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**ASPIRATIONS, EXPECTATIONS AND CHALLENGES OF YOUTH
THAT HAVE AGED OUT OF FOSTER CARE IN BONTEHEUWEL,
WESTERN CAPE**

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A full research thesis submitted in fulfilment of the requirements for the Degree
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ABSTRACT

Background: Foster care is perceived to be the best and most widely applied form of alternative care for children apart from their maternal home, because it most often occurs within the family context and is intended to offer safety and protection to children. Children placed in foster care often remain in foster care until they turn 18 years of age. However, all too frequently, they age out of foster care without any support services. Some of the foster care youth who have aged out of foster care often fall prone to negative influences and circumstances in the community such as toxic relationships with their biological family, unemployment, living on the streets, or fall prone to gangsterism. Therefore, the study was undertaken to explore and describe the aspirations, expectations and challenges of youth who are between the ages of 18-24 years and who have aged out of foster care in the Bonteheuwel area.

Methods: The study adopted an exploratory, descriptive, qualitative research approach to explore the aspirations, expectations and challenges of youth that have aged out of foster care. The five participants were selected through purposive sampling from a list obtained from the case load of Social Workers in the Department of Social Development. The list contained the details of youths who have aged out of foster care in the Bonteheuwel area. Data were collected through semi-structured interviews with each of the five participants. All the data were transcribed verbatim and analysed thematically. Trustworthiness was ensured through the use of member checking, using a semi-structured interview technique and keeping an audit trail. Ethics approval for the study was obtained from the Senate Higher Degrees Committee of the University of the Western Cape, and all relevant ethics principles were adhered to.

Findings: The following five themes emerged: (i) The need to make a positive difference in life/community, (ii) the need to inculcate a sense of belonging, (iii) Family reunification, (iv) Acceptance of past trauma, and (v) Barriers to understanding and accepting past trauma. The findings revealed that all of the participants have aspirations in terms of a positive self-image and becoming a better version of themselves. Furthermore, all of the participants have a positive attitude towards their future and their careers. However, some of the participants had a negative attitude and difficulty with acceptance of past trauma and had not come to terms with their past experiences.

Conclusion: Exploring and describing the aspirations, experiences and challenges of youths who have aged out of foster care has provided insights which can contribute towards assisting the Department of Social Development in developing appropriate intervention strategies and programmes to be implemented to better prepare youths aging out of foster care for adult life.



KEYWORDS

Aspirations

Ageing out

Bonteheuwel

Challenges

Discharged

Expectations

Foster care

Non -kinship foster care

Western Cape

Youth

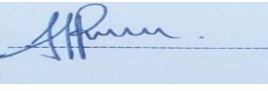


DECLARATION

I declare that *Aspirations, Expectations and Challenges of Youth that have aged out of Foster Care in Bonteheuwel, Western Cape* is my own work, that it has not been submitted for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Name : Joeline Janse-Pieterse

Date: January 2022

Signed: 



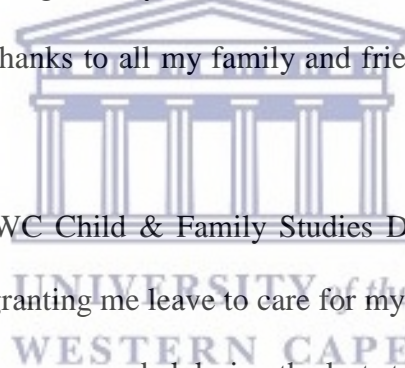
ACKNOWLEDGEMENTS

This thesis is dedicated to my parents, Nicolaas (Joey) Janse and Lena Janse. Thank you for always being there for me, motivating me and building the foundation that with Faith and God all things are possible. A Special Thanks to my Dad who, while fighting Cancer and on his death bed, still found the strength to encourage me to dream irrespective of one's circumstances.

To my husband, Anvor, thank you for holding my hand, lifting me up even if circumstances did shatter me and for always reminding me of my worth and fighting for me when I did not have any strength left. God has truly blessed me with you.

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To my supervisors and the UWC Child & Family Studies Department, my sincerest gratitude and appreciation for granting me leave to care for my sick father and allowing me time to walk with, and then carry, my dad during the last stage of his life.



DEFINITIONS

Aspirations: “a person’s ability to identify and set goals for the future, while being inspired in the present to work towards those goals” (Quglia & Cobb, 1996, pp. 127-132).

Aged out: refers to the termination of court jurisdiction over youth in foster care (King, 2016). In foster care, “aged out” refers to the process of a youth transitioning from the formal control of the foster care system towards independent living (Getz, 2012). It is used to describe any time a youth in foster care leaves the varying factors of foster care, including home, school and financial systems provided by foster care (King, 2016). In this study, “aged out” refers to the termination of court jurisdiction over youth in foster care who have turned 18 years old.

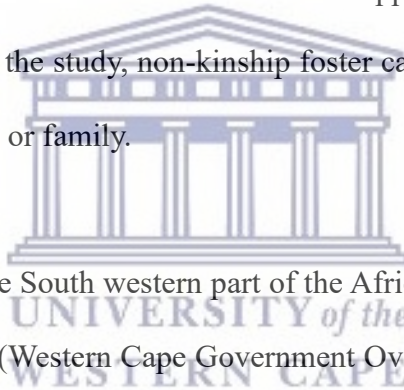
Bonteheuwel: according to the City of Cape Town Census Report (2004), the Township of Bonteheuwel is a product of forced removals, which occurred during the apartheid dispensation and has a predominantly coloured population of approximately 89 000 residents.

Challenges: according to the Collins Dictionary (2011), challenges can be defined as difficulties to confront or defy boldly or to dispute.

Expectations are defined by the Oxford South African Dictionary (2018) as believing that something is going to happen or believing that something should be a certain way, looking forward to or anticipating outcomes, a thing looked forward to, a reason or warrant for looking forward to something, prospects for the future, for advancement or prosperity, the probability of the occurrence of something.

Foster Care: according to the Children’s Act 38 (2005), this means care of a child as described

in Section 180 (1) and includes foster care in a registered cluster foster care scheme. The Children's Amendment Act 41 (2007) defines foster care as a child in foster care if the child has been placed in the care of a person who is not the parent or guardian of the child as a result of an order of a children's court, or a transfer in terms of Section 171. Foster care excludes the placement of a child in temporary safe care; or in the care of a child and youth care centre. A children's court may place a child in foster care with a person who is not a family member of the child, with a family member who is not the parent or guardian of the child, or in a registered cluster foster care scheme". Non-kinship foster care is the placement of a child with a non-relative person or family. It is the placement of a child with a foster parent who is unrelated to the child in any way. The child is placed under the care of such a person, since the child is in need of care and protection and has no visible means of support other than the prospective foster parent (Bessas, 2017). In the study, non-kinship foster care refers to the placement of a child with a non-relative person or family.

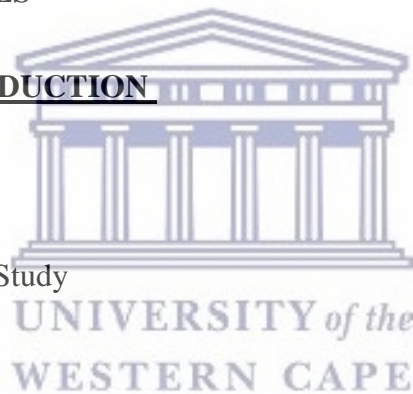


Western Cape is situated on the South western part of the African continent and is one of the nine provinces of South Africa (Western Cape Government Overview, 2020). The province is also home to South Africa's oldest city, Cape Town (Western Cape Government Overview, 2020).

Youth is defined as all people between the ages of 14 and 35 years (South African National Youth Commission Act, 1996). However, for the purpose of this study, youths in the case study were those between the ages of 19 and 23 years of age.

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CHAPTER ONE

Introduction

1.1.Introduction

Young people aging out of foster care are possibly one of the most vulnerable and disadvantaged groups in society, in that they face unique challenges in accessing opportunities necessary for this transition and development (Mendes, 2009). Working as a Social Worker in Foster Care for more than a decade, I have observed that the common practice is that youth who have aged out of foster care often have to do this with few to no support systems in place for them. This is a grave concern as care leaving in South Africa is a wide-spread phenomenon, with over half a million children in formal foster care (Jamieson, 2017). According to Tanur (2012), young people leaving foster care in South Africa are essentially offered no state support when aging out of care. According to Pinkerton (2011), the factors contributing to the state not being able to provide such care are limited financial and human resources. These factors are exacerbated by South Africa's complex socio-political history of colonisation, institutionalised racism, shortage of trained personnel, impoverishment, state capture, and the cultural diversity of the country. South Africa's social welfare system is, according to Van Breda and Dickens (2016), based on social development theory, which calls for the state to enable community and family care systems and to address the underlying challenges of poverty and inequality. The lack of adequate structures creates a huge vacuum in the support and services given to youth who have aged out of foster care, which are essential in this transition period as well as for their development. Youths who have aged out of non-kinship foster care often encounter more challenges than their peers in society (Atkinson,

2008). Young people transitioning from foster care require specialised support in order to cope with the pressures of adult life (Tanur, 2012).

From my experience I have noticed that these foster care placements often come with their own individual challenges such as foster care parents reporting on numerous occasions that once the foster care youths turn 18 years of age and have aged out of foster care, they often face challenges such as behavioural problems, drug abuse, and unemployment, and often seek assistance from a Social Worker. This however can create an obstacle as once the foster care youth has turned 18 years of age and has aged out of foster care, he/she is legally seen as an adult. This with the increase in the high caseloads of Social Workers can often be seen as a dilemma that Social Workers face on a regular basis. Working as a Social Worker in foster care I have noticed that some if not most of the foster care youth ageing out of foster care tend to have serious behavioural problems which could be experienced as a barrier for them to achieve their aspirations in life. Specifically, I have also observed on a professional level the challenges that foster care youth in the Bonteheuwel area face. I believe that this study contributes to societal knowledge in identifying these challenges and should thus assist with putting measures in place to address these challenges.

Therefore the aim of this study has been to explore and describe the aspirations, expectations and challenges of youths between the ages of 18-24 years who have aged out of foster care in the Bonteheuwel area of the Western Cape.

1.2. Background to the study

According to Hall (2011), approximately 500,000 South African children are residing in foster care. In 2013, over 11 million children in South Africa were registered for child support grants and over 500 thousand children were registered for foster care grants (Blackie, 2020). The number of children in receipt of foster child grants in 2020 was 386,000 and this grant is designed to aid and support children that are in the child protection system (Blackie, 2020). This grant falls away once the child age out of foster care, a fact that leads to great hardship.

Foster care is perceived to be the best and most widely applied form of alternative care for children apart from their maternal home, because it most often occurs within the family context and is intended to offer safety and protection to children (Boning & Fereirra, 2013). However, Social Workers have experienced various challenges working with youth in foster care placements. “Despite the various advantages that foster care offers, it is known that globally foster care practice, including in South Africa, is suffering from serious deficiencies” (Boning & Fereirra, 2013, p. 519). According to Ritchie and Howes (2008), foster care placements are very often characterized by various problems such as dysfunctional relationships between foster children and their foster parents. Bass, Shields and Behman (2004) describe foster care as not always being a safe haven for children as many of them drift from one foster home to another, lingering in temporary care while waiting to be permanently placed.

Foster parents have reported foster children displaying behaviour challenges, drug abuse and absenteeism from school. Children placed in foster care tend to display higher levels of emotional and behavioural disturbances, because they usually come from a deprived economic background and have experienced trauma (Boning & Fereirra, 2013). The trauma experienced can include neglect, physical abuse and sexual abuse—that could have taken place at an early age in their childhood (Williams, 2011). Youth in foster care displaying behavioural problems

often end up being discharged from foster care even before the age of 18 years. According to Harden (2004), older youth who have been in foster care for long periods of time suffer many negative effects of multiple placements. These include, for example, changing of schools, sibling separation and ultimately aging out of the system without any connection to their biological families (Harden, 2004). These negative effects manifest themselves in emotional disorders, behavioural problems, low educational achievements, low self-esteem and identity confusion (Harden, 2004). All the aforementioned negative effects have an impact on the aspirations of youth in foster care.

In this study, the term aspirations means “a person’s ability to identify and set goals for the future, while being inspired in the present to work towards those goals” (Quglia & Cobb, 1996, 127-132). Some youths who have aged out of foster care fall into the patterns of drug abuse and crime similar to those of their biological parents, in some cases (Harden, 2004). These patterns of drug abuse and crimes are often the core reasons why foster care youths are those who have been removed from the care of their biological parents and placed in foster care. This phenomenon has created concern among statutory service delivery teams as drug abuse, school absenteeism, social crimes and low life expectations increase among the youth in foster care. Therefore, the current study provides a qualitative insight by exploring and describing the expectations, aspirations and challenges of youth between the ages of 18 to 24 years who have aged out of foster care in the Bonteheuwel area.

As a Social Worker who has worked in the Bonteheuwel area in the field of foster care, I have observed various youths who have aged out of foster without any means of support. The youths who have aged out of the foster care often displayed various areas of resilience despite the multitude of adversities that they face on a daily basis in the Bonteheuwel area. The Bonteheuwel area has various resources that can provide guidance to the youths once they have

aged out of foster care. However, these services are often not utilised sufficiently. There are also various foster care placements in Bonteheuwel and more and more youths age out of the system without any support system in place. Therefore, the Bonteheuwel area has provided a perfect research setting for this study and provides insights that will inform practice and eventually provide support to youths who have aged out of foster care.

1.3. Rationale

Foster care forms a huge part of a Social Worker's day-to-day functions, as the number of children placed in foster care is increasing daily. This is confirmed by statistical growth from approximately 50,000 children who were placed in formal foster care placements in 2000 (Law Commission, 2002) to 500,000 children who reside in foster care more recently (South African Social Security Agency, 2018). Children in foster care placements automatically age out of foster care once they have reached the age of 18 years, unless they are still completing their schooling careers. Some foster care youths have aspirations but find difficulty in achieving their goals. This can be due to the discontinuing of care and support at the age of 18 years that undermines the development that has taken place leading up to that point (Koh & Testa, 2011). In most of the cases, the changes in their lives cause instability, uncertainty, confusion and frustration (Ritchie & Howes, 2003). For some of the youth that have aged out of foster care the only option is to form part of a crime syndicate and this eventually leads to juvenile delinquency. One of the reasons why foster care youth who have aged out participate in crime may be due to the loss of supportive relationships and the financial hardship that they face as it is seen as the most difficult aspect of leaving foster care (Arnette & Tanner, 2006). Youths who have aged out of foster care face the prospect of losing most of the economic, social and emotional support provided, as they are legally viewed as adults and seen as capable of being able to care for themselves (Williams, 2011). This situation creates great concern as these

youths are left without any support structures and form part of the growing number of unemployed youths in South Africa. Therefore, it is important that the aspirations, expectations and challenges of young adults who have aged out of foster care be explored and described. The insights obtained from this study may influence the development and implementation of appropriate intervention strategies and programmes to better prepare such youth when ageing out of foster care.

1.4. Problem Statement

According to literature, there is limited meaningful information about specific interventions, support structures and indicators of child and family well-being for foster youth (Barber & Delfabbro, 2003). Youth ageing out of foster care may have limited aspirations and expectations. This can be due to the fact that the changes in their lives cause instability, uncertainty, confusion and frustration (Ritchie & Howes, 2003). According to Koh and Testa (2011) the challenges and difficulties faced by young people growing up in foster care are often similar to the challenges faced by youth transitioning out of residential care. Research has shown that transitioning from foster care placement to independent living can place increasing pressure on young people who are already considered as high risk or vulnerable (Williams, 2011). According to Jobson (2011), very few youths between the ages of 18 and 24 years are in educational institutions or employed. This includes those that have aged out of foster care. This can be due to the fact that many foster youth at the age of 18 years do not possess the necessary skills to thrive without the support of the child welfare grant system, as they are often unprepared for the realities of life's challenges (Williams, 2011). Therefore, the focus of the study has been on the aspirations and expectations of youth who have aged out of foster care and the challenges they experience.

1.5. Research Question

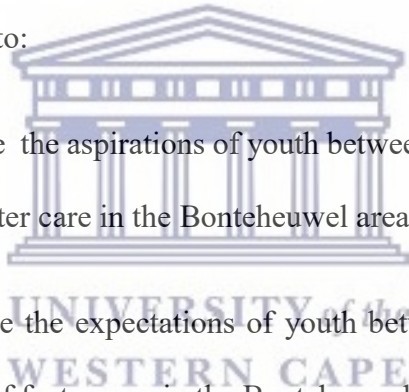
The study addressed the following research question: what are the aspirations, expectations and challenges of youth between the ages of 18 and 24 years in Bonteheuwel, Western Cape, who have aged out of foster care?

1.6. Aim

The aim of the study was to explore and describe the aspirations, expectations and challenges of youth between the ages 18-24 years discharged from foster care in Bonteheuwel, Western Cape.

1.7. Objectives

The objectives of the study are to:

- 
- (i) Explore and describe the aspirations of youth between the ages of 18-24 years who have aged out of foster care in the Bonteheuwel area.
 - (ii) Explore and describe the expectations of youth between the ages of 18-24 years who have aged out of foster care in the Bonteheuwel area.
 - (iii) Explore and describe the challenges experienced by youth between the ages of 18-24 years who have aged out of foster care in the Bonteheuwel area.

1.8. Significance of the Study

It is envisaged that the findings of this research could influence foster care institutions to better prepare foster youth for ageing out and to have better procedures in place to assist foster care youth to reach their aspirations in life once they age out. It is envisaged that the findings of this study could contribute towards influencing practice and programmes in foster care placements

and to help put in place meaningful strategies, interventions and support structures to assist youth in foster care to achieve their aspirations and expectations.

1.9. Overview of chapters

In Chapter one, the reader is introduced to the study on the aspirations and expectations of youths who have aged out of foster care in Bonteheuwel. It also looks at the background to the study, rationale, problem statement, research question, aims, objectives and the significance of the study.

In Chapter two, the theoretical framework of the study is discussed. This chapter presents the theoretical concepts of Erick Erikson's stages of psychosocial development. Furthermore, the second part of the chapter focuses specifically on Erikson's stages of adolescence and young adulthood and how these are applied in the study.

In Chapter three, the Literature Review is presented. This chapter provides the reader with the literature survey regarding foster care in South Africa, the role of foster care supervision by Social Workers in South Africa and internationally. This chapter also provides the reader with the relevant literature on youth in foster care, adolescence and young adulthood, challenges of youth in foster care, economic challenges of youth, aspirations and expectations of youth to support the study.

In Chapter four, the methodological procedures that were used to conduct the study are discussed. This chapter presents the research approach, research design, research setting, participant selection, participant recruitment, data collection procedures, data analysis, the trustworthiness as well as the ethical considerations of the study.

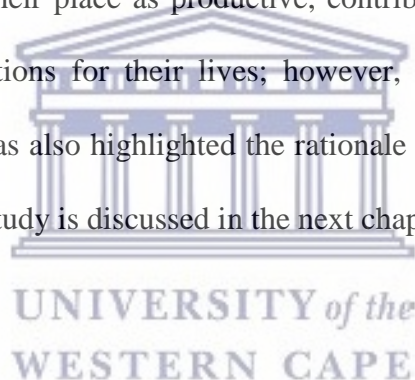
In Chapter five, the findings of the study, the themes and categories are presented.

In Chapter six a discussion on the link between the findings of the study and the aspirations experienced by youth, expectations experienced by youth and the challenges experienced by youth are discussed.

In Chapter seven, recommendations to Child and Family Protection Organisations, Social Work Profession and Child Protection Stakeholders are made and discussed based on the findings of the research study.

1.10 Summary of Chapter

This chapter has provided the background to the study. It has highlighted the fact that more and more children are placed in foster care in South Africa, and that once the foster care youths reach the age of 18, they age out of foster care often without sufficient support mechanisms in place to enable them to take their place as productive, contributing citizens in society. The foster care youth have aspirations for their lives; however, they experience difficulty in achieving these. The chapter has also highlighted the rationale for conducting the study. The theoretical framework for the study is discussed in the next chapter.



CHAPTER 2

Theoretical Framework

2.1. Introduction

The theoretical framework is the structure that can hold or support a theory of a research study (Swanson & Chermack, 2013). The theoretical framework introduces and describes the theory that explains why the research problem under study exists and assists with the data analysis and the interpretation of the data (Swanson & Chermack, 2013). Therefore, in this chapter, the theoretical concepts will be discussed that provide a theoretical understanding of the aspirations and expectations of youth discharged from foster care. Erikson's (1968) psychosocial stages of psychosocial development are discussed in detail and applied in the study for the purpose of explaining and understanding the aspirations and expectations of youths who have aged out of foster care in the area of Bonteheuwel in the Western Cape.

This chapter starts with a background on Erik Erikson's stages of psychosocial development. It describes the stages of development that each foster youth identifies with, the challenges in each developmental stage that the foster youth identified with, and identifies and describes what the participants need to overcome to successfully master the developmental stage.

2.2. Erikson's Stages of Psychosocial Development

Erikson's theory of the stages of psychosocial development is used in the study to provide insight into the different developmental stages of the foster youth. According to Cherry (2020), Erick Erikson was an ego psychologist who developed one of the most popular and influential theories of development. Erikson's theory was impacted by psychoanalyst Sigmund Freud's work. However the former's theory centres on psychosocial

development rather than psychosexual development (Cherry, 2020). Erikson included eight stages of psychosocial growth and replaced Freud's controversial theory centred on psychosexual development (Sutton, 2020). Erikson (1968) describes and divides the entire lifespan of a human being in different stages that range from infancy to old age (psychosocial stages of development), and he maintains that personality develops in a predetermined order. Each stage is influenced by biological, psychological and social factors that are sequential from birth to infancy, childhood into adulthood, middle age into old age (Sutton, 2020). In each developmental stage, he describes the challenges that individuals face, and need to overcome to move on to the next stage. Erikson's stages of psychosocial development theory is, nevertheless, an extension of Sigmund Freud's work by describing stages of development to include the entire human lifespan, from infancy through old age (Flemming, 2004). Therefore it is useful to consider the developmental stages relevant to foster youth as this provides an understanding of the challenges they may face. Furthermore, Erikson mentions that each stage of development presents its own unique challenges, which he called crises (Friedman, 1999). These crises of the ego present challenges to one's individual identity, and the successful development of the personality (psychosocial development) depends on meeting and overcoming these tasks or crises (Friedman, 1999). Erikson believed that the successful development of each stage was a requisite for successful development at later stages (Cherry, 2020). Erikson's stages of young adulthood are well developed and offer many insights into the kind of tasks presented to individuals by life itself as people mature and grow older (Flemming, 2004). The aforementioned provides insight into the tasks that each foster youth needs to master to move on to the next stage. It also provides a framework that identifies specific needs and challenges that each foster youth faces and provides insight into their lives and tasks that need to be mastered in terms of positive development.

According to Sutton (2020), when each stage is successfully mastered the basic human virtues and a healthy personality are acquired so that human beings are able to become well-adjusted and better prepared for challenges later in life.

2.3. Stages of Development

Erikson believed that our personality continues to take shape and evolve throughout our lifespan and the challenges we face throughout. This is done in stages of psychosocial development and progress is determined by success in the previous stage and that our personality continues to take shape throughout our life span as we face these challenges.

Erik Erikson identified eight stages of human development (i) 0-1 years, the Infant stage; (ii) 2-3 years, Toddler stage; (iii) 3-6 years, Preschool stage; (iv) 7-12 years, School-age child; (v) 12-18 years, Adolescence; (vi) 20 years, Young adult; (vii) late 20 to 50 years, Middle adult; (viii) 50 years and older, Older adult (Boeree, 2006). Each stage has its own psychological crisis, significant relations, psychosocial virtues, as well as maladaptations and malignancies (Sutton, 2020). Erikson furthermore stipulates in each stage of the human lifespan certain tasks that an individual needs to complete to successfully move to the next stage (Boeree, 2006). Failure to successfully complete the individual needs leads to difficulty in navigating the future and has a profound impact on the sense of self and personality (Sutton, 2020).

During the Infant stage from birth to 1 year, the psychosocial crisis that infants face is Trust versus Mistrust and the significant relationship is with their mother (Boeree, 2006). According to Boeree (2006) and Sutton (2020), the maladaptations and malignancies in this stage are sensory distortion and withdrawal; however, if mastered in this stage, the psychosocial virtues are hope and faith.

During the Toddler stage from 2-3 years, the psychosocial crisis according to Boeree (2006) is Autonomy versus Shame and Doubt and the significant relationships that the child has is with the parents. The maladaptation and malignancies in the stage are Impulsivity and Compulsion; however, if this stage is mastered, the psychosocial virtues obtained are will and determination (Boeree, 2006).

In the Pre-school stage from 3 to 6 years old, the psychosocial crisis according to Boeree (2006) and Sutton (2020) is Initiative versus Guilt and the significant relationship is with the family. The maladaptation and malignancies in this stage are ruthlessness and inhibition and when this stage is successfully mastered the psychosocial virtues obtained are purpose and courage (Boeree, 2006).

In the School age stage from 7-12 years old, the psychosocial crisis according to Boeree (2006) is Industry versus Inferiority and the significant relationship is with the neighborhood and school. The maladaptation and malignancies in this stage are narrow virtuosity and inertia and when this stage is successfully mastered the psychosocial virtue obtained is competence (Boeree, 2006).

During the Adolescence stage from 12 -18 or so years, the psychosocial crisis that adolescence faces is Ego-Identity versus Role-confusion and the significant relations are with peer groups and role models (Boeree, 2006). This stage is characterised by valuable and in-depth exploration of beliefs, goals and values while searching for personal identity and a sense of self (Sutton, 2020). According to Boeree (2006), the maladaptations and malignancies in this stage are fanaticism and repudiation; however, if mastered in this stage, the psychosocial virtues are fidelity and loyalty. During this stage the adolescent becomes increasingly independent and begins to consider careers, family, friends and a place in society (Sutton, 2020). The adolescent develops a conscious sense of self during

this stage that results from the social interaction and is crucial in his or her balance between identity and confusion (Sutton, 2020). The Adolescence stage is a vital stage where they learn roles that may be adopted once they mature and it builds identity with a integrated sense of self. Avoiding identity can lead to identity crisis that will last throughout their lives, guiding how they behave and what they believe (Sutton, 2020). The inability to create a sense of identity within society results in confusion and poor sense of self (Sutton, 2020). This can lead to insecurity and unsureness of themselves, their future and where they fit in (Sutton, 2020).

In the Young Adult stage starting at 20 years old, the psychosocial crisis according to Boeree (2006) is Intimacy versus Isolation and the significant relationships are with their partners and friends. The maldaptation and malignancies in this stage are promiscuity and exclusivity, and when this stage is successfully mastered the psychosocial virtue obtained is love (Boeree, 2006).

During the Middle Adult stage of the late 20-50 years old, the psychosocial crisis according to Boeree (2006) is Generativity versus Self-absorption and the significant relationship is with household and workmates. The maldaptation and malignancies in this stage are overextension and reactivity, and when this stage is successfully mastered the psychosocial virtue obtained is Care (Boeree, 2006).

In the Old Adult stage of 50 years and beyond, the psychosocial crisis according to Boeree (2006) is Integrity versus Despair and the significant relationship is with mankind or “my kind”. The maldaptation and malignancies in this stage are presumption and despair, and when this stage is successfully mastered the psychosocial virtue obtained is Wisdom (Boeree, 2006).

This study has its focus on the Adolescence stage as well as the Young adulthood stage. In the current study, the participants are between the ages of 18 to 23 years of age and according to Erikson, they fall into the two developmental stages of adolescence and early adulthood.

The adolescence stage begins with puberty and ends around 18 or 19 years of age (Boeree, 2006). According to Erikson (1968), adolescents search for a sense of self and personal identity and this takes place through the intense exploration of personal values, beliefs and goals. The formation of identity is a major event in the development of a person's personality and associates with positive outcomes; it also provides a sense of well-being, a sense of being at home in one's body, a sense of direction in life and a sense of mattering to those who count (Sokol, 2009). During this stage, adolescence with the appropriate encouragement and reinforcement can lead to increasing independence and a stronger sense of control and self (Marcia, 2010).

Furthermore, the Adolescence stage is characterised by the transitioning from childhood to adulthood and is most important as children become more independent (Erikson, 1968). In this stage, individuals begin to look at the future in terms of career, relationships, families, and housing (Erikson, 1968; Sutton, 2020). Adolescents want to belong to a society and have the need to fit in (Erikson, 1968). It is during this stage, that the adolescent will re-examine his/her identity and want to figure out who he/she is (Sutton, 2020).

According to Boeree (2006), the task during adolescence is to achieve identity and avoid role confusion. Ego-identity means knowing who you are and how you fit in to the rest of society (Boeree, 2006). During this stage, success leads to fidelity and alignment with the standards and expectations of the social group to which adolescence belong (Sutton,

2020). The task during the adolescent stage is identity versus role confusion and this is easily noticed, as forming an identity refers to a sense of who one is as a person and as a contributor to society (Sokol, 2009).

If the foster youths in the current study do not master the task of ego identity, role confusion can cause individuals to seriously question their essential personality characteristics, their view of themselves, and the perceived views of others (Sokol, 2009). Therefore, individuals experience extreme doubt regarding the meaning and the purpose of their existence, leading to a sense of loss and confusion (Sokol, 2009).

To successfully master the adolescent stage, the virtue of fidelity must be achieved. According to Boeree (2006), fidelity means loyalty and the ability to live by society's standards despite imperfections, incompleteness and inconsistencies. Fidelity also means being able to commit oneself to others on the basis of accepting others, even when there may be ideological differences (Erikson, 1968). During this stage, adolescents explore their possibilities and begin to form their own identity based upon the outcomes of their explorations (Boeree, 2006). They also need to find a place in the community, a place that will allow them to contribute and make it the best that it can be (Boeree, 2006). This will contribute to adolescents building their own identity within the community and where they fit in society (Sutton, 2020).

Young Adulthood begins with the ages 18 years and continues to about 30 years of age (Boeree, 2006). During this stage, the young adults begin to share themselves more intimately with others (Erikson, 1968). Erikson argues that it was vital that youth develop close, committed relationships with other people and that those who are successful at this stage, will form relationships that are committed and secure (Berk, 2009). Young adults

are motivated to explore personal relationships and have the desire to form intimate relationships (Sutton, 2020).

Therefore, the task to achieve during the stage of Young Adulthood is some degree of intimacy, as opposed to remaining in isolation (Boeree, 2006). According to Boeree (2006), intimacy is seen as the ability of an individual to be close to others, as a lover, a friend, and as a participant of society. During this stage, relationships are explored leading towards longer term commitments with someone other than a family member (Boeree, 2006). Young adults during this stage also display a clear sense of who they are and no longer need to fear “losing” themselves (Boeree, 2006). The fear of commitment is also often displayed at this stage. It can be seen as an example of immaturity and is not always that obvious (Boeree, 2006). Many young adults during this stage are always putting off the progress of their relationships (Boeree, 2006). A strong sense of personal identity is important for the development of young adults, and individuals with a poor sense of self tend to have less committed relationships and are more likely to suffer emotional isolation, loneliness and depression (Berk, 2009).

The basic conflict that young adults experience is, intimacy versus isolation (Berk, 2009). Conflict can arise when young adults attempt to form longer term commitments outside of their family, with different degrees of success (Sutton, 2020). Avoiding intimacy and fearing commitment and relationships can lead to isolation, loneliness and sometimes depression (Erikson, 1968). Furthermore, it can also lead to exclusion. Exclusion refers to the tendency to isolate oneself from love, friendship, and the community and to develop a certain hatefulness in compensation for one’s loneliness (Boeree, 2006).

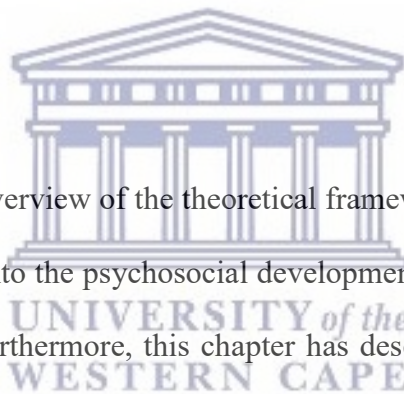
To successfully master the stage of early adulthood, the virtue of love needs to be achieved (Boeree, 2006). Once an individual achieves the virtue of love, the result could

be happy relationships and a sense of commitment, safety and care within a relationship (Erikson, 1968; Cherry, 2020). Love in the context of Erikson's theory means being able to put aside differences and antagonisms and also includes love between friends, and the love of one's neighbour, co-worker, and compatriot (Boeree, 2006). This can result in healthy, happy relationships that are secure and enduring, developing the virtue of love (Sutton, 2020). Failure to successfully master this stage can lead to avoidance of intimacy that may result in loneliness and a sense of isolation and depression (Sutton, 2020).

In conclusion, Erikson provides the theoretical background to understand and to give insight concerned with the developmental stages of young adults including the challenges that they face, as well as the need to overcome, to successfully move forward and on to the next developmental stage.

2.4. Summary of Chapter

This chapter has provided an overview of the theoretical framework that has been used in this study as well as more insight into the psychosocial developmental stages of Erik Erikson that form the basis of the study. Furthermore, this chapter has described in detail the theoretical framework of the age groups of the participants that formed part of the study and provided more insight thereof. The next chapter addresses the literature review used in the study.



CHAPTER 3

Literature Review

3.1. Introduction

The purpose of this chapter is to provide the context to the study in terms of reviewing existing literature on the expectations and aspirations of youth discharged from foster care. This chapter provides an overview of literature on foster care with a specific focus on foster care within the South African context. The literature review was done via different avenues such as searching electronic databases and google scholar. The following keywords were used: foster care youth, challenges, aspirations, and expectations. The researcher also read different articles and books relating to the subject matter.

3.2. Foster Care in the International Context

Globally, foster care is regarded as the most prevalent method of alternative care for children who do not have any parental care at home. Foster care is a common practice for substitute care for children who are found to be in need of care and protection. However, it is differently practised world-wide.

In European countries foster care while providing care and protection for the children also focusses on reunification services to the biological parents and is applauded for their very advanced systems of care for children who lack adequate parental care (Keshavarzian & Bunkers, 2015). The practice of foster care is mainly unpredictably developed in some regions of Europe, whereas Scandinavian countries can be seen as champions of foster care (Maja, 2011). Foster care is also much more conventional and less developed in the Mediterranean countries of the European Union (Greece, Portugal), as well as its new members from Eastern

Europe (Maja, 2011).

Foster care services on an international level are rooted in the values and ethics of the United Nations (UN) Convention on the Rights of the Child in 1989 (United Nations, 2009:10). Foster care according to the United Nations (2009) is described as situations where children are placed by a competent authority for alternative care in the domestic environment of a family, other than the children's own family, that has been selected, qualified, approved and supervised for providing such care. However, the various aforementioned countries have adapted their own laws and policies in line with the United Nation's Convention in the context of how foster care must be practised and therefore insights can only be gained through the classification adopted by the different countries. For example, in nations like Indonesia, Thailand, India and Liberia, among others, there is an overlap in how the terms foster care and kinship care are defined (Keshavarzian & Bunkers, 2015). Kinship care is defined as dissimilar from foster care, yet in many countries formal kinship care, through which children are placed with their blood relatives and are supervised and supported in a similar way to foster care, is referred to as kinship foster care (Keshavarzian & Bunkers, 2015).

Some countries generally use foster care when referring to the care of children in a family home (Maja, 2011). In some countries, foster care services are regarded as a strictly temporary arrangement, whereas in others they are usually long-term and semi-adoptive arrangements can be made (Keshavarzian & Bunkers, 2015).

In the United States, in California, more than 23,000 children will age out of the foster care system every year (Dronen, 2021). According to Dronen (2021), these foster care youth often age out of foster care without any form of resource or support. Most foster care youth reach the maximum age of 18-21 years that a US state will support, without being reunified with their biological parents (Dronen, 2021).

3.3. Foster Care in the South African Context

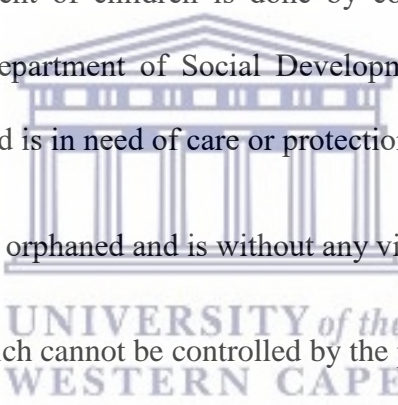
South Africa is characterised by a culture of violence and inequality (Clark & Basset, 2016). This may represent some of the contributing factors to the 500,000 children that reside in foster care in a recent survey (South African Social Security Agency, 2018). According to Boning and Ferreira (2013), foster care is perceived to be the best and most widely applied form of alternative care for children besides their maternal home, because it most often occurs within the family context and is supposed to offer safety and protection to children. Foster care is also seen as one of the most viable options for protecting children (Schiller, 2015: 51).

In South Africa, foster care is viewed as a child protection service with the intention to protect and nurture children, promote permanency planning, nurture family relationships intended to last a lifetime and respect the individual and family by demonstrating respect for cultural, ethnic and community diversity (Children's Act 38 of 2005, 2005). South Africa's welfare system is based on social development theory that calls for the state to enable community and family care systems and to address the underlying challenges of poverty and inequality (Van Breda & Dickens, 2016). Foster care is mainly based on principles that promote child-centeredness, family preservation, empowerment, child protection, respect and dignity, accountability, the best interests of the child, permanency planning and non-discrimination (Department of Social Development, 2010).

According to the South African Children's Act 38 (2005), foster care means care of a child as described in Section 180 (1) and includes foster care in a registered cluster foster care scheme. The Children's Amendment Act 41 (2007) defines a foster care child as a child in foster care if the child has been placed in the care of a person who is not the parent or guardian of the child as a result of an order of a Children's Court, or a transfer in terms of Section 171.

Foster care excludes the placement of a child in temporary safe care; or in the care of a Child and Youth Care Centre (Children's Act 38, 2005). A Children's Court "may place a child in foster care with a person who is not a family member of the child, with a family member who is not the parent or guardian of the child, or in a registered cluster foster care scheme" (Children's Act 38, 2005).

Foster care is extended to children who are unable to remain with their biological families, due to abuse, neglect, the death of parents and the temporary inability of the family to take care of their children (Meintjies, Budlender, Giese, & Johnson, 2003). Foster care is open to all children under the age of 18 years that have been abandoned, abused, orphaned, neglected or whose family are not in a position to take care of them (Department Social Development, 2016). The foster care placement of children is done by court order as stipulated in the Children's Act 38 of 2005 (Department of Social Development, 2016). According to the Children's Act 38 (2005), a child is in need of care or protection if the child:

- 
- has been abandoned or orphaned and is without any visible means of support;
 - displays behaviour which cannot be controlled by the parent or care-giver;
 - lives or works on the streets or begs for a living;
 - is addicted to a dependence-producing substance and is without any support to obtain treatment for such dependency;
 - has been exploited, or lives in circumstances which expose the child to exploitation;
 - lives in, or is exposed to, circumstances which may seriously harm the child's physical, mental or social well-being;

- may be at risk if returned to the custody of the parent, guardian or care-giver of the child when there is reason to believe that he or she will live in, or be exposed to, circumstances which may seriously harm the physical, mental or social well-being of the child;
- is in a state of physical or mental neglect; and
- is being maltreated, abused, deliberately neglected or degraded by a parent, a care-giver, a person who has parental responsibilities and rights, a family member of the child, or by a person under whose control the child is.

Once one of the aforementioned reasons is applicable the child is then placed in safe care for three months, and if the biological parent's circumstances have not improved during that time frame the child is then placed in foster care.

Foster care cases are increasing on a daily basis creating strain on the child protection system in South Africa and thereby making it difficult for foster care institutions to fulfil their obligations to those children who are abused and neglected and also in need of its services. This is excluding those who are at the stage where they are preparing to leave foster care on the grounds of their age (Meintjies & Van Niekerk, 2005). According to Theron (2010), it has been estimated that 66,000 Social Workers and 44 billion rand are needed to implement the Children's Act 38 of 2005 successfully. However, there were only currently 35,000 Social Workers registered with the South African Council for Social Services Professions as reported by SACSSP (2021). This void is a contributing factor to Social Workers having high volumes of cases and a lack of resources to provide effective foster care supervision (Naidoo & Kasiram, 2006). According to Ross (2008), even though foster care is aimed at the provision of the physical, educational, social, emotional, ethno-cultural and developmental needs of the child in a nurturing and caring family environment, this cannot always be guaranteed. A study

conducted by the Children's Institute at the University of Cape Town (2017) found that, despite a comprehensive legal and policy framework, the child protection system in South Africa is failing children. Implementation is poor and huge numbers of children remain at risk of continued abuse, with few families accessing prevention and early intervention programmes and most children not receiving appropriate therapeutic interventions (Coalition on Child Rights in South Africa, 2017).

According to the Coalition on Child Rights in South Africa (2017), the reasons for the ongoing vulnerability of children include the following:

- The lack of therapeutic services increases the continued impact of trauma.
- Poor record-keeping and inadequate data-collection prohibit evidence-based planning.
- Poor case management and insufficient supervision lead to most affected children being lost in the system.
- Poor collaboration of services by all professionals involved in the care and protection of children results in failure to protect children, leaving them to suffer the consequences of poor integration of services. Professionals are not working collaboratively.

3.4. Types of Foster Care in South Africa

The Children's Act 38 of 2005 makes provision for three forms of foster care, namely kinship foster care (related), which is the most prevalent, non-kinship foster care (unrelated) and the cluster foster care scheme (group scheme). According to the Children's Act 38 of 2005, the following types of foster care are defined:

Kinship foster care is regarded as the placement of a child in foster care with the child's blood relatives and is also the most common form of foster care in Africa. The Child Welfare League of America (2016) describes kinship foster care as placement that provides for full-time care, that nurtures and protects children and is rendered by children's relatives, members of their society or clans, godfathers, stepparents, or any adult who has a relationship bond with a child. This also means that kinship foster care respects cultural bonds, values and the affection that the child shares with the family of origin. Furthermore, kinship foster care preserves the strength of networks within the family systems, improves the emotional well-being of children and contributes to greater placement stability (Child Welfare League of America, 2016). In South Africa, kinship foster care is described as the placement of a child in foster care with a relative or family members (Children's Act 38 of 2005).

Non-kinship foster care is defined as the placement of a child with a non-relative person or family. Section 180 (3a) of the Children's Act 38 of 2005 defines non-kinship foster care as the placement of a child with people to whom the child is not related, who are neither parents nor guardians. It is the placement of a child with a foster parent who is unrelated to the child in any way. The child is placed under the care of such a person, since the child is in need of care and protection and has no visible means of support other than the prospective foster parent (Bessas, 2017).

A **cluster foster care scheme** is defined as the placement of a child in a family-orientated environment where a group of children in foster care are cared for in a group care setting managed by a non-governmental organisation (Children's Act 38 of 2005). This organisation must be registered in terms of the Non-profit Act 71 of 1997, should comply with the prescribed requirements and be registered with the provincial Department of Social Development (Department of Social Development, 2010).

3.5. Role of the Foster Care Supervision Social Worker in South African Context

Foster care supervision services are rendered by Social Workers and consist of routine visitations and monitoring of the foster family. The Social Worker will focus on the adaptation of the foster child in the foster family, relationships within the foster family as well as family reunification services. The biological parents are also assisted and steps are put in place to reunify the foster child with his or her biological family. According to Thomas (2006), the Social Worker to whom the child is assigned, serves as the nucleus, the medium for surveillance and for assessment of the ongoing life situation and is responsible for working with each of the individuals involved. These services are aimed at the provision of therapeutic interventions and support to foster children and foster families after the foster placement has been finalised (Department of Social Development, 2010). Moreover, these services are systematically aimed at assisting the child to assume independence or to be integrated fully into the community (Department of Social Development, 2010). The Social Worker is also responsible for arranging supplementary services, and integrating them. It is important for social workers to advocate for these children through liaising with other stakeholders and organs of state to aid these children (Department of Social Development, 2010). Therefore, the role the Social Worker plays is of paramount importance.

3.6. Youth in Foster Care

Youth can be described as individuals between the ages of 14 and 35 years (South African National Youth Policy, 2009-2014). This also aligns with the description and definition of youth as individuals between the ages of 18 and 35 years (African Youth Charter, 2006). Foster care youth can be described as youth between the ages of 14 to 18 years old who are in foster care. When foster youth reach the age of 18 years, and are not attending school, according to Section 175 of the Children's act 38 (2005), they can be discharged from foster care, also known as

aged out of foster care. These youths have to leave the foster home, and often find themselves with little, if any, financial, medical or social support (Kools, 1997; Simms, Dubowitz & Szilagyi, 2000). Youths who have aged out of foster care face different challenges and Social Workers describe these challenges as potentially initiating bad circumstances. Foster children largely constitute a population at risk, which also means that the youth ageing out of the system are inherently exposed to greater risk (Atkinson, 2008). This is confirmed by Atkinson (2008), who indicates that youth in foster care face enormous challenges and are much more likely to be at risk than their peers in the general population. They are highly likely to experience great hardship, such as lack of financial stability, homelessness and unemployment, once they have left the foster care system (Dion, Dworsky, Kauff, & Kleinman, 2014). Generally, issues such as homelessness, involvement in criminal activities, failure to continue with education and unemployment are more prevalent in this group of young adults (Atkinson, 2008). According to Kools and Kennedy (2003), many of the youth who have aged out of foster care will experience mental illness, exposure to criminal activities, and an inability to function productively and independently in society. Many foster youths will begin adulthood feeling alone, insecure and overwhelmed (Kools & Kennedy, 2003). Furthermore, some of them will also not know or remember their biological families and will age out of foster care with little support or assistance affecting the quality of their adulthood (Kools, 1997). Youths who have aged out of foster care report a need for one on one mentoring from someone who genuinely cares for them (Van Breda & Dickens, 2016).

3.7. Adolescence and Young Adulthood

Adolescence and young adulthood can be seen as a very difficult time in a human life. During the adolescent phase, teenagers struggle between developing their identity and role confusion which influences their ability to adapt to new roles, plan for the future and become more self-

accepting (Berk, 2009). During this time, the youth often struggle with finding their purpose in life and often are not sure of their own aspirations for their future. Quglia and Cobb (1996) describe aspirations as a person's ability to identify and set goals for the future, while being inspired in the present to work towards those goals.

The basic conflict that young adults face is between intimacy and isolation. If youth successfully deal with this conflict they are able to be more open and willing to interact as well as be able to make and keep commitments (Berk, 2009). Success leads to strong relationships while failure results in loneliness and isolation (Berk, 2009). This period in the lives of youths is of paramount importance to guide and give them direction for their future path; however, youth in foster care are experiencing challenges that may hinder them in achieving their aspirations.

3.8. Challenges of Youth in Foster Care

There are currently very few studies available that specifically focus on the challenges youths face when they have aged out from foster care in South Africa, which highlights the need for the current study.



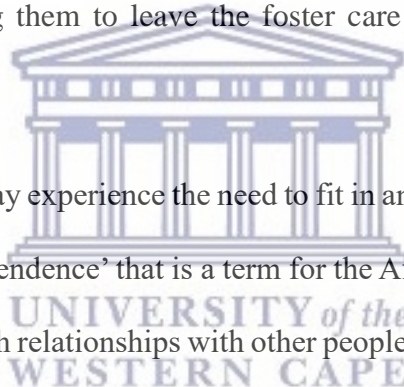
It can be argued that the lack of family reunification services available in current foster care placements can result in only a few foster children knowing, or establishing and maintaining a relationship with their biological families whilst in foster care. This can be assumed as a contributing factor as well as a challenge that foster care youths experience once they have aged out of foster care. In most of the cases, the foster youth, once aged out from foster care, does not have any contact with his/herr biological family who could render support or provide him or her with emotional guidance and help the youth to become self-efficient once discharged from foster care. Reuniting families is often difficult in South Africa as, in a great number of cases, biological families are in the process of disintegrating (Perumal & Kasiram, 2008). The

result is that there are more children who are placed in foster care and who have no stable structure to return to when they have aged out of foster care.

The development of foster care youths, during the years of emerging adulthood, is inextricably linked to relationships within the family into which a child is born, and these relationships with their biological families have an influence on their developmental trajectories and changes which occur in the stage of early adulthood (Arnette & Tanner, 2006).

Foster care youth are often stigmatised in schools as well as in the communities (Courtney, Piliavan, Grogan-Kaylor & Nesmith, 2001). This may contribute to them feeling excluded and isolated as many of them experience a multiplicity of problems while they are in foster care, often resulting from feelings of being stigmatised, especially at school, as well as after they have reached the age requiring them to leave the foster care (Courtney, Piliavan, Grogan-Kaylor & Nesmith, 2001).

Therefore, some foster youth may experience the need to fit in and to have a sense of belonging. This can also relate to ‘interdependence’ that is a term for the African notion of Ubuntu, which is people become human through relationships with other people (Van Breda & Dickens, 2016). This can often lead to them making poor decisions and being associated with the wrong crowd. According to Courtney, Piliavan, Grogan-Kaylor and Nesmith (2001), although foster care youth may be able to show the same level of cognitive ability as adults while making decisions, they may make unwise decisions because they are more likely than other adults to be affected by psychological factors, such as emotions of the moment and the desire to be accepted by peers. Therefore once they have aged out of foster care, these youths are often left without any support structures to guide them in making positive life choices or to set them on a path of becoming self-efficient.



3.9. Challenges of Youth

According to the White Paper for Social Welfare (1997), there are nearly 11 million people in South Africa who are between 16 and 30 years of age, and they represent 32.5% of the potentially economically active population. Three million youth are unemployed and large numbers of youth drop out of schools (Jobson, 2011). The situation of young South Africans is depressing as almost 42% of South Africans between the ages of 18 and 24 years of age are not in educational institutions or employed (Jobson, 2011). According to Statistics South Africa (2018), most young people in the population face great unemployment challenges; the unemployment rate among the youth is higher than the average rate, regardless of education level. In 2018 the graduate unemployment rate was 33,5% for youths aged 15–24 years and 10,2% among those aged 25–34 years, while the rate among adults (aged 35–64 years) was 4,7% (Statistics SA, 2018). Just over 30% of the youth have jobs and about half of them participate in the labour market (Statistics SA, 2018). Moreover, among the youth, those aged 18-24 years are more vulnerable in the labour market, with an unemployment rate of over 52%, an absorption rate of about 12,2%, and a labour force participation rate of 25,6% (Statistics SA, 2018). International studies also reveal that only 46% of former foster care youths possess a savings account, compared with 82% of their peers (Atkinson, 2008:188). According to Van Breda & Dickens (2016), the current macro context in South Africa is such that care leavers face even greater challenges and hardships than their peers. Youths who have aged out of foster care are more vulnerable because of the lack of policy to support them once they transition out of foster care and the absence of structural after care (Van Breda & Dickens, 2017). These challenges have an impact on the youth's aspirations and expectations as it creates a barrier for the youth to achieve positive goals which, in turn, promotes self-worth and a positive lifestyle.

3.10. Aspirations and Expectations of Youth

According to Quglia and Cobb (1996), aspirations can be defined as a person's ability to identify and set goals for the future, while being inspired in the present to work towards those goals. Johnson and Mathews (1997) define expectations as a mixture of what one should and is willing to do; thus expectations constitute a cognitive melting pot of what should ideally happen and what will realistically happen. Furthermore, the Oxford dictionary defines expectations as believing that something is going to happen or believing that something should be a certain way, or looking forward to in anticipation, a thing looked forward to, a reason or warrant for looking forward to something; or prospects for the future.

According to Perry, Przybysz and Al-Sheikh (2009), aspirations represent the hoped-for possible selves, whereas expectations form probable possible selves. Expectations may serve as a cognitive link between idealized aspirations and educational attainment and have been demonstrated to predict future educational attainment (Reynolds & Pemberton, 2001).

There are disparities in the educational attainment especially in those youths that have been discharged from foster care. Youth in foster care report high educational aspirations; however, only 4% obtain a four year college degree (Nixon & Jones, 2007). Students from low social economic backgrounds are more likely to report a gap between their hoped-for aspirations and their probable expectation (Boxer, Goldstein, DeLorenzo, Savoy & Mercado, 2009).

A youth in foster care faces different adversities and multiple disruptions across familial, academic and social environments, which may further disrupt their future goals (Kirk, Lewis, Nilsen & Colvin, 2011). However despite these concerns in adulthood, youth in foster care report high levels of educational aspirations (Kirk, Lewis, Nilsen, & Colvin, 2011).

3.11. Summary of Chapter

This chapter has provided an overview of literature pertaining to youth, a legislative framework to the meaning of foster care, as well as the challenges youth face once they have been discharged from foster care. Furthermore, this chapter has outlined the aspirations as well as the expectations of the youth. However, the review of literature revealed limited literature on the expectations and aspirations of youth discharged from foster care within a South African context. This reiterates the importance of this study that provides insight into the aspirations as well as expectations youth faces once they have been discharged from foster care. The next chapter addresses the research methodology used in the study.



CHAPTER 4

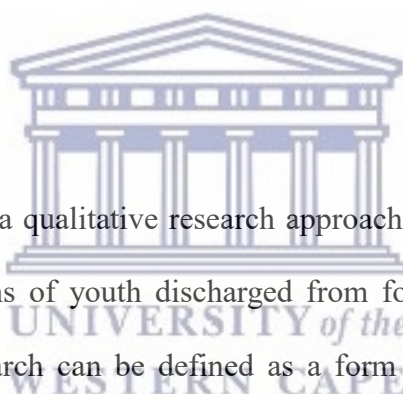
Methodology

4.1. Introduction

This chapter outlines the methodological procedures that were used to explore and describe the aspirations and expectations of youth that have been discharged from foster care in the Bonteheuwel area. The research approach, design and setting are outlined. Furthermore, how the participants were recruited and selected as well as how the data was collected and analysed are described. The chapter concludes with a description of how the trustworthiness of the study was ensured as well as the ethical considerations applied in the study.

4.2. Research Approach

The current study has adopted a qualitative research approach to explore and describe the aspirations and expectations of youth discharged from foster care in the area of Bonteheuwel. Qualitative research can be defined as a form of systematic empirical inquiry into meaning making (Shank, 2002). According to Patton (2002), qualitative research tries to understand the phenomena in context-specific settings, such as real world settings where the researcher does not attempt to manipulate the phenomenon of interest. The qualitative approach is a means of exploring and describing the phenomenon being researched, with the aim of understanding it (Fouche & Schurink, 2011). Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2013). Qualitative approach is a known means of discovering and collecting rich meaning in data collection (Kumar, 2014). The qualitative research approach also permits the researcher to detect



issues from the perspective of the participants and to understand the meaning and interpretations they attribute to behaviour and events (Fouche & Schurink, 2011). According to Fouche and Delpont (2011), qualitative research plays an important role in providing an in-depth understanding of the important themes that will emerge from the data analysis and interpretation. Qualitative research provides the researcher with rich information about social processes (Lyons & Coyle, 2007). According to Creswell (2014), qualitative research is interpretative in nature.

4.3. Research Design

Research design is the plan according to which researchers obtain research participants (subjects) and collect information from them (De Vos, Strydom, Fouche & Delpont, 2011). In the current study, an explorative, descriptive research design was utilised to explore the aspirations and expectations of youth discharged from foster care in the Bonteheuwel area.

An explorative research design is commonly used within qualitative research and seeks to gain insight into a situation, phenomenon and community from individuals. Furthermore, an explorative design is used when the researcher wants to explore the views of participants (Creswell, 2013). An explorative design is often used when there has not been much written about the topic or the population being studied, and therefore, the researcher seeks to listen to the participants and build an understanding based on what is being said and heard (Creswell, 2013). A descriptive design is useful when the researcher wants to describe perceptions and experiences of individuals, sticking closely to the words of the individuals who participate in the study (Creswell, 2013)



4.4. Research Setting

The study was conducted in Bonteheuwel, a small suburb situated in the Cape Flats within the Western Cape, South Africa. During the Apartheid era and as a direct implementation of the Group Areas Act No.41 of 1950, coloured people - as classified by the Population Registration Act No.30 of 1950 - were moved from different areas such as District six and other areas around Cape Town to areas marked for coloured people only. Bonteheuwel was seen as one of the coloured areas during that time and was established in the 1960s as a repository for coloured people who had been forced to move out of the City of Cape Town as a result of the Group Areas Act.

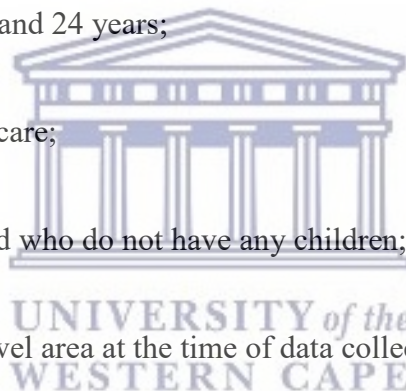
Bonteheuwel has a population of 45,967 residents residing in 9,685 households as identified in the 2011 Census. Most of the residents in Bonteheuwel's first language is Afrikaans (Census 2011). The population group in Bonteheuwel consists of 95% coloured people, 3% black people and 2% other (Census, 2011). Bonteheuwel is unfortunately characterized by high rates of crime, killing, gangsterism and substance abuse (Washinyira, 2012). The low socio-economic circumstances in the area of Bonteheuwel are a result of the high unemployment rates in the community (Washinyira, 2012). Bonteheuwel is typical of much of the Cape Flats. In addition, the researcher is familiar with Bonteheuwel through her work. For these reasons, Bonteheuwel was selected as the study setting.

4.5. Participant Selection

In purposive sampling, a particular case is chosen because it illustrates some feature or process that is of interest for a particular study (De Vos, Strydom, Fouche & Delpont, 2011). For the purpose of this study, the researcher made use of purposive sampling to select the participants for the study. In purposive sampling, the researcher must first think

critically about the parameters of the population and then choose the sample case accordingly (De Vos, Strydom, Fouche & Delport, 2011). Participants and sites should be selected to purposefully inform an understanding of the research problem of the study. In purposive sampling, researchers rely on experience, ingenuity and/or previous research findings to deliberately obtain units of analysis in such a manner that the sample may be regarded as being inclusive of the relevant population (Welman, Kruger, & Mitchell, 2007). The researcher made use of certain inclusion as well as exclusion criteria to select the participants that represented the relative population as described in the study. Participants for the study were selected based on the following inclusion criteria.

- Males and females;
- Between the ages of 18 and 24 years;
- Discharged from foster care;
- Who are not married and who do not have any children;
- Living in the Bonteheuwel area at the time of data collection.



The following exclusion criteria were used for the reason that these youth might have had different aspirations and expectations as youth who met the above-mentioned inclusion criteria:

- Youth that were discharged from foster care but who were married and had children;
- Youth that were in conflict with the law.
- Clients of the Researcher.

4.6. Participant Recruitment

The researcher recruited participants from a list of youth that have aged out of foster care in the Bonteheuwel area. The list of possible participants was obtained from the case load of Social Workers in the Department of Social Development. The researcher recruited ten participants that fit the inclusion criteria identified from the caseloads and arranged an appointment with them telephonically. All these participants were invited to attend the interview sessions that were held at the Bonteheuwel Multi-Purpose Centre. The interviews were entirely voluntary and this resulted in only five of the participants agreeing to take part in the study. The researcher did not follow up with the participants who did not attend the interview sessions as the researcher wanted to maintain the element of voluntary participation. The researcher also did not invite more participants to be part of the research process as she was of the opinion that the data collected provided enough insights to the research.

4.7. Data Collection Procedures

An interview is one of the methods of data collection commonly used to collect data in qualitative research (De Vos, Strydom, Fouche & Delpport, 2011). Qualitative interviews attempt to understand the world from the participant's point of view, to unfold the meaning of people's experiences and uncover their lived world prior to scientific explanations (De Vos, Strydom, Fouche & Delpport, 2011).

Data were collected through semi-structured, face-to-face interviews with each of the five participants. The researcher made use of semi-structured interviews in order to gain a detailed picture of a participant's beliefs about, or perceptions or accounts of their aspirations and expectations as well as challenges they have experienced. According to Patton (2014), interviews and open ended questions and probes yield in-depth responses

about people's experiences, perceptions, opinions, feelings and knowledge.

This method gave the researcher (as well as the participants) much more flexibility as well as in-depth insight into the lives of the youth who had been discharged from foster care. According to Patton (2014), engaging in conversation particularly face-to-face interviews provides the researcher with the opportunity to observe feelings, thoughts, intentions and behaviour that took place at some previous point in time and also how people have organised the world and the meaning they attach to what goes on in the world

According to Moore and Viljoen (2003), it is important to listen to the 'life stories' that people tell, as these stories are informed by their interaction with a particular social and cultural context and open ended questions allow respondents to express themselves freely (Greef, 2005) "Semi-structured interviews are especially suitable when one is particularly interested in complexity or process, or when an issue is controversial or personal" (De Vos, Strydom, Fouché & Delpont, 2011, 349-350).

All the interviews were conducted at the Bonteheuwel Multi-Purpose Centre. The duration of interviews ranged from between 20 to 45 minutes. The researcher used an interview guide with open-ended questions and prompts. The questions that were asked were as follows:

1. What is your understanding of aspirations and expectations?
2. In your opinion what are your aspirations in life?
3. Tell me about your expectations in life with regard to your future plans?
 - Relationships?
 - Family?
 - Education?

- Work?
4. From your experiences what are the challenges that you have experienced in life?
- Relationships?
 - Family?
 - Education?
 - Work?

The interviews were audio-recorded and transcribed following the interviews.

4.8. Data Analysis

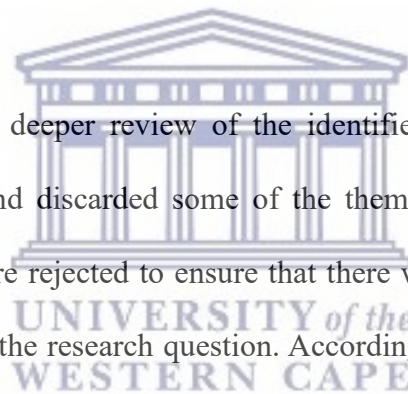
According to Creswell (2014), qualitative research needs to specify the steps taken in analysing the qualitative data in order to make sense of the textual data. Thematic analysis is a search for themes that emerge as being important to the description of the phenomenon (Daly, Kellehear & Gliksman, 1997). The process involves the identification of themes through “careful reading and re-reading of the data (Rice & Ezzy, 1999). It is a form of pattern recognition within the data, where emerging themes become the categories for analysis (Fereday, 2006).

As noted, the audio recorded interviews were transcribed verbatim in preparation for data analysis. All data in the current study were analysed inductively. Thematic analysis was used to identify, analyse, and report patterns (themes) within data as well as interpret various aspects of the research topic. The researcher applied the six steps outlined by Braun and Clarke (2006) to analyse the data.

- i. First, the researcher familiarised herself with the data by transcribing each of the five interviews, then reading, and re-reading the transcripts. Notes that were made during the interview process that focused on the body language and gestures of the participants

were also analysed. During this stage, the researcher started to search for emerging patterns by scrutinizing each interview and writing down codes and looking for patterns from each interview.

- ii. Secondly, codes were generated and organised from the data into meaningful clusters called categories. During this step, the researcher looked at each of the five transcribed interviews separately and wrote down the different codes from each interview. When something seemed important within the data it was then coded into a table format. The codes from all five transcribed interviews were then classified according to similarities, into categories.
- iii. Thirdly, relevant categories were sorted and split according to the overarching themes that were emerging.
- iv. The fourth step was a deeper review of the identified themes. With this step the researcher combined and discarded some of the themes. Some of the themes were merged while other were rejected to ensure that there was always a link between the themes discovered and the research question. According to Braun and Clarke (2006), themes can be changed, added or rejected in the light of further immersion within the original data, the coded data, and the thematic interpretation
- v. The fifth step taken was when the researcher refined and defined the themes. The different themes were named and explained.
- vi. The last and the sixth step of the analysis was when the themes were transformed into a findings report with quotations that supported the themes, and related to the research question as well as the literature that addressed the research question.



4.9. Trustworthiness of the Study

In qualitative research, strategies are needed to ensure research rigour without sacrificing the relevance of the qualitative findings (Krefting, 1991). Guba's model is comparatively well developed conceptually and is popular with qualitative researchers. To establish and ensure trustworthiness within this study, the researcher adopted four constructs namely credibility, transferability, dependability and confirmability. According to Lietz and Zayas (2010), to ensure trustworthiness the study must adopt four constructs, namely Credibility, Transferability, Dependability, and Confirmability.

Credibility is defined as the “confidence that can be placed in the truth of the research findings” (Schurink, Fouche, & De Vos, 2011). Truth value – or credibility can be defined as the confidence that can be placed in the truth of the research findings (Schurink, Fouche & De Vos, 2011). Credibility was obtained in the study by utilising the semi-structured 45 minute interview technique to obtain information from the participants regarding their aspirations, expectations and challenges experienced. This also speaks to the credibility construct as the researcher spent sufficient time with the participants to identify reappearing patterns speaking to the aspirations and expectations of youth that have aged out of foster care (Schurink, Fouche & De Vos, 2011). Aspirations and expectations were also not defined by the researcher; rather participants were asked during the interview to define these concepts themselves. This speaks to the understanding of youths who have aged out of foster care concerning what they perceive aspirations and expectation to be and not what they think is the social response to the questions asked by the researcher. This also contributes to the credibility of the study as the data received is based on their own experiences and understanding (Schurink, Fouche & De Vos, 2011) Truth value was also reflected in this research as the researcher, by virtue of her work experience over the past ten years, having had prolonged exposure in

the field, in other words, the community of Bonteheuwel working with foster care youth.

Transferability according to Wagner & Kawilich & Garner (2012) is the degree to which the results of qualitative research can be transferred to other contexts with other respondents; it is the interpretive equivalent of generalisability. The researcher ensured transferability by comparing the characteristics of the participants to the demographic information available of the group that is being studied. Therefore a dense background of each participant is provided in terms of their age, gender and number of years in foster care. A detailed description of the research methods, context, and study participants is also reflected in the study thus contributing to transferability (Krefting, 1991), and enabling other researchers to form their own opinions about the applicability of the study's findings to other settings.

Consistency in qualitative research is defined in terms of dependability (Krefting, 1991). The researcher was consistent by taking into consideration the uniqueness of each participant within the immediate setting and his/her interpretation of the challenges. Dense descriptions of the participants' experiences and challenges were reflected through semi-structured, face-to-face interviews. The researcher's focus was on the individuality of the descriptions, and not on seeking matching recurrences of challenges. A themed analysis was conducted to analyse the data, and the process of coding and recording was implemented to ensure consistency in findings. This process also ensures and contributes towards dependability of the research.

Wagner, Kawilich and Garner (2012) define confirmability as the degree to which the results of an inquiry could be confirmed or corroborated by other researchers. Confirmability is concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination but are clearly derived from the data (Cresswell, 2013). Confirmability in most qualitative inquiries is attained using an audit trail, a reflexive journal and triangulation

(Schurink, Fouche & De Vos, 2011). The researcher remained neutral and this is evident in the audit trail as it is used to furnish visible evidence of the interaction between the researcher and the subject in such a way that the research can be understood not only in the terms of what was discovered but also the method of discovery (Schurink, Fouche & De Vos, 2011). The researcher used a reflective journal to record all the events that took place during interaction with the participants, as well as personal notes and thoughts on the research process. The findings of the study were ultimately shaped by the participants and not the researcher's bias, motivation or interests.

4.10. Ethics Considerations

Ethics clearance was obtained from the Senate Research Ethics Committee at the University of the Western Cape. On gaining ethics clearance, permission from the Department of Social Development was obtained to conduct the study by writing a letter explaining what the research aimed to achieve and the benefits thereof (Appendix A).

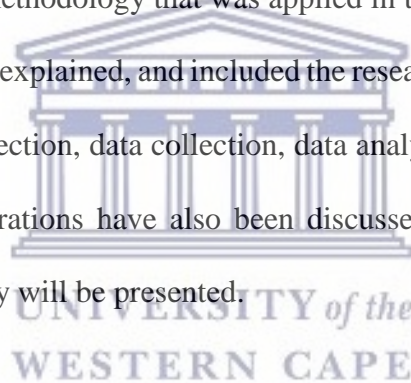
Once approval was granted, the participants for the study were recruited and invited to participate in the study through verbal explanation and by providing an information letter to further explain what the study planned to achieve (Appendix B). Participants provided written informed consent (Appendix C). During the verbal explanation, the principle of autonomy was applied, through explaining to the participants that they were voluntarily consenting to participate in the study and that they had the right to withdraw from the study at any time with no consequences.

Non-maleficence was ensured by referring the participants to Support Services if debriefing was needed after the study. This was indicated and utilised by one of the participants as he needed debriefing sessions after the study.

By informing the participants about the nature of the study, the principle of veracity was upheld by being honest and forthright with the participants. Confidentiality and privacy were ensured by using pseudonyms when reporting study findings and not using participants' real names, therefore, anonymity was ensured. Furthermore, the researcher ensured that all the information recorded or collected was verified by the supervisors and stored in a password protected file on the laptop as well as in a locked cabinet in her office. Only the researcher and the supervisors had access to these documents. All study information will be stored for a period of two years following the study, after which it will be destroyed.

4.11. Summary of Chapter

This chapter has outlined the methodology that was applied in this study. The procedures that were adopted are discussed and explained, and included the research approach, research design, research setting, participant selection, data collection, data analysis and the trustworthiness of the study. The ethical considerations have also been discussed in this chapter. In the next chapter the findings of the study will be presented.



CHAPTER 5

Findings

5.1 Introduction

This chapter presents the findings of the study from the analysis of the transcribed semi-structured interviews as well as the researcher's observations and field notes of the study conducted.

5.2. Demographic information of the participants

The demographics of the five participants are described in Table 5.1 below. As indicated in the table, three males and two females participated in the study and their ages range from 19 -23 years. The number of years in foster care ranges from 14-17 years and only one of the female participants was placed in a Kinship foster care placement.

Table 5.1: Demographic information of the participants.

Participant Number	Age	Gender	Number years in foster care	Kinship & Non Kinship
Participant 1	20 years	Male	15 years and 2 months	Non Kinship
Participant 2	18 years	Male	16 years and 5 months	Non Kinship

Participant 3	23 years	Female	15 years	Non Kinship
Participant 4	22 years	Female	17 years and 7 months	Kinship
Participant 5	23 years	Male	14 years	Non Kinship

5.2 Themes

From the thematic analysis, the following three themes emerged: i) “That is my focus”, ii) “Sense of belonging”, iii) “Harbouring a sense of resentment”. The themes and categories are presented in Table 5.2 below.

Table 5.2: Themes and Subthemes

THEMES	SUBTHEMES
1. “That is my focus”	<ol style="list-style-type: none"> 1. Positive attitude towards future. 2. To make a positive difference in society. 3. Positive self-image. 4. Acceptance of past trauma
2. “Sense of belonging”	<ol style="list-style-type: none"> 1. Need to belong (biological family) Family Reunification. 2. Need to belong (foster family). 3. Acceptance from family members.

3. “Harbouring a sense of resentment”	<ol style="list-style-type: none"> 1. Negative attitude and accepting past trauma. 2. Negative attitude towards biological family.

5.3.1 Theme 1: “THAT IS MY FOCUS”

This theme highlights the need to make a positive difference in life and the community. This theme captures the majority of the participants’ need to make a positive change in their own lives as well as in the community. This manifested in their positive attitude towards the future, to make a positive difference in society, positive self-image, and acceptance of past trauma.



5.3.1.1 Positive attitude towards future

All of the participants demonstrated the need to make a success of their lives. All of the participants furthermore described that they want to improve their studies and that their aspiration was to complete their studies.

“Well there’s so much more that I would like to do, that I’m expecting first of all. I would like to go and study further. So, I’m hoping for an opportunity, I’m hoping for an opportunity to uhm complete my studies, because you all know it’s not as easy as people make it sound or people make it out to be. So that is, one of my expectations is too [sic] at least finish a degree and my current field and to have added, I would like to have two degrees in different” (Participant 4, 22-year-old)

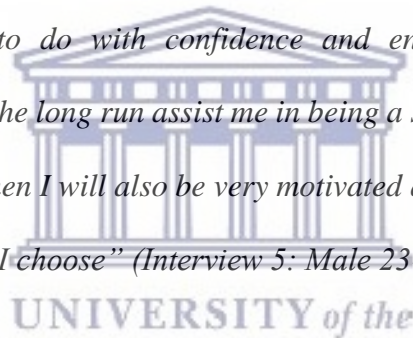
“to improve my learning and my studies” (Interview 2: Male 18-year-old)

“my aspirations is to study and help myself” (Interview 2: Male 18-year-old)

*“Ok, like firstly I want to finish my studies at this most important [time]”
(Interview 3: Female 23-year-old).*

*“sal wees om iets, om iets te doen sonder twyfel in homself, sonder twyfel in die besluit wat hy geneem het en dit te doen met confidence en uithouvermoe te het en en vetroue te het in homself en dit sal dan in die ou end vir myself n suksesvol man maak, as ek confidence het in myself. Dan gaan ek ook baie motivated wees teenoor dit en positief wees teenoor my loopbaan in terme van wat ek gekies het”
(Interview 5: Male 23-year-old).*

“This will be something without a doubt that I can decide, a decision that he has made and something to do with confidence and endurance, and to have confidence that will on the long run assist me in being a successful man, if I have confidence in myself. Then I will also be very motivated and positive towards my career in terms of what I choose” (Interview 5: Male 23-year-old).



According to the responses from the participants the common thread is the positive attitude that all of them display towards their future. This also speaks to the resilience enablers on a personal level that focusses on the mind-set, spirituality and optimism (Van Breda & Dickens, 2016). Some of the participants also made mentioned that they would like to complete their studies and according to Memalani (2013) foster care leavers express high hopes for the future, but also report anxiety about the lack of plans and support in place to enable them to achieve these hopes. Youths who have aged out of foster care associate success with completing their education, holding a steady job, attaining financial self-sufficiency, feeling secure, owning a home, acquiring items

symbolizing accomplishment, enjoying a stable family and close friends, maintaining sobriety, and surviving (Van Breda & Dickens, 2016).

5.3.1.2. To make a positive difference in society

It was evident that all of the participants expressed the need to make a positive change in their community. The need to help peers in the community and in church came to light in the findings of all the participants during the interviews. The need to help children that come from the same background was also a common trend. The majority of the participants expressed the need to put up a safe haven for children from a similar background.

“and then from there I would like, I always had a dream of wanting to put up a children’s home, like a safe haven in our community for kids who are on the street and they they don’t really have the opportunity to study at their homes. So that place for them, that would be like their study home or play room or something like that, but like a big hall. That is what I would do for the community in turn should I achieve what I want too” (Participant 3, 23-year-old)

*“to like help people from the streets like children, foster care and like adoption”
(Interview 2: Male 18-year-old)*

The participant’s responses revealed that they would like to help and provide a safe space for children that come from a similar background and experience to themselves. One of the participants also made mentioned that he would like to foster or adopt and therefore provide a safe space for children who are placed in foster care.

*“Making work my first priority by helping the people from the communities”
(Interview 2: Male 18-year-old).*

“I definitely think so, because like if you see in our community, especially at our church, it’s because of church actually, there are a lot of kids in our street they just roaming around, they don’t have any direction so them coming there would feel like, I do belong or I am safe and there are people [who] see to my needs and my educational needs most important. That is like my focus” (Interview 3: Female 23-year-old).

“So uhm, I do work with youth in community and Sunday school in church, like children, I do so, so they can aspire to be like me. And I would like to be, set that example to them, be an example to them. For many I am uhm an example, due to difficulties in the past, but we overcome that, so I can use that to aspire the next person” (Interview 4: Female 22-year-old).

“Om n beter mens te wees en om vir my generasie voorentoe ook n, iets betere uhm kan voorsin, voorgee en kan gee” (Interview 5: Male 23-year-old)

“To be a better person and to provide the next generation something better” (Interview 5: Male 23 –year-old)

Some of the participants made mention that they would like to help their communities and also lead by example to in turn aspire youth that come from a similar background to themselves. They express the need of changing the future for the next generation and to have a positive impact on their communities. This can also be linked to youth forming an identity as it refers to a sense of who they are as a person and as a contributor to society (Sokol, 2009).

5.3.1.3. Positive self-image

It was highlighted by all the participants that they are focused on becoming a better version of themselves. All of them strive to better themselves and to reach their aspirations and set certain goals to achieve their aspirations.

“Now is the time that I should build myself up. I must like prove to them I can do what I want to do and OK, without them” (Participant 2, 18-year-old)

Not not always but I'll always strive too because if there was no role model for you it's complicated now like you said in this, you need to find things for yourself. So why would you not want to be a role model to someone else. Something that you never had, that is what I strive. (Interview 3: Female 23-year-old)

Well we all, like all young ladies want to be independent some day, but prior to that, my aspiration in life is to be, is to aspire someone, so that someone, I could be someone's aspirations also. (Interview 4: Female 22-year-old)

My aspirasie is om iets beter te wees as waarin ek groot geword het. Om n beter mens te wees en om vir my generasie voorentoe ook n, iets betere uhm kan voorsin, voorgee en kan gee. (Interview 5: Male 23-year-old).

My aspiration is to be something better as to the circumstances that I grew up in. I want to be a better human being and also to take my generation forward and also to provide better. (Interview 5: Male 23-year-old).

All of the participants made mentioned that they would like to better themselves as well as their current circumstances. One of the participants also indicated that she would want to inspire the next generation and the other participant wants to be seen as a role model to others, something that she never had when she grew up.

5.3.1.4. Acceptance of past trauma

The need to accept trauma of the past and the importance thereof to move forward in life was highlighted by the majority of the participants. The need that the majority of the participants displayed was to make peace with their biological family and the reasons why they were placed in foster care to assist them in moving forward and in making a success of their lives.

“I’m like, I’m trying to build this relationship with him (biological father) because like what happened and sometimes you just need to forgive people to better yourself, because you’ll never move forward if its unsolved.” (Participant 3, 23-year-old)

One of the participants expressed the need to build a relationship with their biological parents and also the need to forgive and be able to move forward in life. This also speaks to the participant not being exposed to family reunification services when she was in foster care. According to Mamelani (2013), when children are placed in care, family engagement often ceases and there are inadequate efforts towards family reunification. This is also reflected in the comment below.

“So ok I went to the Hospital, to Somerset and I went in the room and I saw him lying there, but he couldn’t like speak to me or tell me what he always wanted to tell me, but I accepted that. He couldn’t say anything, but I know what actually what he wanted to tell me, like why did that, so ja” (Interview 2: Male 18-year-old)

5.3.2. Theme 2: “SENSE OF BELONGING”

This theme highlights all of the participants’ need to find a place or family to which they belong. This captures all of the participants need to feel accepted not only within the foster family but also a sense of belonging with their biological family. This theme has three categories: need to belong with biological family (Family Reunification), need to belong with foster family and acceptance by family members.

5.3.2.1. Need to belong with biological family (Family reunification)

The majority of the participants highlighted the need to belong with their biological family. The importance of family reunification and the participants’ need to have a relationship with their biological family was also a common thread with all the participants. This category captures all of the participants’ need to have a relationship and be reunified with their biological families. The participants longed to know, and be part of their biological families’ lives even if it is simply to provide them with a sense of closure.

“Ok, I would like to like have a bond again with them, like, we didn’t have the bond those years, but we can have the bond like now. Like they can support me still while I’m still so young and we can still reach out for each other.”
(Participant 2, 18-year-old)

“but I was like why [are] you doing this now, when I needed you to do it, you didn’t but to a sense I saw his sincerity so that like I felt like really guilty because like your daddy and that made me want to establish a relationship.” (Participant 3, 23-year-old)

“Ok, I would like to expect them to be with me in where I’m studying and to be behind my back with what I’m doing. Like beside me.” (Interview 2: Male 18-year-old)

“ok I want to say I can’t push them away, but they still family. Always wanted to reach out but they couldn’t cause they didn’t know how to reach out to me.” (Interview 2: Male 18-year-old)

All of the participants expressed the need to have a meaningful relationship with their biological family. They want to make contact with their biological family and would like to have them present in their lives. The participants also expressed the need for the biological family to support them in their future endeavours but most importantly to have contact with their biological family. Bond (2010) found that care leavers return to their biological families after ageing out of foster care and in all the participants responses they expressed the need of having a relationship with their biological family. The lack of family reunification is also supported by Bond (2010), who asserts that family engagement often ceases when children are placed in foster care and that there are no adequate efforts towards family reunification. This is also reflected in the participant’s responses below:

“Ja, I would have liked to go and visit them.” (Interview 2: Male 18-year-old)

“Ok family relationships. I never really had a relationship with my father or my mother because my mother is a drug addict and my father use to like be abusive, so from a very young age I’ve been physically abused, not sexually, beating and stuff like that. So it’s even up to this day, it’s like difficult for me to look into his face and say like, you my father, daddy I love you, but like because I know it’s compulsory for me because he is my father and that’s never gonna change. I’m

like, I'm trying to build this relationship with him because like what happened happened and sometimes you just need to forgive people to better yourself, because you'll never move forward if its unsolved.” (Interview 3: Female 23-year-old)

“I think it's normal to have ups and downs in a family, but for now I would just like too, and maybe just spend more time with my family someday than I am spending currently, because in life I'm young, I have other priorities as well. Which cause me to not have enough time for my own family. So someday I would really have more than enough time with my family.” (Interview 4: Female 22-year-old)

The participant's responses reflected that need to have a relationship with their biological family. There is a great need for a sense of belonging in young people who are at a greater risk of facing the harsh realities of their transition with little or no adult support as they will be exiting care (Bosset, 2016). Many youth develop a craving for acceptance from a family member, which is more evident during the period when youth transition to adulthood (Gonzalez, 2015).

5.3.2.2. Need to belong with foster family

Participants also highlighted the need to belong in terms of their foster family.

“Ok I had, with my foster care family, I had a great bond with them and they were like my real parents to me.” (Participant 2, 18-year-old)

“Ek voel in terme van n verhouding veral het, is ondersteuning in enige situasie, it is it belangrik. Jy het daai nodig. JY het daai support system nodig. Iemand wat

jy weet wat daar is vir jou vir die hoogte punte en die laagte punte.” (Interview 5: Male 23-year-old).

“I feel in terms of a relationship to have, is support in every situation it is important. You need that. You need that support system. Someone that you know is there for you for the high and the low points.”(Interview 5: Male 23 –year-old).

Two of the participants’ responses reflected the importance of a healthy relationship with their foster family. They made mention of the bond that they experienced while residing with the foster family and this can also be linked with Erikson’s young adult stage starting at 20 years old, the psychosocial need and the need for intimacy and the need to have significant relations (Boeree, 2006).

5.3.2.3. Acceptance in terms of honesty and building trust

The majority of the participants highlighted their search of acceptance in terms of honesty and building trust and the importance thereof in making a success of their lives.

“My verwagtinge vir my uhm toekoms, arg vir my familie, dit sluit ook eintlik daai twee goeters in, maar ook, een van die belangrikste dinge is ook aanvaarding. Uhm want as daar aanvaarding is dank om daar vertrou, dank om daar eg, eg uit jouself uit. Dan kom daar eerlikheid uit jou uit, dan uhm kom jouself kom uit sonder dat jy dink, sonder dat jy voorgee uhm. Dan sal jy, dan sal jy jou volle potential met hulle ook kan bereik. Dan sal jy hulle ook kan betrek en kan inform wat in jou lewe aangaan of deel maak van die besluit neming e nook deelmaak van jou sukses” (Participant 5, 23-year-old)

“My expectations for my future, arg for my family, it also includes those two things, but also, one of the most important things is acceptance. Uhm because if there is acceptance, then there is trust, then you are being honest and genuine, genuinely being yourself without thinking. Then you will reach your full potential with them. Then you will also be able to engage them and inform what is going on in your life or be part of the decision making as well as being part of your success.” (Participant 5, 23-year-old)

In this response, the participant highlighted the importance of trust and honesty and the relation it has to acceptance and moving forward. It also speaks to the need of open and honest conversations about the past and how that contributes to building an honest and transparent relationship. This according to the participant are very important elements that will assist in reaching the full potential of the relationship.

5.3.3. Theme 3: “HARBOURING A SENSE OF RESENTMENT”

This theme highlights the aspects that created barriers for the majority of the participants to achieve their expectations and aspirations in life. The majority of the participants experienced the following barriers: negative attitude and acceptance of past trauma, and negative attitude towards biological family.

5.3.3.1. Negative attitude and acceptance of past trauma

It was evident that some of the participants still harboured a sense of resentment towards the biological family. This often can create a barrier to them achieving their aspirations and the expectations they have in life.

“Ok with my mom, my father passed on the first of July, so I don’t know how to build a bond with him now, but ok he reached out to me always on a Christmas, so but he didn’t like talk to me most of the time, like tell me exactly what happened? Why he did it, to put us in foster care. Ok, but he also had his reasons why he was the only man there and he couldn’t like look after us, cause we were like six children and the mother wasn’t there. So, he wasn’t capable of giving us what was expected.” (Interview 2: Male 18-year-old)

“but I was like why you doing this now, when I needed you to do it, you didn’t but to a sense I saw his sincerity so, that like I felt like really guilty because like his [sic] your daddy and that made me want to establish a relationship.” (Interview 3: Female 23-year-old)

The participants expressed a sense of resentment towards their biological parents and the circumstances that played a significant role in their placement in foster care. They also expressed the difficulty in acceptance of their biological parents not playing an active or any role in their upbringing while they were placed in foster care. In the participants’ responses, they also expressed the impact of a sincere and honest conversation with biological parents and how that can motivate interaction between them.

5.3.3.2. Negative attitude towards biological family

Some of the transcribed interviews reflect the negative attitude of some of the participants towards their biological family. They expressed feelings of betrayal and guilt towards their biological family as well as the desire to have a relationship with their biological family.

“but I was like why you doing this now, when I needed you to do it you didn’t, but in a sense I saw his sincerity so, that like I felt like really guilty because like he is your daddy and that made me want to establish a relationship.” (Interview 3:Female 23-year-old)

“At the time I wouldn’t think that it would work because he was very aggressive and like he had a lot of anger, no one could say anything to him, If you offered help it would be like an insult to him.” (Interview 3: Female 23-year-old)

One of the participants displayed a deep rooted sense of resentment towards her biological father and to the notion that her father did not want any help when others offered that to him. She also felt that she had a responsibility to make an effort to building a relationship with her father because of their relation even if she still experienced feelings of hurt and betrayal.

5.4 Summary of Chapter

This chapter has presented the findings of the study. The first theme that emerged was “This is my focus”. This theme basically discussed participants’ positive attitude towards the future, being able to make a positive difference in society, positive self-image as well as acceptance of past trauma. The second theme focused on the participants needing a “Sense of belonging”. This theme captured the participants’ need to belong, the need for acceptance from family members as well as the relationship with biological family. The third theme looked at participants “harbouring a sense of resentment” through two subthemes, which were negative attitude and accepting past trauma, as well as negative attitude towards biological family. In the next chapter the findings of the study will be discussed, supported by relevant literature and the application of Erikson’s developmental stages. Finally, the conclusion and recommendations will be made.

CHAPTER 6

Discussion

6.1 Introduction

The study aims to explore the aspirations, expectations and challenges of youths who have aged out of foster care in Bonteheuwel, Western Cape. The objectives addressed in this study are to (i) Explore and describe the aspirations of youth between the ages of 18-24 years that have aged out of foster care in the Bonteheuwel area, (ii) Explore and describe the expectations of youth between the ages of 18-24 years that have aged out of foster care in the Bonteheuwel area, and (iii) Explore and describe the challenges experienced by youth aged out of foster care in the Bonteheuwel area. The five participants who took part in the study were between the ages of 18-24 years, aged out of foster care and residing in the Bonteheuwel area. Participants provided information regarding their aspirations, expectations and challenges during individual interviews and there is a visible thread throughout the finding chapter. Erikson's stages of psychosocial development provided the theoretical framework for the study and the relation to the findings and aspirations, expectations and challenges are discussed according to the objectives of this study.

6.2 Aspirations experienced by youth

The findings revealed that all of the participants have aspirations in terms of a positive self-image and becoming a better version of themselves. They aspire to better their current circumstances and also their own identity in terms of who they are and to deal with all past trauma and to build positive relationships with their biological family. These different aspects would contribute to the participants building and finding their own

identity and self-worth. This is not an uncommon phenomena especially in youths who have been discharged from foster care as this finding is also in line with the task during the adolescent stage which is to achieve identity and to avoid role confusion (Boeree, 2006). The participants expressed the need to fit in, in society by making a positive difference and providing support and care to youth coming from similar backgrounds as themselves. The participants aspire to form their own identity in terms of a positive self-image as well as aspiring to make a positive difference in their society. This finding speaks directly to the participants forming an identity as it refers to a sense of who they are as a person and as a contributor to society (Sokol, 2009). The participants strive for authentic belonging and work towards establishing a familiar relationship that satisfies their need for connection (Van Breda, 2013). The need to contribute in church or to build a safe haven in the community for vulnerable children speaks directly to how they would like to provide support and contribute to society in a positive manner. This also speaks to their need to successfully connect with people for goal attainment which care leavers see as a successful transition out of care and into young adulthood (Van Breda, 2013). Reading the social environment and recognising threats and opportunities to build hopeful and tenacious self-confidence and believing that they can change their environment and construct a better future for themselves emerged as a core aspiration (Van Breda, 2013).

From the findings it was also concluded that all of the participants have a positive attitude towards their future and their careers. The findings demonstrate that all of the participants want to improve and complete their studies. All these youths that have aged out of foster care expressed in the study the need to complete their schooling and tertiary qualifications to better their future and to be able to provide for themselves. Completing tertiary qualifications, holding a steady job, attaining financial self-sufficiency, and

feeling secure are some of the goals that the sample group that have aged out of foster care identify as being successful (Van Breda, 2013). Youth with high self-confidence are more likely to have positive expectations about their future outcomes (Thompson & Zuroff, 2010). The participants linked their confidence and measurement of success to their career paths and completion of higher schooling. Positive beliefs about the future are associated with long term plans for higher education, positive thoughts in relation to work, better social and emotional adjustment at school, and self-perceptions of competency (Sipsma, Lckovics, Lin & Kershaw, 2012).

The participants also expressed the need to build a positive relationship with their biological family as well as with their foster family. This was in line with Erikson's theory that youth begin to look at their future in terms of career, relationship and families during this stage (Erikson, 1968). They were willing to overlook and overcome past trauma to be able to build a relationship with their biological family. This displays a level of maturity and awareness of yourself, your own feelings and struggles in terms of trauma that has been experienced but also reflects their embedded personal values of honesty, building trust and their own beliefs. This is also in agreement with the search for a sense of self and personal identity and this takes place through the intense exploration of personal values, beliefs and goals (Erikson, 1968).

The findings also showed that the youth aspire to make a positive difference in their society. The participants expressed that they would also one day want to adopt and make a positive difference in a child's life that comes from a similar background to them. They also expressed the aspiration to build a shelter for children and to be able to provide them with care and support. The findings speak directly to altruism, the need to make a positive difference in society by the selfless concern for the well-being of others. This finding is

also in agreement with Erikson (1986) who believed that fidelity is being able to commit oneself to others on the basis of accepting others, even when there maybe ideological differences.

6.3 Expectations experienced by youth

An interesting finding in terms of the expectations experienced by youth in foster care is the acceptance of past trauma. This can be linked to Ego-Identity where the participants express the need to know who they are and where they will fit in with the rest of society (Boeree, 2006). This includes the need to know, and make peace with, past trauma that resulted in them being placed in foster care. If this is not mastered, role confusion may lead to the individual experiencing extreme doubt regarding their meaning and the purpose of their existence (Erikson, 1986). The participants mainly expressed the need to make contact with biological family members and have a conversation to ascertain the reason behind their trauma and to make peace by moving forward. They also made mentioned that they would like to know the reasons behind their placement even if it is of a hurtful nature towards them. The aforementioned can be linked with the adolescent stage being marked by the emergence of the ability to construct a coherent life story (Habermas & Bluck, 2000) as well as the nascent development of an adult identity (Erikson, 1986). The aforementioned are of paramount importance to the psychological adjustment following trauma exposure that the participants had experienced in childhood and contributes to the shaping of identity. Even in the young adulthood phase, past trauma may undermine the influence of positivity such as achievement in the areas of education, career and family that is seen as very important during young adulthood and serves as a buffer against emotional distress (Berntsen, Rubin, & Siegler, 2011).

The need of belonging with the biological family as well as with the foster family was also identified as a main finding in this study. During the adolescent stage the participants look at the future in terms of career, relationships, and families and express the need to fit in (Erikson, 1986). Even during the young adulthood stage some of the participants begin to share themselves more intimately with others (Erikson, 1986). They develop a close, committed relationship with other people and if successful in this stage, they will be able to form relationships characterised by commitment and security (Berk, 2009). A degree of intimacy needs to be achieved as a task (Boeree, 2006) and therefore can be seen as one of the reasons why participants have the need to belong to their biological family as well as to the foster family. This is also expressed in the need for family reunification services even while they were placed in foster care before ageing out of foster care. The reasoning behind the aforementioned can also be to avoid isolation and form strong bonds with the biological family as well as with the foster family as a level of maturity is reached (Boeree, 2006). The need to build that meaningful relationship with the biological family can clearly be observed in the findings as the participants set aside personal feelings of abandonment, hurt and shame and still displayed the need to understand the circumstances of their foster care placement, and the need to overcome that feeling to eventually build a meaningful relationship with the biological family. The virtue of love is also achieved and can result in participants being in happy relationships with a sense of commitment, safety and care within the relationship (Erikson, 1986). The finding also highlights the need of acceptance in terms of honesty and building trustworthy relationships that also links with the aforementioned.

6.4 Challenges experienced by youth

From the findings, it was concluded that some of the participants have a negative attitude and difficulty with acceptance of past trauma that they have experienced. Some of the participants have not come to terms with their past experiences. As more than one of the participants shared that they want to have a conversation with their biological parents regarding the circumstances that resulted in their being placed in foster care. If this need is not addressed this may lead to role confusion and the participants not having a clear understanding regarding their own purpose and existence (Boeree, 2006). They expressed the need to filling in the gaps in their life experiences and coming to terms with past trauma and if not addressed this can also result in them not having a coherent understanding of their life story (Habermas & Bluck, 2000). This ultimately can be seen as a challenge and an obstacle in the development of their adult identity (Erikson, 1986). As a result of the negative attitude and the difficulty with acceptance of past trauma, a negative attitude towards the biological family can develop that includes a sense of resentment. This can have a negative impact on young adults when dealing with their basic conflict of intimacy versus isolation. Being isolated from their biological parents and avoiding intimacy can lead to loneliness and sometimes depression (Erikson, 1986). This can contribute to the challenge of excluding and isolating themselves from love, friendship and community by developing a certain hatefulness in compensation for loneliness (Boeree, 2006). The participants expressed their need to having a relationship with their biological parents and coming to terms with their past and if this is not actualised it can lead to the virtue of love not being achieved (Boeree, 2006). This can also have an impact on their future relationships and finding of love.

6.5 Limitations of the study

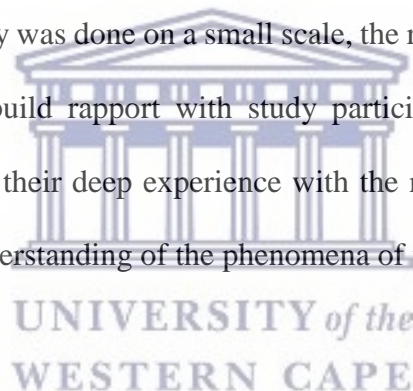
The limitations of the study included the following:

The study only applied a qualitative research design to gather information from the participants on their aspirations and expectations of youth ageing out of foster care and therefore the findings cannot be generalised to a larger population but can serve as a basis for further exploration.

This study focused only on the aspirations and expectations of youths who have aged out of foster care and did not consider the positive outcomes after the youth exit the foster care system.

The study participants were drawn specifically from the Department of Social Development and did not include non-governmental child welfare organisations.

However, even though the study was done on a small scale, the researcher prolonged her engagements in the field to build rapport with study participants. In this way, the participants were free to share their deep experience with the researcher that provided the researcher with a better understanding of the phenomena of the study.



6.6 Conclusion

In conclusion, the aspirations and expectations as well as the challenges experienced by the youth that have aged out of foster care has provided insight into the adversities they face as well as the impact thereof on their development. This chapter also provides the framework and a baseline for recommendations to assist youth that are still in foster care and for Social Workers to provide better assistance to those foster youth who are about to age out of the foster care system.

CHAPTER 7

Recommendations and Conclusion

7.1 Introduction

The aim of the study was to explore and describe the aspirations and expectations of youths between the ages of 18-24 years who have aged out of foster care in the Bonteheuwel area. In the study, the researcher explored and described not only the aspirations and expectations but also provided insight on the challenges foster care youth experience once they have aged out of foster care. Drawing on the findings of the study, the researcher was able to make the following recommendations.

7.2. Recommendations

7.2.1 Child and Family Protection Organisations

It is recommended that organisations rendering foster care supervision services should revisit policies and put more emphasis on biological family involvement and reunification services in foster care. Monthly interactions and visitations with the biological family is recommended. Services rendered to the biological family should also be prioritised to ultimately achieve reunification into a stable environment.

Furthermore, it is recommended that organisations have tangible measurements in place to liaise with other stakeholders in the Bonteheuwel community to provide a holistic approach to address the different individual needs of children in foster care.

Programmes should be put in place with specific aims to assist and provide guidance to foster care youth in terms of their aspirations and expectations in life. Examples of such programmes can also include obtaining of drivers licences, job shadowing and also bursary allocation and funding for further education.

One-on-one mentoring should also be explored to enhance positive role modelling in the lives of foster children. This would provide a central point for guidance, advice and shared experiences and also educate the youth in terms of independent living skills.

7.2.2 Social Work Profession and Child Protection Stakeholders

It is recommended that the Social Work profession as well as Child Protection Stakeholders not only focus on the extension of the foster care placement, but should put more emphasis on the continuous and ongoing individual support to foster families, foster children and the biological families.

The Social Work Profession and Child Protection Stakeholders must put more emphasis on assisting foster care youth to achieve and master their aspirations and expectations in their developmental stage as identified by Erikson.

The Social Work Profession and Child Protection Stakeholders should identify challenges at an early stage and put measures in place to assist foster care children in overcoming the identified challenges through targeted programmes and interventions.

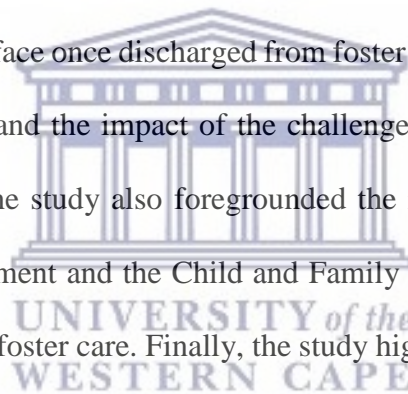
Child Protection Stakeholders should network and work together to establish forums for discussion of topics to further assist and provide support to foster care youths who have been discharged instead of working in silos and only focusing on their own mandate.

7.3 Future research

There is a need to advance research on a greater scale to understand more about the experiences of youths who have aged out of foster care. Furthermore, research can be conducted on personal accounts of youths who have aged out of foster care successfully to explore the positive aspects of foster care. Further research can be conducted to explore the effectiveness as well as implementation of programmes that prepare youth for aging out of foster care.

7.4 Conclusion

This study has provided insight into, and understanding of, the aspirations and expectations of youth discharged from foster care. In addition, the study has highlighted the challenges that these youth face once discharged from foster care. Foster care youths' emotional and physical needs and the impact of the challenges they face were clearly reflected through the study. The study also foregrounded the role and impact that the Department of Social Development and the Child and Family Organisation play in the lives of youth discharged from foster care. Finally, the study highlighted areas that these organisations can focus on to provide greater support to the foster youth.



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APPENDIX A: PERMISSION LETTER



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2970, Fax: 021959 2845

E-mail: Joelinejanse@gmail.com

Department of Social Work

To: Deputy Director E

Research Department of Social Development

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY.

As part of the Master's program in Child and Family Studies at the University of the Western Cape (UWC), I am doing a research study on foster youth. I wish to obtain permission to conduct the research with foster youth that have aged out of foster care in Bonteheuwel area.

The aim of the study is to explore and describe the aspirations, expectations and challenges of youth between the ages of 18-24 years in Bonteheuwel area. It is envisaged that the findings of this study could contribute toward influencing practice and programs in foster care and to help put in place meaningful strategies and interventions to help youth in foster care achieve their aspirations.

In order to gain sufficient data for the research I aim to conduct semi-structured interviews of 45 minutes with each participant. Please find my research proposal attached for a more detailed account of my research topic and of the research process. I would be pleased if permission could be granted for me to conduct this research with foster youth that have aged out of foster care.

If you require any further information regarding this request you are welcome to contact my research supervisor:

NAME: Dr. Jo-Celene de Jongh

DEPARTMENT: Occupational Therapy

CONTACT: 021-959 2544

EMAIL: jdejong@uwc.ac.za

Kind regards,

Joeline Janse-Pieterse



APPENDIX B: INFORMATION SHEET



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2970, Fax: 021959 2845

E-mail: Joelinejanse@gmail.com

Project Title: Aspirations, Expectations and Challenges of youth that have aged out of foster care in Bonteheuwel, Western Cape.

What is this study about?

This research is conducted by Joeline Janse-Pieterse, a Master's student in Child and Family Studies at the University of Western Cape. The purpose of this study is to explore and describe the aspirations, expectations and challenges of youth that have aged out of foster care between the ages of 18-24 years. Therefore, I am inviting you to participate in this research project because you have been identified as a suitable candidate to tell me more about yourself once they have aged out of foster care in Bonteheuwel area.

What will I be asked to do if I agree to participate?

You will be asked to participate in one semi structured interview with the researcher and you will be required to answer some questions the researcher will present to you. These interviews will last for about 45 minutes each and will take place in Bonteheuwel at a venue and time that is convenient to you.

Would my participation in this study be kept confidential?

The researcher undertakes to protect your identity and the nature of your contribution. To ensure confidentiality all recordings will be addressed by a pseudo name in protecting your identity. Permission would be asked from you to audio tape the interview, and the recorded interview file will be stored under password protected files where only the researcher will have the password, so that no unauthorised persons will be able to access these files. The tapes would be used only for transcribing purposes; after the study has been completed they will be destroyed. In case an interpreter is required for you to fully express yourself, he/she will be bound to confidentiality. Note that information will only be disclosed if there are suspicions of potential harm to you, and in such case, information will be disclosed in accordance with legal requirements or professional standards to the appropriate individuals or authorities.

What are the risks of this research?

There may be some risk of participating in this research project such as emotional risks which may come up as a result of recalling or reflecting on a hurtful event during the interviews. In such cases debriefing sessions will be offered by a colleague at the Multipurpose Centre in Bonteheuwel after the interview.

What are the benefits of this research?

This research is not designed to benefit you personally, but the results obtained may inform the researcher of the aspirations, expectations and challenges of youth that have aged out of foster care. I hope that, in the future, other people might benefit from this study through improved understanding of the aspirations, expectations and challenges of youth that have aged out of foster care between the ages of 18-24 years in the Bonteheuwel area.

Do I have to be in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you

decide not to participate in this study or if you stop participating at any time, you will not be penalised.

What if I have questions?

This research is being conducted by Joeline Janse-Pieterse as the principal researcher from the University of the Western Cape. If you have any questions about the research study itself, please contact my supervisor, Dr. J. De Jongh at jdejongh@uwc.ac.za.

Supervisor: Dr. J. De Jongh

Department of Occupational Therapy

University of the Western Cape

Private Bag X17

Bellville 7535

Ph: 021 9592544

jdejongh@uwc.ac.za



Dean: Prof. J. Franz

Faculty of Community and Health Sciences

University of the Western Cape

Private Bag X17

Bellville 7535

Ph: 021 959 2277

jfrantz@uwc.ac.za

This research has been approved by the University of the Western Cape's Senate's Higher Degrees Committee.

BYLAAG B: INLIGTINGSBLAD



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2970, Fax: 021959 2845

E-mail: Joelinejanse@gmail.com

Titel van die Projek: Aspirasies, Verwagtinge en Uitdagings van Jeug Ontslaan uit Pleegsorg in Bonteheuwel, Wes-Kaap.

Wat behels die studie?

Hierdie navorsing word uitgevoer deur Joeline Janse-Pieterse, 'n Meestersgraad student in Kinder- en Gesinsorg Studies aan die Universiteit van Wes-Kaapland. Die doel van hierdie studie is om die aspirasies, verwagtinge en uitdagings van die jeug wat ontslaan was uit pleegsorg tussen die ouderdomme van 18-24 jaar te verken en te beskryf. Daarom, nooi ek jou om deel te neem in hierdie navorsingsprojek omdat jy geïdentifiseer is as 'n geskikte kandidaat wat vir my meer kan vertel oor jouself sedert jy uit pleegsorg ontslaan was.

Wat sal van my verwag word om te doen as ek instem om deel te neem?

Jy sal gevra word om in een semi gestruktureerde onderhoud met die navorser deel te neem en van jou sal ook verwag word om sekere vrae te beantwoord wat die navorser sal vra. Hierdie onderhoude sal vir ongeveer 45 minute elk duur en sal in Bonteheuwel op 'n plek en tyd wat vir jou gerieflik is plaasvind.

Sal my deelname aan hierdie studie vertroulik gehou word?

Die navorser onderneem om jou identiteit en die aard van jou bydrae te beskerm om vertroulikheid te verseker sal alle opnames 'n pseudo naam ontvang om sodoende jou identiteit te beskerm. Toestemming sal van jou gevra word om die onderhoud op band te neem en die bandopname van die onderhoudslêer sal deur 'n wagwoord gestoor word waar slegs die navorser toegang tot dit sal hê. Geen ongemagtigde persone sal in staat wees om toegang tot hierdie lêers te verkry nie. Die onderhoudsbande sal slegs gebruik word vir die doel van transkribering; nadat die studie afgehandel is sal die bandopnames vernietig word. In die geval waar 'n tolk benodig word, sal hy / sy hulself verbind tot vertroulikheid. Let daarop dat inligting slegs bekend gemaak sal word ten tye waar moontlike potensiële skade vermoed word, en in so 'n geval, sal inligting openbaar gemaak word in ooreenstemming met wetlike vereistes of professionele standaarde aan die toepaslike individue of owerhede.

Wat is die risikos van hierdie navorsing?

Daar kan moontlike risikos wees as gevolg van jou deelname aan hierdie navorsingsprojek soos byvoorbeeld emosionele risikos wat kan plaasvind as gevolg van sensitiewe kwessies wat herroep word tydens die onderhoude. In sulke gevalle sal ontladingsessies aangebied word deur 'n kollega by die Veeldoelige Sentrum in Bonteheuwel na die onderhoud.

Wat is die voordele van hierdie navorsing?

Hierdie navorsing is nie ontwerp dat jy persoonlik daarby sal baatvind nie, maar die resultate van die studie kan die navorser inlig oor die aspirasies, verwagtinge en uitdagings van die jeug wat uit pleegsorg ontslaan was. Ek hoop dat in die toekoms, ander mense voordeel uit hierdie studie kan trek deurdat hul beter begrip sal hê van die

aspirasies, verwagtinge en uitdagings van die jeug tussen die ouderdomme van 18-24 jaar wat uit pleegsorg in die Bonteheuwel area onstaan was.

Moet ek deelneem aan hierdie navorsing en kan ek my deelname ten enige tyd stop?

Jou deelname aan hierdie navorsing is heeltemal vrywillig. Jy kan kies om nie deel te neem nie. As jy besluit om deel te neem in hierdie navorsing, kan jy jou deelname ten enige tyd stop. As jy besluit om nie meer deel te neem aan hierdie studie nie, of indien jy jou deelname op enige tyd stop, sal jy nie gepeenaliseer word nie.

Wat gebeur as ek vrae het?

Hierdie navorsing word uitgevoer deur Joeline Janse-Pieterse as die hoofnavorsers van die Universiteit van Wes-Kaapland. Indien u enige vrae oor die navorsingstudie het kontak asseblief my toesighouer, Dr. J. De Jongh by jdejongh@uwc.ac.za.

Toesighouer: Dr. J. De Jongh

Departement Arbeidsterapie

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jdejongh@uwc.ac.za.



Dekaan: Prof. J. Frantz

Fakulteit van Gemeenskaps en Gesondheidswetenskappe

Universiteit van Wes-Kaapland

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Tel: 021 959 2277

jfrantz@uwc.ac.za

Hierdie navorsing is deur die Universiteit van Wes-Kaapland se Hoërgraad Senaatskomitee goedgekeur.



APPENDIX C: CONSENT FORM



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2970, Fax: 021959 2845

E-mail: Joelinejanse@gmail.com

Title of Research Project: Aspirations, Expectations and Challenges of youth that have aged out from foster care in Bonteheuwel, Western Cape

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve and I agree to participate of my own choice and free will. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

Participant's name.....

Participant's signature.....

Date.....

BYLAAG C: Toestemmingsbrief



UNIVERSITY OF THE WESTERN CAPE

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Tel: +27 21-959 2970, Fax: 021959 2845

E-mail: Joelinejanse@gmail.com TOESTEMMINGSVORM

Titel van navorsingsprojek: Verwagtinge, aspirasies en uitdagings van jeug ontslaan uit pleegsorg in Bonteheuwel, Western Cape.

Die studie is aan my beskryf in 'n taal wat ek verstaan. My vrae oor die studie is beantwoord. Ek verstaan wat my deelname gaan behels en stem in om deel te neem deur my eie keuse en vrye wil. Ek verstaan dat my identiteit aan geeneen bekend gemaak sal word nie. Ek verstaan dat ek enige tyd kan onttrek van die studie sonder om 'n rede te voorsien en sonder vrees vir negatiewe gevolge of verlies van voordele.

Naam van deelnemer

Handtekening van deelnemer

Datum

APPENDIX D: INTERVIEW GUIDE:

BIOGRAPHICAL DATA OF YOUTH

Age:

Gender:

Language:

Ethnicity:

- What is your understanding of aspirations and expectations?

- In your opinion what are your aspirations in life?

- Tell me about your expectations in life with regards to your future plans?
 - Relationship
 - Family
 - Education
 - Work

- From your experiences what are the challenges that you have experienced in life?
 - Relationship
 - Family
 - Education
 - Work



BYLAE D: ONDERHOUDSGIDS:

BIOGRAFIESE DATA VAN JEUG

Ouderdom:

Geslag:

Taal:

Ras:

- Wat verstaan jy is aspirasies en verwagtinge?

- Volgens jou mening, wat is jou aspirasies in die lewe?

- Vertel my van jou verwagtinge in die lewe met betrekking tot jou toekomsplanne?
 - Verhouding
 - Familie
 - Opleiding
 - Werk

- Na aanleiding van jou ervarings, wat is die uitdagings wat jy in die lewe ervaar het?
 - Verhouding
 - Familie
 - Opleiding
 - Werk

