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Student Homelessness, the Study of its Causalities and Manifestations in the University of the Witwatersrand

A research report presented

By

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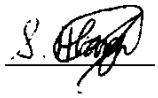
Supervisor: Professor Aly Karam

A research document submitted to the Faculty of Engineering
and the Built Environment as part of the fulfilment
of the academic requirements toward the degree of
Master of Science in Development Planning (MSc DP)

Johannesburg, October 2020

DECLARATION

I, Siyabonga Silas Hlongwa declare that this academic research report is entirely my own unaided work. The submission of this research document toward the academic requirements of the Master of Science in Development Planning (MSc DP) degree at the University of the Witwatersrand. This document was not submitted before toward any degree or examination at any other University.



Signed at Braamfontein Johannesburg

On the____06th____day of_October___20_20

ABSTRACT

This research is a discourse on student homelessness, the study of its causalities and manifestations in the University of the Witwatersrand. This discourse builds on views and perspectives in literature on the concept of spatial and socio-economic justice including supportive planning legislations which constitute the geography of the literary study in chapter 2. This discourse relates the theories of Harvey, Van Empel, and Ratsoy et al. toward a student-centric view of university planning processes.

This ethnographic study has a community participation orientation in urban development planning. This qualitative case study involves data collection toward orientation on manifestations and causal factors of student homelessness. Drawing on empirical data, with justification a position in radical planning theory and spatial development policy such as Spatial Planning and Land-use Act of 2013. This study contributes toward theoretical debates on student homelessness planning. Furthermore, the findings from this research can inform public policy related to student emergency accommodation and student homelessness.

DEDICATION

Firstly, this research report is a dedication to my grandmother (a God given gift) Mrs Sybil Sibongile Nungu Sikhosana (may her soul rest in peace). Thank you for guiding me from beyond through the trauma of rape and street homelessness. This element in my account supports the reference to effects of stress related trauma on homelessness (Rafferty &Shinn, 1991; Moor, 2005: Stronge, 2000; National Centre on Family homelessness, 2011). Secondly, I dedicate this research to all students that continue to face or have faced impediments in relation to access to accommodation (the state of homelessness). These impediments appear to be rooted in inequality, but more research-based analysis is necessary.

Since the birth of the democracy of the Republic of South Africa, a large gap between ambitions to integrate society within the field of development planning to probe social issues toward the achievement of the necessary adjustments that can stimulate a shift in access for the previously disadvantaged communities (including students). As a student I have responsibility with the knowledge in addition to training I have acquired in the University of the Witwatersrand to use my education, to liberate those that follow in my footsteps by leading by example.

With empty stomachs, holes in the soles of our shoes, worn-out clothes, we have written exams and struggled onward to make our mark. Within every story of struggle, there is hope, if only one is open to learning the lessons that can inspire development rooted in transformation. The researcher was inspired to conduct this study in the science of development planning. This document would not be complete without acknowledgement of all the professors who offered guidance as well as my chosen family.

ACKNOWLEDGEMENTS

I acknowledge the sponsorship of Technishe Universität Berlin and the efforts of Professor Mfaniseni Sihlongonyane (Prof). Prof inspired me to employ personal experience through an ethnographic research lens in the science of development planning research toward co-productive space making. Thanks to my Professors

Aly Karam, Amanda Williams and Brian Boshoff for their support and ability to see greatness in all students. Their efforts include the poor with the aim to push us to academic excellence even though students might not disclose their challenges. The honours of gaining access to higher education is thanks to these professors as well as many others lecturers, cleaning staff for their undying faith in previously, and currently homeless university students and by the same token university alumni. Thanks, extend beyond the realm of the living to my ancestors including my grandmother who in challenged me to commit my life to a career based on community service.

I acknowledge Nqobile Malaza who has been a source of academic guidance and moral support. Furthermore, I acknowledge my supervisor Professor Aly Karam who helped refine the report and improve the scientific clarity.

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List of Abbreviations

DUT: Durban University of Technology

LGBTIAQ: lesbian, Gay, Bi-sexual, Transgender, Intersex, Queer and Asexual

NY: New York

SPLUMA: Spatial Planning and Land-Use Management Act

UN Habitat: United Nations Habitat

UNEC: United Nations Economic Commission (European Chapter)

HUD: United States Department of Housing and urban Development

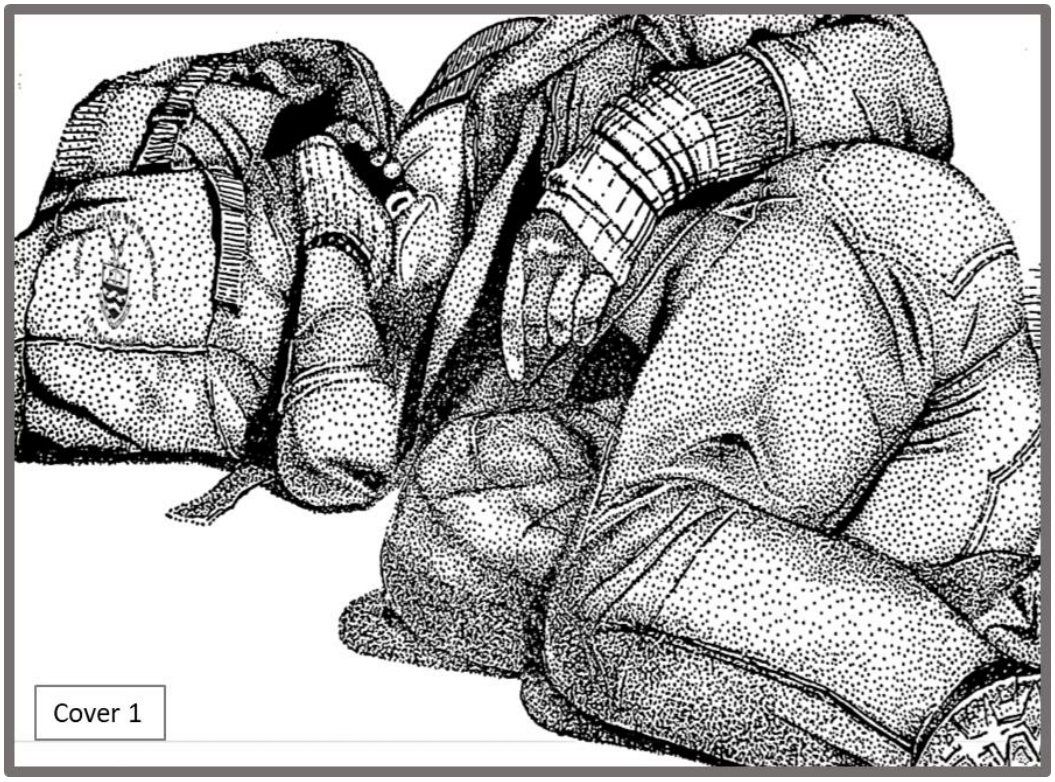
WCOO: Wits Community Outreach Organization

Wits: The University of the Witwatersrand

Terms

Student Body: The student community

Cross Night: A describing word that means act of working on something overnight; example a student would cross night toward her preparation for an examination. This would also apply to the students sleeping in public spaces or other temporary accommodation overnight while they are unable to go to the fixed term accommodation.



Cover 1 is a hand drawing that depicts a student in the state of homelessness. The artwork title is, University Student Sleeps Phansi University Homelessness, in Johannesburg South Africa. Source: Hlongwa (2018)

CHAPTER 1

1.1 Significance and Purpose of this Discourse on Student Homelessness

The value of this study is to the university community, the City of Johannesburg and the student community at large. The study involves investigations into the causes of student homelessness observing traditions of empirical phenomenology through ethnography as defined in Polkinghorne (1983). The research problem (referred to in figure 9) is a science of development planning concern in South African institutions of higher learning. The lack of access to accommodation in the universities around South Africa has been a driver for civil unrest in these learning institutions. This study unearths data that can inform context sensitive development. This chapter is an overview of this discourse on the development-planning crisis of a lack of access to accommodation for university students.

The root of student homelessness is a "lack of sufficient income, lack of affordable housing and family or parental conflict", which can be condensed into three major themes, social, economic, and spatial factors (AfforableCollegesOnline.org: 2018,1). This research constitutes an investigation into social, economic, and spatial factors influencing university student homelessness. University development planning is critical to the progress of modern society in a "knowledge-based economy" (Pinheiro et al, 2015). Universities foster specialized education and training which is critical in a modern society (Sterling, 2014).

The homeless discourse belongs to the science of development planning, which has potential to foster "transformative and inclusive change" toward equality of access (UN-Habitat, 2012:11). In this research the lens of development planning is used to analyse the lack of access to student accommodation. From a pragmatic planning position, this discourse forms the initial stage of development planning toward understanding the crisis of student homelessness. Development planning research constitutes qualitative and quantitative data collection to facilitate informed decision-making. Although statistics are critical components to processes of scientific knowledge generation in development planning research, experiences of affected

communities provide rigorous knowledge on a spectrum of potential causes and effects of the research problem.

This research constitutes the employment of qualitative planning research methods to facilitate phenomenological understanding of the research problem. To establish a rigorous exploration of the experiences of student homelessness, this discourse is "ethnographic" in nature (Sangasubana, 2011). Ethnographic research is a method of investigation through participation in the lives of the participants in search of "predictable patterns" (Sangasubana, 2011). This discourse involves both the researcher's observations and those of participants in the study as described in Sangasubana (2011: 567). Ethnography is ideal for this research as students in the state of homelessness are a vulnerable group, "it can be used to study marginalized groups of people closed to other forms of research" discussed in Wolcott (1999: 12). This study constitutes the observations and experiences of the researcher as well as discourse on data sourced from participating university students on their experiences. Furthermore, this study probes collective students' reflections on the lack of access to student accommodation. To establish orientation on the broader topic of university student homelessness this discourse notes critical definitions from key literature. The definitions of homelessness note boundaries of the research problem, which introduces broader qualifying properties of the research participants. This section leads the discourse to the research focus, core questions, aims and objectives. The conclusion of this chapter is an introduction to the literature review.

Spatial justice (under the theme of spatial factors in this discourse) has been a major component to urban development planning science in the 21st century in pursuit of potential comprehensive planning solutions to the problem of inequality (Fainstein 2014, Soja 2010, Young 1990). Although access for the poor is a challenge in a broad spectrum across sectors, access to accommodation in the sector of higher education and training is no exception (Fainstein 2014, Soja 2010, Young 1990, Odwa, 2018). University students are the lifeblood of the university, their need for

education is the reason for the existence of institutions of higher learning. A growing number of students without adequate access to accommodation (figure 1) during their university studies is a prevalent crisis as students find themselves in the state of homelessness (Odwa, 2018). Several factors have come to the fore as reasons behind student homelessness in different parts of the world. These factors are primarily socio-economic and spatial leading to an increase of cases in the university student population in a state of homelessness (AfforableCollegesOnline.org, 2018).

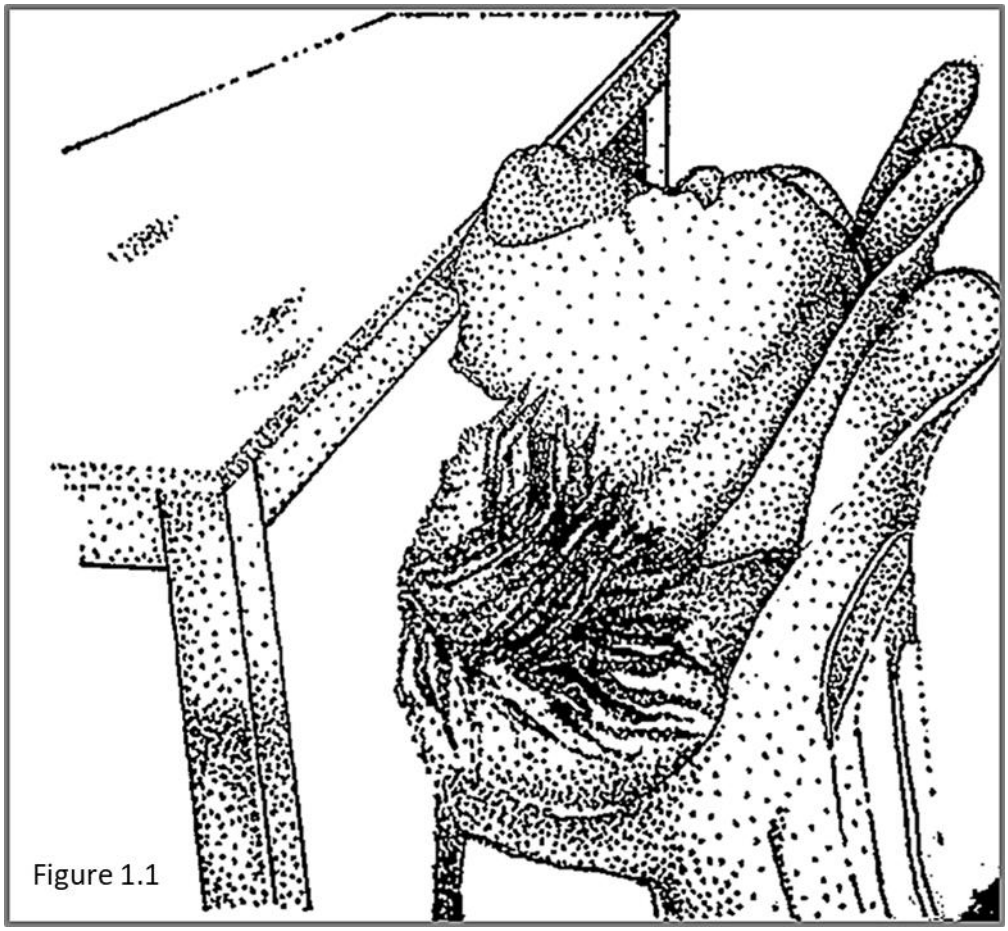


Figure 1.1 depicts a university student sleeping in public space due to a lack of access to university accommodation. The title of the figure is, University Student Sleeps Ezitulweni. Source: Hlongwa (2019)

Recently academics and decision-makers in development planning to channel their focus toward capitalist and commodified concerns such as "*profit*" (Harvey 2008: 23). Institutions of higher learning appear to be concerned with the accumulation of *"profit"* in the name of providing services for students` needs. Yet these services are decided without student participation or consultation. This despite planning having it origins in solution-oriented approaches with the aim of bridging gaps by providing access-ways to inform inclusive future land use management and comprehensive planning. This research unpacks factors influencing the crisis of homelessness manifest in various forms. following chapter unpacks this question to shed light on the motivation behind this research.

1.2 Motivation For This Research

First, the well-being of students in universities, specifically their ability to reach their full potential as learners is the primary concern. If universities have a mandate to attract the best students to produce the best graduates, then if follows that students will come from far afield and will require accommodation.

Second, the researchers` ethnographic experience of homelessness during the focus period of this study inspired the investigation university student homelessness. Ethnographic experience of student homelessness in this study fosters a platform for a grounded understanding of the geography of student homelessness. For a rigorous exploration of the causes of student homelessness, this discourse notes the ethnographic researcher`s account, participant interviews (the exploration of student experiences), and focus groups (exploration of collective student perspectives). The researcher`s observation and perspective are in a field of various other accounts, which are critical to the illumination of the context of the state of student homelessness in the university. Homelessness is not a superficial phenomenon that occurs instantaneously but is a process that has causes that do not have fixed periods but may influence the manifestation of homelessness. To unearth data on the causes and different forms of student homelessness this study investigates experiences and perspectives of student homelessness. This research has the potential to inform further discourse on university student homelessness. Furthermore, this study can result in a shift in reactionary planning for student needs. Annually the number of homeless students in universities across the country has increased (Odwa, 2018). Yet, the crisis of student homelessness at university receives little attention in literature and on the ground nationaly. University student homelessness has not been rigorously located, defined, then addressed in development planning together with related policy at the time of this research study.

1.2.1 Who are the Participants

This study investigates the university specific forms of homelessness experienced by students and reasons behind their experiences:

(Some independent variables that result in the student homelessness see the list below as a tool to identify participants in the research)

a) Lack of funds for travel: students that lack access to funding for mobility to travel home resulting in "*camping*" (to sleep in university public spaces).
b) Lack of time to travel: Students living far from the university who lose valuable time travelling long distances during examination periods. They reallocate commuting time to study by "camping" at the university. The students work on their studies overnight and not return to their home outside of the City of Johannesburg.
c) Lack of transport after hours: Temporarily homeless students due to lack of access to public transport after late study sessions (which sometimes progress into the late hours of the night- group work assignments, research in libraries, which increases during, and closer to exam periods).
d) Lack of fixed a place to stay: Students that do not have a fixed home and "*couch surf",* a common term for the description of a form of student homelessness that entails sleeping on couches and other inadequate facilities (Speak, 2016). These could include the property of relatives, friends and even strangers who temporarily extend a helping hand.
e) Complete lack of housing: Students who are street homeless and have to resort to living in homeless shelters and other mass accommodation forms of temporary shelter which can entail sleeping in recreational parks, public toilets, minibus taxis and religious buildings. While navigating between shelters, which can only accommodate limited people for short periods with different assessment criteria for admission are subject to high mobility. From ethnographic observations and personal experience of living in several shelters, intake criteria differ from shelter to shelter, based on the mandate of the shelter. There are shelters that cater exclusively for abused women and children. Women's shelters require women only who have been victims of abuse and violence with active criminal cases in need of emergency accommodation.

This study is an exploration of participants susceptibly to homelessness. Previously disadvantaged students from low-income households, are most vulnerable to financial challenges during their studies and hence they are most susceptible to homelessness (Personal Finance, 2018). Nonetheless, according to South African NSFAS standards the qualifying criteria for eligibility for fee-free education is the income of "less than R350 000" according to the previous State President, His Excellency Jacob Zuma in a speech on the fee-free education as per an article titled "*Free higher education kicks in immediately"* (Personal Finance, 2018). The study shows that participants that do not fit the requirements for eligibility are still unable to afford access to accommodation.

1.2.2 CONTEXT OF THE STUDY

The intention of the research is to investigate student perspectives on student homelessness this study includes focus groups at the main campus of the University of the Witwatersrand in open dialogues to probe perceptions and collective understanding of the causalities and manifestations of student homelessness. Odwa (2017) in the (student newspaper) Vuvuzela article gives more insight into the issue of student homelessness on Wits campuses. The text unpacks the scene of students in protests, standing in front of the Gauteng Department of Human Settlements. Koketso Phono of the SRC addressed his peers and EEF supporters noting student issues and their perceived lack of active progress on the side of the authorities.

> "*We gave them ample time to prepare for our arrival there and their absence is not a coincidence. Their absence is intentional*. *Our demand is that accommodation is expensive; how they fix it, we do not care. We just want it to be cheap and affordable (Wits Vuvuzela, 2017).*"

Students protested, even turning violent in the effort of illuminating the urgency of the student accommodation crisis and high fees on the 20th of April 2017. Within the University of the Witwatersrand, the were limited sources of help available to students). The Central Accommodation Office at Wits university had been the point of contact on behalf of the Reslife Office. The second option was the (SRC) Student Representative Council members who would speak directly to students and give them advice or directions toward accessing accommodation. Students benefit from

support organisations such as the Wits Community Outreach Organization (WCOO) that help students in need of accommodation, food, and other necessities where accommodation was not the only need. During the focus period of this study, the student accommodation crisis appeared to be larger than the resources of the university, as there were more students in the state of homelessness Odwa (2017). University management and those involved in development planning decision making proactively worked with the private sector and municipal government toward comprehensive plans.

The Odwa (2018) article was a contribution to the Wits Vuvuzela (a newsletter for the University of the Witwatersrand that has garnered a reputation for keeping abreast of current issues across all university campuses) titled "*Wits re-opens Witswaters and Esselen amidst accommodation-crisis"*. The article documented that 108 students moved into the Witswaters Residence in Parktown, Johannesburg informing the readers that the beds belonged to the Department of Health for the accommodation of nursing students. Then the SRC president confirmed that Esselen residence has single and double rooms with sharing students. According to a member of the student-representative-council, 215 students received access to accommodation in March 2018 as soon as more beds were available from private sector property letting companies such as South Point and Respublic. The University of the Witwatersrand housed 323 students in need of emergency accommodation at the time of publication Odwa (2018).

1.3. Rationale for the Study: Research Approach in this Study of Student Homelessness

Wits students who experienced lack of access to accommodation at some stage in the duration of their academic studies in the past organise into a student community under the guidance of the Wits Community Outreach Organization (WCOO) annually. Through the network of beneficiary students of the WCOO, this study sensitively probes their experiences through interviews. The positionality of this discourse on the science of development planning is inclusive, pro-poor, and bottom-up, allowing for potential even distribution of decision-making powers in politics of

space making. This study is ethnographic, the account section of the research notes the emergency nature of temporary accommodation and the dynamics of student community engagement.

Pissourios (2014) notes planning approaches with focus on "top-down and bottom-up" standards. "Top-down" practices sometimes result in disdain and uneven anti-competitive decision-making power, which can reduce access to critical community needs (for example students in the state of homelessness if they are not included in decision-making processes) Pissourios (2014). Anti-competitive decision-making practices can restrict democratic and inclusive development planning possibilities while bottom-up processes foster improved community experience. The current status quo in student housing crisis management is limited in some ways to a Hobson's choice (take it or leave it). Decision-makers need orientation to the issues on the ground in visceral ways and they are often unfamiliar with issues around homeless and attempt to address issues with a potentially superficial approach.

The design of the institution of higher learning is geared towards students' need for education and it is important for university development planning professionals to understand the students' experiences. Informed planning processes in the university institution may foster effective, efficient and successful operation toward the provision of quality higher education. The roots of this study constitute the recognition of community participation in urban development planning, within the university context. Employing a qualitative approach to understanding the research participants this can inform development-planning practice in institutions of higher learning. In professional practice, development planners are required to examine the field with the objective of understanding problems on the ground. The following quote emphasises the importance of community participation.

> "*Contemporary planning theories acknowledge the value of community participation in the development processes of our built environment, suggesting that community involvement has the potential to achieve a more sustainable outcome*" (Van Empel, 2008).

Similarly, an ancient strategist reputed for his original, creative and successful war strategies, Sun Tzu who in his book titled "*The Art of War"* illustrated the importance of first studying one`s opponent and the battleground (the geography of the lay of the land) to know the best way to attack.

> "*If you know the enemy is vulnerable to a strike, and know your soldiers can make the strike, but do not know if the lay of the land makes it unsuitable for battle, you have half a chance of winning*" Tzu (2005: 154).

In the science of development planning, the first stage of any project involves analysis of the object through research and this has the potential to aid planners to understand the strengths, weaknesses, obstacles, and threats. Through studying the perspectives and experiences of the university student community, this study involves the investigation of the university context, which is a critical element to the development (of any projects going forward). This will stimulate contextualised discourse on the student crisis through interviews and focus groups. This study is pragmatic with the potential for generating informed development planning contextual zoning solutions. Drawing from a student-centric approach to the analysis of a problem and employs freely available university newsletters, student accounts in the media, ethnographic researcher experiences. Data findings exploration is descriptive and interpretive form and individual interviews both in person and via social media and focus groups. Interpretive analysis is a model of processing data findings by exploring the emerging information in a subjective perspective that attached meaning.

This ethnographic study of student homelessness experiences through the lens of as a transgender woman have contributed to my academic career being rather difficult and inspired a passion for this research. This study trails a path toward understanding both currently and previously homeless students' narratives in the university (participants were students in the state of homelessness during the focus period). The researcher`s gender identity forms part of the LGBTQIA+ spectrum with my disposition as a transgender woman informing discourse positionality (See 1.8.1 on gender and homelessness). The ethnographic account notes the researcher`s expe-

rience homelessness as rooted in transphobia and perceived rejection from my family and community. To impart more understanding of ethnographic observations, this discourse investigates background causes to the manifestations of student homelessness. Although this research explores the topic of student homelessness between the years 2017 and 2018, causes of student homelessness initiated before this period. Images and maps provide insight and note causes of homelessness both direct as well as indirect. It is important to put on record that participants are close friends to the researcher. This research is student centric in support of the participants yet notes appreciation for the university emergency accommodation enforces my sympathy for university management decisions affecting the research participants in most cases.

1.4. The Value of Conducting Student Interviews and Focus Groups

The orientation of the rationale of discourse is toward unearthing student perspectives on USH. The orange sphere in Figure 1.2 represents the subjects noted in the representation of a proton during orbit about students' needs. Figure 1.2 is set on the premise that development planning is a solution-oriented science that shapes change in phases. This phase of research involves the researchers' ethnographic observations and investigation through the study, student participant interviews and focus groups for data on university institutions end-users who are important role players in the university system (the student community) as referred to more broadly in the Ratsoy et al. (1999) text. The Ratsoy et al. (1999: 1-26) publication is useful to this discourse for providing understanding of student homelessness toward "*better satisfying various student needs*". Figure 1.2 is a demonstration of student centricity unpacked in Ratsoy et al. (1999: 1-26) for illuminating the relative nature of the elements in this institutional case study of Wits University.

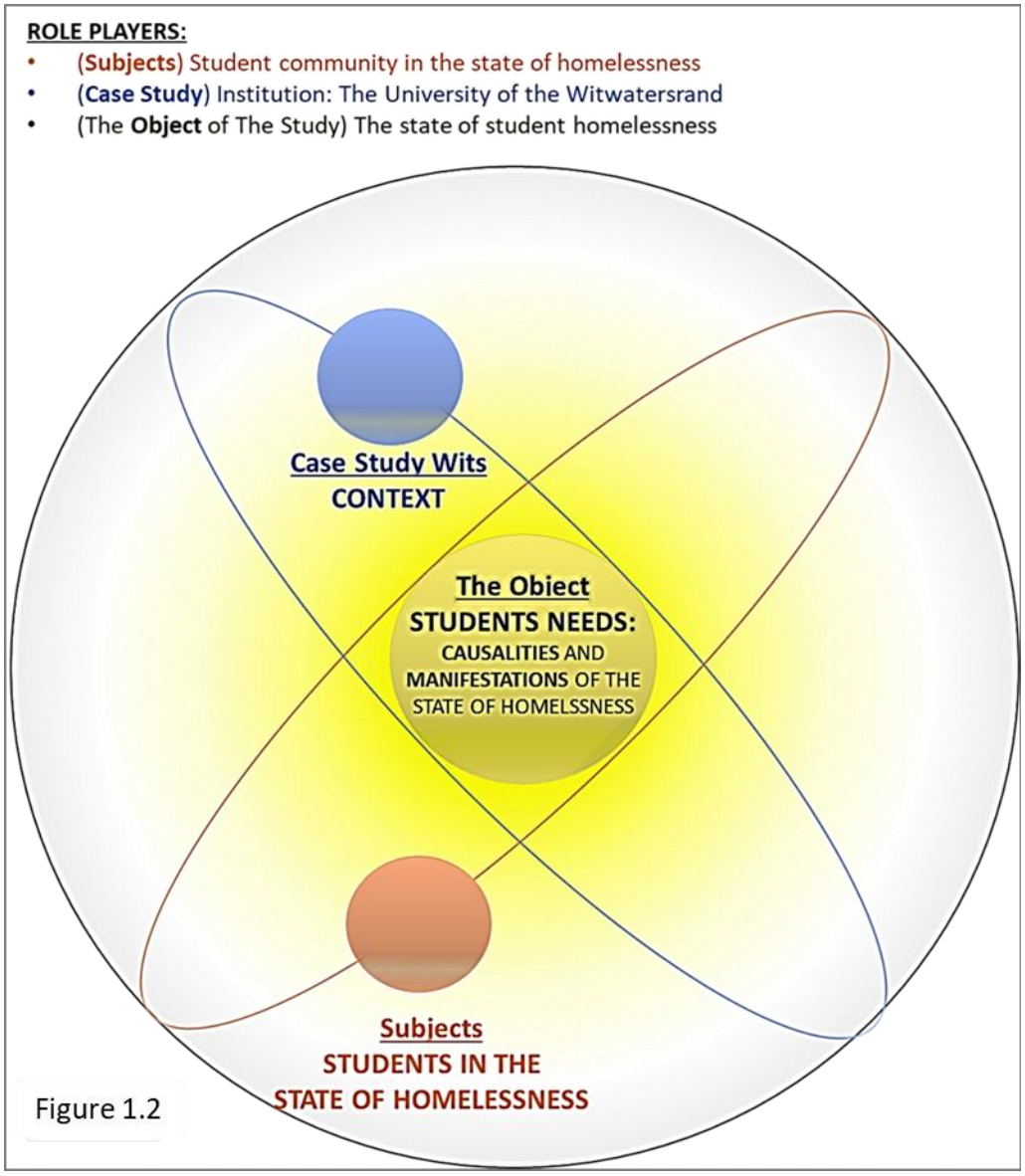


Figure 1.2 depicts the research topic contextually in a graphic form using the metaphor of an atom according to Coulomb's Law in physics. This figure is titled, The Object: Atomic structure of this study (Computer generated) University Homelessness, Johannesburg. Source: Hlongwa (2019)

1.5. Research Lens (Relationship between Students and their Accommodation Needs During their University Studies)

Homelessness is not a homogenous phenomenon, and in the context of the university, this case study of homelessness is unique due the students` relationship to the university institution. This research has basis on the relationship between the University of the Witwatersrand and the subjects who are the student community with a lack of access to accommodation. The metaphor of an atom aids to depict the

relationship between the actors in this study. The orbital of the diagram has two electrons which are the context and subjects of the study all based on the needs of the students themselves. Universities and all learning institutions are constantly growing, shifting, and adjusting to cater to the demands of societal change as well as student needs. Figure 1.2 represents the needs of students as focal to the student-centric study. Figure 1.2 is a depiction of their needs as manifesting at a rate that is faster and bigger than the means of accommodation the university institution can provide.

1.6. The Research Question: What are the Socio- Economic and Spatial Factors that cause the Manifestation of the State of Student Homelessness at the University of the Witwatersrand?

The research gap constitutes a university specific focus of the state of homelessness among the student community. With the homeless students' community as the subjects of the study, to unearth the causes of the manifestations of the state of homelessness (object). The main factors that influence USH fall into the categories of social, economic, and spatial issues (AfforableCollegesOnline.org, 2018). What makes this topic particularly relevant is the gap in the academic literature specifically on university student homelessness in South Africa in 2017 to 2018. This is a study in the science of development planning due to the student homelessness involving the study of people and spaces in their various organisations. It is critical for development planners to study possible and existing connections in organisational structures, processes, and functions to gain insight into how these affect the production and use of space.

1.7. Aims and Objectives of this Research

This research draws on community participation in the development planning process. In this epoch constitutes the critical nature of community participation in democratic processes of development. The following passage is an extract that demonstrates the importance of community participation. Although the case in the passage

is that of the "European Union and national level", this argument may apply in the case of institutions of higher learning (Pettersson et al, 2017: 1).

> "*Participation in decision-making has successively developed into a guiding principle at both EU and national level. However, diverse perspectives exist on what the role of different interests in participative processes should be, and the legal rules regarding participation varies between different sectors; from clearly defined to virtually non-existent requirements.*" (Pettersson et al, 2017: 1).

The passage above is an extract from the Marina Pettersson et al. (2017: 1) text, which suggests that community participation aids planners to understand different role players and can be helpful toward informed decision making in development and planning processes. The aim or product of this research is the investigation of the current planning a crisis of student homelessness from a student viewpoint. This research involves the investigation of students' experiences in the case-study of the University of the Witwatersrand. This study could have some relation to other case studies and can contribute to further understanding of student homelessness in the university. Online sources provide numerical data of the extent of student homelessness during the focus period of 2017 and 2018. Research participant accounts of their experiences of homelessness during their studies at the university are sources of information toward the investigation of possible answers to the research question.

1.8. UNDERSTANDING THE STATE OF STUDENT HOMELESSNESS

Homelessness is a global crisis that affects both the global north and south. Although this discourse focuses on university students experiencing manifestations of homelessness, the imitation of this study with a broader context exploring the wider context of socio-economic and spatial issues affecting student homelessness in learning institutions. Furthermore, this section notes a case of the global north below to provide a wide understanding of similar cases in the global north within the context of schools and or universities. Policymakers and planners often refute the student community in the state of homelessness (Hallett, Miller, & Skrla, 2015).

An informative source on the discourse on student homelessness unpack stereotypical views associated with the concept of homelessness. Below is quote a part of the opening statement of the documentary on student homelessness. This statement is loaded with ideology that generalises homelessness, it's manifestations and causes.

> "*Somebody that is drunk, schizophrenia or even somebody that is sleeping on the street. There is a category of people that are routinely hidden*" (Above the Noise, 2017).

In this case, a subject by the name of Dante Walton gave a personal perspective on student homelessness. His account chronicled his experience and the causes of his experience of student homelessness. Dante recounted that he and his mother were once homeless when he was attending school during which they had access to temporary accommodation in his maternal grandmother's property (Above the Noise, 2017). Upon the passing of his grandmother, Dante`s uncle forced Dante and his mother out of their family home. In the interview, Dante noted high mobility during his time of student homelessness. He and his mother moved to a friend`s residence until they outstayed their welcome and moved to a shelter. What is important when conceptualizing homelessness, is the variety of definitions of homelessness in various institutions, unpacked in the literature review section. The United States Department of Housing and Urban Development (HUD) uses a broad way to define homelessness on the following page (Above the Noise, 2017).

Definition of homelessness (HUD):

a) Living on the street

b) Living in a shelter (Above the Noise, 2017) (UN Habitat, 2015)

This method of categorizing homelessness can miss students not in a shelter or on the street but in the state of homelessness. Students might couch surf at friends or relatives' place of residence as they lack a home of their own (Above the Noise, 2017). The Department of Education in the United States of America USA does recognize students who are couch surfing and unaccommodated as homeless. Public schools in the USA are required to have a homeless liaison staff member (Above the Noise, 2017). Homeless liaisons have the responsibility to *"identify homeless*

students and ensure they have an equal opportunity to succeed in school" (Above the Noise, 2017).

Universities in the global south do have social support structures or referral contacts for the homeless but limited resources specifically for homeless students. There is a policy framework that treats the crisis of student homelessness without funding support (for example National Student Financial Aid Scheme) as a recurring development planning issue addressed as in some cases in the global north. Furthermore, in the South African context, development-planning processes are still evolving and growing in the newly democratic climate, which will naturally take time to make the much-needed impact. In institutions of higher learning, the science of development planning entails constant research to ensure the university has the capacity to cater for the annual inflation of the population of students. This means that university planners should optimise and adapt development processes to address contextually relevant factors such as the shortage of accommodation and student homelessness. Correspondingly, the experience of the state of homelessness is not homogenous.

1.8.1 Social Factors - Gender and Homelessness

Women, gender non-conforming persons and men experience the state of homelessness in different ways. Women, children and non-binary persons are particularly vulnerable to violence in the state of homelessness due to lack of security of tenure and safety. Students in the state homelessness are not homogenous and can be susceptible to many social issues. For example drugs and alcohol abuse as well as vulnerability to gender based violence such as pressure to commit sexual favors in exchange for money, accommodation and or food (Rafferty &Shinn, 1991; Moor, 2005: Stronge, 2000; National Centre on Family Homelessness, 2011). It can be degrading and humiliating in all respects for homeless students of all genders to sleep on floors and chairs. It can be particularly dangerous due to the female and gender non-conforming students` vulnerability to harassment (of various forms including sexual) while they sleep public spaces.

The state of homelessness is a common issue among transgender members of society due to a variety of factors. A few examples of these are discrimination, exclusion, and lack of understanding around the lesbian, gay, bi-sexual, transgender, and intersex, queer and asexual community (LGBTQIA+) (Friedman, 2014). Members of the LGBTQIA+ are sometimes subject to abuse, murder and eviction from their family homes and other spaces due to their gender identity and their sexual orientation. Discrimination sometimes extends to the work environments, hospitals, and institutions of higher learning. The roots of discrimination are a lack of awareness around the LGBTQIA+ community. The medical fraternity had previously defined transgender persons for example as having a mental condition and this attracted stigma and judgement from society. In the last decade, this has shifted toward awareness that transgender persons and other gender non-conforming persons do not differ from other human beings but need gender affirmative therapy and social integration. Media representation and the emergence of members of the LGBTQIA+ in mainstream entertainment has sparked a more inclusive paradigm in a society which is still growing in the developing world.

1.9 Conceptual Framework: Understanding the Object of the Study

To illustrate the conceptual framework of this study, figure 1.3 and 1.4 exhibit critical factors that may contribute to the manifestation of student homelessness below. Homelessness is a broad topic, but this study looks at the relationship between homeless students and the university. The subjects of the study are students registered in the university during their experience of homelessness. Since the university is located in the context of the City of Johannesburg the university is impacted by issues that affect the City of Johannesburg. This study focuses on the concepts of exclusion, human rights, and spatial justice.

The case study of the University of the Witwatersrand is no exception to the emergence of the factors that influence the manifestation of student homelessness. So-

cial, economic, and spatial factors that influence student homelessness in the university are microcosms of problems inherent at municipal, provincial and national scales. These factors are indicated in figure 1.3 and 1.4 (Figure 1.3 and 1.4 must be read in conjunction with figure 3 as the plan and figure 4 as the three-dimensional projection) to illustrate the conceptual framework. In figure 1.3 the green colour is a demonstration of the visual association between spatial factors affecting the manifestation of student homelessness, to the right to the city and spatial justice. A red sphere represents social factors that impact students in the state of homelessness which has a visual association with human rights in the image. The colour purple indicates economic factors as they relate to the manifestations and causes of student homelessness which have a visual association to exclusion in the image.

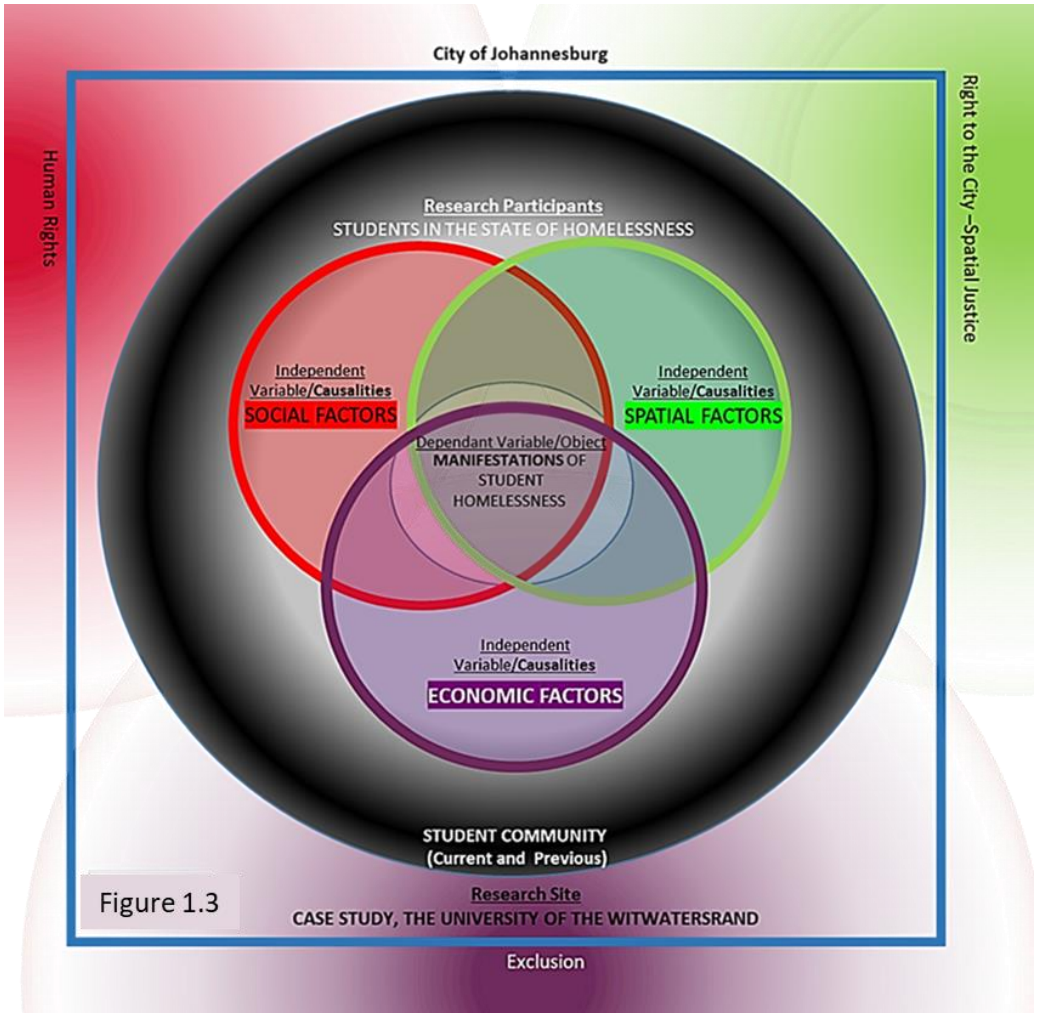


Figure 1.3: Illustrates the factors and elements that constitute the research gap. The discourse conceptual framework diagram. This figure is titled, Conceptual Framework (Computer generated) University Homelessness, Johannesburg. Source: Hlongwa (2019).

As noted in the definition of student homelessness in the context of this research, there are several independent variables among the subjects of the study (homeless students) that have a possible impact on the dependent variable that is the object of the study (student homelessness). Figure 1.3 is a representation that summarizes the conceptual framework of this research, flagging the pertinent themes that make up the independent variables. As depicted in figure 1.3 and figure 1.4, a blue square represents the case study of the university. The university student community in the state of homelessness is represented by the white sector of the black sphere. Social factors are represented by the red circle. Spatial factors are represented by the green circle and the purple circle represents the economic factors. Social factors are the variables, and this refers to the support that university students may or may not have access to. These can range from family support, state benefits (grants, scholarships), non-profit organizations and university institutional provisions that homeless university students may access.

Economic factors which can constitute the funds, bursaries, scholarships, or any other sources of income that the homeless university student may or may not have access to during their experience of the state homeless. The last epoch among the independent variables of this research is spatial factors that could be the cause of the students' lack of access to student accommodation. This research involves the process of locating the causes that might lead to manifestations of the state of student homelessness from the student perspective. Figure 4 indicates the factors that contribute to student homelessness.

Contributing factors are predominantly economic, spatial, and social. Figure 4 is a graphic illustration of the factors influencing the manifestations of student homelessness are not isolated to the university context but are societal issues which stem from concepts such as exclusion, the right to the city, and human rights. The image exhibits colour to establish linkages between the concepts as a code, with green as the spatial factors that link to the concept of the right to the city (access). The red colour represents a linkage between social factors and general human rights. The purple visually demonstrates links between exclusion and economic issues. With

all factors contributing to student homelessness in one funnel, which fuse together to produce the multi-coloured sphere which encapsulates the manifestation of student homelessness. Figure 1.3 is a plan and figure 4 is a three-dimensional perspective of the conceptual framework that is read in conjunction.

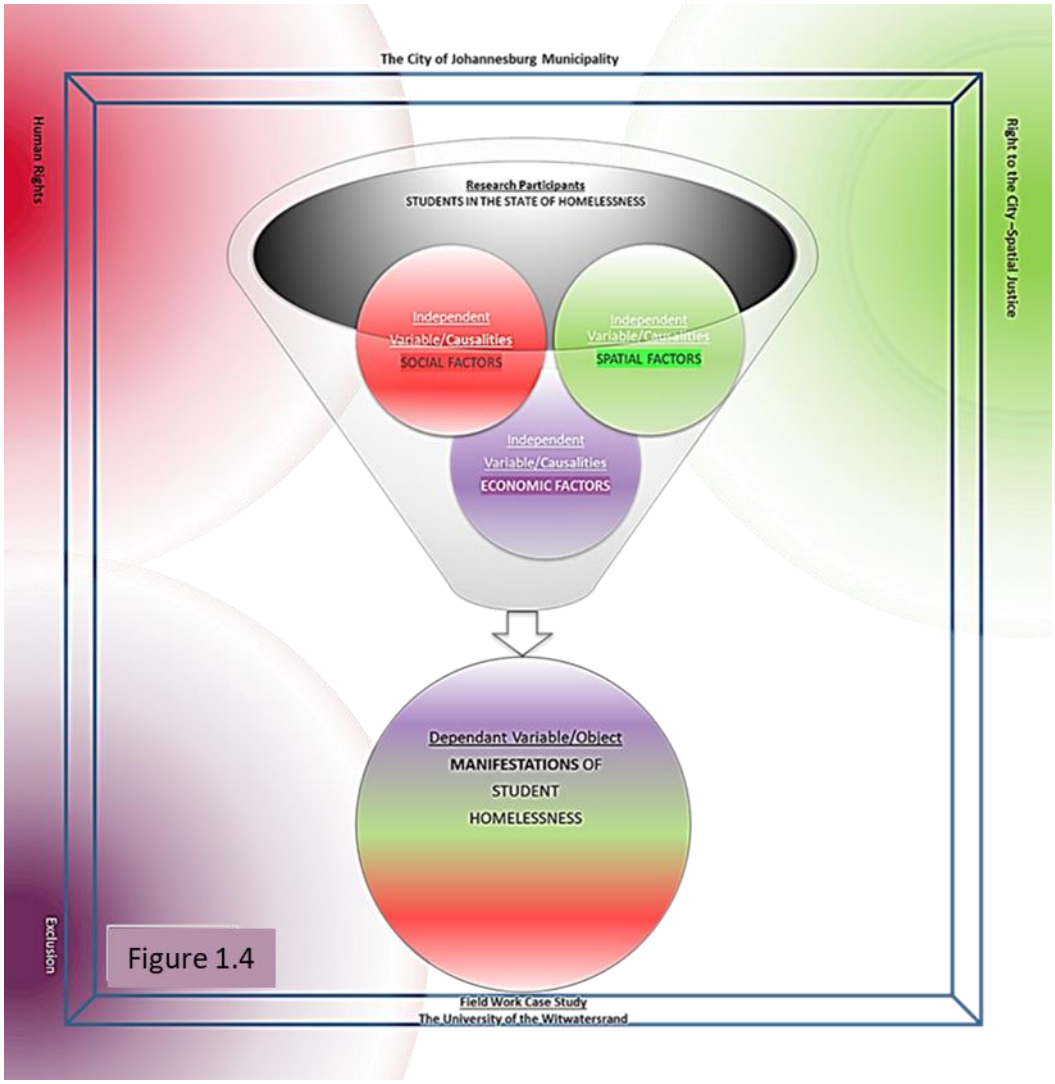


Figure 1.4: Illustrates the factors and elements that constitute the research gap, and demonstrates the association between the manifestations of student homelessness with the causes.. This figure is titled, Conceptual Framework Flow (Computer generated) University Homelessness, Johannesburg. Source: Hlongwa (2019)

1.9.1 Overview of this Discourse

In conducting this research the objective is the investigation of possible answers to the following sub-questions. South Africa as a country is decades into a democratic status but the country has yet to realize true equality. The questions below to probe the factors which cause USH and the manifestations:

What are the social factors that contribute to the research participants' experience of the state of homelessness?

What economic factors hinder students from access to accommodation?
What are the spatial factors that contribute to the manifestation of homelessness? (Where do the participants originate from?)
What manifestations of the states of homelessness exist in the student community of the university?

This discourse involves the use of structured-structured interviews as the apparatus to extract the data. Using online and face-to-face interviews with the research participants engage in interviews based on the research sub questions above. Many of the participant students attend forums on access to accommodation, which made them accessible for the research. After formally gaining ethics clearance through the university all protocol observed, all potential participants received invitation to take part in the study. Although only half of the initial participants agreed, take part in the final response process. The interviews also involved structured online interviews through email, Facebook and WhatsApp and interviews in person.

1.9.2 Limitations and Restrictions to this Discourse

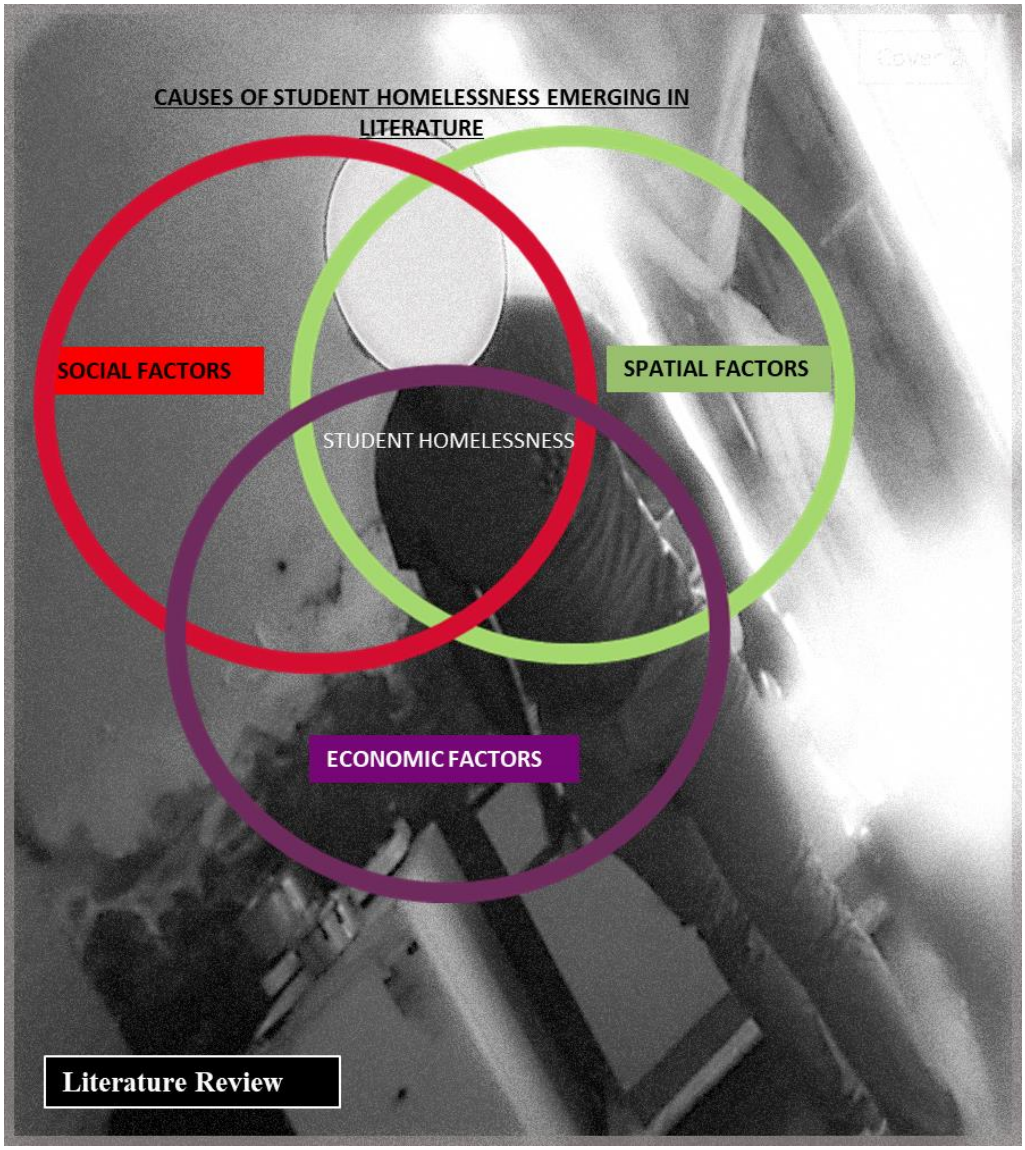
This epoch is an introduction to limitations in the research, expanded on chapter 3.6. Temporal limits presented challenges in research fieldwork, due to university exam study breaks, and which affect responses from the participants. Students that had left the province were not available for in-person interviews. The proactive solution involves the use of social media, for the online interviews. Due to examination stress, students had less time to respond to questions. Students were generally not comfortable to discuss their experiences, which potentially limited the depth of responses. Student homelessness has its origins in the broader theme of spatial justice, to understand the students' perspectives and experiences.

The research gap is in the science of development planning, apparent through the lack of understanding of their challenges. Several sources aid to provide understanding in the research gap. Reading around student homelessness through a desktop literature review toward a background and broader context on the topic of home-

lessness. This study has the approval to conduct interviews on the university premises toward the collection of data on the topic of student homelessness. The discourse conceals all the names of the participants using aliases. Students provide information off the record thus not all the data is available for access due to ethical boundaries. This study focuses on the period of 2017 to 2018. This topic is sensitive to students and their responses may reflect their discomfort.

1.9.3 Ethical Considerations

The ethical considerations in conduct this study is rooted in the respect of the participants` privacy. Students do not feel open to discuss sensitive issues thus participant accounts are more detailed. Interviews are documented through manual handwritten notes but, and audio recordings. Participants did not want the recorded material accessible to the public, thus they are stored in a password secured computer not available to the public. Participants have the option to retract any data at any point during the study, and students later requested removal from the study. Defaulted participants are no longer in the study to uphold their requests. Images that help to unpack the issues, seed capital assets such as technical equipment, living conditions and technical occupation of participants that influence their experiences of student homelessness directly or indirectly during the research period are included to provide wider orientation for more in-depth insight to the causes of student homelessness. The following chapter is the literature review that will be the basis of the conceptual framework of this research.



Cover 2: is the research conceptual framework overplayed on an image of a student. The image captures the environment where two students in the state of homelessness lived temporarily. The title of this image is Students living in Abandoned Dwelling**.** Source: Hlongwa (2019)

CHAPTER 2

2.1 CAUSES OF HOMELESSNESS: INTRODUCING THE SOCIO-ECONOMIC AND SPATIAL FACTORS

Although this discourse focuses on University student homelessness. This literature review is a survey on the broader theme of homelessness and resultant variables.

First, this section is an introduction to the study through a conceptual framework lens with a radical planning theory rooting. Radical planning theory has a clear ambition toward participation and equality-oriented planning. Proponents of the theory are Marxist writers such as Heskin and Grabow (1973). To note the social, economic and spatial factors that contribute to knowledge on the state of homelessness emerging in literature. Second, this discourse provides comprehensive orientation on the topic. With focus on broader causes and manifestations of student homelessness. To understand the state of student homelessness conceptually this epoch unpacks the theme of spatial justice. Consider the socio-economic and spatial factors at play that may be obstacles to "*the right to the city"*. The passage below captures the concept of spatial justice that grounds the research study in radical planning theory. The concept of spatial justice, which facilitates the understanding of the socio-economic and spatial factors that cause student homelessness.

> *"We live, after all, in a world in which the rights of private property and the profit rate trump all other notions of rights. I here want to explore another type of human right, that of the right to the city"* (Harvey 2008, 23).

The Professor David, W. Harvey captures the concept of human rights and questions the limitation of access to resources in the urban realm in the extract quoted above (Harvey 2008, 23). Although this passage has a global north positionality, the emerging theme of spatial justice is a critical part of global development planning. The author flags the reality of inequality, which is at the root of social factors that may directly affect people's level of access to the city (human rights, and the notion power). "*The profit rate trumps all notions of rights"* suggests all rights are commodified. Professor David Harvey hints at a critical point in his reference to the "profit rate", which notes the commodification of access or economic factors that are sometimes the cause of exclusions in the greater world (Harvey 2008, 23). Sourcing of literature specifically on the topic of USH in South Africa is a challenge due to the sparse volume of academic content in this area at the time of the study. This is due to the lack of literature on the topic of USH in the global south, especially explored from the perspective of a transgender woman.

The concept of the "*right to the city*" frames the problem of access to the city consisting of goods and services as well as facilities. Human rights ("*the right to the city*") have become central in this era, which marks the rise in advocacy for spatial justice (Harvey, 2008). Although "*The Right to the City*" text is from the "*global north*" discourse, it still resonates with planning issues in the "*global south*" and thus informs this research on USH. The term *global south* is a concept in academic discourse about the developing world which is associated with third-world countries. Rights to shelter also factor in the spatial element of accommodation for example a home.

Home is a concept that is associated with shelter and it is open to various interpretations. According to Tipple and Speak (2009) the common associations in the spatial and social dimensions can be influenced by economic status such as "*belonging"* and "*comfort*". At the forefront of discourse, the term home bears several levels of association, which can be physically pertaining to the adequacy of the structure and form of shelter. Furthermore, the term home has perceived notions and associations, which can open the context of understanding to various planes of relation.

One may associate home with geographic location and the social atmosphere in relation and proximity within a settlement as part of a community. For the sake of achieving a scientific, universal understanding, the focus is on the physical definition and associations of the term home. The accepted definition of the term homelessness is "rooflessness", which refers to the lack of shelter in its basic form (Tipple and Speak, 2009, 245). It is critical to observe the quality of a place of shelter for housing purposes when defining a home. Inadequate shelter that exposes inhabitants to the elements or to danger, this constitutes "*inadequate housing*" (Tipple and Speak 2009, 245). To shed light on emerging causalities of homelessness this literature review is an exploration of several sources, for example journals toward

probing discourse on the broader theme of homelessness and some associated concepts. Makiwane et al. (2010) contains a comprehensive extract on homelessness that states,

"*Factors that contributed to their becoming homeless were poverty, unemployment, a lack of affordable accommodation, divorce, disability, illness and an underprivileged childhood. More than one-half of the interviewees reported growing up in dysfunctional families. There was evidence of solidarity among homeless people, especially those living in shelters, and there were informal networks for identifying job opportunities*" (Makiwane et al:2010, 1).

The extract above notes causes of homelessness listing the cost of accommodation as a factor to the problem of a lack of access. Social issues emerge in the passage flagging family problems as a contributing factor to homelessness. The author makes note of the sense of community in homeless communities and a system for possible opportunities to access employment. One might argue the authors suggest the root causes of homelessness are socio-economic and spatial factors. Definitions and emerging terminology on homelessness draws on descriptions of the lack of access to affordable accommodation. The context of the study of homelessness exhibits a persisting gap in the understanding of manifestations and causes of university student homelessness.

2.1. Definitions of Homelessness

This study is rooted in the understanding of university student homelessness (USH) through the analysis of a case study in the following chapters focusing on a population of university students experiencing a lack of access to accommodation in between 2017 and 2018. Participants students face impediments to access to adequate sleeping quarters and causes of student homelessness may vary. First, the focus of this ethnographic study (detailed and defined in the research methods chapter) is homelessness in the perspective of the researcher and subjects of this study. Secondly, this research includes an analysis of the object of this study.

To gain orientation on the spatial factors that help to define the development-planning crisis of homelessness, this epoch is the exploration of definitions of homelessness in the broader context. Formal accommodation is an *uncountable noun: "Accommodation generally refers to buildings or rooms where people live or stay*" (Collin**s** Cobuild English dictionary). Participant students are without access to adequate shelter. According to statistics from the United Nations Habitat questionnaire published in 2015 for the Department of Economic and Social Affairs. This questionnaire speaks to a broader context of homelessness. Although the research problem in this study unpacks the student context it is relevant to this research as it provides a broader perspective of student homelessness. The UN habitat questionnaire provides insight into relevant terms and understanding on the topic. Homelessness is conceptualised in one of two fundamental ways: a) Without shelter and b) unstable place of residence. See the following passage in United Nations Habitat (2015).

- *"For statistical purposes, the United Nations has defined homeless households as households without a shelter that would fall within the scope of living quarters. They carry their few possessions with them, sleeping in the streets, in doorways or on piers, or in any other space, on a random basis."*

- *"The United Nations Statistics Division distinguishes two broad categories of homelessness:"*

  (a) "Primary homelessness (or rooflessness). This category includes persons living in streets or without a shelter that would fall within the scope of living quarters;"
  (b) "Secondary homelessness. This category may include persons with no place of usual residence who move frequently between various types of accommodation" (United Nations Habitat, 2015).

Speak (2016) unpacks the definition of homelessness in the broader context. *"Sleeping rough"*, sleeping in public areas for example pavements, living in abandoned buildings. Living in an inadequate dwelling can be potentially harmful to the

homeless (Speak, 2016). Refugee temporary settlement camps are a form of homelessness. Speak (2016) flags the origins of the definition of homelessness as rooted in the last two decades of published sources and research conducted across twelve countries since the year 2000 such as Tipple and Speak (2009) and Speak (2016).

> "*In the developing world homelessness plays out along a continuum, running, broadly, as follows: 1. Rough sleeping, - literally lying down on the street, under a bridge or in a public place to sleep at night - temporary, seasonal short or long term. 2. Pavement dwelling, whereby a regular pitch is used over a longer period and some very rudimentary shelter of card, cloth or plastic is erected – short to medium term 3. Squatting in the same derelict building on a regular basis – short to medium term. 4. Living in abjectly poor, often dangerous, dwelling (including boats and other floating platforms), without security or services and which fails all tests of adequacy – long term or permanent. 5. Living in refugee camps without the foreseeable possibility of returning home -long term or permanent*" (Speak, 2016).

Although the Speak (2016) passage above unpacks homelessness in the broader context, it exhibits connections to manifestations of the state of student homelessness. Students can also experience such forms of homelessness while still pursuing their studies, but manifestations of homelessness are not a homogeneous phenomenon. Figure 1. 5 is a survey emerging terminology in literature. The term "sleeping rough" (Tipple and Speak, 2009) and (UNEC, 2002) which is the most common term associated with the condition of homelessness. Majority of the literature on the state of homelessness even in the form of policy originates from the global north. Although the global south constitutes the developing world, suggesting the manifestation of homelessness is higher. A saturation of publications on the state of homelessness emanates from the developed dichotomy in global context. In case studies of the global south on the state of homelessness, actors from the global north constitute a large volume of the literature. At the forefront of literary terrain are socio-economic and spatial factors among others that emerge in discourse toward understanding the state of homelessness. To gain more understanding on the state of homelessness the discourse must expand on the legislative and supporting policy.

Although no law ensures guaranteed access to all cases of student homelessness, implementation of the constitution is yet to be realised across the sector. Prior to 1994, the Aged Persons Act of 1967, South Africa had the Act of 1978 on National Welfare: The Child Care Act of 1983, The Probation Service Act of 1991, the Prevention and Treatment of Drug Dependency Act of 1991 and the Social Assistance Act of 1992.

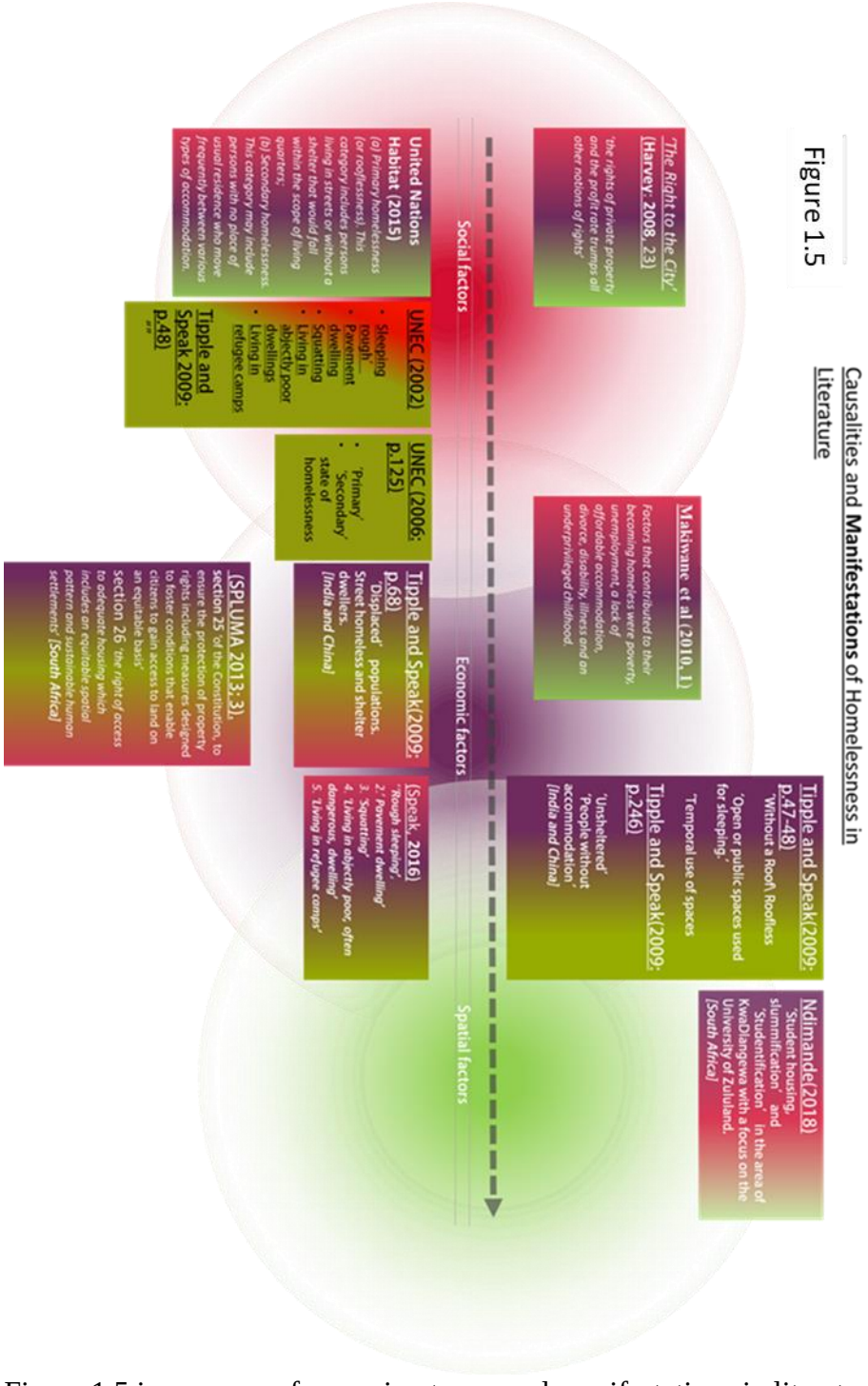


Figure 1.5 is a survey of emerging terms and manifestations in literature on homelessness. This diagram provides orientation on the emerging vocabulary providing understanding on the broader topic of homelessness in literature. Source: Hlongwa (2019)

In modern South African development planning practice Spatial Planning and Land-Use Management Act (SPLUMA) one of the most critical policies informing

spatial development frameworks. This is a platform for the dismantling of the legacy of a racially influenced dis-welfare in the Republic of South Africa.

> "• *section 25 of the Constitution, to ensure the protection of property rights including measures designed to foster conditions that enable citizens to gain access to land on an equitable basis; • section 26 of the Constitution, to have the right of access to adequate housing which includes an equitable spatial pattern and sustainable human settlements*" (SPLUMA 2013; 3).

The above quote flags two sections of the South African Constitution, which relate directly to property and housing rights. Although the South African Constitution makes provisions for access to property rights, there is a persistent lack of equitable access. A gap in between the legislation and reality exists in the South African context. What makes this quote particularly informative is the linkage and relevance to the topic as it pertains to the state of homelessness and access to accommodation. This legislation formulated on the principles of inclusivity rooted in the theme of social factors and spatial with economic limitations to access in this research study.

Although spatial justice in the global south as it relates to access to land has long been a critical issue at the fore or the development planning agenda. Between 1994 and 2014, UN Habitat (the UN Human Settlements Programme) hailed South African housing policies in high esteem (Huchzermeyer & Karam, 2016). The dominant state driven housing development typology was "fully subsidized freestanding housing intended for freehold titling" (Huchzermeyer & Karam, 2016). Housing policy formulation processes excluded public participation from 1994 to 2004 (Huchzermeyer & Karam, 2016). For example, the Reconstruction and Development Programme (RDP), which emerged at the heels of the new democratic climate in the year 1994 (Huchzermeyer & Karam, 2016).

The demand for RDP housing far surpassed the supply and the "urban housing backlog in 1990 was conservatively estimated at 1.3 million units" (Huchzermeyer & Karam, 2016). The figure is inclusive of rural settlements and hostels while the housing backlog is an estimate of 3 million units (Huchzermeyer & Karam, 2016).

Simultaneously with White Papers that informed the policy frameworks that informed developmental direction toward addressing negative impacts of the apartheid system; the strategic policy of 1996 Growth, Employment and Redistribution (GEAR); in the year 2005 the Accelerated and Shared Growth Initiative of South Africa, then later in 1997 the Housing Act (Huchzermeyer & Karam, 2016). The Non-Profit Organizations Act of 1997, Skills Development Act of 1998, the financing policy and the public Finance Management Acts of 1999 The Republic of South Africa built on inclusion of the white population and exclusion of other races (Huchzermeyer & Karam, 2016).

Non-white races primarily lacked access to business funding, senior jobs, quality education and positions of power all the while exploiting black labour power and other races (Rodrik, 2006). The apartheid system enforced exclusion of non-white racial groups and the implications of this are now visible today socio-economically and spatially through segregated settlement areas now known as the townships located in peri-urban areas. This relates the topic of student homelessness as participant university students reside in previously segregated communities that benefited for South African housing policies such as RDP and GEAR, which were state efforts to undo the legacy of apartheid planning. Students located in peri-urban areas with their families, parents and or guardians have a long commute to university to access education.

2.2 The Exclusion Manifest in Socio-Economic and Spatial Factors (Causalities of homelessness)

To understand the context of the South African background to the state of homelessness in the student community as well as unpacking the legislative context. The passage below is page two of the SPLUMA document designed to enforce and support the South African Constitution. Although apartheid ended officially in 1994 economic exclusion is still a reality for previously disadvantaged communities (Zoch, 2015). The points cited in the preamble flag exclusion as an underlying issue in development planning which may apply to access to housing in institutions of higher learning.

> "*And whereas parts of our urban and rural areas currently do not have any applicable spatial planning and land use management legislation and are therefore exclude from the benefits of spatial development planning and land use management systems.*
> *And whereas various laws governing land use give rise to uncertainty about the status of municipal spatial planning and land use management system and procedure and frustrates the achievement of cooperative governance and the promotion of public interest.*
> *And whereas information of traditional land use development processes is poorly integrated into formal systems of spatial planning and land use management.*
> *And whereas spatial planning is insufficiently underpinned and support by infrastructural investment*
> *And whereas it is the State`s obligation to realise the constitutional imperatives in*"

The tertiary institution can fall within the public and private sectors of the economy. Though there are private educational institutions, the educational sector is a concern that has public interest, due to the nature of the historical background of the country of South Africa. Tertiary education was previously inaccessible for most members of society (now categorized as previously disadvantaged communities). This extract is particularly relevant to the topic of homelessness due to the indication that SPLUMA enforces inclusivity and resonates with the radical planning theory. SPLUMA is fundamentally rooted in change making in spatial planning. Implementation of spatial transformation is not yet at the level of equality. In the context of this study access to housing is part of the focus and SPLUMA can be a beneficial resource in the development of comprehensive planning solutions to student homelessness.

In the South African context, over 500 students have been discontented with the lacklustre level of access to education. Students have protested and demonstrated to this effect in the past (Odwa, 2018). Students have employed invented modes of

engagement with the Department of Higher Education and Training in the form of protests such as the "*fees must fall* protest" for example (Odwa, 2018). Pierre du Plessis, the associate professor of the Department of Education Leadership and Management, the University of Johannesburg in his paper titled "*Legislation and Policies: Progress towards the right to inclusive education'* unpacks the basic legislative.

> *Section 29(1) (a) of the Constitution of the Republic of South Africa, 1996* (*the Constitution*) *provides that everyone has the right to education, including adult education. This right has both a positive and negative dimension as was recognized by the Constitutional Court in Ex parte Gauteng Provincial Legislature in which the court stated, with relevance to the interim Constitution.*"

The passage above substantiated the right to education for all including adults. Nonetheless, the Du Plessis (2013) text illustrates the immense gap between implementation and the constitution. The research problem links directly with the Du Plessis (2013) text, which reveals the gap in implementation of development policies. Despite municipal government's efforts of city improvement districts (CID) and with institutions such as the Johannesburg Development Agency (JDA), designed to support socio-economic and spatial redress, based on the constitution. These factors affect the manifestation of university student homelessness in the form of a lack of equitable access to education. Access to education constitutes access to university facilities, food, and shelter during the academic year.

2.3 Lack of Access and Exclusion

USH is the lack of access to adequate shelter resulting from social-economic and spatial issues. Roots of the concept of exclusion emerge from apartheid planning which gave rise to inequality by the facilitation of unequal access. Although the municipal government has made substantial contributions toward transformation and inclusion through policy implementation toward the eradication of inequality. South African governance systems post 1994 are democratic and facilitation of community engagement is a critical element in development planning. The IDP and

NDP are critical elements to the shaping of policy and informing state allocation of resources toward addressing the needs of the community. Non-governmental organizations may engage the state on critical issues affecting the community.

The South African state as the governance authority with the inherent functions of executive, judicial and legislative capacities operates with support from private sector, non-governmental organizations, non-profit institutions, and community organizations such as unions. The Nelson Mandela Foundation is an organization with a collaborative mandate toward community development and transformative redress of exclusion in South Africa. The Nelson Mandela Foundation facilitates events, dialogues, and conferences toward this object. To gain insight on the perspective of the City of Johannesburg authorities on the concept of exclusion in spatial justice, the next epoch is the exploration of the Nelson Mandela Initiative Report dialogue.

The launch of the Nelson Mandela Initiative Report is an event facilitating the availability of the research on exclusion and poverty. Although the report focuses on access and transformation, the launch of the report facilitated a dialogue with the state, human rights organizations, and the Nelson Mandela Foundation. This dialogue opened to the audience. The dialogue covered the concept of "the right to the city" and housing and accommodation came to the fore in the tapestry of emerging themes. The state representative discussed the states` plans to tackle student homelessness and the shortage of access to accommodation in the City of Johannesburg central business district (CBD) and beyond. The state official informed the audience that buildings in the CBD with rights of access in the hands of the private sector is currently not available for public access. Although the state has ambitions to provide housing, there are limitations to access to private property. There are buildings that are subject to illegal occupation while others have complications around title deeds.

2.4 The State Of Homelessness: Perspectives In Literature (Manifestations)

An example of the global north toward understanding the broader impact of the state of student homelessness, in the form of qualitative research in the United Kingdom. This study confirms that forms of the state of homelessness vary from participant to participant (Pavlakis and Alexandra, 2018). The authors flag the socio-economic and spatial factors of a lack of secure tenure as "*homelessness and high mobility*" (HHM) (Pavlakis and Alexandra, 2018). Due to the lack of security of tenure, frequent relocation is necessary for the homeless to avoid trouble with the authorities (Pavlakis and Alexandra, 2018). Most homeless people develop databases of support systems to access food and clothing, which are generally not in one place and this is the root of the resultant high mobility.

Effects of student homelessness emerge in a wide spectrum of potentials for example, trauma related stress, acute illness, weak participation in class (Rafferty &Shinn, 1991; Moor, 2005: Stronge, 2000; National Centre on Family homelessness, 2011). The text unpacks different manifestations of homelessness.

> "*Shelter, doubling up with friends, or living in relatively independent accommodations and geographic places (for example urban, suburban, or rural areas) shape educational opportunities and experiences"* (Pavlakis and Alexandra, 2018).

The text details the dependent variable states of homeless (Pavlakis and Alexandra, 2018) and similar terms emerge in the Du Toit (2009, 112-113) text. Emerging terminology in literature based on the state of homelessness draws on the definition and description of forms of homelessness. (See figure 1.6)

The United States of America is no exception to the phenomena of the state of student homelessness. In the following, quote the words of Amy Dunning postgraduate alumni the University of Denver states,

> "*Over one million young people in the United States currently face homelessness, and many do not have an adult in the picture to provide guidance or assistance when it comes time to think about higher education*" (AfforableCollegesOnline.org, 2018).

The federal government defines these unaccompanied homeless youth as individuals who do not have “fixed, regular and adequate” housing and who are, “not in the physical custody of a parent or adult”. “Many of these youths have aspirations to attend college yet lack the support and awareness of resources needed to move their dreams into reality” (AfforableCollegesOnline.org, 2018).

Amy Dunning discusses an important point around support systems in the United States that students in the state of homelessness can access although they sometimes lack access to due to lack of information(AfforableCollegesOnline.org, 2018). The Affordable College Online webpage claims that reasons behind the state of homelessness are varied but there are three most pertinent ones flagged, guardian unemployment, lack of affordable housing and family or parental conflicts. The impact of homelessness on students can have a negative effect on the students’ academic progress, as they are far less likely to graduate from their studies (Above the Noise, 2017).

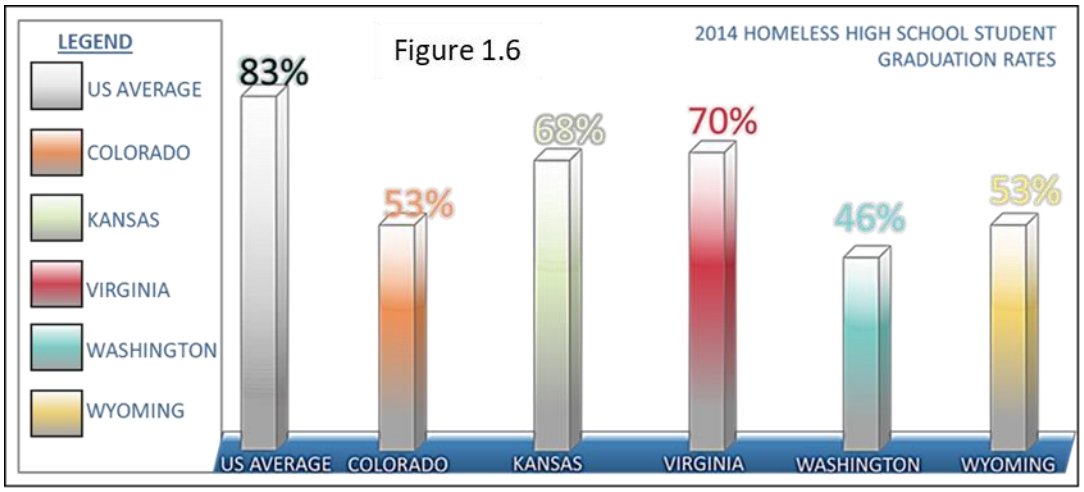


Figure 1.6: Notes American Student homelessness statistics in schools, this graph locates the research in the United States Perspective in the school context. Source: Hlongwa (2019)

Although this case study is an exploration of the context of school students. The patterns that emerge from the study are informative to the broader context of student homelessness. Figure 1.6 is a graphic documentation that the crisis of student homelessness is not a phenomenon that is alien to one state. School students and university students might have particular differences, but they share the reality of student

homelessness in a percentage of their population. Given the student community in the school context have access to accommodation related hardships. Graduation is a challenge for school students in the state of homelessness and this could possibly be the case for university students although more research in a separate study would give insight.

2.5 Challenges in Student Homelessness Research (Manifestations)

Homeless students and other vulnerable populations often experience challenges and fail to access the help they need. Students do not feel comfortable discussing homelessness due to their social stigma (Above the Noise, 2017). Figure 1.7 below notes students' reluctance to discuss their experiences of homelessness openly. Although this research is an investigation of homeless students' agency in discussing their homelessness status in the school sector. The statistics in figure 7 could be beneficial to comparisons to this and future research on university student homelessness. This data on school students in figure 1.7 suggest that students are reluctant to disclose their homeless status. Based on figure 1.7 one can deduce that students in the school sector sometimes go undetected in the system therefore these students might not access the support they need.

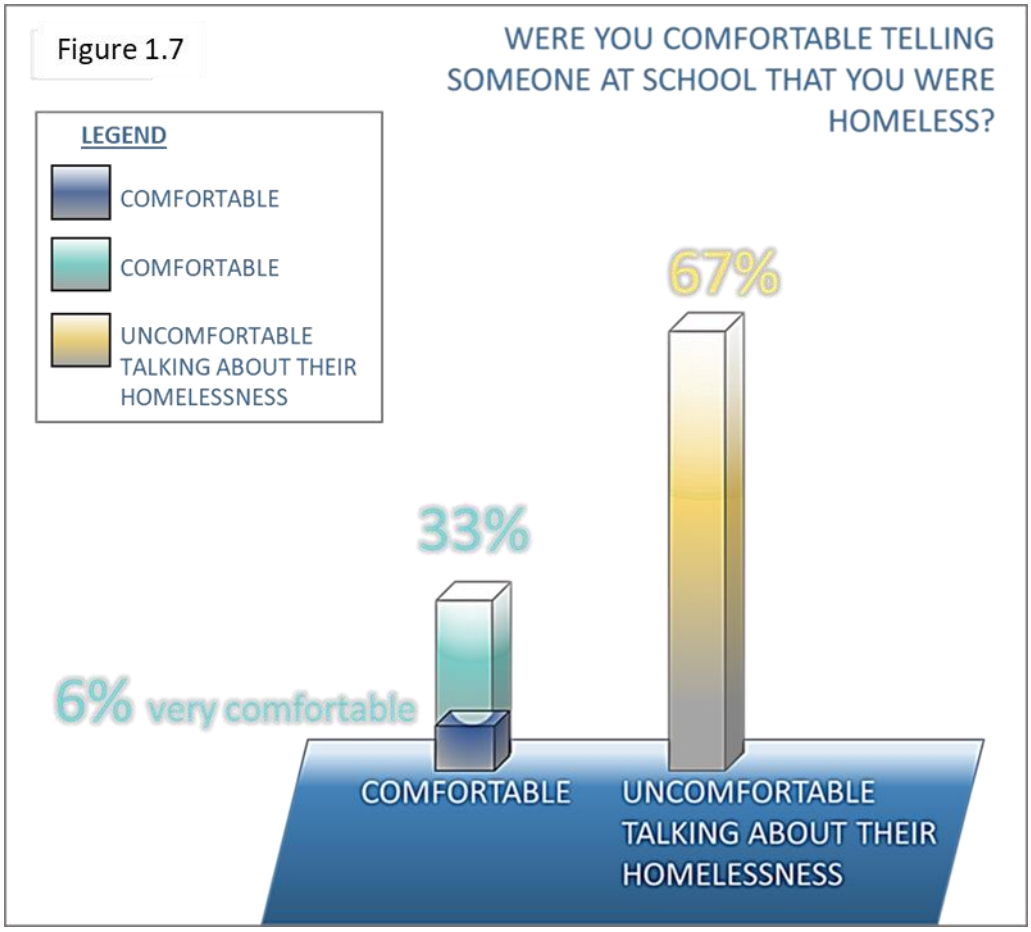


Figure 1.7: Notes American students` level of comfort during research interview statistics. Source: Hlongwa (2019)

Figure 1.7 unpacks information extracted at 03 minutes and 58 seconds into the Above the Noise (2017). Myles Bess the presenter and director of the documentary cited the origin of the graph as *'civic enterprises'*. This source notes the nature of the student homelessness as a secretive issue. The students generally do not wish to discuss their experiences in detail. This means that students can remain unassisted due to their unwillingness to share their experiences out of shame and embarrassment. The data above illustrates school students' interview engagement comfort statistics in percentages based on a study at an American school with the aim of unpacking vital understanding of student homelessness (Above the Noise, 2017). There are fundamental points from this documentary about student homelessness. Although this documentary refers to the school context, the students have the same problem of lack of access to accommodation.

The observations in this study could exhibit similarities to university student homelessness.

1. Lack of access to accommodation for students can be a negative contributing factor to students' academic progress (Above the Noise, 2017).
2. Students struggle to communicate their experience of homelessness due to embarrassment and fear of judgement. This can affect the students' confidence to reveal their challenges to access accommodation (Above the Noise, 2017). Figure7 provides insight into the potential issues in conducting research interviews with students in the state of homelessness. South Africa has '*absence of a clear set of government policies to structure these interactions*' between universities and their surroundings, so each makes their own policy on how they address integration with its broader community (Bank, 2018). This text gives a concise look into the concept of place in the science of development planning. Looking at several case studies of the University of Pretoria, the Nelson Mandela Metropolitan University, the University of the Witwatersrand and University of Fort Hare which exhibit the socio-economic and spatial factors affecting the context around the various intuitions. This is a reality more in developing countries where universities are dominantly 'Urban Institutions' (Bank, 2018).

Figure 1.8 captures the student leader addressing his peers in need of emergency accommodation. Memela (2015) is an article documenting the outcomes of a seminar. This seminar was a platform for DUT to present and discuss a proposal for a possible transition shelter for the homeless. Although this article spoke to homelessness in the broader context, the student community was not mentioned in the vision of the project launched in the seminar. University student homelessness is a persistent blind spot in development planning but the vision of the initiative focuses on providing accommodation for the street homeless '*sleeping under bridges'* (Memela, 2015). A contradiction is evident in the article as this seminar focuses on issues beyond the university when the crisis is unfolding within.



Figure 1.8 shows Durban University of Technology (DUT) head of the student representative council addresses the students in the state of homelessness. As they prepare to sleep in television rooms and other communal areas/ public spaces within the university.

The socio-economic and spatial factors contributing to the manifestation of student homelessness are in the media headlines annually at a national level. Nyanda (2013) is an article published on the in the Daily News publication outlining manifestations of student homelessness across, the University of Zululand, the Durban University of Technology and the University of Kwa-Zulu Natal. The article flags the issue of students in the state of homelessness with all genders sleeping in public spaces like common entertainment and study areas of learning institutions. Although the crisis seems to have already been an issue before the year 2015 as unpacked in the (Memela, 2015) publication, the development proposals focused on catering for the general public. Plans to allow for temporary provision of accommodation for homeless students had been in the headlines for the last few years after the fees must fall protests with some previous headlines being '*Wits opens a public bid for Alex land to raise funds toward student accommodation*' (Odwa, 2018)' and '*Gauteng is looking for solutions to student housing crisis' (Wits Vuvuzela, 2017).*

2.6. ECONOMIC CAUSES OF STUDENT HOMELESSNESS, LOCATING THE NATURE OF STUDENTIFICATION

Studentification is a term defining the symptoms constituting the spatial developmental effects of intuitions of learning on their surroundings. In the context of the University of Zululand, the emergence of studentification drives development of rural land around Kwa Dlangewa to accommodate the student community (Ndimande, 2018). A temporary manifestation of studentification can be identified around Braamfontein and Hillbrow, among others. Hillbrow home to one of the temporary and emergency student accommodation sites for the University of the Witwatersrand. the *Esselen* residence (Odwa, 2018) and this reading was influential in giving an in-depth background of the broader inner city context of the study site.

Winkler (2013) speaks from a planning positionality concerned with planning issues from an academic, pragmatic perspective to mine potential comprehensive plans through research. Academic research has potential to unearth issues on the ground toward providing orientation on needs of the community. Research may potentially reveal shortcomings that development plans have toward reaching these aspirations. The central business district of the City of Johannesburg includes a colourful mix of commercial and residential buildings within the area of Hillbrow as the *'port-of-entry*' (Winkler, 2013). Winkler (2013) marks the critical nature of the neighbourhood as a connector to local and international destinations. The author paints a colouring of the area as a multicultural resilient neighbourhood with residents that bridge their economic ambitions across local and international borders.

Schnehage (2012) refers to this eclectic settlement area, as a '*derelict slum*' because of inherent derelict buildings and mismanaged properties. What makes this reading of interest is its observation of the inner City of Johannesburg noting criminal elements ('*crime and grime*') which are responsible for the failure of the municipal government to effectively regenerate the area. One of the more prevalent areas in need of regeneration is the previously all white-owned Hillbrow (under the previous White Group Areas Act) despite substantial national treasury investment

(Schnehage, 2012). Institutions of higher learning make for a strong driver for development in their neighbouring settlements. Needs of students are focal to economic activity in areas around learning institutions and exclude the resident population. Effects of institutions of higher learning on its surroundings establishes patterns that have significant impact on local development planning practise.

The term studentification is a tenant of discourse on student accommodation in development planning practice in areas in and around learning intuitions. The following text unpacks the dynamics of studentification and its spatial and economic effects. In a 2017 lecture on the economy and spatial planning, Doctor Brian Bischoff flagged a few crucial factors that influence development around learning institutions hence the term studentification (Boshoff, 2017). As areas around learning institutions extend access to more and more students, the character of the area changes to accommodate the needs and habits of the student population which temporarily lives in the area (Boshoff, 2017).

The concern around the concept of studentification is the temporal nature of student accommodation functions, students only live in student accommodation during the academic year (Boshoff, 2017). This leads areas around universities to dormitory status due to their dormancy during university vacation periods (Boshoff, 2017). Due to the increasing demand for accommodation, the private sector stakeholders drive up prices to profit from the student community`s need (Boshoff, 2017). The climbing prices are high to the extent that the broader community do not afford to live in areas around the university (Boshoff, 2017).

Symptomatic characteristics are that of rising prices of the student accommodation that can sometimes contribute to gentrification (Frankowski and Grabkowska, 2016; Ackermann and Visser, 2016; Boshoff, 2017). The main dependent variable to Studentification is the resultant escalation of prices of accommodation, which make access to an accommodation challenging for students who have limited or no resources. This dependent variable has a strong link to this research, as it notes

issues around expensive rates of accommodation developed for the student community, which can be a contributor to student homelessness.

In pursuit of understanding studentification, Campbell et al, (2014) makes a contextually relevant contribution to the discourse on student accommodation which relates to student homelessness. The shortage of accommodation in tertiary institutions forces students into the Hobson`s choice (limited options) to reach out to the private sector. 'Studentification is a process that involves original residents of a settlement area near tertiary institutions being gradually displaced because of an in-migration of students causing spatial dysfunctionality where, eventually, only the needs of student subculture are catered for' (Campbell et al., 2014).

The Department of Education and Training`s annual '*Ministerial Report on Student Housing*', which sets the standard for student accommodation throughout the country across the board. Central to the core function of these reports is to give clarity to the aims and objectives of the department. These reports do not recognise inadequate access to funding for the university students in need, they focus on the quality expected of the service providers of student housing. This text suggests that students have access to funding toward accommodation in their institutions of higher learning; this epoch resonates with this discourse on student homelessness as it exposes the need for improved awareness of student homelessness in the processes of university planning and governance.

2.7 Conceptual Framework

This section of the literature review constitutes the literary exploration of emerging themes and concepts that respond to the research question in the broader context. First, radical planning as a theory is built on advocacy planning with focus on the eradication of inequality (Heskin and Grabow, 1973). In the context of the student homelessness case study of the University of the Witwatersrand, students in the state of homelessness need a strategic plan toward the eradication of student homelessness. Students continue to lack access to accommodation annually and all plans are reactionary with no fixed policy for provisions addressing student homelessness

at the time of this study. This literature review can inform a solution oriented radical plan by unearthing the causes and manifestations of student homelessness in a broader context of general topic of homelessness.

The ‘right to the city’ is a term coined by Marxist geographers and academics then later adopted into discourse in the wider world about exclusion and inequality (Harvey, 2008). The critical linkage of ‘the right to the city’ to student homelessness the physical lack of access to accommodation of university students (see figure 1.3 and 1.4). Scientific debates on the topic of homelessness in the broader context differ in terms of reference to homelessness (see figure 1.5) yet a consistent thread citing (spatial factors) physical exclusion which exposes the wider societal context of inequality. Given that South African policy on housing and homelessness is legislatively anchored in the Constitution, section 25 and 26 are a foundation to discourse on university student homelessness. Although the fundamental rights to property are made available, access to property is limited. Limitations to access to property rights are manifest in the form of homelessness due to high rates among other conditions.

Tipple and Speak (2009) refers to adequate shelter as a ‘home’, a place of ‘belonging’ and ‘comfort’. In discourse on student homelessness some students are temporarily in the state of homelessness which is inherent in the fieldwork of this study. What constitutes a home or adequate shelter is subjective and differs from institution to institution. Some terms that emerge in the literature to define homelessness are, ‘rooflessness’, persons without a roof or physical shelter (Tipple and Speak, 2009, 245). A common theme that emerges in discourse on the broader topic of homelessness is inadequate shelter. Inadequate housing defines shelters that lack the capacity to protect the occupants from the elements. Homelessness is a spatial issue with roots in the theme of inadequate shelter and aids to facilitate discourse on student homelessness. Makiwane et al (2010) refers to a physical lack of accommodation when conceptualizing homelessness, this term provides insight into the spatial dimension of factors that constitute homelessness.

Economic factors are inherent in the discourse on homelessness with strong linkage to the 'right to the city' which has a vast spectrum of potential areas of application (Harvey 2008). Access to human rights is limited and this is manifest in the form of inequality. Inequality in South Africa is a critical issue that has much of its origins in the effects of the apartheid system. The legacy of the apartheid system still has effect on the people of South Africa today and this is consistent across all sectors of the economy for previously disadvantaged communities. Although South Africa has a strong framework of policy and legislation that enforces inclusion and diversity, implementation has yet to resonate with these instruments of transformation. In the context of university student homelessness, the right to the city as a concept has economic associations that speak to the facilitation of access to accommodation. University students without access to accommodation are homeless although this is temporal in nature.

Makiwane et al (2010, 1) researches the causes of the problem of homelessness. The outcome of the study illuminated several causes that include economic factors. Makiwane et al (2010, 1) unpacks the economic factors of homelessness as *'poverty, unemployment, a lack of affordable accommodation.'* The context of this study reflects the outcome of the analysis of data from the broader context of homeless. *'Poverty, unemployment, a lack of affordable accommodation.'* These factors can potentially be reasons for University student homelessness. These economic factors can possibly inform this research study on the context of student homelessness a case study of the University of the Witwatersrand.

Social factors emerge in the discourse and resonate with the concept of the 'right to the city' as it applies to exclusion and inequality which has social implications (Harvey 2008). The 'city' has a vast spectrum of potential applications such as university student accommodation. The 'right' is a term of reference that constitutes provisions that can be observed through several lenses such a legislative or policy perspective. In the South African context inequality and exclusion have origins in the apartheid system. The university exists in the context of a country and the factors

that affect the manifestation of inequality impact all sectors, institutions, and citizens. University students impacted by the manifestation of inequality and exclusion in the broader scale of the country, potentially experience these same manifestations emerge in the learning institution.

Makiwane et al (2010, 1) identifies the causes of USH as '*divorce, disability, illness and an underprivileged childhood. More than one-half of the interviewees reported growing up in dysfunctional families.'* This statement notes emerging issues in the literature such as spatial, economic and social factors that constitute the conceptual framework. Debates on the terms of reference in discourse on the topic indicate that homelessness is in fact not homogenous. In the context of the university, students in the state of homelessness are not a focal point in the literature available during the study.

There are strong linkages between the context of university student homelessness and the broader topic of homelessness, although homelessness is not homogenous. This literature review provides a broader framework that constitutes the structure for data collection and conceptualization of the critical themes in the discourse through a development planning lens. The following chapter notes the research methods of this study. The next epoch involves the use of scientific research methods of the field of development planning. Furthermore, noting the techniques of public participation in the research toward unearthing student homelessness, the study of its causes and manifestations in the University of the Witwatersrand.



Cover 3: Is a Depiction dramatization the researcher in the process of an interview. The title of this image is Researcher Conducts Interview. Source: Hlongwa (2019)

CHAPTER 3

3.1 The Path to Understanding University Students' Perspectives on their Homelessness

The third chapter contains the qualitative, ethnographic case study site, as well as data collection methods. Furthermore, this section of the discourse unpacks this study as the science of development planning research phase of community participation. Community participation is a critical phase of scientific research in the field of development planning toward the collection of the qualitative data on a research problem. This qualitative study is in the science of development planning on the topic of student homelessness. Further, this chapter notes the research methods involved in this qualitative study involving data on the experiences of the community. This qualitative ethnographic study investigates challenges in access to accommodation, causes as well manifestations.

The selection of the University of the Witwatersrand as a case study is due to the strong database of ethnographic experience of the researcher and limited available context specific literature sources. Knowledge of data sources of the on the case study of the University of the Witwatersrand is beneficial to the study and renders the site an advantageous selection. This phase in the discourse notes the methods employed to investigate USH. Individual interviews investigate student experiences. Focus groups probe collective student perspectives on the crisis of student homelessness. Drawing from planning practice through community participation, investigating and identifying the different manifestations and causes of USH.

As students in the state of homelessness are a vulnerable group, an ethnographic research study is ideal for rigorous investigation of USH experiences. For example, the researcher`s account notes effort made to remedy homelessness through investments, job searches and volunteering positions. This technique of research aids to give background and unpacks potential causes behind USH. Images and maps dating prior to the study period help toward orientation on USH. Participants of this study experience homelessness between the years 2017 to 2018 although their background data to causes can date before they experienced homelessness in 2017 to 2018.

This epoch notes the research process in the context of this study (figure 9) and unpacks the discourse process diagram in writing. Figure 9 is a research road map, which covers the discourse and investigation methods in context of the research document. As noted in the literature review, the first step is the definition of the research problem rooted in the theme of spatial justice and the 'right to the city' (Harvey, 2008). The purpose of this study is to uncover the manifestations and causes of USH. This research involves the community participation stage in the discipline of development planning with the theoretical focus of 'the right to the city' (Harvey, 2008).

This study involves investigation into the socio-economic and spatial factors that influence the manifestation of student homelessness in the University of the Witwatersrand. The units of the study are data collected through individual interviews, an ethnographic researcher's account, and focus groups. Participants of the study are students registered at the University of the Witwatersrand while experiencing 'rooflessness' (Tipple and Speak, 2009, 245) and other forms of USH. The span of the study is the window period of lack of access to accommodation in the year 2017 and 2018. The interviews are designed to provide a rigorous understanding of the root causes of 'rooflessness '(Tipple and Speak, 2009, 245).

3.2 RESEARCH METHOD

This research is a case study of the University of the Witwatersrand, in Johannesburg South Africa. A case study is ideal for this research as samples of data on the topic of USH are not publicly available at the time of this study. A case study of the University of the Witwatersrand is advantageous due to the ethnographic experience of the researcher and pre-orientation on the context. The researcher`s knowledge of the existing participant community networks in the state of USH, fosters a rigorous fieldwork investigation. Figure 3.1 notes the fieldwork and elements of the research process design of this case study. The purpose of the follow-

ing diagram is to consolidate the research process. The value of the following diagram is the orientation provided in the progression of the research process in relation to the research methods.

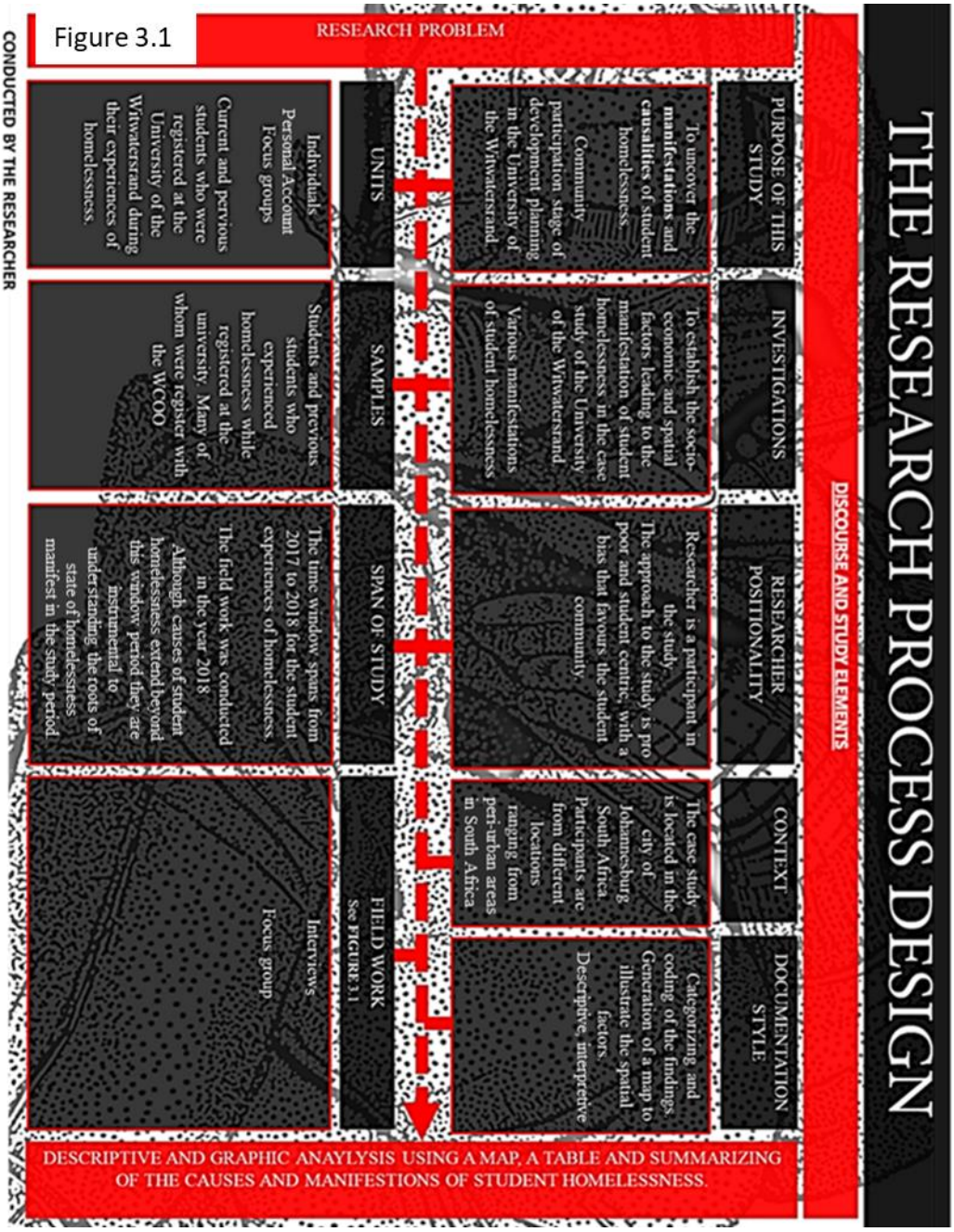


Figure 3.1 unpacks the research process design. The title of this image is The Research Process Design. Source: Hlongwa (2019)

3.3 Research Subjects and Methods of Investigation (Participants)

This research unpacks student perspectives (in the state of homelessness, see section 1.2.1) observing the intersectionality between homelessness and youths in the institution of higher learning. Students who are the subjects of the study were all registered students between the year 2017 to 2018 and experienced homelessness for varying periods during their academic career at the University of the Witwatersrand. The majority of participants are beneficiaries of the WCOO and gather regularly to organize for access to food and accomodotion. Similar to Makiwane et al (2010, 1) *'There was evidence of solidarity among homeless people.'* The University of the Witwatersrand makes provisions for homeless students annually. These provisions involve internal university management negotiations with external organizations in the private property market toward the provision of access to student accommodation and furniture (Odwa, 2017).

Toward investigation of community experiences, this study is qualitative, and has its methods in a blend of the traditions of empirical phenomenology and ethnography as defined in Polkinghorne (1983). The method of information processing in linguistics employs open-ended questions as defined in Wolff et al (2019). The data analysis extracts "quasi-statics" as findings (Maxwell, 2010). Furthermore, this discourse blends modes of analysis to unpack key findings in descriptive analysis Wolff et al (2019). Descriptive analysis can be subjective and is a method of interpreting data to find meaning (Wolff et al, 2019). Key findings also include guiding figures and critical causes of university student homelessness.

The result is a comprehensive tool that codifies key research findings on manifestations of USH. The pattern coding system can be of potential benefit for development planning researchers and professionals in the higher education sector working with USH. Using a patterning coding system involves the study of the data to establish connections and patterns in relation to the research question as defined in Wolff et al (2019). Figure 5.1 codes the different manifestations of homelessness in the university noting patterns in the data and ethnographic observations.

The focus of this study is primarily on three independent variables (social, economic and spatial factors) that make up the key themes in USH causes. This study is the investigation of individual experience through interview sessions in person (Wolff et al, 2019). This discourse also involves engagement on social media on the approval of research ethics clearance. Participants that did not interview in person respond via email or social media. The qualifier for all participants is the inherent independent variable (cause and type of experience of USH). Focus groups are a tool to investigate collective perceptions on the topic and sub-questions.

3.4 THE SITE AND FIELDWORK

Figure 3.2 is a map indicating the geographic location of the case study, the University of the Witwatersrand. The Locality map notes the location of the region of the case study within Gauteng province. The province is indicated in a white outline in the locality map of figure 3.2. The case study site is located in Braamfontein, in the City of Johannesburg South Africa. The City of Johannesburg boundary is a red outline on figure 3.2. The site indicated in yellow on figure 3.2, is in an urban area and central to all main transport interchanges and the Johannesburg central business district. Interviews and focus groups are predominantly in public spaces, on the main unversity campus for example student

dining areas and outdoor seating areas. The case study is the University of the Witwatersrand Braamfontein Campus.

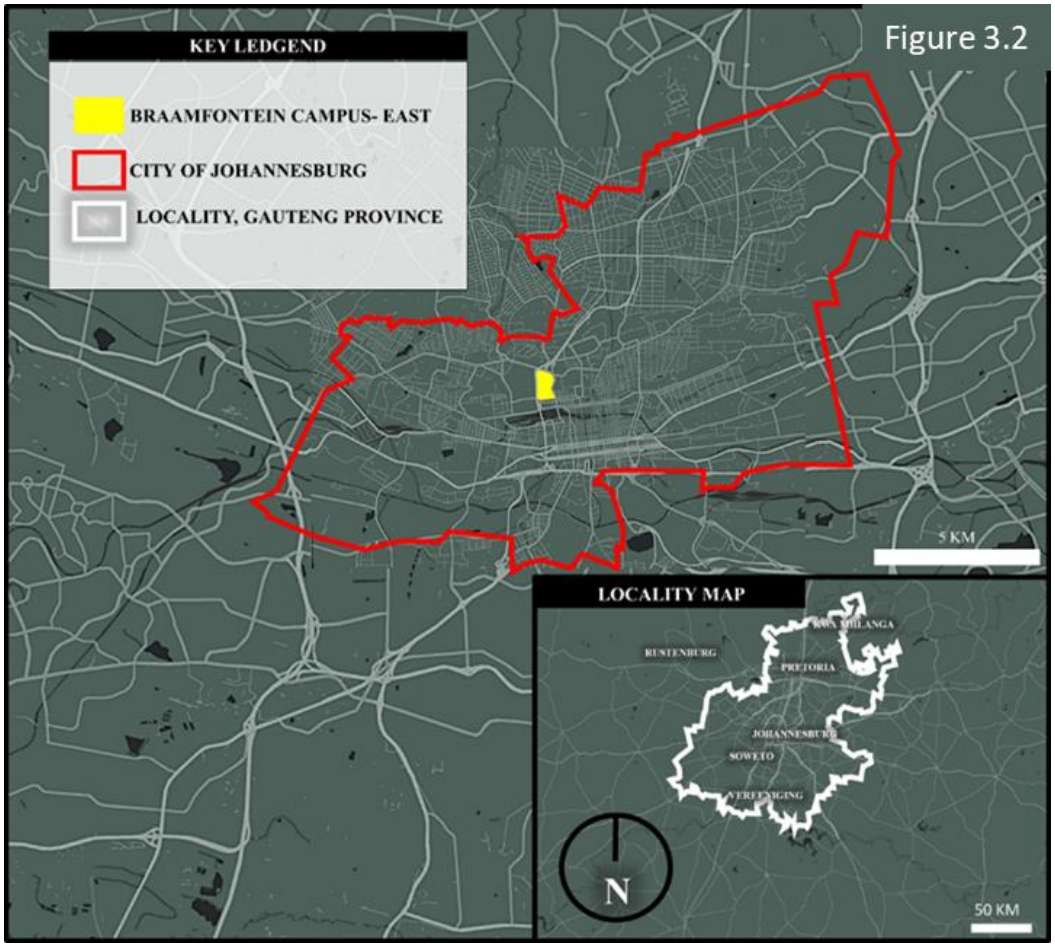


Figure 3.2 documents the site for data collection, which is the case study of the University of the Witwatersrand, Braamfontein Campus. Source: Hlongwa (2019)

3.4 DATA COLLECTION

This study is ethnographic and involves researcher participation and the lived experiences of the participants. Data collection involves three sources (Noted in figure 11) based on the need for data collection 'in a realistic or naturalistic setting' for participants to engage freely Sangasubana (2011: 567). The data collection period was limited due to examination timetables of the subjects. This study is in the field of development planning, and this study is in the community participation phase of the discipline. Interviews constitute a method of community participation, and in this research, the community of participants is university students in the state of

homelessness. The study is a case study on the University of the Witwatersrand population of students in the state of homelessness in the year 2017 and 2018.

All research participants were in the state of homelessness in the focus period of 2017 to 2018. Students unavailable for interviews participate through social media interviews. Students in crisis attend meetings to discuss their challenges on the university campus, using student-organizing networks to access their meetings. Research focus group facilitation is before or after these meetings. Figure 3.3 notes the methods of research data collection. Individual interviews constitute a sample size of 10 participants. Using questionnaires in open-ended format. Focus groups with a sample size of 12 participants. In total the participant sample size is 24 students. The structured interviews are between 2 hours to a minimum of 30 min and extended if participants require more time to unpack data.



Figure 3.3 shows the methodology of data collection using one instrument. Source: Hlongwa (2019)

The research diagram captures the methods of data collection. Research participants are a vulnerable group and emerging themes may be perceived as sensitive. This study involves three platforms of probing for answers to the research question. The first platform for data probing is interviews, which are in person, one on one consultations. Second, are the social media interviews. The third platform for probing the participants are focus groups, which are collective reflections on the topic of

USH. Interviews are a platform of the purpose of individual consultation with research participants. Each participant is a student in the state of homelessness at a point during the 2017 to 2018 academic years. With an open-ended questionnaire, students can respond to each question and add any points of discussion should the opportunity be available in a semi-structured format. Public university spaces constitute venues for individual interviews for this study, with students in their natural setting.

The social media interviews probe individual responses in text conversation format. The online interviews constitute the use of the same research questionnaire probing experiences of USH. Online interviews fo the inclusion of students who were not available for in person interviews. The medium of communication for online interviews includes Facebook, and WhatsApp and email. Online interviews are subject to the accessibility for the participant. This platform of probing for data is ideal for engagement with students in their natural setting.

Focus groups are platforms to probe the collective perspectives on the research topic. Students in the state of USH awaiting the start of an accommodation meeting made up the participants of the focus groups. The collective reflections probe the broader responses to the research questions not limited to individual experiences but collective reflections and perceptions. The students participate in focus groups in their natural setting in the study to foster a more relaxed environment for engagement. The interview structure is open-ended and allows for expanded responses. Using the research question as the core basis of the interview, questions are micro probes to investigate the research problem. This discourse is the investigation of the research question: What are the socio- economic and Spatial Factors that cause the manifestation of the state of student homelessness at the University of the Witwatersrand.

Figure 3.3 depicts the methodology of data collection. The arrows represent the actual process of facilitation of the 30-60-minute-long interviews with ‘open-ended questions’ to allow the participants to expand on the topic as defined in Wolf

(2019). This research involves semi-structured interviews to allow flexibility to investigate individual experiences (Adams, 2015). Participants who are unavailable for interviews in person respond online using social media. The focus groups are a tool to gain orientation on collective perspectives on the topic of student homelessness. Individual interviews serve the purpose of noting the experience of the participants. This study involves an ethnographic account, which probes experiences of 'primary and secondary' homelessness in the researcher's account section (United Nations Habitat, 2015). The research observations and experiences of USH influence the lens of interpretation of the data.

3.5. LIMITATIONS OF THE STUDY

This epoch notes the limitations of this research and documents its scope and perimeters. The purpose of this section is the clarification of the study limitations and boundaries. Further, it includes the restrictions of the qualitative application of ethnography in the context of this case study. Furthermore, it contains the timeframe of the participants` experiences of USH under investigation in this study. In addition to a documentation of the boundaries of the fieldwork investigation period. It includes limitations of fieldwork investigations in vulnerable groups and measures employed to overcome limitations.

This research is a case study and has a focus on USH in the context of the University of the Witwatersrand. This study is qualitative with the focus of investigating the experiences and perspectives of students in the state of homelessness. Qualitative research focuses on experiences with limited quantitative findings. This study involves the researcher's experiences in the form of an ethnographic study. The ethnographic study entails the researcher's participation in the culture and phenomenon in question. The limitation of ethnography is potential bias toward study participants based on mutual experiences and potentially shared perspectives. Research participants are all students at the University of the Witwatersrand who experience challenges to accessing accommodation. The period of the study is the academic year of 2017 to 2018. All students were in the state of homelessness during 2017 to 2018. Fieldwork investigation span the academic year of 2018.

The time of the fieldwork process is limited due to academic examinations. Students who have taken exams are generally no longer available on campus. Students that are unavailable for physical interviews require alternative methods for engagement. All students that participate in the study respond to the same research questions. All questions are open ended thus the responses may vary based on the participant level of comfort. Students in the state of homelessness are not always able to communicate their experiences, as aspects of the research are sensitive. The fieldwork settings are in the student natural environment to facilitate the students' ability to communicate during interviews and focus groups.

The process of ethnographic fieldwork investigation involved interviews with participants in their natural setting which proved invasive to students. There are students who did not respond to the invitation to participate, which indicated potential discomfort. Three participants later withdrew their contributions later during the analysis stage of the study. The total sample of participants is 24 students. Students in their natural settings are susceptible to distraction and are not always attentive. There are student participants who disclosed information that can be potentially endangering which resulted in information censorship where it had little bearing on the study topic.

3.6. ETHICAL CONSIDERATIONS

This research is for academic purposes, which entails the observation of research ethics. This point in the discourse constitutes ethical considerations in this research study. First is the privacy of participants' and identity protection. Considerations of the nature of the study as an investigation of the experiences of a vulnerable group. Students in the state of homelessness are in need and vulnerable group. Observation of students consent for interviews and focus groups. Last, the storage of fieldwork data for the purpose of research and ethical clearance.

Participants of this study are in vulnerable circumstances, and might have difficulty revealing their identity due to associated stigma in homelessness. Fieldwork data might potentially offend authorities and or stakeholders in the sector of higher education and training and the case study institution, thus students prefer anonymity. The researcher recommended that all participants opt for the concealment of their identity for their own privacy. The participants received no compensation for their involvement in the research.

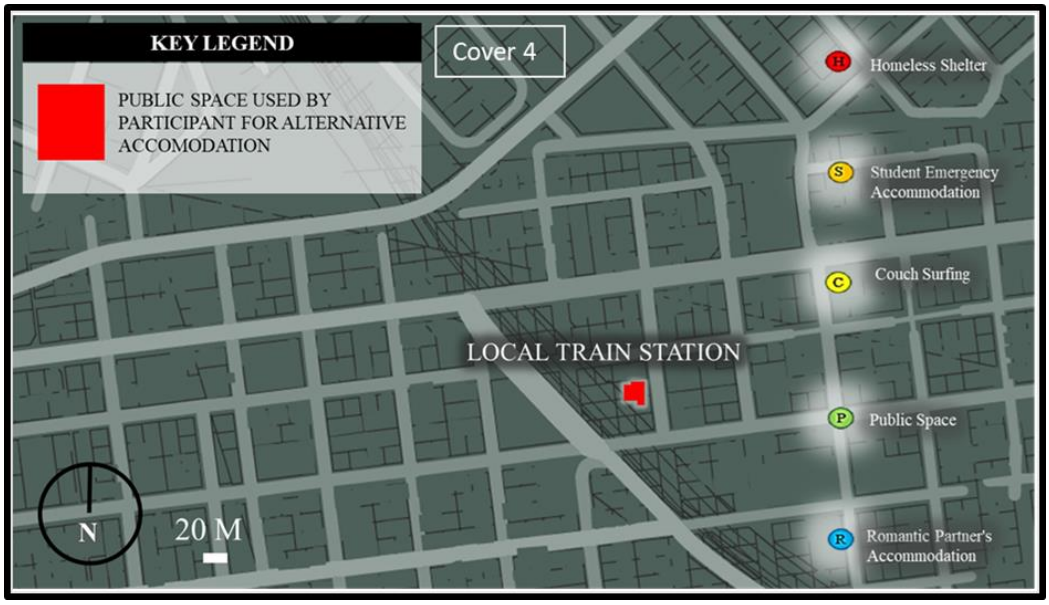
Participants in the state of homelessness are a vulnerable group thus comfort levels in fieldwork interviews and focus groups can be low due to associated stigma. Participant interviews are in a natural setting to foster comfortable interview conditions for participant. Further, the ethical clearance of the study encompasses the participation of students in interviews on university campuses. All participants gave consent for the use of their data for academic purposes and those who revoked consent are subject to immediate removal from this study. All participants may withdraw from the study at any point.

Data transcriptions are in a notebook concealing the identities of participants. Recorded interviews are subject to deletion after interview transcriptions. Off the record information is not subject to documentation in the responses but is included in the general observations and key findings section of the research in a manner that will not reveal linkage to any individual participant. All participants are students who experience the state of homelessness between the academic year of 2018 to 2019.

3.7. CONCLUSION

This research is an ethnographic, qualitative case study of the University of the Witwatersrand. This study has authorization for the conduct of research fieldwork valid from 2018 to 2019. Where participants were unavailable, data collection techniques required technological innovation in the form of social media. Public spaces made for stimulating interview venues, although the limitations of constant distractions and interruptions were a negative factor. Fieldwork proved to have inherent

challenges such as examination periods and unavailability of students who had initially agreed to participate in the research. Aliases protect the identities of all the participants in the study. The research data on USH unearths responses to the research questions analysed in the following chapter. The following epoch in the discourse on USH notes the analysis of fieldwork findings.



Cover 4: Is a map outlining an example of public space students used temporarily in the state of homelessness. Source: Hlongwa (2018)

CHAPTER 4

4.1 RESEARCH FINDINGS

This chapter is an analysis of key findings and unpacks patterns and linkages in emergent themes in the research. The lens of this analysis is student centric toward the generation of a new coding system, which is potentially beneficial to shelters and the Department of Higher Education and Training as well as related development planning professionals. Furthermore, this epoch notes emerging causes of USH in the field data. The conclusion of the key findings is an exploration of structural causes of the crisis of USH as well as gaps in this discourse for possible future research.

Four out of the ten individual interview participants are male, while six of the ten individual interview participants are female. Participant responses vary in detail due to perceived participant discomfort in three out of ten cases to discuss the causes of their experiences of USH. Three out of ten participants elected not to respond to all the questions. Figure 1.7 in chapter 2 notes the high levels of discomfort during

interviews among the population of students in the state of homelessness in American schools (Above the Noise, 2017). This study reveals that university students in the University of the Witwatersrand has similar challenges to the American study. One of ten interview participants cited homelessness as chronic while nine out of ten were temporarily in the state of homelessness during the academic year.

4.2 Causalities and Manifestations of Homelessness

The research notes social factors (as defined in the conceptual framework) that contributed to the participants` experience of the state of homelessness. One out of ten interview participants flagged social exclusion based on gender identity as a contributing factor to their lack of access to accommodation. This observation links to the ethnographic researcher's account, which flags the reality of exclusion and discrimination of persons who do not conform to gender norms. Effects of these factors have spatial implications that emerge as the reason for students' lack of access accommodation. Furthermore, this observation connects to the concept of spatial justice in the form of challenges to access to' the right to the city' (Harvey 2008, 23). Discrimination can affect student access to accommodation, in the context of this case study this applies to one participant out of ten.

The economic factors emerged in the data as challenges to participants` access to adequate accommodation. Ten out of ten of the individual interview participants cited a lack of funds to access accommodation or transportation as the cause of their experience of USH. This confirms the causes of homelessness argued in Makiwane et al (2010). Makiwane et al (2010) notes economic and social factors such as unemployment. This confirms that students' lack of access to accommodation is due economic and social factors in the context of this case study.

Ten out of ten participants in the individual interviews commute long distances to get to and from the university. Ten out of ten interview participants unpacked spatial factors noted in the conceptual framework as rooted apartheid spatial planning which manifests in this case study as many participants living on the urban periphery. Three participants of the ten individual interviews live in the Gauteng province

but outside metropolitan areas of Johannesburg and Pretoria. Seven out of the ten participants of the individual interviews are from outside of the Gauteng province. Long distance commutes to and from the university take time and financial resources. Lengthy communities impacted both students living in peri-urban areas in Johannesburg who travel daily and those who live outside Gauteng province who travel monthly and at the end of each semester. These result in the manifestation of USH in ten out of ten individual interviews and this result was also confirmed in the focus group discussions of fourteen participants.

The individual participant interviews reveal student homelessness is manifest in a variety of states (Makiwane et al, 2010, 1). The primary assumption is that homelessness is permanent but the finding of the research is all the participants experienced temporary homelessness, with the exception of one. One of ten in the individual interviews cited a chronic experience of homelessness. Homeless shelters emerged in the individual interviews, affecting only one of the ten interview participants. Seven out of ten participants had temporary access to emergency forms of accommodation. Public-space came to the fore as a mode of temporary accommodation. Five out of ten individual interview participants confirmed the use of library and lecture facilities in the university. Relationship partners emerged in the individual interviews as responsible for assisting one of the respondents out of ten.

This section of the discourse is on focus group findings. Individual interviews provide insight into the variety of manifestations of student homelessness. Two out of ten of the individual interview respondents contributed detailed comments that shed more light on the perspectives on USH. Although individual interviews were successful in the provision of insight on individual experience, focus groups provide orientation on collective understanding of the systemic causes and manifestations of student homelessness. The focus group phase of this research had 14 participants, all registered students in the university who at some point during their studies experienced USH. Focus groups unearth the perspectives of the students and answers to the research question on the causes and manifestations of students' homelessness

in the university. Focus groups foster illumination of a wide range of perspectives on the manifestations of USH from the student community.

Focus group participants argued that "*it is an issue of price and it is also an issue of capacity*", they flag that the system is for profit thus access is an issue for students from poor communities. "*Majority of the students in the universities cannot afford the accommodation prices*." The capacity of the university to cater for the student community`s need of accommodation is lacking. There are more students in need of accommodation than affordable facilities in the university. Students expressed a concern with the conduct of government officials suggesting misallocation of resources. Possible misallocation of resources, would need further investigation to build the argument in a separate study on USH and Department of Higher Education and Training student housing funding initiatives.

The Nation Student Financial Aid Scheme emerged as the critical point of reference in the focus group discussion as a gateway to USH issues. Students flag that accommodation that is accessible through NSFAS is 'inhumane' and not conducive to studying processes. Furthermore, students argue that the university has a lack of support programs for students who are from rural areas who sometimes lack orientation on the systems of the university. The students pointed out a gap in the system for student support for those from rural communities. Without guidance and funding, students tend to drop out of their studies during the academic year. The main concern of the group is the regulation of the pricing system of private student accommodation. Participant students suggested that a cap on the student accommodation pricing is a critical step in the fostering of access to accommodation for students from poor communities, which can help students in the state of homelessness.

Employment emerged in the discussion as a non-viable solution as student participants argued that they were unfamiliar with urban areas. There are no alternative options for bursary funding for students with low academic performance. Donation funds are limited in capacity and do not address all students with no access to funding. Focus group participants brought the suggestion of a student residence that

provides accommodation for 12 months in the year. The recurring point in the focus groups is the high rental rates in private accommodation. Students cited the standard students' accommodation rental fee at "R4000" per month which they flag as unattainable for the average student. This section notes the ethnographic observations and experiences of the researcher and participants from 2017 to 2018. Figure 4.1 is a coding system of USH that may be useful to shelters and university development planning professionals. Figure 4.1 comprehensively covers the manifestations of USH. Furthermore, this section covers the causes of university student homelessness comprehensively providing an answer to the research question.

Figure 4.1

	Manifestations	Temporality	Causalities Socio-economic and spatial factors
H	**Homeless Shelter:** Unisex, Gendered shelters for men or women only, Trauma shelters for crime victims and witnesses	**Over-night/ 3 to 6 months**	Unemployment, retrenchment, lack of income/funding, lack of access to support structures i.e., NGOs, and other donors for students and or guardians
S	**Student Emergency Accommodation:** Student residences, and communes	**During Semester until end of Examinations**	Unemployment, retrenchment, lack of income/funding, lack of access to support structures i.e., NGOs, and other donors for students and or guardians
C	**Couch Surfing:** uBuntu, shared spaces, like lounges, spare rooms, kitchens and garage spaces accessed through friends and acquaintances	**During the Semester**	Unemployment, retrenchment, lack of income/funding, lack of access to support structures i.e., NGOs, and other donors for students and or guardians
P	**Public Spaces:** Libraries, Lecture venues, Parks, Change-rooms, Mini-bus taxis and cars as well as other public areas off-campus	**Until authorities limit access**	Unemployment, retrenchment, lack of income/funding, lack of access to support structures i.e., NGOs, and other donors for students and or guardians
R	**Romantic partner accommodation:** Apartment, shared accommodation i.e. communes, student residences	**During the period of the relationship until break-up**	Unemployment, retrenchment, lack of income/funding, lack of access to support structures i.e., NGOs, and other donors for students and or guardians

Figure 4.1 notes coded key findings of the discourse on student homelessness in the university student community. Source: S. Hlongwa (2019)

According to the researcher`s ethnographic observations the university management, private sector stakeholders and the Wits Community Outreach Organization (WCOO) facilitate access to accommodation for students in need. Four out of ten participants' friends and relatives provide accommodation in Johannesburg and sur-

rounding areas. Friends and relatives emerge as a temporary source of shelter, students resort to 'couch-surfing' as defined in Speak (2016). Accommodation that students' access through the support of friends and relatives varied (see figure 4.1, code C) from a spare room, areas in garages, lounges, kitchen floors according to the researcher's observations. First, the university staff would either refer or personally assist some participants particularly during public holidays and the festive season.

Some staff members voluntarily accommodate students in their own homes, and or facilitates access to temporary accommodation in private rooms, spare rooms, couches in sitting rooms, see figure 4.1 to see the different forms of USH that emerged in the fieldwork. Students sometimes struggle to have the finances to fund transportation costs. Internet access off campus as an obstacle to their academic needs. Other support structures are public shelters which are sometimes not accessible to university students (they can refuse University students because they have curfews among other restrictions as cited in the ethnographic observations of the researcher).

4.3 Temporary and Emergency Accommodation (Manifestations)

Five out of ten individual interview participants note living in shelters as part of USH listed in figure 4.1 code S. Curfews in shelters have strict cut-off times for entry and exit from the shelter premises. The shelter rules demand that participants or registered clients within the public shelters must arrive within the premises of the shelter at designated times. These designated times are usually no later than 19:00 South African time. University students have large workloads that sometimes require study and research into late hours on university campuses.

In some cases, university management, government departments and private sector stakeholders in the student accommodation sector arrange emergency student accommodation. Private stakeholders such as South Point sometimes offer temporary accommodation to university students in need. These beneficiaries are part of a population of over 500 students in need of access to accommodation, noted in Odwa

(2018). An example of emergency student accommodation is the Witwaters and Esselen residences, as well as some South Point managed buildings in the area of Braamfontein, Johannesburg. In the above examples of emergency student accommodation, internet connection was generally not available with the exception of South Point managed temporary student accommodation. Some residents had no internet at all, which is an important resource for students during the academic year.

4.4 Challenges in Temporal Off- Campus Accommodation (Manifestations of USH)

This section notes critical ethnographic researcher's observations of manifestations of USH. Some emergency residences are located some distance from the university, students employ university shuttle-buses to commute to campuses. The university provides buses for students to commute to all the university campuses, due to students need for access to the internet, study sessions, group work meetings and libraries. Students living outside the university allocated accommodation lack access to the internet (in the emergency accommodation). Most participants cite issues in accessing accommodation in the University. These issues among others are high residence fees, which are not affordable to students.

Availability of transport is a concern (students were sometimes subject to transport or petrol strikes for example, which may compromise their fulfilment of academic responsibilities). One out of ten interviews shared that students would be potentially vulnerable to attack from criminals when walking to and from transport interchange facilities to access transport home (and other public forms of transport more affordable to the student community which excludes Taxify/ Bolt, meter taxis and Uber). One out of ten interviews shared the observation that students were potentially vulnerable to criminal activity late in the evening when transport from the university campus to the designated emergency student accommodation would no longer be available.

4.5 Answers to Research Sub Questions

This study is ethnographic toward an in-depth study of student homelessness to provide answers to the research question. As this is an ethnographic study, the discourse allows for researcher participation in the object of the study, student interviews and focus groups (Sangasubana, 2011). Institutions of higher learning carry the responsibility to ensure students have access to quality education and to foster an environment, which adequately supports them to graduate and achieve their academic best. Due to the lack of access to accommodation for 500 students at the time of this study, the university can benefit from research in development planning toward understanding the research question: What are the socio- economic and spatial factors that cause the manifestation of the state of student homelessness at the University of the Witwatersrand?

To answer the research question on student homelessness, the 'right to the city' is a critical entry point in terms of its relation to USH. Due to studentification, rental fees are considerably high for students, influencing the increase of USH (Boshoff, 2017). Focus group discussions confirm that high rent prices can hinder students without adequate funding in place for access to accommodation. According to the focus group participants, the increasing student population is considerably larger than the capacity of the institution to adjust to cater for the growing needs.

From the ethnographic experience of the researcher, a critical area of concern is the assumption that students have access to accommodation. Two out of ten participants in the individual interviews noted that after academic exams, some students are subject to eviction from emergency residences under the premise that they have access to an alternative '*home*'. Under pressure, students find temporary solutions to access accommodation at all costs. This is a critical concern as students who lack funds to travel to the families in peri-urban areas would be street homeless until they have the necessary travel funds.

The research sub questions are probes to unearth information toward answers to the research question:

1) What socio-economic factors contribute to your experience of USH?

2) What spatial factors contribute to your experience of USH?

Socio-economic factors affected nine out of ten participants in the form of a lack of financial resources such as bursaries, scholarships and fellowship funding. Homeless students` challenges to accessing accommodation are perceived as socio-economic and structural. In four out of ten, participants' guardians are unemployed, retired or retrenched (among other complex issues some of which some students did not wish to elaborate upon). Twenty-three from the Twenty-four participants in focus groups and individual interviews cited a lack access to the financial resources necessary to enable access accommodation during the academic year. Full-time students often do not have the time for employment but instead focus on their studies. A common issue arising in the interviews and focus groups is a lack of opportunities to fulfil some of their academic responsibilities due to employment commitments, which might afford students access to accommodation.

Unemployment and financial constraints hinder access to student accommodation. Student responses cite access to accommodation on urban peripheries. The conceptual framework notes (social factors) that participant students are part of the South African previously disadvantaged population. The students struggle to maintain their financial resources while balancing their academic responsibilities. Majority of the homeless student community`s geographic location (home, where family, relatives or parents live as well as temporary accommodation) is far from the university. The main source of the spatial factors that influence USH is apartheid development planning prior to the current democratic South Africa. All focus group and individual interview participants are members of the previously disadvantaged community who`s families were allocated in peri-urban areas and outside if the province of Gauteng. Participants students' guardians live long distances from the university which resulted in students without transport funds being subject to the state of homelessness.

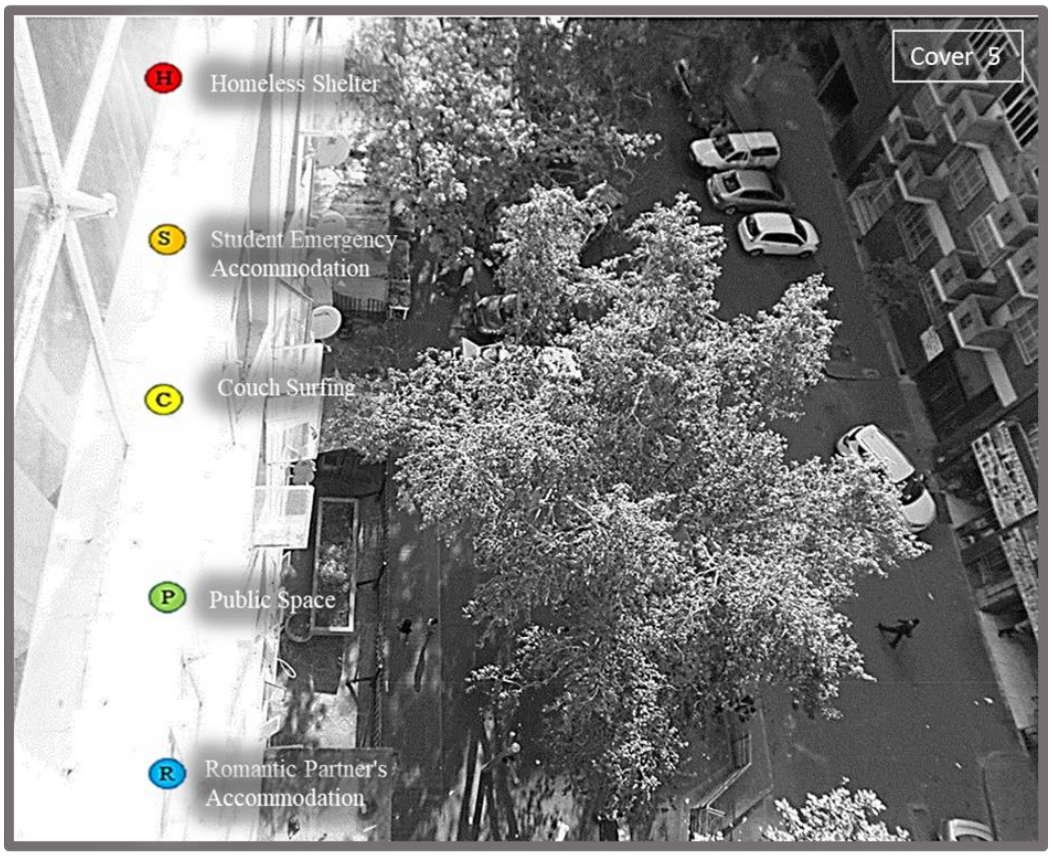
4.6 Concluding Observations

This epoch notes conclusions and observations. First, participant students in the state of homelessness are notably from previously disadvantaged communities. Participants predominantly cite a prevalence of inequality rooted in social, spatial, and economic factors. A single participant presented mental health as a contributing factor to their experience of USH. Participant responses affirm the validity of the claim that students' homelessness is by majority rooted in social, economic, and spatial factors. Second, participants' individual responses reveal a colourful spectrum of USH manifestations as noted in Figure 5.1. The participants USH accounts reveal their experience as temporal. Therefore, all participants except for one have alternate accommodation yet lack resources to commute or lease temporary accommodation at affordable rates near the university campuses. Systemic inequalities emerge recurrently as the causality of USH throughout responses apart from one participant who cited mental health issues.

Third, collective responses of focus groups suggest long-term system remedies to USH. Participants call for state policy intervention in private sector students' accommodation to foster equitable access. Student recommendations cannot serve as panaceas, yet they are a guideline toward future research on successful USH policy case studies. Further research may facilitate informed discourse on potential comprehensive plans. Emerging spatial factors affecting student homelessness include a substantial housing shortage in the country, and this is inclusive of the institutions of higher learning as pointed out in focus groups.

Five of ten interview participants and one of fourteen focus group respondents temporarily relocated to the province of Gauteng during the academic term and returned to Kwa-Zulu Natal, Limpopo and other provinces on academic vacation periods. Group participants argue that the university cannot cater for the expanding population of students and their accommodation needs independently due to lack of resources. Provision of affordable student housing or expended deficit spending could contribute positively to the production of quality students.

This study is in the position of radical planning theory, advocating for student centric approaches to university development planning. The qualitative data confirms the framework of social, economic, and spatial factors are the common cause of student homelessness. Ethnographic observations unearth the community culture of organizing for better access to resources for the greater collective. Data responses further inform discourse on student homelessness in the form of a comprehensive coding system. The code emerges from patterns in the qualitative data. The importance of the coding system is the potential to inform policy in development planning in universities.



Cover 5 is an aerial view from a building used by research participants. Title: View from Abandoned Dwelling 2. Source: Hlongwa, S (2018).

CHAPTER 5

5.1 ANSWERS TO THE RESEARCH QUESTIONS: IZIMPHENDULO

Research sub questions in this discourse probe the experiences of the participants to unearth data toward answers to the research question. The research question and sub questions have roots in the overarching concepts of social, economic and spatial factors as causes of homelessness that emerged in the boarder discourse on the topic (Rafferty &Shinn, 1991; Moor, 2005: Stronge, 2000; National Centre on Family Homelessness, 2011). This study involves the researcher`s ethnographic observations and experiences, participant interviews as well as focus groups. These research methods are inherent tools allowed in ethnographic research involving vulnerable communities.

The aim of the study was a rigorous investigation of USH taking into consideration the sensitive nature of the topic. People in the state of homelessness are not always comfortable to disclose information about their experiences as cited in the Above the Noise (2017) text. Although the text is focused on the school context of student homelessness in the United States, the first sub question is what social factors contribute to your experience of USH? This question is focused on investigating the social factors that cause USH in the University of the Witwatersrand. All the participants in this study are members of the previously disadvantaged community. This has strong effects and linkages to the socio-economic and spatial factors that influence the resultant USH. Lack of access to funding such as sponsorship, bursaries, scholarships, and study loans. Students cited challenges like unemployment of their guardians as cause for their experience of USH. Students without adequate funding lack access to accommodation and this is the main root of USH.

The second sub question is, what spatial factors contribute to the participants' experience of USH? Spatial factors that contribute to the manifestation of USH are intricately linked to socio-economic factors. All participant students live in peri-urban areas both in the province of Gauteng and neighbouring provinces in South Africa. This reveals the reality of effects of apartheid spatial planning still maintaining an impact in previously disadvantaged groups within the student community. Students from previously disadvantaged groups are from households that were allocated settlement areas outside of metropolitan areas. All participants must travel to metropolitan areas to access tertiary education at their preferred university.

This study includes focus groups to investigate collective perspectives of USH. Participants of the focus groups respond to the research question directly. The research question is, what are the socio-economic and spatial factors that cause the manifestation of the state of student homelessness at the University of the Witwatersrand? Focus group participants see the problem of USH as a lack of access to student accommodation. Access is perceived by students to be restricted due to the high rental prices. Focus group participants suggest that "the government" is corrupt and this also contributes to the problem of USH.

The Department of Higher Education and Training is the government department responsible for tertiary education and related functions. The NSFA scheme is an instrument of the Department of Higher Education and Training for supporting students from poor households. Participants students from peri-urban areas flag a lack of guidance on funding and work opportunities through the university. Participants also raise the systemic issue of a lack of accommodation, pointing out a shortage in student accommodation nationally. This unearths the physical restriction of a lack of structures that are allocated to house students during that academic year. This lack of adequate supply of student accommodation facilities contributes to USH at the University of the Witwatersrand.

5.2 RECOMMENDATIONS: AMACEBO

This chapter is toward consolidation of recommendations on possible channels to address USH. Recommendations detailed in this chapter is rooted in field data. Given that this research is student centric, the recommendations are possible pathways for the university, the Department of Higher Education and Training, municipal government of areas around universities and development planners to initiate discourse on potential solutions to USH. These are policy recommendations based on the premise that the Department of Higher Education and Training collaboratives with private student accommodation stakeholders to address USH in future development planning policy.

In the South African higher education and training sector (for example the University of the Witwatersrand), a gap in development planning of student housing is inherent and this problem is expanding. The data reveals a need to affordable student accommodation near the university with access to the internet. Therefore a policy for university student access to accommodation as an action plan is necessary. A land and property audit toward informed suggestions on the ideal land and property suitable and accessible for acquisition and rezoning for the purpose of student housing. Access to accommodation for the student community involves multiple stakeholders in the student accommodation sector. For example, a policy to

cap student accommodation costs as recommended by focus group participants. Previously disadvantaged students constitute the majority of the USH population.

The municipal authority benefits from having students through their use of municipal services. The municipal government can assist by facilitating stimulating conditions for the construction and renovation of buildings for the accommodation of students. Furthermore, application of potential rebates on related USH development planning processing fees can foster supportive conditions. The municipal authority holds power to regulate and forge policy toward affordable student accommodation. The municipal government has potential to apply stimulations in the economy for affordable student housing through caps on pricing and other instruments open for further investigation. American institutions have provisional structures that cater for USH that can be a platform for further research investigation toward possible catalytic projects.

A University-Student-Homelessness (USH) policy is necessary to regulate private and public resources and development planning processes around institutions of higher learning toward the accommodation of students experiencing homelessness. All universities, as well as other tertiary education institutions could present statistics of homeless students and these figures may determine the level of need, which presents an opportunity for the forecasting of future homeless-student populations in the state. Once the scale of the crisis of USH is measured the state and private sector stakeholders and allocate resources to provide solutions to the problem. Government and all its organs have the authority to support and cater to the needs of its people. In conclusion the support of the homeless-student community in institutions of higher learning facilitates a better future for the country.

This is the conclusion which notes the significance of this study. The study finds its relevance in the community of university management and development planning professionals working in the sector. Furthermore, this study may inform policy on land use development around universities. The study unearths the effects of apartheid spatial planning as part of the contributing cause of student homelessness. In a

developing country, education makes a great contribution to skills development, thus the significance of this study is critical for betterment of the university's ability to improve and serve more inclusively toward transformation.

5.3 Direction this Discourse is Leading

The next shift to this discourse is expansion to larger scale systemic causalities of manifestations of exclusion, human rights access and spatial justice in the higher education sector. Figure 5.1 reads in conjunction with Figure 1.3 (on page 19). Figure 5.1 illustrates the linkage between issues in the institution of higher learning with their municipal, provincial and national issues. Causes and issues affecting surrounding areas of the university context can inherently echo manifestations of these elements. In conducting this study, the lenses of the focus have expanded to seek more development planning answers at the larger scale of provincial and country scales of the manifestations of exclusion in the developing world universities. This discourse is leading to the exploration of symptoms of USH at a national scale to inform a potential review of development standards around universities. Although the academic progress of the participants is not a focus in this study, a study on the academic performance of students in the state of homelessness is necessary.

USH development planning has primarily been reactionary and temporary, to impact USH development plans require in-depth research. There is a lack of data on the whole sector of higher education and training`s annual statistics on USH. For a systemic approach to a pragmatic shift, this discourse must move forward to constitute measurement of the national geography of USH. Figure 5.1 is an illustration of the future of discourse on USH. Figure 5.1 expands to constitute a national scale of USH, with the national boundary represented by a mustard coloured square.

Figure 5.1 expands on the core elements of this discourse on student homelessness in the development-planning lens. The red circle represents human rights and the green sphere notes spatial factors that contribute to USH. A purple sphere graphically embodies economic factors that affect USH. A yellow circle outlines research

of USH Gauteng region. Figure 5.1 at a provincial and national scale have the common tenant factors of human rights, the right to the city and economic issues that influence USH. This demonstrates the inter-relation of factors at institutional scale, which have their origins primarily from a national scale of development planning issues.

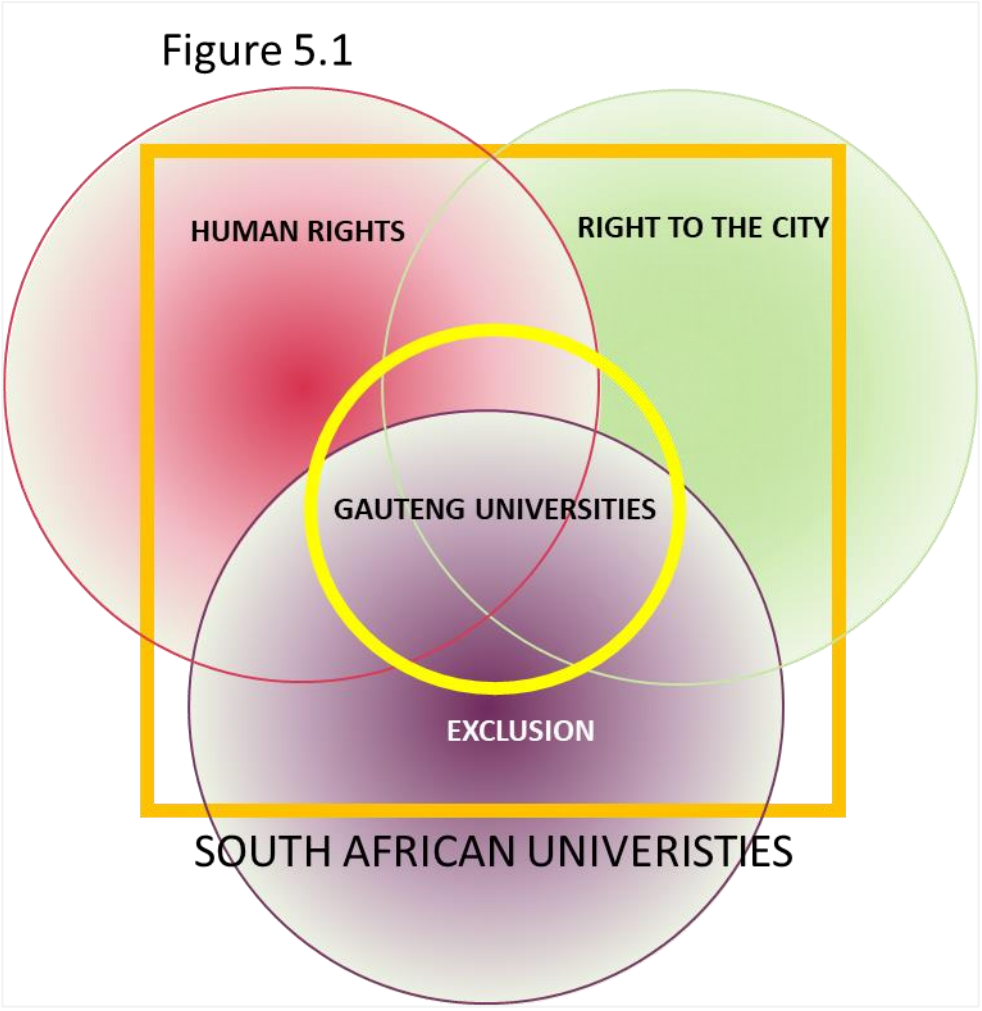


Figure 5.1 notes the conceptual framework of the discourse and expands to the larger scales of the province and the country of South Africa. Source: S. Hlongwa, 2019.

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APPEDIX 1: ETHICS PROTOCOL DOCUMENTS

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

OFFICE OF THE DEPUTY REGISTRAR

Siya Hlongwa
Student number 682344
MA Candidate
School of Architect & Planning

18 October 2018

TO WHOM IT MAY CONCERN

Why Does Student Homelessness Exist in the University?
A case study of the University of the Witwatersrand

This letter serves to confirm that the above project has received permission to be conducted on University premises, and/or involving staff and/or students of the University as research participants. In undertaking this research, you agree to abide by all University regulations for conducting research on campus and to respect participants' rights to withdraw from participation at any time.

If you are conducting research on certain student cohorts, year groups or courses within specific Schools and within the teaching term, permission must be sought from Heads of School or individual academics.

No research can commence before ethical clearance has been obtained.
Kindly forward a copy of the clearance certificate to this office.

Nicoleen Potgieter
University Deputy Registrar

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CLEARANCE CERTIFICATES: IMVUMO YOKWENZA UMUCWANINGO

SCHOOL OF ARCHITECTURE AND PLANNING
HUMAN RESEARCH ETHICS COMMITTEE

SCHOOL OF ARCHITECTURE PLANNING

CLEARANCE CERTIFICATE
PROTOCOL NUMBER: SOAP070/08/2018

PROJECT TITLE:	Why Does Homelessness Exist in the University? A Case study of the University of the Witwatersrand
INVESTIGATOR/S:	Siyabonga Silas Hlongwa (Student No: 682344)
SCHOOL:	Architecture and Planning
DEGREE PROGRAMME:	Master of Science in Development Planning (MScDP)
DATE CONSIDERED:	12 November 2018
EXPIRY DATE:	12November 2019
DECISION OF THE COMMITTEE:	Approved

CHAIRPERSON _____
(Professor Daniel Irurah)

DATE: 13-11-2018

cc: Supervisor/s: Nqobile Malaza

DECLARATION OF INVESTIGATORS
I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to endure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee.

Signature **Date** 14/11/2018

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SCHOOL OF ARCHITECTURE & PLANNING

PARTICIPANT INFORMATION SHEET

The research is a research report towards a Master of Science in Development Planning Degree in the School of Architecture and Planning (SOAP) at the University of Witwatersrand. this is the investigation of sources, as well as manifestations of student homelessness. This interview spans 30 to 60 minutes unless you wish to expand further to elaborate on your perspectives at most. The researcher conducts interviews in public spaces East Campus of the University of the Witwatersrand. This study unearths experiences of homelessness during your time as a registered student at the University of the Witwatersrand.

The researcher records interviews using an audio recorder on mobile device and or take handwritten notes. The recordings are only accessible by the researcher or handwritten based on your preference. Your cooperation in this study is due to your pivotal role of understanding the student access to accommodation issues (focusing on the state of student homelessness). Your participation is voluntary and you may refuse to answer questions which make you uncomfortable. At any point, you may withdraw without penalty or loss. Please note that you may receive no payment or other incentives for your assistance. Your contributions are anonymous, only your views as per your observations and the researcher documents viewpoints obscuring identification in the final report. The researchers protects in the whole document, obscuring your name using a pseudonym. However, the researcher reveals your temporary residents and other forms of manifestation of student-homelessness.

Where the researcher uses direct quotations from this interview, please note that the researcher conceal your identity. I do not directly quote any comments you make that you deem “off the record” or similar. Further, any identifying information that you share is confidential and store on a password-protected computer. There are

also no foreseeable risks associated with your participation. The research undertaken is solely for academic purposes. Once completed this research is available electronically for public access. If you have any questions, concerns, or comments or if you would like a copy of the final report, please contact me, Siya Hlongwa on 682344@students.wits.ac.za or my supervisor on email Prof. Aly Karam on email aly.karam@wits.ac.za

SCHOOL OF ARCHITECTURE & PLANNING

Consent Form:

This consent form is for research purposes and serves to confirm that I have been briefed, have read and understood the scope of this research study of **Student Homelessness, the Study of its Causalities and Manifestations in the University.** A Case Study of the University of the Witwatersrand. I conform that I am aware of the following.

I have been invited to participate in the interview/focus group because of my personal experience of student homelessness and its causalities. The interview session will take place for than 3 hours. My participation in this interview is completely voluntary and at any point I may refuse to answer, and I may withdrawing from the interview. There are no payment or incentives, loss of benefits or risks related to my participation. The interview session is held in confidentiality (meaning what I say in my interview will not be given to anyone else). All interview protocol will maintain my anonymity (meaning my identity will not be disclosed unless I give permission to do so). Findings form the research study will be made available publically at how the research findings will be disseminated.

I agree/disagree [cross out as relevant] to have the interview audio-recorded

I agree/disagree [cross out as relevant] to my name being used.

Signature of Participant:_____
Date:

Signature of Researcher:_____
Date:

APPENDIX 2: RESEARCH INSTRUMENT

INTERVIEW BACKGROUND: INTRODUCTION TO PARTICIPANTS

The focus of this epoch is the documentation of student participant accounts toward illuminating student homelessness. Homelessness is a broad topic and in the context of students can be temporary, intermediate, or chronic. Temporary homelessness is the most common but these interviews are a platform to provide insight on the intricacies of students` lack of access to accommodation from their own perspectives. This is an interview with students in the state of homelessness (experienced on the discourse of student issues on the lack of access to accommodation) random sample group toward answering the research question. This study is toward the fulfilment of the requirements for a Master of Science in Development Planning at the University of the Witwatersrand, postgraduate program.

The University is the institution of higher learning and comprises multiple stakeholders. Students are the end-users to the University system and cannot access the most basic of resources such as food, and shelter. In the practice of development, planning at all scales ranging from national, regional, local, or institutional. In the example the proposed case study of the University of the Witwatersrand, it is crucial to research and understand issues before planning strategies to address them. The questionnaire unpacks why student homelessness exists at University. Within the University of the Witwatersrand, the researcher identified groups as having experienced homelessness and have a wealth of knowledge and perspective based on their experience. These are the qualifying characteristics of all participants.

First, upon the commencement of the interviews documented the researcher thanked all participants of the research for taking the time out of their academic schedule to conduct the interviews toward shedding light in the form of community participation and the intricacies of their position on student access to accommodation and aligned challenges. The interview section forms the raw data part of a research project aimed at documenting the various student perspectives, practices of community leaders and developing a profile based on the interview. The interviews

are less than 2 hours at a minimum of 30 minutes per interview, unless the participants required extension of time to give more insight on the topic. The researcher, S.S. Hlongwa conducted all interviews and informed the participants of the nature of this study.

APPENDIX 3: DATA

RESEARCHER ETHNOGRAPHIC RESEARCHER'S ACCOUNT AND OBSERVATIONS

This chapter contains ethnographic fieldwork transcriptions of data in response to the research question toward exploring the causes of student homelessness. The first epoch constitutes the researchers account giving orientation on causes leading to student homelessness. This study is inclusive of the causes of student homelessness and entails background and context for rigorous understanding of the different forms of homelessness. The concluding epoch of this chapter notes the experiences of individual interview participants in anonymity, all names that appear in this chapter are aliases to protect the identity of all participants involved in the study. The last epoch of this chapter documents focus group sessions to give orientation to collective perspectives.

Social Factors the Lead to Student Homeless

Discrimination of homeless persons is a major issue, as attire and personal hygiene often become an obstacle to social cohesion. For example, job interview requirements are not supportive to students in the state of homelessness, and students that fail to present themselves professionally may not gain access to employment opportunities. Power dynamics in homelessness are rooted in one's own knowledge of the culture. Often persons in the state of homelessness in the case of the University of the Witwatersrand form bonds not merely for social interaction but predominantly for survival. Collectively students in the state of homelessness establish a network of sources for knowledge on where to access food, accommodation, and temporary jobs. Special lectures and university events that have food available are a source of temporary relief for students in the state of homelessness. The food

items students have access to require pots and pans as well as cooking skills, which are not always accessible to the students particularly during semester breaks and during weekends and public holidays. Poor students do not have pots and pans, nor do they have access to stoves to cook on, all university facilities are generally unavailable to university students during semester breaks and weekends. This exposes the reality of hunger as a reality for students in the state of homelessness, particularly during semester breaks and when the WCOO supplies are depleted. During university vacation periods students` access to food is often a concern as participant students do not have funds to travel to relatives consistently.

The lack of a family support structure is a critical element in the state of homelessness. In the case of the University of the Witwatersrand, an emergent issue is that students had lost one or both parental figures before or during their experience of student homelessness. Friction in the family unit is the source of student homelessness. Although students have access to travel funds during university study breaks, while others find access to accommodation through the assistance of relatives or friends etc. There are students are on the university campus and surrounding public spaces to find temporary access to shelter during university vacation periods. Student peers become a strong source of support and sometimes offer alternative accommodation during university vacation periods for those who have no supportive family.

University staff and external community members sometimes offer support and access to temporary shelter to students in need. University campus security is a great benefit to students that is more evident for students who find shelter outside the university. Safety is a critical factor thus; students tend to form groups and move collectively. In the ethnographic study, one of the observations is the emergence of a keen sense of community of students living in public spaces. Communities in the state of homelessness arrange for access to food, bathing areas and shelter where possible. Collective living and movement through public space is particularly beneficial to feminine and gender non-conforming persons. Violence and fraudulent

activities are more rampant in the public space outside the university and the collective community can help to deter attacks on persons in the vulnerable state of homelessness. Although social factors are critical to the study of student homelessness, these link inextricably to economic factors. The following paragraph notes the economic issues that influence student homelessness.

Economic Factors the Lead to Student Homelessness

Access to funding in the university context is critical in the processes of access to services. Students without funding can have a lack of access to accommodation and other basic needs such as food, toiletries, washing soap laundry detergent, clothing items, which are a more pressing need during the winter months. If funding is not an accessible option, students could have employment as an alternative source of funds. In the case of the University of the Witwatersrand the WCOO, NGOs and private sector donors provide food supplies and other forms of donations. Access to donations is at fixed periods that are limited to university semesters. Unfortunately, access to employment is not as common for students who are unpaid volunteers.

The researcher worked during university vacations as a radio presenter and newsreader in community radio stations, although students in the state of homelessness have training in different trades the common trait is a lack of sufficient income for their survival. Unemployment is one of the focal elements inherent in student homelessness. In the period of 2017 to 2018, unemployment meant a lack of access to basic needs. With the assistance of the WCOO program food packages are available, which generally last for two weeks out of the four weeks in a month. Furthermore, the food packages for students in need often must be to the students` family for support.

Spatial Factors the Lead to Student Homeless

Inadequate shelter is a common term in discourse on the state of homelessness. Due to a lack of funds, students in the state of homelessness often must settle for shelter.

From stairways to other public spaces like public buildings and abandoned buildings which often have no electric or heater water. The researcher studied an abandoned building; rife with rodent infestation and consists of shared rooms divided by curtains. One resident in the abandoned building is graduate of the University of the Witwatersrand and still registered in postgraduate courses. Access to shelter is usually temporal in nature thus students are mobile and often carry bags with supplies of clothing, toiletries, and other valuables. Students will literally sleep anywhere there is access although these spaces are not living spaces.

Late night navigation of public space as female and gender non-conforming persons can be dangerous. Persons in the state of homelessness often have a lack of access to a fixed shelter and therefore are constantly moving. Communal living is ideal as a source of protection as well as support. In this epoch of the research the main observation notes keen sense of community even in the way students navigate space particularly in the late hours of the day. Although maps and images date before the study window, they give insight into the causes of student homelessness. One of the tenants of homelessness is mobility thus manifestation of student homelessness was temporal (only during the academic year). The initial ethnographic experience of homeless manifests public building located the City of Johannesburg South Africa. A few other temporarily homeless youths organized us (formed a group and allocated group responsibilities to individuals) and started living in a public building.

From this period in my life, I learnt the value of telling your truth and unpacking your challenges and those who feel it best to guide or assist. The security guards at the public building would allow me to retire to the storeroom every night or their guardrooms while they would operate their night-shift responsibilities. Initially there was nothing to sleep on but the floor. No couches, chairs, or other forms of furniture and the group would later gather pallet wood from informal traders and make chairs and sofas. The public building was a derelict building with years' worth of dust, remains of dead rats as well as old documents that belonged to previous shop owners filled every corner of the facility. Seeking solutions to our homelessness, we the youths cleaned the building and proceeded to move in. We would just

sleep on our clothes, and that was enough. It was better than being out on the street and other public spaces.

Management noticed in due time that we were living in the building, but they did not force us out and this inspired us to push harder to create lives for ourselves and organize the place as much as we could. We were mostly from KwaZulu-Natal and all spoke isiZulu but three in the group who spoke Setswana. The place was not yielding any positive impact for the community. I was different from the rest of the group, they got along better and spoke a complex form of multilingual slang which were Zulu, Afrikaans and Setswana known as 'tsotsi taal' and I would fail to understand some of the lingo used. Therefore, every day the group would look for ways to generate an income and they were streetwise. Figure 4 is an image captured of the public space we used as sleeping and living areas. Although I was mostly living in this space before the window period of my studies, I would still go back when I had no other alternative during my studies.



Figure 10: Shows of the researcher with others in public space used for accommodation for years and intermittently during studies at the university. Source: Hlongwa (2019)

Daily *the boys* would go about washing cars and cleaning 'hustling' hunting for money to buy food. The researcher would find local wireless internet connection

zones to apply for work. The researcher had ambitions find work aligned with my academic qualifications and experience in my area of study, which is architecture and the built environment. Therefore, my interests were still in getting back into the architectural field by reaching out for employment opportunities.

To find solutions to the state USH the researcher dedicated a time trying to find access to jobs, but repeatedly the researcher faced the same obstacle. The researcher would not even have the funds to address these potential employment opportunities. When interviewed, my attire was less than adequate in its state. An issue was body odour and holes in my clothes, shoes, chipped nails, ashy knuckles, and badly kept hair. Toiletries are luxuries for the poor in society, and when looking for employment this becomes the platform for discrimination. These indications of extreme poverty just become the reason employers see less potential in homeless candidates. Sometimes I would not even have the funds to attend the interviews. One of the most peculiar experiences was the faces of the human resources personnel upon my entry would tell stories beyond the limitations of mere words.

In a corporate space the way a candidate for employment smells can contribute to the impression given during an interview. Prospective employers would inform you not to waste resources trying to contact them and that they would inform you should they wish to have any further dealings (which would be a mild form of a request to leave). These things, appearance and smell became major contributors to the prolonging of the state of homeless, as the researcher had no control of it. the researcher would reach out to family, and they would make excuses that cascade into all the colours of the rainbow avoiding assisting. Contacting aunts, uncles, friends in pursuit of aid, nothing seemed to work and to be honest the assumption was that I had either been on some form of drug or had mental problems because of their lack of understanding or tolerance for my gender identity. Since coming out as a transgender woman, the researchers' gender identity inspired them to see nothing of relation in me at all.

The gender and sexual identity the researcher has embraced has become the platform for disengagement. the researcher did not fit within the stereotypes designated by their own preferences, cherry picked historical influences, and personal preferences. At pubic building the researcher and a few other acquaintances, slept mostly on the floor and things got much better when the researcher gained access to some funds from an unpaid job. Immediately the researcher used the funds to invest in recording equipment. Unfortunately, the group comprises men, and the boys were all street-savvy. In time, the investment would yield no fruit. As they never had the intention to include me in the projects although my recording equipment was the primary source of all the income generation going forward. Although the researcher was grateful that they were my brothers through the hardest time in my life, they let me down when sharing the winnings of our sweat.

Personal Account: Community in Homelessness (Social Factors)

Logistically our living arrangements were cramped, we shared one ablution facility and bathed in buckets using a two-plate stove and an old pot to boil the water. Access to food was a challenge without formal employment and we would try to make our own way separately, the researcher depended on donations as nobody ever paid me for any services the researcher would try to render in the community. (When it was time for payment, people would make excuses or differ from the matter to the following day, or the end of the month which slowly and painfully to the tune of my grumbling stomach became never ever).

The researcher's temporary home, which was a public building with a small taxi rank outside, loading bays lower ground. The public building used by the working class and mostly blue-collar workers in this area who work as freelance construction workers, domestic workers, and temp-cleaning staff from my personal observation. The public building houses informal traders providing storage of their goods and informal trade stalls around the station itself. The building is a two-storey structure and the ground floor we use the ground floor for retail as access for the commuters into the ticketing offices and entrances into the boarding platforms. Security guards

would oversee all the public building operations. The capital investment of recording equipment of the studio equipment (later used at the public building) at retailer named Noise in Johannesburg central business district. The equipment was meant to help establish an income stream.

Personal Account: Power Struggles in Homelessness (Social factors)

Physical strength and confidence are power in street homelessness. Women who survive alone must adopt a strong persona in the street and those who are weak find help from either a group setting or relationship. In the group arrangement inside the public building, I found out how individuality dissolved and even what was mine was absorbed into the group. The researchers relationship with my then business partners (*my boys*) took strain.

Personal Account: Socio-Economic and Spatial Factors to the Manifestation of My Homelessness

The researcher channelled leisure time toward the advancement of my hobby, the production of my radio show and radio presenting on weekends by continuing to volunteer at Hillbrow Radio and later the 1873 fm. This was sometimes live broadcasting segments based on my online radio show `*We Believe*` and in 2018 the morning breakfast show on the 1873fm radio. My challenges during my living in the public building, in conclusion, were access to food, not having a bed to sleep in and sleeping on a concrete floor, thus rats would wake me at night, as they would run over. There was a scarcity of electrical connections into the building, thus the public building was dark with mouldy walls and slab soffit. The researcher often struggled to get enough rest and even more so when the boys would party on Fridays hosting locals who would buy them alcohol and other refreshments.

The researcher would market their show on social media and inspire more people to listen to the show. Although the researcher received no compensation for the work I did, I believed that the experience would draw in opportunities for me to

gain employment or sponsorships for the show. The researcher learned people skills and digital marketing techniques that I believe are very necessary in the fourth industrial revolution. The graphic on the left is a motivational graphic I would design and post on social media to promote my radio show. With each show, I would take pictures a phone using a timer, load the images onto my laptop, and edit using PowerPoint and other editing software. The researcher would also record before and after a show, videos to upload onto YouTube to create a bigger online presence for my show. After the show, I would stay in the lobby of the radio station and edit the images adding the show and sometimes themes discussed on the show to inspire potential listeners (See Figure 14).



Figure 11: Shows the researcher in the volunteer part-time job in pursuit of solutions to their experiences of student homelessness. Source: Hlongwa (2019)

As a volunteer at Hillbrow Radio, the 1873fm and other similar community radio stations in Johannesburg, the researcher had learnt about the trade of radio broadcasting. The researcher also dedicated time developing radio presenting skills to potentially access accommodation and found new ways of expressing my ideas by studying how other radio personalities on the radio station platform conducted their

presentation of their shows. Other producers and presenters were students and had the financial support of their parents, which made it easier for them to survive. Despite the researcher's efforts to use radio production and presenting skills to make an income in order to access accommodation during their academic studies the researcher worked without pay which prolonged the state of homelessness.

Personal Account: Inadequate Shelter and Challenges of Poverty (Spatial factors)

In Hillbrow Johannesburg the research also found temporary shelter is a dilapidated building. This building was shelter for two participants of this study. Though the building was an old dilapidated building, families had made a home there. The biggest challenge here was privacy as we all shared the bathroom bedroom divided by curtains and no kitchen. Limited water supply was a critical when it was available at all was cold. It became hard to store food because rats would eat the food. The abandoned building housed sex-workers in the floors and they discuss the benefits of financial freedom from the work inviting me to try it.

After my relocation from the dilapidated building, the owner of the Hillbrow Boxing Club spotted me. He claimed he saw potential in me to become a professional boxer. Following my conversation with the owner of the Boxing Club, they trained me without cost and accommodation. The research would sleep on the floor within the admin office. The research shared a blanket with one of the gym instructors who became like a sister to me. Though the research never had money for soap, the research generally had showers. The research was still living on affordable junk food once every two days and depended on donations.

Personal Account: Insecure Tenure (Spatial factors)

The image below depicts the washing area where residents would hang laundry. Hanging laundry was a luxury, as the research would mostly not have access to funds for the acquiring of necessities. There were empty spots on the top floor at an

apartment belonging to an acquaintance and the research could store my clothes there until the research would find accommodation. On the rooftop of an abandoned building, the people who lived there were mostly unemployed and some would sit outside the building or move about in groups mugging people trying to raise money for food.



Figure 12: Shows the unsafe and under maintained abandoned building that which accommodated some of the participants during their lack of access to adequate accommodation. This rooftop area has no railings or electricity. Source: Hlongwa (2019)

Police officers would raid the building regularly and have all the men evacuate the building in the middle of the night (apartheid-style). All the while pushing and kicking the men in single file as the men marched outside the building and the police

questioned them about the last mugging incident, which would sometimes have nothing to do with them. (The research would curiously watch from the window of a neighbouring room. It was only at the roof and saw that there was no structured refuse removal system in the building and that residents would dispose of their refuse by throwing it over the edge of the roof-slab.

Personal Account: Poverty and uBuntu (Social Factors)

The lift shaft of the building was out of use and had a refuse shaft for residents. People that live in the abandoned building are the most caring and sharing I have ever known. If at any point the research needed food or advice, there would generally be someone willing and able if they had any resources. The research found out quickly that even when one needed sugar for a cup of tea, they could just shout across to the apartment next door. Rather ironic how in society today, those that seem to have a social status are isolated from each other and have less sense of community. The research recognised among the poorest of the poor a spirit of sharing and caring that the research came to embrace the concept of ubuntu in its truest form. uBuntu was critical to the unpacking of the African concept of caring for one another that much of the students seemed to gain help with temporary shelter, food, and other forms of donations.

DATA: SUBJECT ACCOUNTS

A 1. Introduction of Subject

Abby is an undergraduate student in the University of the Witwatersrand. She is a transgender woman, and the name Abby is a pseudonym to protect the identity of the participant. Although originally from the province of KwaZulu-Natal, she lived in an abandoned building in the Hillbrow in Johannesburg, with her father (Although she spoke in isiZulu during the interview, the researcher translated her responses into the English language. Issues about her relationship with her father were off the record). This interview session is at the University of the Witwatersrand.

A 2. What social issues caused your experience of USH?

"I registered in Wits in the effort to learn and grow; I felt that I needed to expand my skills-base to get to become the person I dreamt I could be. Perhaps it is a lot to place on the process of acquiring a degree, but I felt that my experiences had made me see potential in society for change. I wanted to be more skilled to be involved in that social change. So how did I get to Wits? I registered in 2017 at this time I had been through the worst pain any human being could ever encounter. I was a victim of rape and discrimination because of my gender and sexual orientation and suffered tremendous trauma. I was breaking inside and while I was trying to heal; I felt that I had received a second chance at life. That perhaps my story was not over after all the hardships and I could change things not just in my own life.

My choice in course magically aligned with my interests and ambitions as illuminated in the words of Mahatma Gandhi 'You should be the change that you want to see in the world'. Having been unemployed and having no living close family I had come to study knowing well that I had nothing to lose but everything to gain from improving my level of education. Without money, funding or a job accommodation was impossible, many people speak of finding affordable accommodation but when you have absolutely nothing, there is no option but to seek alternative ways of attaining shelter hence the homelessness. There are challenges that come with gender and poverty that make it almost impossible to find jobs. Perhaps the greatest challenges in simple terms: 1) being underestimated or discriminated against because you are of a particular group in society. 2) Not having simple grooming standards due to lack of funds and access to laundry facilities. Much of this marks the students that are disadvantaged in a crowd in the most harsh and sometime embarrassing ways."

A 3. Economic Issues that Caused your Experience of USH?

"The process of applying for accommodation in Wits University requires an application fee of R600 which was not an amount I could afford as I have no current

means of income meaning that despite filling in all the forms that application would never be processed without the funds being paid at the Wits cashiers. I started the last few semesters in the same way, with no accommodation and sleeping in public spaces as I had no alternative safe accommodation."

"Not having access to accommodation had a few negative impacts on my studies. I would be sleepy during late afternoon lectures. I would also be embarrassed to be sleeping in learning spaces. This was not by choice though, but it was hurtful, now that I had no shelter or alternatives. My back would sometimes hurt as well as my neck from sleeping on chairs and desks, which would make it hard to pay full attention, with some days worse than others would. Mentally not having access to accommodation meant that I would sometimes have no means to wash my clothes and lack of toiletries would make it hard to interact in group work as those that have tend to shun those who are not "cleanly dressed and smelling refreshed'. The term refreshed is not to be mistaken for not being clean, as there are several public bath spaces available at Wits especially because many students jog, cycle or walk long distances to the university, thus it helps them to shower at the university. Sleep was relative to the opportunity I found for myself.

If I received an invitation to a friend`s place, the couch would be acceptable. My welcome at a friend`s place can only last so long before it becomes a problem. For example when you are not employable because you do not use roll-on and smell and cannot wash clothes because you lack funds for the acquisition of laundry detergent and your shoes have holes in them, then job interviews just became horrible pranks. Though I laugh now, when I think about all the times, I tried to be serious without toothpaste and the basics getting a pass on an interview was impossible. Some students turn to unspeakable modes of work, as there are limited options for funding. Wits as an institution has many facets but does not communicate effectively to best assist students in some ways. However, academically the institution known the world over for ambitious standards, there are gaps to be covered. Perhaps there should be a team that is dedicated to assisting homeless students and making sure that there are no students that must 'sleep rough'.

"Unlike other universities that I have attended and read about internationally and locally, Wits is responsive to the crisis of homelessness in the student community. The raw truth is that the university designed to provide quality education and there is no dressing it up to be more than that, no matter how much we as students wish it were. Just as a shovel has its function and use value so does a university and its core, function is not so solving the crisis of accommodation for students that is a responsibility of the state as well as private sector. Objectively speaking the students have limited resources therefore look to the university institution for aid or guidance. The first point of reference is the institution itself despite its core mandate not being to baby students and do everything for them.

Perhaps the accommodation crisis is more of a community issue. The university could to address the crisis for destitute students by becoming an intermediary and be more vocal to the community about what is missing in their mandate and aim to assist by connecting students like myself in compromised positions in need of assistance and those who wish to provide the assistance. There is so much that can be said for Wits as an institution but the truth is they have done more than any institution and reached out to make a difference in practical ways in the community and internally which has had a positive impact on students' lives. To say that the institution is not helping would be a complete lie. Ways that the institution can stand to make a greater impact on the student body, especially for students who are most in need and have limited options to get assistance could be further researched."

A 4. Recommendations to Address USH

"What can be done? In the case of Wits, perhaps the student body is correct in expecting the university to step in and be the change in society that they wish to see. A lack in resources today is not indicative of what tomorrow many bring but one can design a framework for the community to work toward to accommodate students. The obvious question that comes to the fore is that of sustainability. Existing models of emergency student accommodation within Wits University as temporary

and not as sustainable or accommodating to students as the university or the students would like but due to the lack of funds and resources in this capacity there are strong limitations in the way in which the university can effectively address the accommodation crisis."

"*A major factor for me is that there is just not enough support in the form of resources from the community and the real reason behind this is the lack of planning to accommodate the crisis which has long been a problem in the university since day one. Planning has three main characters to it that make it successful when applied with contextual rootedness. Firstly, the measurement of the issue that is at hand to see how much damage control is necessary. Secondly, in-depth research on resources are available not to mention other intuitions as well as individual persons can be of assistance toward the provision of active solutions. Finally, yet importantly, the assessment of what the student body would want and need in an ideal situation should assistance be possible. What is not working is, many departments within universities are disconnected and know nothing about each other or the students they serve. Some departments to be honest are doing just what they are great at which is the production of great students and great academic standards but the real problem is that students can never perform at their peak without having the basics (fundamental human rights as outlined in the South African Constitution*."

"*What basics you ask? Well the basics are just the basics of life, which are food shelter and income to assist the student body to access these basic needs. A more connected university that has a dedicated department that looks after student interests in a more comprehensive and practical way that solves issues from their root. Connected is not something complex it just means that all staff in the university should know where the various departments are and what they do. Staff should be well informed as to which students need assistance and be able to point them in the direction of any resolute person who can assist. Although this is not the dedicated function of the university it can place the student body in good stead to perform at their peak. What platforms could we create that currently do not exist? Here is a list of these for practical reasons: Staff training session to make staff more sensitive to the nature of the work or dealing with students*."

"*Briefing booklets and awareness programmes to create coherence within the university on what resources are provided internally to assist students that are in great need. What is a great need; students that lack access to the basic needs discussed above and need assistance or guidance to gain the much-needed access. Why it is important to train Wits staff is probably the first question that comes to mind. The students have no idea that the university is not a unit that functions in an optimal way that has practical solutions. Many individuals within the university act on their own to help students above their professional capacity. Simultaneously there are departments that have a cold and stiff way of dealing with students and see them as clients who pay for a service and leave and forget that these are people with needs and emotion and sometimes pressing emergencies that can negatively affect their academic performance."*

B 1. Introduction of Subject: Ucwaningo (*Individual interview using a pseudonym*)

Ben is male undergraduate student was unable to attend the group sessions and opted to respond to the research questions via *Facebook*. However, he had already travelled home this second-year student from the Limpopo province, South Africa agreed to conduct the interview online. He was a student in the field of Education, and he found accommodation in the Witwaters emergency residence in 2017.

B 2 and B 3. What Social and Economic issues caused your experience of USH?

"I came to study at Wits, but my family did not have the money. Though I did not have family in Johannesburg, I found friends. I lived in a few different places all too far from Wits for me to travel safely after lectures. I had no stable place that affect me so badly I must wake up at 3 am for lectures at 8 and I arrived at school so tired and did not concentrate.

B 4. Recommendations to Address USH

"Build specific residences for them and all students could apply for res and Wits can try to avoid the rejection of applicants in such a way that Wits will take them and see if they can afford res by the end of year since there are greedy students. They can consider Parktown since is not that occupied. Sharing is nice if you have nice roommate, but I enjoy sharing, I think. they should share because it will accommodate many students, they should consider that."

C 1. Introduction of Subject: Ucwaningo (*Individual interview using a pseudonym*)

Robbert is a male participant from Limpopo lives in Soshanguve with relatives.

C 2 and C 3. What Social and Economic issues caused your experience of USH?

"*Though I am a student studying toward my education degree I have had much difficulty finding funding for my studies. I have survived on handout from friends and family as well as the luck of a part time job. I fortunately have had one. I stayed in the emergency accommodation until my last deferred around the 14th December 2017 in the Witwaters residence. They had told us to leave before the 14th. Therefore, by that date they made sure everybody was out, and returned from exams to find their stuff downstairs in the lobby. I received instruction in the morning to pack and leave. I have registered again and am being accommodated again its south point its better than nothing. "*The participant exhibited a shy persona and did not feel comfortable to discuss details about his family.

D 1. Introduction of Subject: Ucwaningo (*Individual interview using a pseudonym*)

Mary-Tessa is a female participant at the University of the Witwatersrand and reached out through a mutual friend who had mentioned this research to her. Her experience of the state of homelessness was short although her hometown was in

the peri-urban (she did not want to disclose for the sake of protecting her identity). The mention of the per-urban context hinted at challenges noted in the Pavlakis and Alexandra (2018) text. [She saw the study as platform to voice her experiences but was unable to meet in-person; thus, we communicated via social media (WhatsApp).]

D 2 and D 3. What Social and Economic issues caused your experience of USH?

[13:57, 2018/11/14] Wits Student: *This year I was a registered student this year, and then I cancelled my registration before the June exams. I've Re-applied for next year.*'

[14:10, 2018/11/14] Wits Student: '*I was based at certified res, 18 Jorissen Street and I had a roommate who`s doing the same course as I am. I settled my Res account which was R40 000 plus R4000 deposit and my tuition fees. The money came from my policy. The time I dropped out, it was because my psychologist admitted me because she saw that I was not doing well and that, I would not be able to write my exams. I knew that if I wrote I would fail to avoid exclusion, I cancelled my registration and with the help of my psychiatrist I got admitted at Clinic in for stress for a short period*.'

[14:19, 2018/11/14] Wits Student: '*I did not have Res in 2017, Wits Res office made a mistake that I owed fees, and the system kicked me out. I had to look for a place before school opened. Luckily, I was doing vac work at Simanye Fold and they provided accommodation until end of January, I have struggled to gain access to student accommodation due to funding*.'

[14:36, 2018/11/14] Wits Student: '*The Central Accommodation Office should have access to the available number of rooms in every Res, and they should help both new and returning students. They should also have all the information on how to appeal for res if you were to need to do so. Accommodation officers are of no help at all. They only tell you to come back and check if there are any rooms available two weeks after schools open... where you should stay before then. In addition, what if you find out there are no rooms? External accommodation usually has expensive rooms left*.'

D 4. Recommendations to Address USH

[14:49, 2018/11/14] Wits Student: '*They should befriend the Financial Aid office. They should sign the acknowledgement of dept. form to get registration waivered. Then apply for as many bursaries they can, when they apply, they should contact the company directly through phone call because the HR officers of some companies are incompetent.'*

E 1. Introduction of Subject: Ucwaningo (*Individual interview using a pseudonym*)

Situ "*I am from Limpopo and a black male. I registered with a specific intention to go to Wits University. Wits had a great reputation and seemed like a better option than any university in Limpopo. I saw the value in choosing a more recognized university."*

E 2 and E 3. What Social and Economic issues caused your experience of USH?

"Since it was far away from home was a bonus, giving me a stress-free start so I could focus and be the best student I could be with no distractions from family affairs. Funding from bodies (like NSFAS and the National Skills Fund) is a certain annual amount. In my case, it is not enough to cover both fees and accommodation. Without additional funding, it is usually not possible to cover the full cost of accommodation with these funds. In my cases for the past two years, I only had R12000 allocated to accommodation. In years where I could not get additional funding, I had to find alternatives. It is important to know I qualify for the maximum amount allocated per student, which was R76000 in 2017, and there are students who get fewer amounts allocated to them. However, fees for my course are higher."

"*I only applied for accommodation in 2017 for the 2018 academic year. However, I was subject to rejection because of there not being enough rooms available. Not*

staying in any Wits residence in the current year. It is stressful, there is a desire to stay on campus because university work is so demanding and therefore leaving campus is not an option. Therefore, it just makes the already stressful university life even more stressful. The 24-hour access libraries on west and east campus are a good place to rest, however best option is to sleep in the afternoon. The students rested on campus lawns or at a colleague`s place during visiting hours who stays in the residence.

The University should seek to approve cheaper accommodation providers where possible. Few accommodation providers were available due to excessive costs. The university can also be more flexible on the type of accommodation provided, for example giving students housing allowance. Rather than paying directly to the accommodation provider. Another suggestion is for NSFAS to change the approximately R76000 cap per student and instead look at each students' fees or look at each student`s degree and University. This may potentially increase the number of assisted students, but others are subject to shortfalls. I have never actually taken the option."

E 4. Recommendations to Address USH

"I value stability and do not want to deal with too much admin and personal chores during the year, which is hard to juggle because of the demanding nature of University. As a result, I have never considered this type of accommodation because of its temporary nature. However, I have heard some positive things perceptions about it, and the mere fact that such accommodation exists is a good thing for the student body as a whole. However, I did not even know the criteria to qualify until recently, so the University can do better in informing student that it is available."

F 1. Introduction of Subject: Ucwaningo (*Individual interview using a pseudonym*)

Sibusiso was a male student. I had previously held council with him on many occasions. He was previously a neighbour at the Esselen emergency accommodation in 2017.

F 2 and F 3. What Social and Economic issues caused your experience of USH?

"*I am not from the Gauteng province and I had to move to the City of Johannesburg to be close enough to attend lectures. While enrolled at Wits I was focused on my studies and made many friends who assisted me*." I noticed right away that he was referring to the uBuntu element that I unpacked in the introduction, which flagged the sense of community and a tendency to support and help found in some of the student community members, family relatives at the University of the Witwatersrand. "*I would stay in my friend`s rooms are shared accommodation. I was sneaking into the residences to get some rest late at night. I'm still planning on studying at Wits again*." I know him well and still maintained contact after my stay with him at the emergency residence. He was generally working part time and studying but did not make much to afford accommodation.

F 4. Recommendations to Address USH

"*I've been there just I didn't afford to pay my Wits fees back then and I had to drop out and go to a college*." This participant was tentative about details (causalities and forms homelessness of he experienced and kept his response short. "*Please hide my name. I am schooling around Braamfontein areas in Jozi. Nevertheless, I am from the Limpopo province. There is nothing wrong with the university, just bursaries did not cover me since my mom works at the government and she could not afford to pay the fees.*

G 1. Introduction of Subject: Ucwaningo (*Individual interview using a pseudonym*)

Zama is a female student who was aware of this research on the state of student homelessness at the university.

G 2 and G 3. What Social and Economic issues caused your experience of USH?

Her experience of homelessness was temporary, and she now had access to accommodation. She did not have much time to respond due to an appointment, she chose to answer critical issues as flagged in the conceptual framework of my research proposal. “I was travelling every day from Soweto Johannesburg.” She flagged the struggle of having to rely on public transport and the time consumed on the commute to the university, which for her meant less time to study and focus on her academic progress. The time consumed by the commute would leave her no choice but to stay on campus to complete her projects and prepare for exams, “*I would cross-night at the Library*.”

Emergency accommodation that was available to students who came forward as needing university assistance for accommodation (Odwa, 2017). She was surprised and responded, “*No I never heard of emergency accommodation at Wits, so I never had access to that provision. It`s an innovative idea to have emergency accommodation since there are some students who can’t afford to pay for res*.” She expressed disappointment that she was unable to access the accommodation at that time when she had no means to fund her accommodation. “*I would have used the emergency res accommodation if I knew about it if it`s a safe place to stay I would have used it*”

She did not share any recommendations, but her response to the previous question, suggested that students need more information about programs in the university that benefit students in need.

H 1. Introduction of Subject: Ucwaningo (*Individual interview using a pseudonym*)

Donny resounded "*I am black female living in Johannesburg South Africa. I was born in Nelspruit. I grew up in a single parent home and felt that I had all the love and support a child could have although my mother was struggling financially as a registered student.*

H 2 and H 3. What Social and Economic issues caused your experience of USH?

What makes my story relevant to your study is since I am a graduate and I am now working I am no longer a student but I am now part of the alumni of the university, looking back on my challenges as a student a few years ago. Having come to Johannesburg alone without any family in this big city, I struggled to make peace with the idea of moving from my hometown. Although I have received confirmation of funding for both tuition and accommodation, when I got to the campus, I received information that there was no funding released for NSFAS students yet and I was suddenly homeless, this was shocking and scary for me. Going forward I had to make an alternative plan, so I called my old high school teacher who was a good family friend. Fortunately, the teacher had a girlfriend in Johannesburg, connected me to her, and convinced her to agree to host me.

What made my time difficult during the process of trying to find an alternative accommodation to Wits on-campus residence was the luggage, which I had with me. Everywhere I would go on campus for the first few weeks I had bags, and this meant even when I went to lectures and even the bathrooms. I slept on chairs, floors and tables in libraries, lecture rooms, and took showers in the gyms across campuses. Fortunately, my high school teacher`s girlfriend came and took me in, and my homelessness was short lived." She had no recommendations.

I 1. Introduction of Subject: Ucwaningo (*Individual interview using a pseudonym*)

Valentia is a female Student and member of student leadership representation. She advocates for the poor within the university and is conserved about for women`s issues. She has been much at the brunt of the mobilization of young women and the poor on issues of access to fundamental rights. She grew up in the South of Johannesburg in Newlands with her other siblings and both parents.

I 2 and I 3. What Social and Economic issues caused your experience of USH?

She has two younger sisters and the social grants of the two sisters is a major component to the household income for her family. She is a participant in the research because of her student leadership and experience of student homelessness as she struggled to access student accommodation due to lack of access to funding. She survives through NSFAS, which only focuses on her tuition, and temporary casual freelance jobs, which were not consistent as a means of survival. She also flagged the temporary rental of the back rooms in her home by her parents that sometimes acts as a source of income at her family home and now that she is a mother, she is now under pressure to provide for her child and try to support her unemployed parents. She is currently still owing the university over 40 thousand rands and her parents cannot assist due to their unemployment.

Access to on campus residence proved to be a challenge as she, *could not afford it and only managed to attain access to residence off campus. In first year, I depended on NSFAS and my account in the red due to the accumulation of debt in my academic journey. As a young student, I signed agreements and did not fully understand debt (how it accumulates). Though NSFAS only partially paid for accommodation, I had no understanding of debt and the conditions of the debt. The benefit of the waiver system in the application process at Wits made things much easier as it delays the need for the payment of registration fees at the beginning of the year. My first year was limited by the shared accommodation 'inhumane accommodation' which contributed to my issues with having a roommate*."

"*Primary access just to swipe into the university premises is important"* but she explained that *"all students need access to beyond merely they primary status but also access to adequate accommodation*." The example of the emergency accommodation available in September in 2017, she was excited, but it was late in the year. Relative to proximity to the university, the residence great in terms of having access to the resources to the university. Access for her meant being able to be in the university until late hours of the night using the libraries and computer labs, which were important for her academic progress. Access is a major issue for students (using public transport) who have homes far from the university such as Rooderpoort for example. Not Recommendations contributed.

J 1. Introduction of Subject: Ucwaningo (*Individual interview using a pseudonym*)

Marvin is a male undergraduate student. The student flagged sections of the interview as off the record which are not included in this document.

What was unique about this interview was the agency perspective of student access to accommodation. He suggested that perhaps students were empowered to take responsibility for their funding and seek out opportunities to get bursaries and other forms of sponsorships. I found that it was much based on the assumption that students know where to look and have access to the internet and computers which is generally not the case. This participant spoke more from his own perspective and lessons learned from his own experiences.

The student`s observation echoed a point outlining an assumed lack of awareness of existing supporting resources that students may access (AfforableCollegesOnline.org, 2018). He raised a valid point that the student community would need an estimated '4000 rands" for accommodation per month to survive and most students were not in the position to access adequate accommodation. He flagged the importance of awareness of potential support networks for the student community.

For example, information on potential channels for student access to existing funding opportunities and general assistance in their academic year. Analyse and expand on these findings in the data analysis chapter.

K. Focus Group Discussion: Ucwaningo (F*ocus group using pseudonyms*)

Focus groups, probe collective understanding on the topic of USH and possible recommendations. Gary, John, Dorian, Antonio, Benedict, Mandla, William, Patrice, Vala-Ndlebe and Tomas were present at the discussion. Seated outside of the University of the Witwatersrand Matrix the communal eating and social space. Th researcher received an invitation to join in a student conversation by ten young gentle men who were engaged in a political debate about governance structures within the university and South Africa as a whole and the distribution of resources. At the spur of the moment, I found inspiration in the conversation to bring in my research and to suggest making the conversation about student homelessness and the issues around access to accommodation for poor unfunded students. The students agreed to engage in the discussion, proceeded to sign the participant agreement forms, and were inspired to debate the topic. This a unique approach to data collection in my research. It seemed to be something important to the '*student command'* (this was a term the student participants used at random and seemed to be politically conscious), I respected their requests and adjusted conditions for data collection more suited to their needs to best accommodate their important responses.

K. What are the causes of USH? (Research Question)

A gentle man (participant) took the leadership position right from the start. He stated, "it is two ways right!" He referred to the accommodation crisis in the devel-

opment planning of South African institutions of higher learning such as the University of the Witwatersrand. The university is not the only first tier institution of higher learning and training with an accommodation shortage, but in fact is one of the most responsive to the student accommodation crisis in the country in my own perspective judging from my own experience as a university student who experienced homelessness.

A student exclaimed, *"It is an issue of price and it is also an issue of capacity!*" This observation by the student echoed the theme of spatial justice in terms of '*profit*' over of access to human rights (Harvey 2008, 23). I felt the need to interject and guide the gentle man to explain exactly in what respect he referred to capacity. He responded by flagging the following, "*the number of residences on as well as off campus*." He suggested that research is necessary on the issue. The research needed should aim to stimulate understanding the extent to which accommodation is in shortage in tertiary institutions. Perhaps that would really clarify the lack of capacity that the university institution in South Africa have in terms of making provision for the ever-growing number of students. Students in the focus group do not necessarily live in the province of their respective academic institution. This truly makes it obvious that the systemic/structural capacity of the university in planning of the university institutions in growing cities such as that of the University of the Witwatersrand needs to adjust to the changing demographics.

"*Even if accommodation could be made free for students, there would still be a shortage for accommodation for the student community in the respective universities*". Another student chose to write his point on a piece of paper and elected to let his peer to read his reflection and elaborate on it. "*According to economic definitions, in terms of price, in order for you to be able to form part of a market you demand a certain product and also be able to afford it.*" The student further clarified his point by example, "*I want a Lamborghini, but I cannot afford it therefore I do not form part of the market for the Lamborghini.*" The researcher flagged that I had friends working in media that did not afford products, but they get products endorsement deals. Private companies would give out goods and service for brand

marketing and community initiatives and similarly, private companies can fund students that cannot afford a higher education or access to accommodation during their studies. He continued to elaborate his point that, "*The majority of the students in the universities cannot afford the accommodation prices*."

The students echoed a point that emerged in the literature review on spatial justice and human rights access for 'profit' (Harvey 2008, 23). The researcher requested that he clarify why he thought that was the case, "*there is no political will under the current government organs and political parties in power across all scales*". Another student interjected angrily stating that, "this current government is a government of *lootists',* and the debate devolved into a heated political argument that unfortunately lacked focus on the topic of the state of student homelessness. The students seemed unhappy with the lack of accountability from the state (government departments responsible for higher education and training as well as student housing) in their perspective and blamed the state for not facilitating the needs of the poor as a pressing mandate on their agenda. The researcher had taken their time and they had a meeting to attend so the discussion ended abruptly thereafter.

L. Focus Group Discussion: Ucwaningo (*Mini-focus group using pseudonyms*)

Dondolo, Mandla, Jefferson and Andile interviewed at the Matrix (the University main food court) at the Witwatersrand main campus. There were three nearby students listening to the previous focus group discussion and they also extended interest and soon added their perspectives to the research. (Mandla) "For me I think accommodation is expensive here (in the University and off campus). The price for accommodation is over thirty thousand and some even more than fifty thousand (annually) and keeps increasing, ten years from now how much will be accommodation?" The two students were pressed for time as their portion of the student command group meeting was about to start and they were not available to continue the session afterwards.

L. What are the causes of USH?

"Accommodation pricing, who can afford that imagine these prices keep on increasing every year. What will happen ten years from now? One thing I can suggest for all those people who cater for students is a single room at a rate of 2.5 and sharing 1.5 done! NSFAS will be able to afford that. We need to have a cap to declare a limit example of two-thousand Rands. Each campus in this country has the same problems, private sector student accommodation that is far too expensive. Another student eagerly stepped in and raised his own account as a pressing perspective examining the student accommodation crisis. "*Okokuqala nje* (firstly), coming from the rural areas *ezindaweni ezisemakhaya*. Coming to *eGoli* (Johannesburg), into the city was hard, *angazi munthu okokqala* (I arrived in this city without a host or guide). Even though we have the SRC (Student Representative Council) *izama* (They try) to help you get orientation and to bridge that gap. *Nakithi akukho* (for us there is nothing like) a space or a body that tries to help you make the transition."

"I want to start by making the point of my own story for example, even though I have been here for four years, but I am still facing the same problems. *Noma umunthu esejwayela ngokuhamba ngesikhati* (even though the University has become familiar after a long while). *Njengoba esho ubafo* (like my brother said) that the accommodation prices keep on increasing every year, and especially *amares* (university residences) if *bengakwazi ukuwehlisa imali yoku hlala emares* (if they can decrease the cost of access to residence accommodation) and the prices are not even increasing at the rate of inflation. Imagine I still need to cover other expenses in my academic year. *Ayenzi isense* (it does not make sense), if we tried to compare rates of increase from the early nineties we would just only see as behlezi besho amaeconomist ukuthi it`s ihyper inflation of prices (a manifestation of 'Studentification', and a rise in the cost of living around the university campuses)."

"I cannot even try to rely on part time jobs, *uMsebenzi ngokufika kwami eGoli* (jobs on my arrival in the City of Johannesburg) because the increase in prices is unpredictable." Another student flagged the issue of "Bursary funding generally not available or dropping students due to failure or low academic performance. NSFAS

can even disqualify you from access to funding support, which can be a huge problem as students end up without access to accommodation and tuition fees." The number of participants in this focus group was smaller in number, these students shared on their experiences and shared their accommodation .

The rural to urban transition for the student community can be complex without support and guidance. This issue links to 'spatial justice' and resonates with South African housing and social development policies post the year 1994 (Harvey 2008, 23). Development planning at university institutional level should be inclusive and transformation inclined. Students from the rural areas and previously '*bantu*' areas for example the peri-urban areas, which were allocated to non-white racial groups in South Africa, may need guidance and facilitation into the city context and the social and cultural differences.

The researcher observed that students from rural communities can benefit from a facilitation program on accommodation. A facilitation program is critical for new students to give them orientation on accommodation processes and long-term academic funding plans during application and induction at the university. One of the group participants expressed his interest in sharing his personal perspective on the topic. "*The barrier to access to accommodation is the price of accommodation. You will not gain access to accommodation and need access to accommodation for 12 months in the year if you do not have at least 4000 rands for accommodation per month. You will not be able to afford if you do not have that. Students do not usually have that kind of money. Students from previously disadvantaged homes. There are sometimes no breadwinners in their homes. I generally make my own plan for accommodation and funding the previous year. For me I believe in planning and taking responsibility for my own planning and seeking opportunities*." Due to a pressing meeting, the interview was cut short, but the participant was happy to comment on the issue of student accommodation.