility. She highlighted that it was an advantage for her child as her child was able to learn and adjust in her presence.

It is vital to have an understanding on whether the care plans for children were in their best interests. This is because children spend most of their time in care facilities. The findings suggested that most women felt that the care plans in place were not in the best interests of their children. This was due to a number of factors such as limited space, unskilled teachers, lack of safety and facilities being driven by generating profit rather than meeting children's needs. Women reported that if they were financially secured, they would have placed their children in better facilities. In addition, respondents stated that teachers compared children based on their background, and this affected children as some of them ended up making excuses to avoid attending facilities. This goes to show the impact that teachers have on children and how they can be affected by the way they are treated by their teachers.

There were women who felt that the care plans in place were in the best interest of their children. They reported that care facilities were in the best interest of their children because children were well taken care of, they were learning, provided with healthy food and a child-friendly environment. The Cost, Quality and Outcome study conducted by Peisner (2000) in the United States of America revealed that high quality childcare had positive effects on children's language ability, socialization as well as their thinking and attention skills. Similarly, this study revealed that children who were well taken care of were psychologically healthy as they were learning, developing and socializing with their peers.

The findings revealed that there were parents who did not understand the concept of the best interest of the child. This is because they felt as if facilities had to accommodate their schedules without considering the needs of children. One woman reported that the care plan in place partially favoured the best interests of her children as she believed that it favoured her interests as she was able to drop off her child in the mornings. In addition, she highlighted that the crèche did not necessarily meet the needs of her child, however her needs were met with regards to the child as she was assured that her child had a caregiver while she was at work.

There are several suggestions made by women with regard to the care facilities within the area of Imbali. Women reported that facilities within the community should be subsidized as this may result in the improvement of facilities. Subsidizing facilities may assist in building and extending facilities, purchasing age-appropriate playing equipment and ensuring that children who come from disadvantaged backgrounds are allowed to attend facilities without making any payments. It was discovered that women who placed their children in informal facilities stressed on the registration of facilities. Registration of facilities with the relevant departments is important in order for the government to be able to recognize and provide subsidies for facilities that are in need. In addition, one woman felt that workers within facilities should also be registered with a certain body or union in order for them to be monitored and be held responsible when they display any form of unprofessional behaviors.

The study found that one woman emphasized that children should be treated equally. She reported that teachers should treat children equally regardless of their background as this may have negative implications for children. Women highlighted other suggestions which included community involvement through volunteering, tightening security and the need for additional teachers. The suggestions made by women with regards to facilities amounts to the issue of subsidizing facilities because in order for development to occur, funding is required.

The findings of this study have indicated that provisions made for children were both formal and informal care arrangements. This was discovered through in-depth interviews that were conducted with twenty participants. Most women had no knowledge of care facilities when they first migrated. The determining factors for the selection of childcare arrangements were embedded in finances, distance and influences from community members. Some participants were not receiving child support grant as they had no knowledge on how to make applications. The study have further revealed the poor implementation of legal policies because there were teachers who treated migrant children differently in facilities that they attended because of their background. Furthermore, migrant children were disadvantaged as some of them attended facilities that were not safe as their parents could not afford other facilities. The ecological systems theory was used to understand how the micro, mezzo and macro factors regulated the provisions made for children, knowledge of care facilities as well as the determining factors. The micro level looked at direct factors that impacted on women's selection of childcare arrangements. It was discovered that finances was a

direct factor that affected women's selection of childcare arrangements. At the mezzo level, the influence from the community members who were willing to assist had a direct impact on the selection of care facilities and it formed part of the determining factor where women placed their children in facilities that were suggested by their neighbors. In addition, building and maintaining healthy relationships with community members had a positive effect on migrants as it allowed them to gain access to services within the community. At the macro level, it was discovered that there were facilities that were not registered within the community. Furthermore, there were formal facilities that were not in a good state meaning that such facilities required subsidy from the government. Migrants were affected as they had placed their children in facilities that were not in good conditions because these facilities were not funded by the government who forms part of the macro system.

The overall objective of this study was to shed insights into understanding the childcare arrangements made by migrant mothers. The overall objective was achieved as it was clearly identified and illustrated how migrant mothers made plans for their children. The use of interviews assisted the researcher in being able to develop insights into childcare arrangements of migrants. The problem that this study addressed was the issue of childcare arrangements, which is the long-lasting effect of migration on children. The focus was on women who provided primary support for children. The researcher was able to analyze trends from the data collected to present findings of the study. The literature has shown that there is a knowledge gap with regards to the issue of childcare arrangements of migrants. This study has tried to close the knowledge gap as the focus of this study was on migrant mothers and the plans that they had made for their children.

5.2 Recommendations

Studies have concluded that age, education, values, beliefs and national sentiments have an influence on the attitude towards migrants (Hainmueller and Hiscox, 2007). Local leaders, parents as well as teachers should raise awareness in communities about the process of migration. Since there are people who are religious within the community, pastors can also raise awareness about migration during their sermons. It is important to raise awareness about migrants in order for community members to have an understanding on the process of migration and that internal

migrants are also citizens of South Africa who are entitled to services within communities. This may allow community members to be more willing to accept migrants when they relocate to the area as most people that migrate move with little knowledge of how things operate within communities.

Since Imbali is an urban area that is regularly receiving migrants, the ward councillor with the assistance of community caregivers should identify migrants and implement induction programmes where migrants are being introduced to the community and informed about the facilities available in the community. This may assist migrants in familiarizing themselves with the community, gaining knowledge of facilities within the community and identifying people they can consult when they encounter any challenges within the community. These programmes can be implemented at least once after three months depending on whether there are people who have migrated and it would be the responsibility of the community caregivers to check because they are aware of the community members. Studies on internal migration have revealed that the support that migrants receive from communities has a positive impact on their adaptation (Kok and Collinson, 2006).

Communities or neighbourhood initiatives such as yard signs can be used to increase migrants' knowledge or awareness of the childcare facilities within the community (Forry, 2013). The use of yard signs to advertise childcare facilities which can assist migrants in obtaining knowledge of the childcare facilities available within the community as the majority of them migrate with no knowledge on the care facilities within the community.

Community leader should encourage the formalization of childcare services so that they are more embraced and accepted by all. Formalizing these services will allow existing childcare facilities to apply for subsidies. Facilities within communities should consult with community caregivers who can assist them with the application of subsidies from the government and other stakeholders who may be willing to assist. This may allow for improvement in these facilities.

Both private and public stakeholders should invest in training workers from childcare facilities. This can be done through the implementation of programmes that aim to enhance and train workers on how to work with children. By this, stakeholders would be giving back to the community because most workers in facilities are from the community. In addition, teachers from childcare

facilities should be registered with a professional body in order for them to be monitored and be held responsible if they display unprofessional behaviour towards migrant children.

The involvement of both private and public stakeholders can assist migrant mothers. Since parents have outlined that finances had a huge impact on the selection of the childcare arrangements, the Department of Social Development should assign social workers to assist migrants with the application of child support grants. This is because migrant mothers were originally from rural areas therefore, they may have not applied for social grants due to the lack of knowledge about the structures that they should consult when they are applying for a child support grant. As a way of preventing the vulnerability of migrant children, migrants should apply to the ward councillor who will check whether parents have made plans for children if they are planning to migrate with their children. Arrangements may include proper living conditions as well as care plans for children.

This study has looked at the childcare arrangement of migrants. Migrant mothers were interviewed to understand the provisions made for their children. Future studies may look at teachers' perspectives on migrant children that is terms of children's adaptation to the new environment and how they learn because this study looked at women's perspectives on childcare arrangements and not how children adapt in the facilities.

REFERENCE LIST

Abubakar, A., Van de Vijver, F.J., Mazrui, L., Arasa, J. and Murugami, M., 2012. Ethnic identity, acculturation orientations, and psychological well-being among adolescents of immigrant background in Kenya. *In The Impact of Immigration on Children's Development*, 24, pp. 49-63).

Anderson, B., 2006. Migration in South Africa in comparative perspective. *Migration in South and Southern Africa: Dynamics and Determinants*. Cape Town, South Africa: Human Sciences Research Council, pp.97-117.

Anderson, C.W., Nagle, R.J., Roberts, W.A. and Smith, J.W., 1981. Attachment to substitute caregivers as a function of center quality and caregiver involvement. *Child Development*, pp.53-61.

Andrews, G., Skinner, D. and Zuma, K., 2006. Epidemiology of health and vulnerability among children orphaned and made vulnerable by HIV/AIDS in sub-Saharan Africa. *AIDS care*, 18(3), pp.269-276.

Azam, J.P. and Gubert, F., 2006. Migrants' remittances and the household in Africa: a review of evidence. *Journal of African Economies*, 15(suppl_2), pp.426-462.

Babbie, E., & Mouton, J., 2001. *Objectivity and Trustworthiness in Qualitative Research; In the Practice of Social Research*, Oxford and New York: Oxford University Press.

Berk, L.E., 2000. *Child development*. Boston and London: Allyn & Bacon.

Bennett, J.O.H.N., 2008. Early childhood education and care systems in the OECD countries: the issue of tradition and governance. *Encyclopedia on early childhood development*, pp.1-5.

Bianchi, S.M., 2000. Maternal employment and time with children: Dramatic change or surprising continuity? *Demography*, 37(4), pp.401-414.

Blanche, M.T., Blanche, M.J.T., Durrheim, K. and Painter, D. eds., 2006. *Research in practice: Applied methods for the social sciences*. Juta and Company Ltd.

Bogin, B., 1988. *Rural-to-urban migration. Biological Aspects of Human Migration*, Cambridge: Cambridge University Press.

Boyatzis, R.E., 1998. *Transforming qualitative information: Thematic analysis and code development*. Sage. Routledge.

Brandon, P.D., 1999. Income-pooling arrangements, economic constraints, and married mothers' child care choices. *Journal of Family Issues*, 20(3), pp.350-370.

Brettell, C.B. and Hollifield, J.F., 2013. Theorizing migration in anthropology: *In Migration theory*, 15(2), pp. 121-168.

Brilli, Y., Del Boca, D. and Monfardini, C., 2013. State-of-the-art report: *Child care arrangements: determinants and consequences*, 20(2), pp.1-38.

Brockerhoff, M., 1994. The impact of rural-urban migration on child survival. *Health transition review*, 15(2), pp.127-149.

Brockerhoff, M. and Eu, H., 1993. Demographic and socioeconomic determinants of female rural to urban migration in Sub-Saharan Africa. *International Migration Review*, pp.557-577.

Bronfenbrenner, U., 1979. *The ecology of human development*. Harvard University Press.

Bronfenbrenner, U., 1986. Ecology of the family as a context for human development: Research perspectives. *Developmental psychology*, 22(6), p.723.

Bryson C., M. Brewer, L. Sibieta & S. Butt. 2013. *The role of informal childcare: understanding the research evidence*. Nuffield Foundation.

Campbell, E.K., 2007. Brain drain potential in Botswana. *International Migration*, 45(5), pp.115-145.

Carter, B. and McGoldrick, M., 2005. Overview. In Carter, B. and McGoldrick, M., (Eds.), *The expanded family lifecycle individual, family and social perspective*. Boston, MA: Allyn & Bacon.

Capizzano, J. and Adams, G., 2000. The Number of Child Care Arrangements Used by Children under Five: Variation across the States. *Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies*. 12(1).pp.12-56.

Ceglowski, D. and Bacigalupa, C., 2002. Four perspectives on child care quality. *Early Childhood Education Journal*, 30(2), pp.87-92.

Collinson, M., Kok, P. and Garenne, M., 2006. *Migration and changing settlement patterns: Multilevel data for policy*. Statistics South Africa.

Collinson, M. (2009). *Striving against adversity: the dynamics of migration, health and poverty in rural South Africa*. Umeå University, Umeå, Sweden.

Da, W.W., 2003. Transnational grand-parenting: Child care arrangements among migrants from the People's Republic of China to Australia. *Journal of International Migration and Integration/Revue de l'integration et de la migration internationale*, 4(1), pp.79-103.

Davies, M. B. 2007. *Doing a Successful Research Project*. New York. Palgrave Macmillan.

D'emilio, A.L., Cordero, B., Bainvel, B., Skoog, C., Comini, D., Gough, J., Dias, M., Saab, R. and Kilbane, T., 2007. The impact of international migration: children left behind in selected countries of Latin America and the Caribbean. *United Nations Children's Fund (UNICEF), New York*, 5(1), pp.85-102.

De Haan, A., 2000. *Migrants, livelihoods and rights: the relevance of migration in development policies*. cabdirect.org.

Dodson, B., 2000. *Women on the move: Gender and cross-border migration to South Africa from Lesotho, Mozambique and Zimbabwe*.

Dubey, S. and Mallah, V., 2015. Migration: causes and effects. *The Business & Management Review*, 5(4), p.228.

Duncan, S. and Irwin, S., 2004. The social patterning of values and rationalities: mothers' choices in combining caring and employment. *Social Policy and Society*, 3(4), pp.391-399.

Durrheim, K. 2006. 'Research Design', in: Terre Blanche K., Durrheim, M. & Painter, D. (eds) *Research and practice: Applied Methods for the Social Sciences*. Cape Town: UCT Press.

Edwards, V.B., 2002. Quality Counts 2002: Building Blocks for Success. State Efforts in Early Childhood Education. *Education Week*, 21(17), pp.17.

Eryigit-Madzwamuse, S. and Barnes, J., 2014. Patterns of childcare arrangements and cognitive development. *Journal of Child and Adolescent Behavior*, 2(5), pp.1-9.

Forry, N., Tout, K., Rothenberg, L., Sandstrom, H. and Vesely, C., 2013. *Child care decision-making literature review*. OPRE brief, 45.

Gamble, W.C., Ewing, A.R. and Wilhlem, M.S., 2009. Parental perceptions of characteristics of non-parental child care: Belief dimensions, family and child correlates. *Journal of Child and Family Studies*, 18(1), pp.70-82.

Gilbert, A. and Crankshaw, O., 1999. Comparing South African and Latin American experience: migration and housing mobility in Soweto. *Urban Studies*, 36(13), pp.2375-2400.

Glick, J.E. and Hohmann-Marriott, B., 2007. Academic performance of young children in immigrant families: The significance of race, ethnicity, and national origins. *International Migration Review*, 41(2), pp.371-402.

Gomez, L.C., 2015. *Migration and its impact on children's lives*. University of Iceland.

Google Maps, 2017. *Imbali Unit 13*, 1:1.500. Google Maps [online]. Available through: <https://www.google.com/maps/@-29.668415,30.3424198,14z>. [Accessed 15 October 2018].

Guide, H.M., 2005. Retrieved March 14, 2018.

Guerny, D., 1995. *Gender, migration, farming systems & land tenure*. Module (4) SWWP.

Hainmueller, J. and Hiscox, M.J., 2007. Educated preferences: Explaining attitudes toward immigration in Europe. *International organization*, 61(2), pp.399-442.

Hall, K., 2010. Migrant mothers and mobile children: New possibilities for exploring child poverty dynamics in South Africa. *Children's Institute, University of Cape Town*, 45(2), pp.29-45.

Hand, K., 2005. Mother's views on using formal child care. *Family Matters*, 70(2), pp.10.

Hare, D., 1999. 'Push' versus 'pull' factors in migration outflows and returns: Determinants of migration status and spell duration among China's rural population. *The Journal of Development Studies*, 35(3), pp.45-72.

Harries, P., 1982. Kinship, ideology and the nature of pre-colonial labour migration: labour migration from the Delagoa Bay hinterland to South Africa, up to 1895. *Industrialisation and social change in South Africa*, 25(3), pp.142-166.

Harzig, C. Hoerder, D. and Gabaccia, D. 2009. *What is migration history?* Cambridge: Polity.

Hill, E.J., Mårtinson, V.K., Ferris, M. and Baker, R.Z., 2004. Beyond the mommy track: The influence of new-concept part-time work for professional women on work and family. *Journal of Family and Economic Issues*, 25(1), pp.121-136.

Hofferth, S.L. and Wissoker, D.A., 1992. Price, quality, and income in child care choice. *Journal of Human Resources*, pp.70-111.

Hosegood, V. and Ford, K., 2003, June. The impact of HIV/AIDS on children's living arrangements and migration in rural South Africa. In *Conference on African migration in comparative perspective, Johannesburg, South Africa*, 30(2), pp. 4-7.

International Labour Office, 2010. *International labour migration: A rights-based approach*. International Labour Office.

Ispa, J.M., Thornburg, K.R. and Venter-Barkley, J., 1998. Parental Child Care Selection Criteria and Program Qll. Ilalliity nrrn. *Journal of Research in Rural Education*, 14(1), pp.3-14.

Johnson, E.S., 2008. Ecological systems and complexity theory: Toward an alternative model of accountability in education. *Complicity: An International Journal of Complexity and Education*, 5(1).pp. 105-119.

Kahn, K., Collinson, M., Tollman, S., Wolff, B., Garenne, M. and Clark, S., 2003, June. Health consequences of migration: Evidence from South Africa's rural northeast (Agincourt). In *Conference on African Migration in Comparative Perspective, Johannesburg, South Africa*, 22(2), pp. 4-7.

Kainth, G.S., 2009. Push and pull factors of migration: a case of brick kiln industry of Punjab State. *Asia-Pacific Journal of Social Sciences*, 1(1), pp.82-116.

Katz, L.G., 1993. Multiple perspectives on the quality of early childhood programmes. *European Early Childhood Education Research Journal*, 1(2), pp.5-9.

Kok, P. and Collinson, M., 2006. *Migration and urbanisation in South Africa*. Statistics South Africa.

Kok, P.C., O'Donovan, M. and Bouare, O., 2003. *Post-apartheid patterns of internal migration in South Africa*. HSRC Press.

Laughlin, L., 2016. *Who's minding the kids? Child care arrangements*: Spring 2011. Current Population Reports, P70-135, US Census Bureau, Washington, DC; 2013.

Lloyd, C.B. and Desai, S., 1992. Children's living arrangements in developing countries. *Population Research and Policy Review*, 11(3), pp.193-216.

Martell, L. 2010. *The Sociology of globalization*. Cambridge: Polity.

McEvedy, C. and Jones, R., 1978. *Atlas of world population history*. Penguin Books Ltd, Harmondsworth, Middlesex, England.

McNeill, P and Chapman, S., 2005. *Research Methods*. Psychology Press.

Meyer C. H. (1988). *The ecosystems perspective in social work in paradigms of clinical social work*. New York Brunner and Mazel.

Mostert, W.P., 1998. *Demography: textbook for the South African student*. HSRC Press.

Mulligan, G.M., Brimhall, D. and West, J., 2005. Child Care and Early Education Arrangements of Infants, Toddlers, and Preschoolers: 2001. Statistical Analysis Report. NCES 2006-039. *National Center for Education Statistics*.

Paquette, D. and Ryan, J., 2001. Bronfenbrenners Ecological Systems Theory. [http.pt3.nl.edu/paquetteryanwebquest.pdf](http://pt3.nl.edu/paquetteryanwebquest.pdf).

Peisner, E.S., 2000. *The children of the Cost, Quality, and Outcomes Study go to school*. Diane Publishing.

Pettifor, A., MacPhail, C., Anderson, A.D. and Maman, S., 2012. 'If I buy the Kellogg's then he should [buy] the milk': young women's perspectives on relationship dynamics, gender power and HIV risk in Johannesburg, South Africa. *Culture, health & sexuality*, 14(5), pp.477-490.

Phillips, D., 1995. *Child care for low-income families: Summary of two workshops*. National Academies.

Philips, H. 2006. *Measurement, Concepts, and Definitions of International Migration: The Case of South Africa*. Paper Presented at United Nations Expert Group Meeting on Measuring International Migration: Concepts and Methods, December 4-7, 2006, United Nations, New York.

Polit Denise, F. and Hungler Bernadette, P., 1999. *Nursing research principles and methods*. HSRC.

Posel, D. and Casale, D., 2003. What has been happening to internal labour migration in South Africa, 1993–1999? *South African Journal of Economics*, 71(3), pp.455-479.

Poston Jr, D.L. and Bouvier, L.F., 2010. *Population and society: An introduction to demography*. Cambridge University Press.

Pungello, E.P. and Kurtz-Costes, B., 1999. Why and how working women choose child care: A review with a focus on infancy. *Developmental review*, 19(1), pp.31-96.

Republic of South Africa, 2005. Children's Act, No. 38 of 2005. *Government Gazette*, 492(28944).

Richter, L.M., Norris, S.A., Swart, T.M. and Ginsburg, C., 2006. In-migration and living conditions of young adolescents in Greater Johannesburg, South Africa. *Social dynamics*, 32(1), pp.195-216.

Sandefur, G.D. and Scott, W.J., 1981. A dynamic analysis of migration: an assessment of the effects of age, family and career variables. *Demography*, 18(3), pp.355-368.

Shivji, I.G., 2002. Globalisation and popular resistance. *Local Perspectives on Globalisation: The African Case, Dar es Salaam: Mkuki na Nyota*, pp.101-118.

Shlay, A.B., 2010. African American, White and Hispanic child care preferences: A factorial survey analysis of welfare leavers by race and ethnicity. *Social Science Research*, 39(1), pp.125-141.

Statistics South Africa, 2003. Census 2001: *Investigation into appropriate definitions of urban and rural areas for South Africa*: Report No. 03-02-20 (2001). Discussion Document. Pretoria.

Statistics South Africa. 2006. Provincial Profile 2004: KwaZulu-Natal. (Report no. 0091-05 (2004). Stats SA publication. South Africa.

Stats South Africa, 2014. *Discussion document: Documented Immigrants in South Africa*. Pretoria: Statistics South Africa.

Suárez-Orozco, M. and Suárez-Orozco C., 2001. Globalization, immigration, and education: The research agenda. *Harvard Educational Review*, 71(3), pp.345-366.

Suarez-Orozco, M. and Suarez-Orozco, C., 2005. Globalisation: immigration and education: recent United States trends. *Globalisation and education: proceedings of Joint Working Group*, pp.94-126.

Tausig, M. and Fenwick, R., 2001. Unbinding time: Alternate work schedules and work-life balance. *Journal of family and economic issues*, 22(2), pp.101-119.

Tyack, D.B., 2003. *Seeking common ground: Public schools in a diverse society*. Harvard University Press.

Tylor, S. J and Bogdan, R., 1998. *Introduction to qualitative research methods: A guidebook and resource*. John Wisley & Inc.

United Nations. Population Division, 2002. *International migration report 2002*. United Nations Publications.

United Nations, 1998. *World urbanization prospects: the 1996 revision*. New York: Population Division, Department of Economic and Social Affairs.

Walker, C. 1990. Gender and development of the migrant labour system c.1850-1930: An overview. In Walker, C. (ed.) *Women and gender in Southern Africa to 1945*. Cape Town. David Philip Publishers.

Wassenaar, D. 2006. 'Ethical Issues in Social Science Research', In Terre Blanche, M., Durrheim, K. and Painter, D. (eds). *Research in Practice: Applied Methods for the Social Sciences*, 2nd ed. Cape Town: University of Cape Town Press.

Weeks, J., 2008. *Population: An introduction to concepts and issues*, 11th Edition, Belmont: Wadsworth.

APPENDIX I: INTERVIEW SCHEDULE

Demographic Questions

1. Age
2. Place of origin
3. Home language
4. Marital status
5. Highest educational level
6. Employment status
7. Number of children

Key Questions

8. What factors pulled you to migrate to Imbali?
9. How was your first encounter when you migrated to this area? In your answer include whether you felt a sense of belonging when you moved to this area considering the communication patterns with community members and whether you had full access to services in the community.
10. What childcare plans did you make for your child before migrating to Imbali?
11. When you decided to migrate, what provisions did you make for your child?
 - a. Were you aware of any childcare facilities within the community?
 - b. If yes, did someone from the community introduce you to these facilities?
 - c. If no, did you try to ask people about the care facilities within the community?
12. What are the factors that influenced you to choose the current childcare arrangement for your child?
13. What characteristics would determine a good childcare facility and would you say that those put in place were sufficient?
14. Do you think the childcare arrangement in place favours the best interest of your child, and what suggestions would you have to better the childcare facilities within the community?
15. Is there anything you would like to add?

Ihlu Lemibuzo YesiZulu

Imininingwane

1. Iminyaka
2. Umusuka wakho
3. Ulimi lwebele
4. Isimi somshado
5. Ibanga lemfundo
6. Isimo somsebenzi
7. Inani lezingane

Ingqikithi yemibuzo

8. Yiziphi izimo ezikwenze ukuthi uthuthele eMbali?
9. Wazizwa unjani uqala ukufika kulendawo? Empendulweni yakho ngixoxele kabanzi ukuthi wazizwa wamukelekile yini endaweni, izindlela zokuxhumana nobudlelwane babunjan kanye nokuthi izinsiza kusebenza wakwazi yini ukuzithola.
10. Yiziphi izinhlelo owawuhlelele umntwana wakho ngaphambi kokuthi uthuthele eMbali?
11. Muhlazane uthatha isinqumo sokuthutha, wawuyihlinzekele kanjani ingane yakho?
 - a. Wawunalo yini ulwazi ngezikhungo zokunakekela abantwana ezisemphakathini?
 - b. Uma uvuma, engabe kukhona umuntu wasendaweni owakuthula kulezizikhungo?
 - c. Uma ungavumi, engabi wazama ukubuza umuntu wasendaweni ngezikhungo?
12. Yiziphi izimo ezenze ukuthi ukhethe lezizihlelo zokunakekela umntwana wakho?
13. Yiziphi izinto ezingakhombisa isikhungo sokunakekela abantwana esigculisayo, futhi ungasho ukuthi lezi ezikhona ziyagculisa noma zanele yin?
14. Ngokucabanga kwakho lesikhungo osisebenzisela umntwana wakho ngabe sifeza izidingo zomntwana wakho futhi yimiphi imibono onayo ukuthuthukisa uzikhungo zabantwana ezisemphakathini?
15. Kukhona ofisa ukwengeza ngakho?

APPENDIX II: INFORMED CONSENT

To whom it may concern

My name is Thobelani Nompilo Majola, a Population Studies Masters candidate from the School of Built Environment and Development Studies at the University of KwaZulu-Natal Howard College Campus. I am conducting a research project that will enable me to complete a Masters degree in Population Studies. My contact details are as follows: Email address- 214553506@stu.ukzn.ac.za and my cell phone number is 0742211243.

You are being invited to consider participating in a study that involves research on understanding the childcare seeking arrangements made by migrants when they migrate. The aim and purpose of this research is to develop a better insight on how migrants make arrangements for their children when they migrate. The study is expected to enroll twenty participants who have migrated to Imbali. It will involve interviews that will take place in the community hall during the scheduled times. There will be one meeting with each participant of about fifty minutes. The duration of your participation if you choose to enroll and remain in the study is expected to be approximately one hour on the day of the interview.

The study may involve discomforts when participants are discussing sensitive issues such as how they were treated when they migrated. We hope that the study will provide knowledge on how migrants plan for their children when they move to a certain area and what influences the choices that they make with regards to childcare arrangements. As a participant, if there is any information you are uncomfortable sharing you do not have to answer all of the questions asked. In cases where the participant feel upset by anything revealed during the interview, I will be there to provide immediate debriefing or alternatively refer the participant to a social worker at Department of Social Development service offices that is located within the community.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number_____).

In the event of any problems or concerns/questions you may contact the researcher at:

Email address: 214553506@stu.ukzn.ac.za

Mobile number: 0742211243,

For further clarity please contact:

Pranitha Maharaj

Email address: Maharajp7@ukzn.ac.za

Telephone no.: X2243

Alternatively you may contact the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Your participation in this research is entirely voluntary. It is your choice whether or not you choose to participate. If at any point during the interview or afterwards you change your mind, you can stop participating. This will not have any consequences to yourself if you decide to withdraw. Your involvement in this study is purely for academic purposes, and I will not derive any financial benefits from this study, however your participation will assist in exploring the ideas of the childcare seeking arrangements that you make when you migrate.

If you accept to participate, interviews will be held in the community hall where the researcher will be the only one present for interviews. It is recognized that asking you to share personal and confidential information may make you feel uncomfortable therefore, if there is any information you are uncomfortable in sharing, you do not have to answer that particular question. The session will be tape-recorded, with your consent to do so. The information recorded is confidential and you are not required to state your name if you are uncomfortable. The information collected will be kept private and will only be accessed by the researcher and her supervisor. If you have agreed to be recorded, the tapes will be destroyed when the study is completed in December 2018. Participant's identity will be protected by the use of pseudonyms that is not using their original names. The researcher will visit you if there is any feedback concerning participation.

CONSENT (Edit as required)

I (Name) have been informed about the study entitled (provide details) by (provide name of researcher/fieldworker).

I understand the purpose and procedures of the study (add these again if appropriate).

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at (provide details).

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Additional consent, where applicable

I hereby provide consent to:

Audio-record my interview YES / NO

Signature of Participant

Date

**Signature of Witness
(Where applicable)**

Date

INFORMED CONSENT (IsiZulu)

ISICELO SOKUGUNYAZWA UKWENZA UCWANINGO LOKUSEBENZISANA NABANTU

ULWAZI NGEMVUMO OKUZOSEBENZA NGEZIGABA

Bacwaningi: Kuyisidingo ukuthi konke kwenziwe ngobuchule noma ngokucophelela ngokomthetho, ukuthi konke okwenziwayo kube ulwazi olucacileyo ngokolimu olwaziwayo, futhi kungabi bikho ulwazi olubalulekile oluzokweqiwa kulokhu okungenzani. Ulwazi oluhunyushiwe luzodingeka emva kokuthi ulwazi lokuqala selugunyaziwe.

Ngezizathu ezithile ulwazi lungamukelwa ngokukhuluma kudingeke ukuthi kube nobufakazi noma ngezizathu ezithile. Ulwazi ngemvumo yomuntu ngayedwa lunqatshwe noma lususwe ikomide(HSSREC).

Ulwazi oluqokethwe ngokuzibophezela ukuba yingxenye yocwaningo

Usuku:

Isibingelelo: Ngiyakubingelela lunga lomphakathi

Igama lami ngingu Thobelani Nompilo Majola umfundi we Population Studies Masters ophuma eNyuvesi yakwaZulu Natal Howard College Campus, School of Built Environment and Development Studies, Student number 214 553 506, email address 214553506@stu.ukzn.ac.za

Uyamenywa ukuba ube ingxenye noma ukusebenzisana nami kucwaningo lokuthola ulwazi mayelana nokuthi abahlali besifazane abasha endaweni yaseMbali benzenjani uma bethutha nezingane zabo ngenxa yezimo ezithile. Inhloso yalolucwaningo ukubheka ukuthi engabe izinhlelo ezenziwa omama ekugadeni izingane zisecopheleni eliphezulu yini nokuthi ngabe ziyabagculisa yini abazali babantwana. Kulesifundo kuzoqokwa abesifazane abawu 20 abanezingane ezineminyaka eyisihlanu kuyaphansi.

Lesisifundo asinabo ubungozi futhi akukho lapho ozozizwa ungenakho ukukhululeka. Siyethemba lolucwaningo luzosisiza ukwazi kangcono ngezinhlelo omama abazenzayo uma bethutha nezingane zabo Kanye nokuthi engabe basuke benalo yini ulwazi ngezikhungo lapho kugadwa khona abantwana ezikulezizindawo asebethuthele kuzo. Okunye okumele ukwazi ngalolucwaningo akukho muhlomulo ngokusebenzisana nathi ngalesisifundo. Lesisifundo sibhekiwe ngokwenkambo yobulungiswa sagunyazwa ikomide lesikhungo sasenyuvesithi UKZN Humanities and Social Sciences Research Ethics (inombolo yokugunyaza_____).

Lesisifundo sibhekiwe ikomide elimele ubulungiswa sagunyazwa isikhungo sesenyuvesithi yakwaZulu Natali (inombolo egunyazayo_____)

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus
Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Uma kukhona izinkinga obhekana nazo noma kukhona imibuzo ungaxhumana nomcwaningi (kuleminingwane enikezelwe) ningaxhumana futhi nekomide elimele ubulungiswa lase UKZN Humanities & Social Sciences kuleminingwane elandelayo

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus
Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Ukusebenzisana nathi kulesisifundo awuphoqelekile, unalo ilungelo lokushintsha umqondo noma ngasiphi isikhathi uhoxe. Ngasesayidini lethu njengoba senza lolucwaningo asinawo umuhlombulo esizowunikezela kuwe kodwa singakunika uma sesiqedile ukwenza ucwaningo iphepha ukuze ulifunde noma ubeke umbono ngalo.

Umcwaningi akukho lapho ezothatha khona igama lakho futhi konke ozobe usitshela khona akukho lapho oyokubona khona ukuthi uwena. Konke ozokutshela umcwaningi kuzogcinwa kahle kukhiyelwe ekhabetheni. Esizobe sikugcine kwicomputha nakho kuvikelekile ngoba kuba nenombolo yemfihlo uma uyivula. Emuva kweminyaka emihlanu siyokushabalalisa lolulwazi osinike lona.

ISIVUMELWANO (gcwalisa njengoba kudingeka)

Mina-----ngazisiwe ngakho konke

Nginikeziwe ithuba lokuthi ngiphendule imibuzo bayelana nalolucwaningo noma isifundo futhi ngiphendule ngendlela engineliseka ngayo

Mina ngiyamemezela ukuthi ukuba kwami ingxenye yalolucwaningo angiphoqiwe futhi ngingayeka noma nini ngaphandle kokuphazamisa lesisifundo.

Uma ngabe ngiba nemibuzo noma yini ephathelene nalolucwaningo ngingaxhumana nomcwaningi

Uma ngabe ngiba nemibuzo noma ngifuna ukwazi kabanzi ngamalungelo ami ngokusebenzisana nani kulolucwaningo noma okumayelana nalolucwaningo noma ngabacwaningi ngingaxhumana nonobhalo wesikhungo esibhekene nobulungiswa bokwenza ucwaningo

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus
Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Okwengeziwe ngemvumo okudingekayo

Ngiyanikezela ngemvumo ukuthi

Ukusebenzisa isiqophamazwi AKUKHO/YEBO/CHA

Sayina ukuzibophezela

Usuku

Kusayina ufakazi uma ekhona

APPENDIX 111: ETHICAL CLEARENCE



11 September 2018

Thobelani Nompilo Majola 214553506
School of Built Environment and Development Studies
Howard College Campus

Dear Ms Majola

Protocol reference number: HSS/0824/018M

Project title: Childcare arrangements of migrants: A case study of mothers in Imbali, Pietermaritzburg

Full Approval – Expedited Application

In response to your application received 2 July 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully



.....
Professor Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Professor Pranitha Maharaj
cc Academic Leader Research: Prof Oliver Mtapuri
cc School Administrator: Ms A Msomi