

**BARRIERS IN IMPLEMENTING FOSTER CARE SERVICES WITHIN A
DEVELOPMENTAL APPROACH IN NKANGALA DISTRICT, MPUMALANGA**

BY

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**A mini- dissertation submitted in partial fulfilment of the requirements for the
degree**

MSW (SOCIAL DEVELOPMENT AND POLICY)

in the

DEPARTMENT OF SOCIAL WORK AND CRIMINOLOGY

at the

UNIVERSITY OF PRETORIA

FACULTY OF HUMANITIES

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2014

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude and give recognition to the following people for their unconditional support and assistance for the duration of this study:

- First and foremost, thanks to God through Jesus Christ for His guidance, protection, faithfulness and grace throughout the course of this study - “You continue to amaze me.”
- My supervisor, Poppy Mashego for her continuous support, mentorship, professional guidance and encouragement throughout the research study- “I will always be grateful Poppy.”
- My mother, Clara Violet Dube Ngwabi, who is my best friend, prayer warrior, counsellor, war veteran, educator and philanthropist for continuously grooming me - “I proudly stand your product.”
- My son, Lwandoluhle Mguni, “my greatest gift”, for journeying this research project with me and allowing me your precious time to push and complete this research.
- My siblings, Nonhlanhla Ngwabi Chidowore and Bhekumzana Charles Ngwabi for your love, support and also applauding the loudest through all my achievements.
- My aunt Sethekele Dube Mpabanga for being a great mentor.
- I am also indebted to all Nkangala District Child Protection Organisations for generously sharing their experiences in the delivery of foster care services.
- Thanks to Zwelakhe Makuhleni and Johan Bosch who went an extra mile to give me their perspectives and offer support in various stages of my research study.
- I am grateful to my friends – Nomthandazo , Samukelio and Sindiso - for their spiritual and emotional support.
- Finally, am grateful to my late father, Charles Sambulo Ngwabi, for encouraging me regarding the role and importance of education throughout my life.

ABSTRACT

Barriers in implementing foster care services within a developmental approach in Nkangala District, Mpumalanga

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South Africa shifted from the residual approach to adopt a developmental approach to social service delivery through adopting the White Paper for Social Welfare (RSA, Ministry for Social Welfare and Population Development, 1997). This mandated the shift from social welfare services to developmental welfare services. Included in these services is the foster care service; this is a child protection service which addresses section 28 (1b) of the South African constitutional endorsement, which states that “children have the right to family, parental or alternative care” (Constitution of the Republic of South Africa, 1996). In April 2010, the Children’s Act 38 of 2005 was initiated and implemented as legislative policy on the matter, with guidelines concerning the delivery of foster care services within the developmental approach.

The goal of the study was to identify and describe barriers in the implementation of the foster care services within a developmental approach in Nkangala District, Mpumalanga. The research followed a qualitative approach whereby data was collected through focus group discussions. The participants were 13 social workers from seven child protection organisations in Nkangala District, Mpumalanga.

From the key findings it was gathered that the majority of foster care social workers have no conceptual or contextual understanding of the delivery of foster care services within the developmental approach.

The researcher recommends the formation of training manuals for Nkangala District foster care social workers, which clearly define developmental foster care services and

the role of social workers. The researcher also recommends that social workers in Nkangala District take up the responsibility of being up to date with new developments that arise in social service delivery. The researcher further recommends that the Department of Social Development should consider reviewing the amount of money allocated to Non-profit Organisations for developmental statutory services, so as to ensure effective service delivery.

KEY WORDS

Foster care services

Foster care services within a developmental approach

Social development approach

Developmental Social Welfare

Developmental statutory services

Developmental social work

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CHAPTER ONE

GENERAL INTRODUCTION AND ORIENTATION OF THE STUDY

1.1 Introduction

Three years after South Africa's liberation from the apartheid government in 1994; the developmental approach to social service delivery was adopted. The approach emphasised the equality of all people, social justice, access to services, resources and opportunities, human rights and above all, a drive towards poverty alleviation (Osei-Hwedie, 2007:106-116). The White Paper for Social Welfare (RSA, Ministry for Social Welfare and Population Development, 1997) was adopted with an aim to shift all social service delivery from a welfare approach to the developmental approach. This policy included guidelines, recommendations, principles, policies and programmes for the implementation of developmental social welfare in South Africa, through an integrated system of social services, facilities and programmes to promote social development (White Paper for Social Welfare RSA, Ministry for Social Welfare and Population Development, 1997).

The adoption of the developmental approach included a shift in all social services including child welfare services. Thus, it shifted the delivery of foster care services from delivery within a residual approach, to delivery within a developmental approach. Foster care services are statutory social services identified as a child protection social welfare service to address the social problem of orphans and vulnerable children (Patel, 2005:167). The services are mandated by the Children's Act 38 of 2005 which is the first child protection guideline to developmental child protection services in South Africa. The implementation of the Act is seen as a hope to developmental welfare services in the children's sector (Lombard, 2008:162).

According to the Guidelines for the Effective Management of Foster Care in South Africa (2010:14), developmental foster care services entail integrated services at social intervention levels that include prevention, early intervention, statutory intervention and re-integration. These levels are delivered through applying developmental principles

which consist of accountability, efficiency, effectiveness, partnership, social integration, sustainability, participation, self-reliance, empowerment, universal access, equity, transparency and accessibility (White Paper for Social Welfare RSA, Ministry for Social Welfare and Population Development, 1997). The principles are applied with the purpose of upholding child participation, maximising human potential and fostering self-reliance (Guidelines for the Effective Management of Foster Care in South Africa, 2010:14).

In the years that followed the initiation and implementation of the White Paper for Social Welfare (RSA, Ministry for Social Welfare and Population Development, 1997), there were several debates, and studies conducted, which explored how social service delivery still lacked guidelines on how service deliverers should deliver social services within a developmental approach. Kleijn (2004) embarked on research on a *developmental approach to statutory work*; the mini-dissertation indicated that although the White Paper for Social Welfare mandated that all social services be implemented within a developmental approach, there was still a lack of guidelines on how statutory services in particular would be delivered within a developmental approach. Eight years after this research was conducted, there has been improvement to the development approach guidelines which now include clearly initiated policies, legislations and programmes that guide statutory service delivery within the development approach. These entail those relevant to foster care services delivery: the Integrated Service Delivery Model (Department of Social Development, 2006), the Policy on Financial awards to Service Providers (Department of Social Development, 2005) and the Children's Act 38 of 2005 (Lombard, 2008:157).

Kleijn's research was conducted prior to the initiation and implementation of these policies to improve social service delivery within a developmental approach. This research, therefore, focused on investigating barriers in implementing foster care services after the initiation and implementation of developmental approach policies and programmes.

This research will focus on identifying barriers that hamper the delivery of foster care services within the developmental approach during and after the foster care placement through measuring foster care services against the principles of the developmental approach. These principles include accountability, efficiency, effectiveness, partnership, social integration, sustainability, participation, self-reliance, empowerment, universal access, equity, transparency and accessibility (White Paper for Social Welfare RSA, Ministry for Social Welfare and Population Development, 1997).

1.2 Rationale and problem statement

South Africa's adoption of the social development approach led to a change of social service delivery from a residual approach to a developmental approach. This transformed social services to developmental welfare services, including the foster care services; which are delivered by registered social workers in designated child protection organisations (Children's Act 38 of 2005). These social workers are anticipated to be competent in developmental skills that include developmental group work, community development, advocacy skills, programme design and evaluation skills (McKendrick, 2001:108). Although they are anticipated to be empowered with these skills, social workers appear to face challenges in the delivery of the foster service within a developmental approach.

Since the period during which the White Paper for Social Welfare (RSA, Ministry for Social Welfare and Population Development, 1997) mandated that all social services be delivered within the developmental approach, no policy was amended or enacted for child protection services to be delivered within the approach until 2010 when the Children's Act 38 of 2005 was implemented. Prior research study was conducted, therefore, in a platform where no legislative policy existed to mandate developmental child protection services.

The rationale of the study was that no research in the social work discipline has specifically focused on exploring barriers in the implementation of the foster care services within a developmental approach in Nkangala District, Mpumalanga.

In addition, the researcher had attended statutory meetings for Nkangala District, Mpumalanga during which various foster care services barriers had been identified by social workers. These included: lack of resources, too much administrative work, lack of community projects after foster placement and high case loads. However, no scientific data has proven the authenticity of these identified barriers. Thus, the research was to investigate the factors that hamper foster care services delivery within a developmental approach.

1.3 Goal and objectives

1.3.1 Goal of study

The goal of this study was to identify and describe barriers in the implementation of the foster care services within a developmental approach, in Nkangala District, Mpumalanga.

1.3.2 Objectives

The objectives of this research study were as follows:

- To conceptualize and contextualize foster care service delivery within a developmental approach.
- To investigate the barriers in implementing the foster care service within a developmental approach.
- To explore the causes of these barriers.
- To identify possible solutions and recommendations that will improve the provision of developmental foster care services.

1.4 Research question for the study

The research question in this study was: *What are the barriers in implementing foster care services within a developmental approach in Nkangala District, Mpumalanga?*

1.5 Research approach

The researcher utilised the qualitative approach, because it explores and describes a phenomenon with an aim to understand it (Fouché & Schurink, 2011:308). The purpose

of the selected approach was to acquire descriptive data in order to understand the barriers which social workers meet in implementing foster care services within a developmental approach and how these barriers occur (Babbie, 2011:97).

1.6 Type of research

The type of research relevant to this study was applied research because it places value in addressing problems with an aim to utilise the outcomes of the study in order to improve service delivery and to positively impact the society (Monette, Sullivan & DeJong, 2010:4). Thus, the research study investigated barriers in implementing foster care services within a developmental approach, in which the outcomes and recommendations will be used to improve foster care services delivery (Babbie, 2011:26).

1.7 Research design and methodology

1.7.1 Research design

Within the qualitative framework, the *collective case study* research design was identified as the most appropriate. It includes various cases with the intention of comparing the outcomes of all the cases (Fouché & Schurink, 2011:322). The researcher therefore utilised various perspectives from social workers employed in different Nkangala District child protection organisations so as to gain an understanding of the barriers encountered in implementing the foster care services within a developmental approach.

1.7.2 Study population, sample and sampling method

For the purpose of this study, the research population consisted of all social workers in welfare organisations that deliver foster care services in the Nkangala District, Mpumalanga Province.

Purposive sampling was used because the researcher specifically wanted to select foster care social workers because they deliver this service (Padgett, 2008:53; Strydom, 2011:232). The sampling method was utilised to select 14 participants from child protection organisations in Nkangala District, Mpumalanga. The organisations included:

Department of Social Development Witbank, Department of Social Development Middelburg, Middelburg Child Welfare, Witbank Child Welfare, Christelike Maatskaplike Raad (CMR) Middelburg, Christelike Maatskaplike Raad (CMR) Witbank and Suid-Afrikaanse Vrouefederasie (SAVF).

1.7.3 Data Collection

Focus groups were used to attain the collective perspectives of the sample population. Focus groups include group interviewing which encourages an environment of sharing information, amongst the participants (Babbie, 2011:234). Two focus groups were conducted in Middelburg and Witbank based on accessibility of the participants. The researcher was able to develop ideas and raise issues during discussions; this was convenient in attaining the group's perceptions regarding the barriers to foster care services delivery. A focus group guide was used in the discussions (see Appendix G). These questions were formulated from the objectives of the study and a review of pertinent literature. The sessions were tape recorded and notes were also taken, this information was transcribed and followed by data analysis.

1.7.4 Data analysis

The researcher conducted data analysis through following the qualitative data analysis guidelines as presented by Schurink, Fouché and De Vos (2011:403) and Cresswell (2007:156). This process required that the researcher repeatedly read the interview transcripts with the aim of familiarising herself with the collected data. A coding system was used to analyse the information through identifying differences and similarities; this is the means by which the collected data was categorised into themes, described and interpreted.

1.7.5 Pilot Study

The pilot study preceded the main study. It included two respondents who were not part of the main study. This assisted the researcher in testing the reliability of both the tape recorder and the focus group guide.

The feasibility of the study was ensured through:

- Obtaining written permission from all participating organisations which included: Department of Social Development Witbank, Department of Social Development Middelburg, Middelburg Child Welfare, Witbank Child Welfare, Christelike Maatskaplike Raad (CMR) Middelburg, Christelike Maatskaplike Raad (CMR) Witbank and Suid-Afrikaanse Vrouefederasie (SAVF) (see Appendix B, C, D, E and F).
- Obtaining permission from the participants, relevant supervisors and managers so that the research could be conducted during working hours.

Ethical issues will be discussed in further detail in Chapter Three of this study.

1.8 Definition of key concepts

The key concepts in the study are:

1.8.1 Foster care services

The foster care services are a social welfare policy programme aimed at creating opportunities for children to live in safe and protective environments and to ensure that these children are surrounded by nurturing relationships (National Guidelines for Statutory Services to Child Headed Households, 2010:37). They are a statutory intervention whereby a child is removed from their normal place of residence to alternative care, by means of a court order (Integrated Service Delivery Model, 2006). For the purpose of this research, the foster care services will be explored within a developmental approach as mandated by the Children's Act 38 of 2005.

1.8.2 Social development approach

The social development approach seeks to connect economic development to social goals through incorporating economic and social objectives (Integrated Service Delivery Model, 2006:21; Patel, 2005:29). This approach harmonises social policy with economic policy through identifying social programmes that make a positive contribution to

economic growth (Midgley, 2001:2). Furthermore, rather than assisting those in need through social assistance, social development focuses on investing in social, human and economic capital through using community structures and resources to eradicate poverty (Lombard, 2005:211; Midgley, 1995:23).

Social development therefore recognises that economic growth as an entity cannot alleviate poverty. This means that the harmonising of economic and social development can build social programmes that contribute directly to economic growth and the eradication of poverty.

In this study, the researcher recognises South Africa's adoption of this approach in the delivery of foster care services.

1.8.3 Developmental social welfare

The White Paper for Social Welfare (RSA, Ministry for Social Welfare and Population Development, 1997) defines *developmental social welfare* as a comprehensive system that entails social services, programmes and social security to promote social development as an approach to social welfare. Its aim is to link human and social development programmes to economic development, so as to ensure the wellbeing of the people. The concept focuses on the causes and effects of social vulnerability and marginalisation, as well as the delivery of "integrated services to communities, families and individuals affected by social problems" (Integrated Service Delivery Model, 2006).

For the purpose of this study, the foster care services are explored as a developmental social welfare service which enhances the integration of all relevant stakeholders and service users in the delivery of the service.

1.8.4 Developmental statutory services

Through the adoption of the developmental approach to social welfare services, South Africa adopted a developmental approach to statutory services. According to Lombard and Kleijn (2006:217) developmental statutory services are defined as follows:

They are protection services aimed at providing in an integrated manner, all the core social welfare services needed by the child, the family and community to improve their social functioning in relation to the demands created in their interaction within their environment.

Therefore, statutory services focus on delivering social services through integrating all essential services together with an intention of improving the lives of children and families. Statutory services include various protection programmes that entail foster care services, adoption and children's court inquiry. In this study, the foster care services are considered a developmental statutory service which entails the integration of various social services with the aim of empowering service users and ensuring sustainable development.

1.8.5 Developmental social work

Developmental social work is social work delivered through adhering to the social development concept (Gray, 2006:S54). It involves the application of knowledge, skills and values so as to enhance the well-being of society through focus on the person and the environment and by making use of available resources (Patel, 2005:206).

For the purpose of this study, based on South Africa's adoption of the developmental approach to social service delivery, all social workers including foster care social workers are therefore considered to practice developmental social work.

1.9 Limitations of the study

The limitations of the study included the following:

- There is limited literature on South African foster care services delivery within a developmental approach.
- Not all the participants who were selected for the study attended the focus group discussions. The researcher had selected two participants from seven organisations but one of these participants could not attend. Thus, the researcher interviewed thirteen instead of fourteen participants.

- The sample size was small; therefore findings cannot be generalised to entire population.

1.10 Contents of research report

This research report will consist of the following chapters:

Chapter one: presents a brief background, the rationale and problem statement, goal and objectives, overview of research methodology, key concepts used in the study and the limitations of the study.

Chapter two: focuses on the conceptualisation and contextualisation of the foster care services within a developmental approach.

Chapter three: reports on the research methodology, ethical aspects, findings, analysis and interpretation.

Chapter four: provides key findings, conclusions and the recommendations.

CHAPTER 2

FOSTER CARE SERVICE DELIVERY WITHIN A DEVELOPMENTAL APPROACH

2.1 Introduction

The purpose of this chapter is to provide the theoretical background to foster care service delivery in the international context and within the developmental approach in South Africa.

South Africa's liberation from apartheid in 1994 brought democracy and change, which initiated a quest to improve all social services. This change was implemented with the intention of wiping away the social injustices of apartheid, which had been characterized by segregation of types of services which were delivered unequally to the country's different racial populations (Patel, 2005:98). It was South Africa's involvement in the World Summit for Social Development in 1995 that led to the adoption of the developmental approach to social service delivery. Included in these social services are the foster care services which are identified as a child protection social welfare service (Patel, 2005:167). Following the adoption of a new approach was the amendment of social service legislation and policies to suit this approach.

The adoption included a shift in all social service delivery, including the foster care service which shifted from delivery within a residual approach mandated by the Child Care Act 74 of 1983 to delivery within a developmental approach which is currently mandated by the Children's Act 38 of 2005, and was enacted in April 2010. It is the researcher's opinion that the shift of service delivery to a developmental approach came with unintended consequences that affected both service providers and service users in all social services, including the foster care services. Thus, these unintended consequences act as barriers in the delivery of foster care services. To provide structure to the discussion, the following will be discussed: the conceptualisation of relevant concepts; theoretical framework; the history of social welfare services in South Africa; the developmental approach to social welfare services in South Africa; developmental social work; legislative frameworks governing foster care services; an

overview of the foster care services in South Africa and challenges in foster care services delivery.

2.2 Conceptualisation of relevant concepts

In order to understand foster care services delivery within a developmental approach, it is important to define and discuss the concepts: foster care services within a developmental approach and developmental social welfare.

2.2.1 Foster care services within a developmental approach

Foster care is a child protection service which safe guards the well-being of children who cannot remain with their families due to neglect, abandonment, abuse, their family being unable to look after them and/or the death of their parents; in such situations, the children are placed in alternative care through a statutory process (Children's Act 38 of 2005, section 180(1); Patel, 2005:167; Integrated Service Delivery Model, 2006). Foster care services within a developmental approach entail the above and also include identifying the strengths and developmental needs of children through conducting individual development assessments of the children and integrating services, through liaising with other stakeholders throughout all levels of the foster care service process (Guidelines for the Effective Management of Foster Care in South Africa, 2010:14). The service not only focuses on the micro level of placing the children in alternative care through statutory intervention but also focuses on a macro level of intervention through implementing socio-economic and HIV/AIDS programmes and projects after the children are placed in alternative care (Lombard & Kleijn, 2006:217).

Based on the above definitions, foster care services within a developmental approach are a child protection programme that places orphans and vulnerable children in alternative care. In addition, it is about the integration of services at all levels of the foster care process, with particular focus on the socio economic development of the placed children.

2.2.2 Developmental social welfare

Developmental social welfare is South Africa's welfare system moulded by the social development theory which mandates that all social services be delivered within a developmental approach (Gray, 2006:S53). According to the White Paper for Social Welfare (RSA, Ministry for Social Welfare and Population Development, 1997) developmental social welfare is a broad system that incorporates social services, programmes and social security to promote social development.

From the above definitions, it can be established that developmental social welfare is South Africa's approach to service delivery. It mandates the integration of social and economic programmes in the delivery of all social services including foster care services.

2.3 Theoretical Framework

The research study is based on the developmental approach to social welfare. This approach is grounded on maximising human potential and fostering self-reliance and participation in decision making with the aim of improving the material, cultural, political and social aspects of lives through the integration of economic and social objectives (Midgley, 1999:4; Patel, 2005:99).

The developmental approach to social welfare focuses on bringing change through integrating measures that entail; social policy, social welfare, social security, social services, social work, community development and institution building (Integrated Service Delivery Model, 2006). The relevance of this approach to foster care services delivery is that all social services in South Africa are mandated by the White Paper for Social Welfare (1997) to align social service delivery within a developmental approach. Foster care is therefore a social service mandated to be delivered within the development approach, thus the investigation of foster care services delivery barriers will be conducted within the parameters of the developmental approach to social welfare.

Vital in the delivery of the developmental approach are three main social work approaches which are influential in social service delivery. The *ecosystems approach* recognises the interplay between a person and their environment, in which in order to understand a person, it is vital for a social worker to understand the person's families, neighbourhood, political, economic and cultural environment (Mattaini & Meyer, 2010). The *strengths based approach* recognises that every individual, family, group and community has strengths; in which focusing on these strengths can help individuals overcome their difficulties (Rengasamay, 2010:16). Lastly the *cultural competence approach* takes into account the beliefs, values, activities and customs of distinctive population groups with an aim to deliver social services whilst understanding and approving all cultural distinctions (Rengasamay, 2010:16).

In order to understand South Africa's adoption of the developmental approach it is vital to discuss the country's history of social welfare services; this is the focus of the following section of this study.

2.4 The history of social welfare services in South Africa

According to Patel (2005:66), the present social services in South Africa cannot be discussed without referring to the country's historical background. Before 1994, the South African social welfare system used both the residual and institutional approaches to welfare service delivery, both of which were anchored on "colonialism, discrimination and apartheid" (Lombard & Kleijn, 2006:229).

The *residual approach* identifies the family and private market as the intervention for meeting needs, with the State providing minimal intervention (Patel, 2005:24). This approach is based on a conservative philosophy which recognises that it is an individual's responsibility to meet their own needs (Patel, 2005:22). The *institutional approach*, however, identifies social welfare as the role of the State (Midgley, 2000:365). Thus, the *residual approach* is based on limited State intervention with the most responsibility being on the individual whilst the *institutional approach* is based on the assumption that the State should provide long term intervention at a large scale

(Midgley, 1999:2; Lombard, 1996:164). According to the researcher, both these approaches lacked the aspect of sustainability because they did not empower service users to participate in their own poverty eradication.

Beukes and Gannon (1996) state that the foster care services in South Africa trace back to 1856 when the first alternative care Act 'Meesters en Diensboden Wet' (Masters and Servant Act) was implemented. This Act was repealed by the 'Wet ter Bescherming van Kinderen' (The Children's Protection Act) in 1913 which was then followed by the Children's of Act 1937, the Children's Act of 1960 and the Child Care Act 74 of 1983, in which all the above listed laws were delivered within a residual and institutional approach (Beukes & Gannon, 1996). This continued until the initiation and implementation of the most current legislation, the Children's Act 38 of 2005 which is delivered within a developmental approach.

The countries shift to a developmental approach materialised in 1995 when the South African government together with 70 countries participated in the World Summit for Social Development. South Africa signed a declaration to confirm its commitment to adopting the social development approach to social welfare (International Council on Social Welfare, 2000). This newly adopted approach shifted from the previously used residual and institutional approaches which were both treatment approaches to adopting a developmental approach which was inclusive of the participation of the poor in socio-economic development (Lombard, 2003:224). Contrary to the previous approaches, the social development approach combines both the institutional and residual approaches through focusing on integrating both approaches and including the participation of the government, private sector, civil society and partnerships between individuals, groups and communities as interventions to social service delivery (Patel, 2005:30).

This shift was in line with the movement from an apartheid government to a democratic one which ensured the empowerment of individuals, families and communities to be self-reliant and to deal with their social conditions (Proudlock, Dutschke, Jamieson, Monson & Smith, 2008:17). Based on the approaches discussed above, the social

development approach shifted South Africa's social service delivery from a treatment approach to a developmental approach which combines both the institutional and residual approaches. Also, this approach ensures that service users are empowered to participate in the sustainable socio-economic development of the country.

The developmental approach to social welfare services recognises the need for an integrated and strength based approach to service delivery. Its primary condition is that whichever method or approach is used; the outcome must be to promote social and economic justice (Policy on Financial Awards to service providers, 2005).

According to Patel (2005:105-109); Patel and Hochfeld (2008:195); White Paper for Social Welfare (RSA, Ministry for Social Welfare and Population Development, 1997), the developmental approach to social welfare has five themes, namely:

- *Rights based approach* which aims to achieve social justice and equal access to resources.
- *Economic and social development* which focuses on harmonising economic and social policies.
- *Democracy and participation* which aims at participation and a right for all to be heard and participate in decision making through the delivery of integrated services to individuals, families and communities.
- *Macro and Micro divide* which bridges the gap between departments in service delivery through balancing rehabilitation, prevention, promotion, social and economic development.
- *Social development partnership* which includes government, voluntary, informal and commercial sectors in which the state plays a leading role in development.

These themes are important because all developmental welfare programmes and policies are based on them (White Paper for Social Welfare RSA, Ministry for Social Welfare and Population Development, 1997). Thus, these themes were also used to

initiate the foster care services within a developmental approach. The most important role players in the delivery of the foster care services within a developmental approach are developmental social workers. Their roles will be discussed in the section that follows.

2.5 Developmental social work

Developmental social work is all social work practised in the delivery of developmental welfare services (Gray, 2006:S54). This includes foster care social workers who are currently delivering the service within the developmental approach. The roles played by developmental social workers include the:

- *Enabler role*, involves increasing the service user's personal and social power so that they are empowered to take action to improve their lives (Patel, 2005:219).
- *Mobiliser role* is a catalyst role, whereby the social worker helps community members to identify their needs and to take action to address those needs (Midgley, 2010: 20).
- *Facilitator role*, includes the social worker facilitating group discussions, decision making and empowering service users by offering them skills and knowledge (Patel 2005:219).
- *Educator role*, involves various educational roles that include mentoring, coaching and skills training to service users and empowering them on how to access resources (Patel, 2005:219).
- *Counsellor role*, is about providing guidance and support to service users and helping individuals, groups and families to psychosocially solve problems (Midgley, 2010:19).
- *Broker role*, includes linking service users with physical, financial, educational, technical and environmental resources in order for them to meet their needs (Patel, 2005:220).

- *Networker role*, involves linking service users with resources and mobilising partnerships to achieve mutual benefits (Midgley, 2010:19).
- *Mediator role*, entails resolving conflict between parties including family counselling, victim-perpetrator mediation, community building initiatives, and reconciliation resolution over resources between projects and agencies (Patel, 2005: 221).
- *Advocacy role*, is about speaking on behalf of service users to ensure fair and equitable treatment, whilst upholding social justice (Midgley, 2010: 20).
- *Social protector role* includes the social worker protecting the rights of vulnerable groups (Patel, 2005:222).
- *Innovator role*, involves coming up with new ideas of practice and service delivery through initiating them at organisational level, which also may impact social work practise at broader levels (Patel, 2005:222).

Based on the above listed roles it appears that the generalist social work roles are similar to the developmental social work roles. However, greater emphasis is placed on socio-economic development in the developmental social worker's roles. According to Patel and Hochfeld (2013), the roles of developmental social workers are established in national welfare policies but there is a gap between the theory and practice of these roles. Thus, it is vital for all South African social workers, including foster care service social workers, to grasp these roles in practice so as to ensure the delivery of developmental welfare services.

The most vital change to service delivery within a developmental approach lay in policies that had to be adjusted to suit this approach. Thus, the initiated and amended policies relevant to the foster care services will be discussed in the ensuing section of this chapter.

2.6 Legislative framework governing the foster care services

According to Patel (2005:3), social development is best achieved through a constitution, policies and legislation that promote a developmental approach to social welfare services. Thus, the adoption of the developmental approach to welfare services came with a need to adopt and amend policies so as to facilitate social service delivery. It is the view of the researcher that the government initiated policies, legislation and programmes that guide developmental social service delivery with the aim of ensuring the transformation of service delivery in all services, including the foster care services. These include:

- The *White Paper for Social Welfare (1997)*. This is a guideline which encompasses principles, policies and recommendations for implementing developmental social welfare services. It upholds an integrated system of social services through facilitating programmes that promote the social development approach in South Africa (Department of Social Development Strategic Plan, 2010-2015:11).
- The *Children's Act 38 of 2005*. This Act encompasses child protection services as a social development strategy and outlines the legal procedures for the foster care services (Annual Performance Plan, 2011-2012:12).
- *Integrated Service Delivery Model (2006)*. This is a guideline for social service delivery which provides a national framework that addresses socio-economic challenges through stakeholders, individuals and community members working together (Integrated Service Delivery Model, Department, 2006).
- *Policy on Financial Awards to Service Providers (2005)*. This document outlines how financial awards are given to service providers who render developmental social services. It entails the facilitation of transformation and redirection of services and resources to ensure these are efficiently and effectively distributed

to the poor and vulnerable groups (Policy on Financial Awards to Service Providers, Department of Social Development, 2005).

These amended and initiated policies act as guidelines to effective delivery of the foster care services because they are all based on delivering services within a developmental approach. The following section will outline the foster care services in an international setting.

2.7 International foster care services

The foster care services are an internationally rendered child protection service grounded on the United Nations Convention on Rights of the Child Article 20 (UNICEF, 1989), which stipulates that:

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the state.
2. State parties shall in accordance with their national laws ensure alternative care for such a child.
3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

The United Nations stipulation indicates that the foster care services are internationally delivered services for children in need of alternative care. However, the foster care service process is practiced in different ways throughout the world, depending on the child's needs and the culture and systems in place (Johnson, 2005:4)

The foster care services in South Africa are delivered within a developmental approach by employing the aspects of the developmental approach in the foster care service process. The section that follows focuses on the foster care services in the South African context.

2.8 Overview of the foster care services in South Africa

The foster care service is aligned with the Constitution of the Republic of South Africa, 1996, which stipulates that “children have the right to family, parental or alternative care” (Constitution of the Republic of South Africa, 1996). This indicates that the service is nationally mandated as a child’s right. Furthermore, the South African Law Commission (2002:215) states that “within the formal child care system in South Africa, foster care is normally considered to be the preferred form of substitute care for children who cannot remain with their biological families and who are not available for adoption.” Thus, foster care services are recognised and considered to be the most preferable for children in need of alternative care with 572 903 children recorded to be in foster care placement (Hall, Woolard, Lake & Smith, 2012:91). The fact that this programme is mandated and aligned to the South African Constitution indicates that it is recognised as an essential child protection strategy.

The aim of the foster care service is to protect and nurture children by providing a safe, healthy environment and positive support, promote permanency planning, render family reunification and connect a child to other nurturing relationships and to respect individuals and family through cultural, ethnic and community diversity (Children’s Act 38 of 2005, section 181 [a, b, c]).

The principles of the foster care programme include: child centeredness, family preservation, empowerment, child protection, respect and dignity, accountability, best interest of the child, permanency planning and non-discrimination (Guidelines for the Effective Management of Foster Care in South Africa, 2010:14). The above listed foster care principles are also developmental social welfare principles; this indicates that the foster care services are delivered in line with developmental social welfare principles.

2.8.1 Types of foster care

According to the Children's Act 38 of 2005, there are three types of foster care, namely: non kinship foster care, kinship foster care and the cluster foster care scheme (Children's Act 38 of 2005, section 180 (3). These are outlined as follows:

- Non-kinship foster care is a type of foster care that includes placing a child with people to whom the child is not related, who is neither a parent nor a guardian (Children's Act 38 of 2005, section 180 (3a), (South African National Council for Child and Family Welfare, 1987:11).
- Kinship foster care, is a type of foster care that entails placing a child in alternative care with relatives or family members (Children's Act 38 of 2005, section 180 (3b).
- Cluster foster care is a family oriented environment where a group of foster children are cared for in a group care setting (Children's Act 38 of 2005, section 180 (3c); Guidelines for the Effective Management of Foster Care in South Africa, 2010:5). It is a type of foster care managed by the Non-profit Organisation Act, 1997, and is approved and registered by the provincial head of the Department of Social Development (Martin, 2010:50).

Thus, a foster child can be placed within either of the schemes mentioned above.

2.8.2 Foster care service process in South Africa

The foster care service is mandated and guided by the Children's Act 38 of 2005 and delivered by a registered social worker in a designated child protection organisation (Children's Act 38 of 2005). For a child to be placed in foster care they have to be found to be in need of care and protection. In accordance with the Children's Act 38 of 2005, section 150, their circumstances have to include one or more of the following conditions:

- (a) has been abandoned or orphaned and is without visible means of support;
 - (b) displays behaviour which cannot be controlled by the parent or caregiver;
 - (c) lives or works on the streets or begs for a living
 - (d) is addicted to a dependence- producing substance and is without any support to obtain treatment for such dependency;
 - (e) has been exploited or lives in circumstances that expose the child to exploitation;
 - (f) lives in or is exposed to circumstances which may seriously harm that child's physical, mental or social well-being;
 - (g) may be at risk if returned to the custody of the parent, guardian or caregiver of the child as 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;
 - (h) is in a state of physical or mental neglect; or
 - (i) is being maltreated, abused, deliberately neglected or degraded by a parent, a caregiver, a person who has parental responsibilities and rights or a family member of the child, or by a person under whose control the child is.
- 2 (a) child who is a victim of child labour; and
- (b) a child in a child headed household

Section 180-190 of the Children's Act 38 of 2005 provides guidelines for the delivery of the foster care services. The sections cover topics related to: the purpose of foster care, prospective foster parents, cluster foster care, determination of placement of children in foster care, number of children to be placed in foster care per household, duration of foster care placement, reunification of the child with his/her biological parent, the responsibilities and rights of foster parents and termination of foster care (Children's Act

38 of 2005, section 180-190). These sections act as guidelines to the process and procedures which the social workers follow in delivering the service. The foster care process encompasses the steps stipulated in *Figure 1* below.

2.8.3 FOSTER CARE SERVICE PROCESS

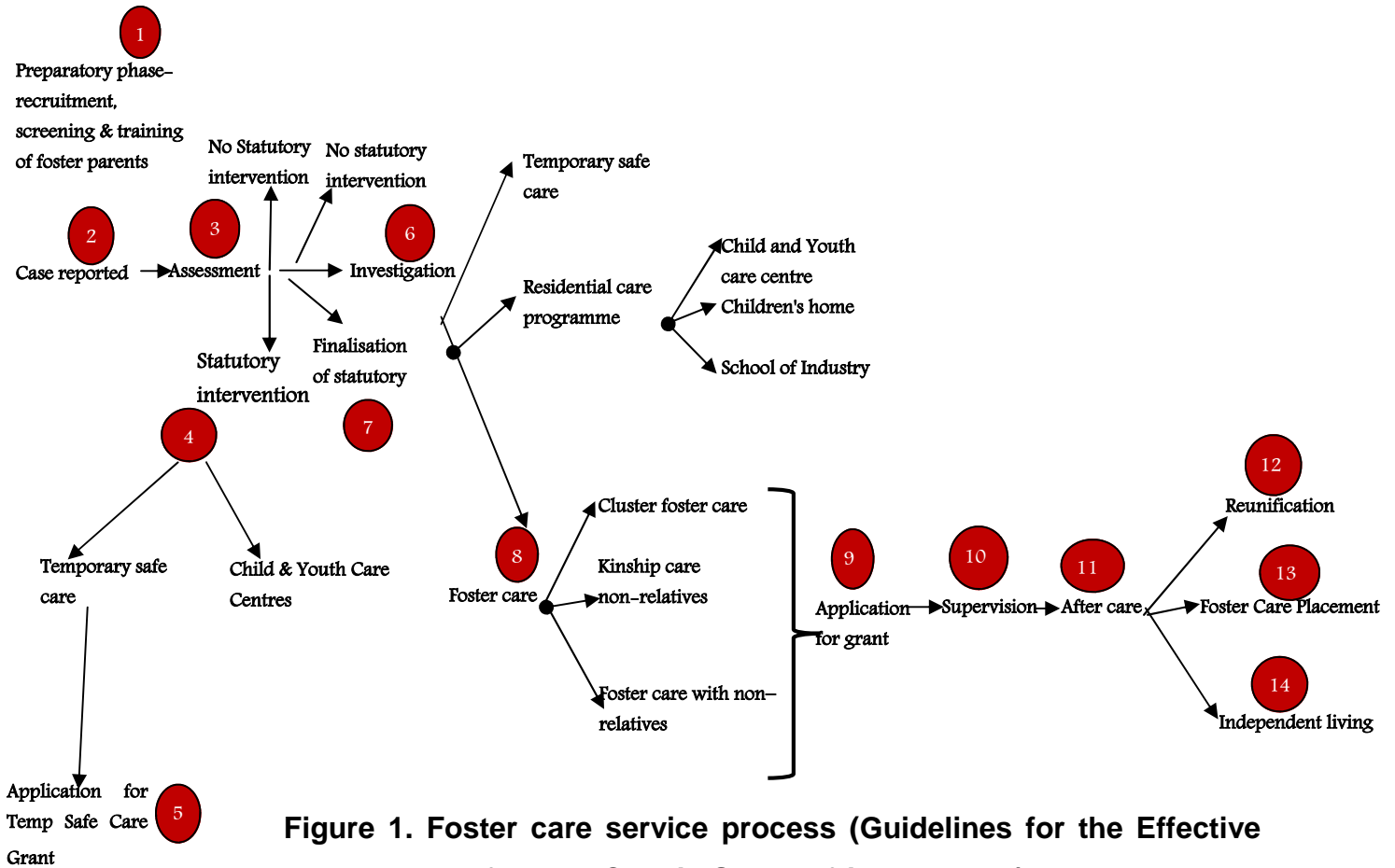


Figure 1. Foster care service process (Guidelines for the Effective Management of Foster Care in South Africa, 2010:20).

Figure 1 illustrates important stages that act as a guideline to effective foster care service delivery. It illustrates that the foster process starts from the preparatory phase (stage 1) where prospective foster parents are recruited, screened and trained. Intervention begins when a case is reported (stage 2), which is followed by assessment (stage 3) which is based on the assessment as to whether there may be a need for statutory intervention or non-statutory intervention. When statutory intervention (stage 4) is conducted, a child in need of immediate protection may be placed in a temporary place of safety, whereby the temporary place of safety parent applies for a temporary place of safety grant (stage 5). It is followed by investigation (stage 6) leading to the finalisation of the statutory process (stage 7) where a child is either placed in foster care, residential care or a temporary place of safety. In foster care (stage 8) the child is put in custody of his/her kin, non-relatives or cluster foster care. This is followed by the foster parent applying for a foster grant (stage 9) in which supervision (stage 10) and aftercare services (stage 11) are rendered. The social workers may continue to render reunification services (stage 12), or the child may continue in foster placement (stage 13) or go on to live independently after they turn eighteen years old (stage 14).

It is important that after a social worker completes each phase a decision should be made as to whether to proceed with the process or withdraw and use alternative intervention methods (Guidelines for the Effective Management of Foster Care in South Africa, 2010:20).

The foster care service process indicated in *Figure one* entails eight levels which are vital for the success of foster care service delivery. These levels include:

1. *Prevention level*

This is the first level in foster care service delivery. It is seen as an important level that ensures that suitable and capable foster parents are recruited with the aim of preventing children from being exposed to secondary abuse or to foster parents who are incompetent (Guidelines for the Effective Management of Foster Care in South Africa, 2010:22). It is a prevention strategy that is provided to prospective foster parents in

order to strengthen and build their capacity and self-reliance so as to address problems that may or are bound to occur in the family environment which, if not attended to, may lead to statutory intervention (Children's Act 38 of 2005, section 143 (1b)).

This is an important level of developmental social service delivery which entails the strengthening and capacity building of clients (Martin, 2010:21). It includes the recruitment of prospective foster parents, as well as the screening and introductory training for those found suitable so as to ensure that a child is placed with a capable and committed foster family in order to avoid future secondary abuse (Guidelines for the Effective Management of Foster Care in South Africa, 2010:22).

The phases of this level include:

1.1 Preparatory phase

This phase is initiated long before a child is found to be in need of care and protection so that a child is easily absorbed and placed when the need arises (Guidelines for the Effective Management of Foster Care in South Africa, 2010:21). This includes outreach and awareness campaigns where the public and prospective foster parents are informed about the value of foster care. It ensures an increase in the number of qualified foster parents, retains current foster parents and increases the number of volunteers to help support foster families and foster children (Guidelines for the Effective Management of Foster Care in South Africa, 2010:22). This phase is centered on empowering community members to work together in absorbing Orphans and Vulnerable Children (OVC) and informs prospective foster parents on the importance of foster care.

The preparatory steps include:

1.1.1 Recruitment of prospective foster parents

This step is conducted in accordance with section 182 of the Children's Act 38 of 2005 as amended. The prospective foster parents are selected in accordance with whether

they are an appropriate fit, willing to maintain responsibility and provide an environment conducive to the child's growth and development. Foster parents must be over the age of 18, sensitive to cultural beliefs, demonstrate resourcefulness and participate in ongoing training (Guidelines for the Effective Management of Foster Care in South Africa, 2010:23). When a prospective foster parent is identified as suitable according to the aspects identified in section 182 of the Children's Act 38 of 2005 as amended, they are recruited for screening.

1.1.2 Screening involves assessing the qualities of prospective foster parents whilst focusing on their strengths. This includes; a criminal background check, which is checked against part B of the child protection register Form 28, home circumstance investigation, interviews with the prospective foster parents, medical and psychological assessment, screening for substance abuse and their ability to accept responsibility (Guidelines for the Effective Management of Foster Care in South Africa, 2010:24). When this screening is completed, the recruited prospective foster parents are trained.

1.1.2 Training

In accordance with regulation 66 of the Children's Act 38 of 2005, training makes provision for foster parents to participate in training programs in which the functions and responsibilities of all role players are clarified (Guidelines for the Effective Management of Foster Care in South Africa, 2010:24). This involves equipping prospective foster parents with the necessary skills and knowledge required to undertake the foster parenting role. It is vital to prepare prospective foster parents to care effectively for a foster child through clarification of roles and responsibilities (Guidelines for the Effective Management of Foster Care in South Africa, 2010:24).

The training topics covered in the first training include; information on the legal and professional process of foster care, the purpose of foster care, developing the skills and knowledge of prospective foster parents and providing information on relevant organisations where foster parents will receive support. This training is followed by intermediary level training which is training that follows the approval and finalisation of

the foster placement; it includes basic counseling skills, parenting skills, child care, budgeting and linking families with other empowerment programmes.

The third training level is advanced training which is reviewed and updated in conjunction with the foster care plan; this level of training includes teaching life skills, loss and grief, how to handle trauma, behavior management and the requisite skills to deal with children with special needs (Guidelines for the Effective Management of Foster Care in South Africa, 2010:26). These three training steps are conducted at different levels of the foster care process with an aim to empower prospective foster parents and current foster parents.

2. Early intervention level

This includes intervention services that are provided to children identified as being in risk of harm or which identifies them as being vulnerable, so that they be removed and placed in alternative care (Children's Act 38 of 2005, section 143 (2b)). This level includes facilitating developmental and therapeutic programmes to ensure that those who are identified are assisted before they require statutory services (Martin, 2010:21). When cases are reported, steps are followed after the reporting. The phases include:

2.1 Reporting phase

This is when a case is reported on child neglect. If there is a need, the child is removed based on section 150 of the Children's Act 38 of 2005 as amended, which highlights the definition of a child in need of care and protection. (Guidelines for the Effective Management of Foster Care in South Africa, 2010:27). This is followed by the assessment phase.

2.2 Assessment phase

This is the first activity after the case has been reported so as to obtain basic information regarding the child's current situation. In this phase, contact is made with the child so as to confirm reported information and to determine whether the child is in need of care and protection through physical and mental assessment (Guidelines for

the Effective Management of Foster Care in South Africa, 2010:27). The initial assessment includes the screening of applicants in which their health, environment, income and family composition are taken into consideration.

The social worker determines whether the child should remain in his/her current situation or is at risk and in need of care and protection so as to determine a relevant intervention plan. If the outcome warrants intervention, a children's court inquiry is opened within 90 days of case reporting. If the child is abused or neglected the designated social worker completes a National Protection Register Form 22 and the child is removed by the social worker with a Form 36, in which statutory intervention begins. If there is no need to remove the child, preventative and supportive services are provided (Children's Act 38 of 2005, section 155). The role players in this phase include the South African Police Services (if necessary), the Department of Social Development, a social Worker, the child involved and all relevant witnesses to the case.

3. *Statutory intervention* delivers services aimed at supporting a child who needs to be removed to alternative care through court proceedings, it includes legal intervention were a child is removed from their normal place of safety to alternative care (Martin, 2010:22). This legislative process is initiated by the social worker so as to bring the matter before the presiding officer, with an intention to recognise the child as a child in need of care and protection (Guidelines for the Effective Management of Foster Care in South Africa, 2010:32). This phase of the statutory intervention includes:

3.1 *Initial statutory intervention phase*. This phase is to ensure that the safety and wellbeing of the child is secured through issuing a court order to remove the child and place him/her in alternative care. The statutory intervention takes place through: a court order in terms of the Children's Act 38 of 2005, section 151, which is issued by the presiding officer or, without a court order, in terms of Children's Act 38 of 2005, section 152, in which a social worker or police officer removes the child without a court order, under the belief that the child needs emergency protection (Guidelines for the Effective Management of Foster Care in South Africa, 2010:33). This is followed by the

child being placed in temporary safe care. The role players are a social worker and presiding officer (Guidelines for the Effective Management of Foster Care in South Africa, 2010:32).

3.2 Application for temporary safe care fee is done when a child is removed and put in a temporary place of safety in which a temporary place of safety fee is paid. It includes the monetary contribution awarded to temporary safe care givers pending investigations and the finalisation of the case by the social worker. This is paid to the caregiver every third week by the clerk of the children's court or the Department of Social Development Regulation 59(1) (Guidelines for the Effective Management of Foster Care in South Africa, 2010:34). The order is valid for six weeks and renewal should thus be done every two weeks to prevent the order from lapsing. Whilst the child is in temporary safe care, the social worker continues with the investigation - this is discussed in the next section of this chapter.

3.3 Investigation phase includes the social worker examining the developmental and psychological circumstances of all concerned parties with the purpose of outlining reasons for finding a child in need of care and protection. This is done through identifying intervention strategies that include the independent development plan and care plan (Children's Act 38 of 2005, section 155 [4 a, b]). Once investigation is completed the social worker submits a section 155 (2) report with the necessary documentation to the clerk of the children's court or canalisation officers.

A date is set for the children's court inquiry; this is the day on which the child, biological parents, foster parents and a social worker go to court. The social worker presents a report to the presiding officer whereby the presiding officer decides whether to accept the recommendations and issue a legal order placing the child in the care of prospective foster parents, in terms of Children's Act 38 of 2005, Section 156. Role players include social workers, the child concerned, his/her biological parents, prospective foster parents, neighbors, community members, educational authorities and any professional involved in case.

3.4 *Finalisation of the statutory process phase.* This is when a child is found in need of care and protection by the presiding officer. The presiding officer issues an order that legalises the foster placement in terms of the Children's Act 38 of 2005 as amended, section 155(8). Role players include: social worker, clerk of the children's court, child concerned, prospective foster parents and biological parents (Guidelines for the Effective Management of Foster Care in South Africa, 2010:38). After the case is finalised the foster parents apply for a foster care grant.

3.5 *Application for foster care grant.* This phase includes the foster parent applying for a foster grant, which is a financial contribution from the State to assist foster parents to meet the needs of the child in accordance with the Social Assistance Act 13 of 2004, section 8(a, b). Application for the grant is made with a court order at the South African Social Security Agency (SASSA), after conclusion of the children's court inquiry. Role players entail the South African Social Security Agency (SASSA), foster parents and a social worker (Guidelines for the Effective Management of Foster Care in South Africa, 2010:40). This marks the end of the foster care placement process and is followed by ongoing services done for children in foster placements. The phases for these services include:

4. *Reintegration level* entails ongoing supervision and reconstruction services (Patel, 2005:133). It includes the provision of supervision services through an intervention plan, monitoring the foster placement, reunification services and preparation for independent living. The reintegration level follows statutory intervention to enable the foster children to return to their families and communities (Martin, 2010:22); the phases of this level are discussed below:

4.1 *Supervision and aftercare phase.* This includes supportive aid and therapeutic services provided to foster care families and foster children after foster placement. It is done with an aim to promote the goals of permanency planning through rendering family reunification services and through linking foster children to long term safe and

nurturing family relationships in terms of the Children's Act 38 of 2005, section 181(b). Role players include social workers, the foster child, his/her biological parents, foster family, and community, the Department of Social Development, South African Social Security Agency, Department of Justice and Department of Education.

4.2 Reunification services. This phase involves reunifying families through promoting the participation of people involved in the child's life. It is aimed at restoring relationships between the child, family members and the community (Children's Act 38 of 2005, section 181(b); Guidelines for the Effective Management of Foster Care in South Africa, 2010:48). It is conducted when a child has been removed from their home and is placed in a non-relative placement, in which it is important for the child to reunify with their family in an attempt to uphold family preservation; this is an essential aspect of the Children's Act.

4.3 Preparation for independent living phase aims to provide foster children with an opportunity to gain skills that will empower them after they turn 18 years old. This level is conducted through imparting them with life skills so as to ensure that they are able to live independently after they turn eighteen. The programmes conducted to ensure their independent living include: counseling, mentorship programmes, developmental problems, social life skills, as well as vocational training and employment opportunities. These are facilitated by the organisation which processes the foster placement or the social workers make referrals to relevant organisations that can render these services. Role players include the national and provincial Department of Social Development, the social worker, social service professionals, the foster child, his/her foster family, community and volunteers (Guidelines for the Effective Management of Foster Care in South Africa, 2010:49).

Various South African departments play a central role in the execution of the foster process. These include; the Department of Justice and Constitutional Development; Department of Social Development; South African Social Security Agency; Department of Education; Department of Health and the South African Police Services, all of which

work in collaboration with one another (Guidelines for the Effective Management of Foster Care in South Africa, 2010:18). The collaboration of departments in foster care service delivery reflects the integration of stakeholders, in which holistic integration is an aspect of the developmental approach (Lombard & Kleijn, 2006: 216).

The coordination and integration involved in the delivery of various services, in line with this process, indicates a developmental approach in the delivery of this service. This is because the process involves partnerships and liaising with various stakeholders from different departments. Every level and phase in the delivery of this process is important and has its own challenges and barriers; the goals and objectives of this study are to identify these.

Following a child being placed in foster care placement, the social workers are responsible for compiling various reports on children placed within the foster care service. The reports compiled by social workers for children in foster care placements include:

- *Section 131* of the Children's Act 38 of 2005 report is compiled by the social worker during the foster process. It takes place when a social worker finds it necessary for a prospective foster child to undergo an HIV test for the purpose of completing the foster care placement. Thus, the report is compiled to request that the State pay the costs incurred for the HIV testing of a prospective foster child.
- *Section 159* of the Children's Act 38 of 2005 report is compiled when a court order for foster placement has lapsed. This report is compiled with the intention of extending the foster placement order. It is submitted to the clerk of the Children's Court four months before a court order lapses.
- *Section 169* of the Children's Act 38 of 2005 report is compiled in order to request for a foster child to leave the country. Foster parents make the request to

the social worker who compiles the report and submits it to the Department of Social Development. Permission is granted by the head of Department of Social Development.

- *Section 170* of the Children's Act 38 of 2005 report is compiled for a child who has absconded foster placement while in foster care. The social worker investigates the reasons for the child's absconding and submits the report to the Department of Social Development.
- *Section 171* of the Children's Act 38 of 2005 report is compiled for the purpose of transferring a foster child from their current foster placement to the care of another person or placement. The social worker compiles and submits this report to the Department of Social Development.
- *Section 174* of the Children's Act 38 of 2005 report is compiled by a social worker when a child is transferred back to their biological parents. Family reunification services are rendered in relation to this endeavor.
- *Section 175* of the Children's Act 38 of 2005 is a report compiled by a social worker which states a child's discharge from foster placement. The report is submitted to the Department of Social Development
- *Section 176* of the Children's Act 38 of 2005 report is compiled by a social worker for a child turning 18 whilst still in school. The purpose of the report is to extend the placement order and foster care grant until the child turns 21 or completes his/her education.
- *Section 177* of the Children's Act 38 of 2005 is a section that allows for a child or person involved in foster care to lodge an appeal against a decision; a review must be conducted within 90 days after date on which the decision is taken.

- *Section 178* of the Children's Act 38 of 2005 binds the foster family to report the death, abuse or serious injury of the child, immediately, to his/her parental guardian, the South African Police Services, the social worker and the head of the Department of Social Development. The social worker reports this through Form 40.

The reports listed above form part of the foster care process and foster care supervision phase. This ensures that social workers are in constant communication with the foster families and most importantly, safeguards the safety and well-being of children in foster placements because all decisions that have to be taken on a foster child require that the foster parent contact the social worker who in turn compiles a statutory report.

2.9 Challenges of foster care services delivery

The foster care services have various challenges that were identified before and after the implementation of the Children's Act 38 of 2005. These challenges include:

A large number of social service users are reached with social grants but few are reached with developmental social welfare services (Lombard, 2008:28). According to the author, after the foster care process, most of the applicants receive foster grants on behalf of the foster children but no aftercare developmental welfare services are rendered to the foster families.

The shortage of social service practitioners (Lombard & Kleijn, 2006:222; Proudlock et al., 2008:32). Social work is recognised as a short skill in the country. This shortage was followed by the Department of Social Development increasing bursaries and scholarships for student social workers in an attempt to produce more qualified social workers. However, due to the shortage of funding, these qualified graduates have not been placed, which still leaves a shortage of social workers in the country (Fengu, 2012).

Inadequate funding for Non Profit Organisations and community based initiatives. Non Profit Organisations have been recorded to deliver most services in the country, yet

they lack funding from government to deliver social services (Loffell, 2004; Proudlock et al., 2008). Furthermore, the statutory level of intervention currently has high caseloads because the prevention level of intervention has insufficient resources, due to inadequate funding for awareness campaigns and awareness programmes (Martin, 2010:77). This has crippled Non Profit Organisations and forced them to limit the services they deliver, including developmental projects and programmes for foster families.

Neglect of abused children. There are currently 1.6 million maternal and double orphaned children in the country (Hall et al., 2012:15). The high demand for foster care services by orphaned children negatively impacts the ability of the child protection system to respond to abused children (Proudlock et al., 2008:32; Martin, 2010:76). This is due to the fact that the most focus is placed on orphan foster care applicants because of their increasing number. This forces child welfare services to concentrate on placing these children in alternative care and neglects the response to abused children who also need alternative care.

Lack of regular training and reorientation. According to previously conducted research, social service delivery of statutory work within a developmental approach lacked regular training and reorientation for social workers who deliver these services (Dlangamandla, 2010; Loffell, 2004).

Lack of guidelines on how statutory work should be delivered within a developmental approach. Kleijn (2004) conducted research on a *developmental approach to statutory work*; she identified that there was a lack of guidelines on how statutory work should be delivered within a developmental approach. However, since this research was conducted, various developmental approach policies and guidelines have since been developed; these include the Integrated Service Delivery Model (Department of Social Development, 2006), Children's Act 38 of 2005 and the Guidelines for the effective Management of Foster Care in South Africa (2010).

As discussed above, it is clear that various problems related to foster care service delivery have been identified. Most of these were identified before the implementation of the Children's Act 38 of 2005 as amended. It is therefore necessary to conduct research on this service after the implementation of the foster care service within a developmental approach.

2.10 Conclusion

Through the adoption of the White Paper for Social Welfare (RSA, Ministry for Social Welfare and Population Development, 1997), South Africa shifted from using the residual and institutional approaches to adopting the social development approach to social service delivery. As outlined in this chapter, this shift included the adoption and amendment of policies, programmes and guidelines in order to ensure the delivery of the foster care service within a developmental approach. The foster care service is an international service implemented in different processes and approaches. The South African process encompasses four levels that act as guidelines to ensure that this service is effectively and efficiently delivered. Unintended consequences and barriers have been identified in research previously conducted on the topic; however, most of these studies were conducted before the implementation of the Children's Act 38 of 2005.

Given the topics which arose from the literature analysis, the following section will highlight the research methodology and interpretation of this study.

CHAPTER THREE

RESEARCH METHODOLOGY AND INTERPRETATION

3.1 Introduction

This chapter will provide a description of the research design and methodology used to achieve the objectives of the study. This will be done through presenting the research goal, objectives, methodology, ethical considerations and discussion of the empirical findings and interpretation. The research methodology and interpretation were guided by the following research question: *What are the barriers in implementing the foster care service within a developmental approach in Nkangala District, Mpumalanga?*

3.2 Goal and Objectives

The goal and objectives entail:

3.2.1 Goal

The goal of the study was to identify and describe barriers in the implementation of the foster care service within a developmental approach in Nkangala District, Mpumalanga.

3.2.2 Objectives

In order to obtain the goal of the study, the following objectives were formulated:

- To conceptualise and contextualise foster care service delivery within a developmental approach.
- To investigate the barriers in implementing the foster care service within a developmental approach.
- To explore the causes of these barriers.
- To identify possible solutions and recommendations that will improve the provision of developmental foster care services.

3.3 Research approach

The researcher used a qualitative approach. The qualitative approach aims to understand, observe, explore and obtain a realistic and descriptive perspective from respondents who have direct experience of what is being researched (Fouché & Schurink, 2011:308; Babbie 2011:26). In addition, Yates (2004:138) notes that “qualitative research explores how individuals or group members give meaning to and express their understanding of themselves; their experiences and/or their words.”

Based on this description of the qualitative approach, the perceptions of the participant’s description of their experiences and understanding are important aspects in the qualitative approach to research. The researcher identified the qualitative approach as the most suitable because the aim of the study was to identify and describe barriers in implementing foster care services within a developmental approach, from the perspective of the participants.

3.4 Type of research

In this study, applied research was followed because the research goal was to contribute solutions to problems faced by social workers in delivering foster care services within a developmental approach. Applied research also includes that the outcome of the research should be able to benefit a group or society (Monette et al., 2010:4). Thus, since the implementation of the developmental approach, little was known on the current problems faced by social workers in implementing foster care services within a developmental approach. It was therefore necessary to explore this topic with the aim of identifying problems and develop solutions for foster care service delivery, within a developmental approach, in the Nkangala District of Mpumalanga.

3.5 Research design and methods

In this section the research design and methods are discussed.

3.5.1 Research design

A research design is important because it “involves a set of decisions regarding what topic is to be studied among what population, with what research methods, for what purpose” (Babbie, 2007:117). It also focuses on the steps undertaken to achieve the

planned project, including decisions regarding the type of sampling to be used, the data collection process and data analysis (Fouché, Delpont & De Vos, 2011:143).

The case study design was identified as the most appropriate qualitative research design for this study. Bless and Higson-Smith (2000:113) define a case study as “an approach to studying a social phenomenon through a thorough analysis of an individual case. The case may be a person, group, episode, process, community, society or any other unit of social life” such as social workers delivering foster care services. In this study, the researcher used a *collective case study* with the aim of understanding the barriers experienced by social workers in delivering foster care services. The *collective case study* research design is the use of in-depth, detailed and descriptive multiple perspectives or cases to produce meaningful interpretation of a study (Cresswell, 2013:99, Padgett, 2008:33). Thus, the interest of the researcher was not on the individual perspective of a social worker but rather a collective perspective of social workers delivering the foster care services in various child protection organisations in Nkangala District.

3.5.2 Research population, sample and sampling method

3.5.2.1 Research population

According to Babbie and Mouton (2001:173), a population is the ideally specified collection of study elements (people) from which a sample is drawn. The population of this study were all social workers employed in child protection organisations in Nkangala District, Mpumalanga. According to the Department of Social Development District Office, there were a total of 41 foster care social workers employed in child protection organisations around Nkangala District by the time sampling was conducted.

These organisations included:

- Department of Social Development in Witbank
- Department of Social Development Middelburg
- Middelburg Child Welfare
- Witbank Child Welfare
- Christelike Maatskaplike Raad (CMR) Middelburg
- Christelike Maatskaplike Raad (CMR) Witbank

- Suid-Afrikaanse VroueFederasie (SAVF) Middelburg

3.5.2.2 Research sample and sampling method

The researcher made use of the purposive sampling method which is a non-probability type of sampling. Purposive sampling is when participants are selected based on the researcher's judgment about which ones will be most representative of the broader population (Babbie, 2010:179). Thus, the researcher purposefully selected organisations that render child protection services, from which social workers rendering foster care services were purposefully chosen. In the context of this study the researcher made use of two representatives from each organisation, thus equating fourteen participants.

The selection criteria which was used included the following:

- Participants had to be qualified and registered social workers.
- Participants had to be working in designated child protection organisations in both Non Profit Organisations and the Department of Social Development.
- Participants had to have more than two years experience of working in foster care service delivery.

3.5.3 Data collection methods

The researcher used focus group interviewing as a data collection method. According to Silverman (2011:168), a focus group is a method of collecting data that involves a small number of people undergoing an informal discussion with particular focus on a specific topic, in order to acquire the shared perceptions and experiences of the group members. In this study, two focus groups consisting of six and seven members each were conducted to discuss issues regarding foster care service delivery. Focus group interviewing was used based on the discussion by Greeff (2011:361). The reasons included that:

- A focus group is a well-planned group discussion.
- Multiple viewpoints would be gathered from social workers rendering foster care services in different child protection organisations.

- The discussions tap into people's thinking and bring out ideas, attitudes and reactions and it is a means of better understanding how people feel or think about an issue or service.

The focus group environment ensured flexible participation through the participants discussing set questions. The focus group interview guide contained six questions (see Appendix G). Sessions were audio taped and an appointed assistant facilitator recorded information through taking notes during the discussions.

3.5.4 Pilot Study

It is important to note that the researcher conducted a pilot study with two participants who were not part of the main study. This assisted the researcher to test the reliability of both the tape recorder and the focus group guide. It also enabled the researcher to refine the questions. These recommended changes from the pilot study clarified the context, making the data collection instrument more effective.

3.5.5 Data analysis

Data analysis is the “process of bringing order, structure and meaning to the mass of collected data” (Schurink et al., 2011:397). Thus, there is a need to interpret collected data so as to convert it into meaningful information. In this study, the researcher used Cresswell's method of data analysis, as presented by Schurink et al. (2011:403). The steps included:

- **Planning for recording of data**

According to Schurink et al. (2011:404), this step entails the researcher's planning for the recording of the data, through ensuring that the venue chosen is suitable and that the equipment to be used to collect the data is in working order and that extra batteries are available for the recorder.

The researcher planned for the recording of data through ensuring a proper venue where by there would be no disturbances that could impede data collection. The assistant facilitator organised refreshments for the focus group and ensured that the

furniture was arranged in a circular format. The assistant facilitator also ensured the availability of a tape recorder, pens and a notebook for recording.

- **Data collection and preliminary analysis**

Schurink et al. (2011:405) state that this step includes the researcher going through collected information during and after data collection.

The researcher revised the data after every focus group session to avoid being overwhelmed. This included replaying the recorded information and recording what was not captured in the field notes during the focus group discussions.

- **Managing Data**

According to Schurink et al. (2011:408), this step includes organising collected data and placing it in accordance with similarities, in which it is important to ensure backup copies of all recorded information.

The researcher organised the recorded data into computer files in relation to common similar phrases, expressions and sentences. These were typed and saved in separate files in relation to the similarities and commonalities of the collected data. Backup copies were made for tape recorded data; these were stored on compact discs in a secure place.

- **Reading and writing memos**

Schurink et al. (2011:409) state that this step includes the researcher continuing to make sense of the data in order to get a feel and understanding of the data collected.

The researcher printed out the computer files with margins on the side so as to make notes on the collected data, with an intention to better understand the gathered information.

- **Generating categories, themes, patterns and coding data**

According to Schurink et al. (2011:413), this includes the researcher generating topics for the data already grouped in categories, themes and patterns. This includes coding the data into suitable topics. Topics that are logically related and suitable for these similarities were formed by the researcher. Thus, the data was coded through putting suitable data into each relevant topic; the researcher then formulated themes through this grouping.

- **Visualising , representing and displaying the data**

Schurink et al. (2011:418), state that this final stage includes the researcher presenting the data in either text, tabular or figure form. Based on the fact that the research study was qualitative, the data was presented in a text form, and graphs were used to present the biographical profile of the participants.

3.6 Trustworthiness

Trustworthiness ensures the use of various strategies to safeguard trustworthiness with the aim of placing the voices of the research participants as the first priority to the research outcome (Lietz, Langer & Rich, 2006). The researcher used various strategies to ensure trustworthiness. These strategies included:

3.6.1 Reflexivity: In this strategy the researcher reflected on her own experience and knowledge (Lietz et al., 2006:448). The experiences included the researcher's awareness of the developmental approach and its importance in social service delivery, due to her current studies; most of the research participants were however not aware of this approach. Thus, the researcher did not put up high expectations based on her background and knowledge of the research.

3.6.2 Peer debriefing: The researcher engaged with social work colleagues outside the research project who have experience with the research topic and population; these

included two supervisors in designated child protection organisations. This was done with the intention of identifying similarities and differences in their opinions on the research topic in order to detect any gaps in the collected data (Lietz et al., 2006:448).

3.6.3 Member checking: The researcher ensured that the participants reviewed the findings from the analysed data so as to confirm or challenge the accuracy of the work. This allowed participants to check points that had been missed and misinterpreted by the researcher so that missing points could be included in the study (Lietz et al., 2006:448).

3.7 Ethical considerations

The researcher adhered to ethics due to a responsibility to both participants and the University of Pretoria because the study included working directly with people, which could risk harm to the participants (Monette et al., 2010:50; Strydom, 2011:115). Thus, the researcher adhered to the ethical guidelines required for such a project as an obligation to the research institution, the research participants and the social work profession. The researcher complied with the following ethical principles:

3.7.1 Voluntary participation

This ethic entails the coercion of the participant, and stipulates that no participant should be forced or feel obliged to participate but should do so at their own free will (Padgett, 2008:66). The researcher ensured that none of the participants were forced or felt obliged to participate but did so by their own free will. Due to the participants being in the same profession with the researcher, there was a danger that they may have felt obliged to participate based on this background. Thus, the researcher explained to the participants that they were free to decline and were not obliged to participate in the research study and could withdraw from the study at any time they wished to do so.

3.7.2 Informed consent

This ethic stipulates that the researcher should be honest in rendering the participant's information about the research and that they should all be psychologically competent to

participate (Strydom, 2011:117). Thus, the researcher ensured that the participants attained enough information about the research through compiling informed consent letters which were signed by the participants (see Appendix H). These letters included the purpose, process, benefits and procedure of the research study. Also, the data would be tape recorded and stored for 15 years at the Department of Social Work and Criminology at the University of Pretoria.

3.7.3 Confidentiality and violation of privacy

According to Padgett (2008:67) and Strydom (2011:119) confidentiality and violation of privacy are ensure through respecting and maintaining that the participants remain anonymous. The researcher maintained this principle through ensuring that the identities of the participants were not disclosed in the research report.

3.7.4 Deception of respondents

The problem of deception is an ethical concern which obliges the researcher to be transparent and not withhold any information from participants (Padgett, 2008:63; Strydom, 2011:118). The researcher was transparent and did not withhold any information about the research study from the participants. The researcher ensured this through briefing the respondents on the purpose, goal and aim of the study which was also clearly outlined in the informed consent letters that each of the participants signed.

3.7.5 Actions and competence of researcher

The researcher's ethical conduct is ensured through this ethic. It includes the researcher maintaining professional conduct throughout the study and ensuring that they are skilled to undertake the research (Strydom, 2011:123). The researcher was competent enough to conduct the research study based on her professional experience, and she had attended and passed a module on research methodology presented at the University of Pretoria, in September 2011. The researcher thus maintained a professional relationship with the participants and conducted the research under the supervision of a supervisor, as mandated by the University of Pretoria.

3.7.6 Debriefing of respondents

According to Babbie (2001:475), debriefing includes conducting interviews with participants after the data collection so as to explore problems encountered so that those problems can be corrected. The researcher debriefed the participants when data collection was complete so as to ensure that no emotional disturbance took place. The participants expressed that they were grateful for the experience because they had gained greater knowledge on the developmental approach. Thus, during this study there were no issues that emotionally disturbed the respondents.

3.8 Empirical research findings and interpretation

The aim of this chapter includes analysing and interpreting the data collected from two focus group discussions with 13 social work participants.

The presentation of the study is delivered through outlining the biographical profile of the research participants which was presented through graphs. Textual analysis was used to analyse and present the collected data, from which themes and subthemes were formulated; these were accompanied by the identified relevant quotations from the participants, whereby relevant literature was incorporated into the discussion to follow.

3.8.1 Biographical profile of participants

The biographical profile of the 13 participants is displayed below. Their profile includes the following variables: gender, age, years of experience and area of operation.

3.8.1.1 Gender composition of participants

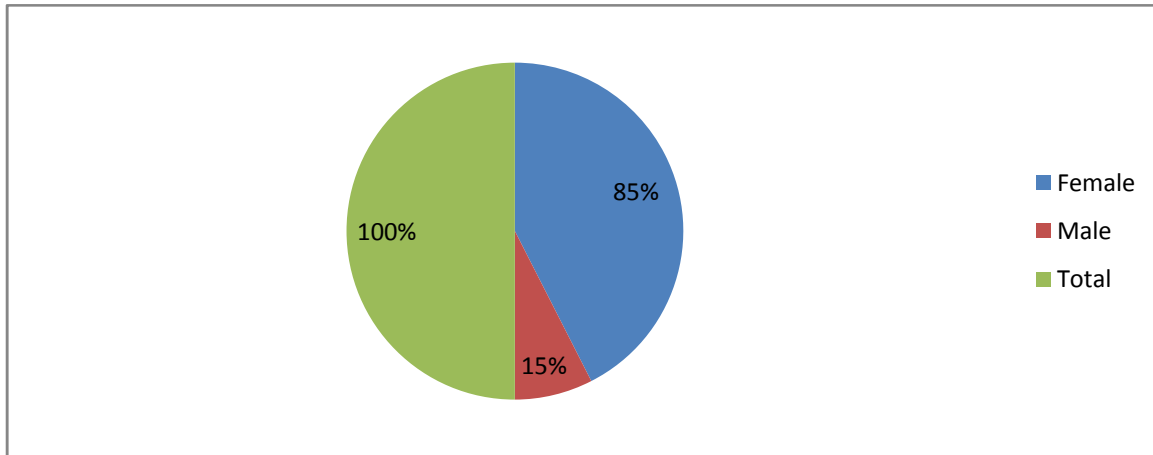


Figure 2: Gender composition of participants

Figure 2 above illustrates that the majority of 85% of the participants were female and only 15% were male. This was expected because females currently dominate the social work profession (Fischl, 2013).

3.8.1.2 Age distribution of participants

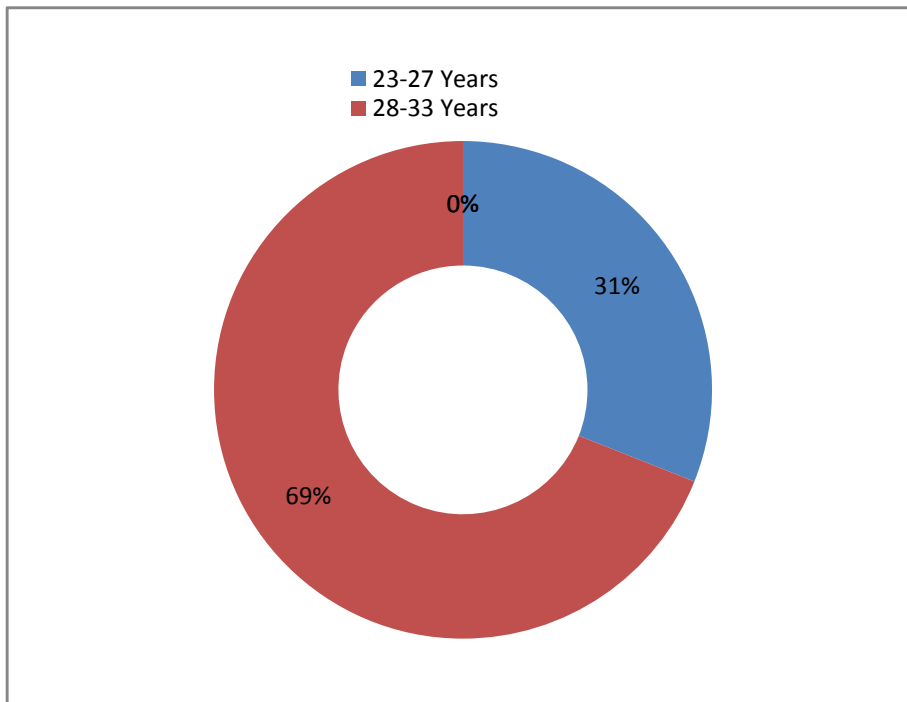


Figure 3: Age distribution of participant

Figure 3 illustrates that the participant's ages ranged from 23 to 33 years. 31% of the participants were between the ages of 23 and 27, and 69% were between the ages of 28 and 33. The researcher viewed the cause of these results being that one of the criteria for participant selection was that participants had to have at least two years working experience rendering foster care services.

3.8.1.3 Years of experience of participants

In the context of years of experience, 5 of the participants (38%) had been practising for one to three years whilst 9 of the participants (62%) had been practising for four to seven years. The researcher views the cause of the recorded number as the stipulated requirements of the research study which demanded more than two years of experience.

3.8.1.4 Areas of operation of participants

The child protection organisations in Nkangala District, Mpumalanga, include seven prominent organisations. Two social workers were sampled from each of these organisations.

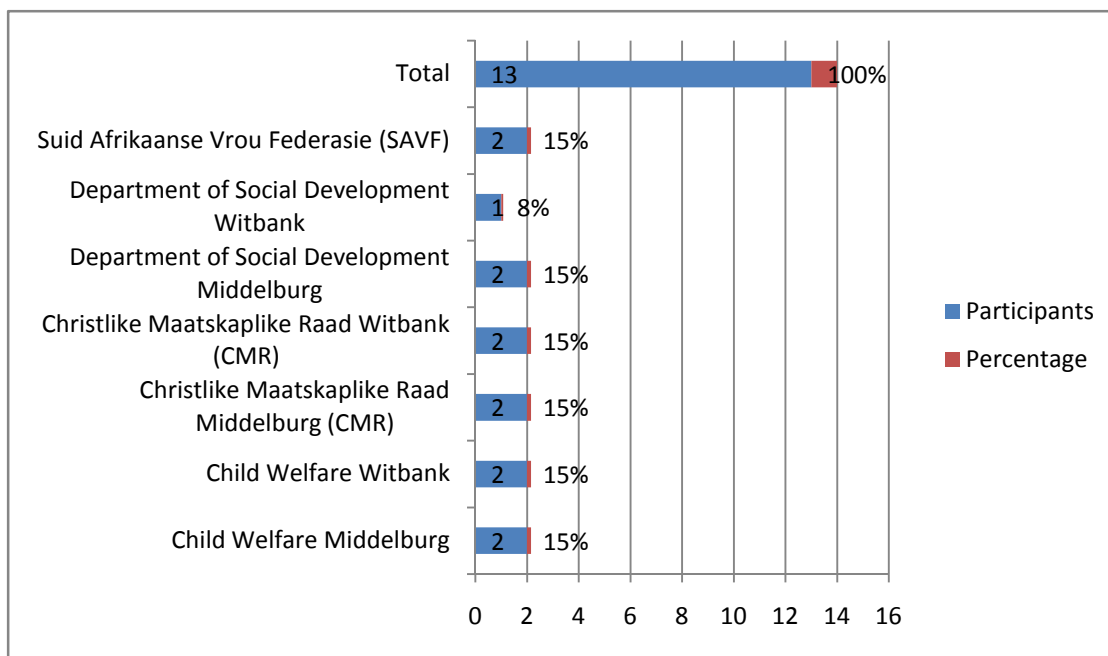


Figure 4: Areas of operation

From Figure 4 above, it is clear that an equal number of 15% of respondents were chosen from each child protection organisation, in which based on one absent participant one organisation had 8% representation. Thirteen people in total participated in the research.

The section that follows will focus on the identified themes and subthemes from the analysed data (see Table one on the next page).

3.8.2 Themes and sub-themes

Table one: Summary of identified themes and sub-themes

Themes	Sub-themes
Theme 1: Conceptual and Contextual understanding of the developmental approach	1.1 Theoretical understanding of the developmental approach 1.2 Implementation of the developmental approach principles
Theme 2: Barriers in foster care services delivery	2.1 Vague understanding of the developmental approach concept 2.2 Foster care grant dependency 2.3 High administrative work 2.4 Lack of project funding 2.5 Shortage of resources 2.6 Shortage of social workers
Theme 3: Foundations of foster care services barriers	3.1 Unclear transition to the Children's Act 38 of 2005 3.2 Lack of training 3.3 No exit strategy for foster care grant recipients

3.8.2.1 Theme 1: Conceptual and contextual understanding of the developmental approach

The conceptual and contextual understanding of the foster care service within the developmental approach was discussed with the respondents and their responses focused on the following sub-themes:

Sub theme 1.1: Theoretical understanding of the developmental approach

The first question that was asked to the participants explored what they understood by the term *developmental approach*. The majority of the participants indicated that they had little to no knowledge of the developmental approach. Some participants were able to answer but stated that it was only because they had researched the definition prior to the discussion.

Two of the participants indicated that they had received tertiary training on the approach. This was evidenced by their responses which indicated in-depth knowledge of the approach. Three of the participants indicated confusion and limited understanding of the approach, through their inability to identify the principles of the approach. The discussions indicated that the majority of Nkangala District foster care social workers have unclear knowledge and understanding of the developmental approach.

The following statements indicate that the majority of the participants had no knowledge of the approach

- *“We were not aware of South Africa’s adoption of the developmental approach. We never knew that the shift from Department of Social and Health Services to Department of Social Development was based on the development and adoption of this new approach.”*
- *“The only way I got to know about the approach was in University in 2009 when we were assigned to research on the approach.”*
- *“We were not aware of the developmental approach.”*

The following statements by the participants indicate the understanding of participants who researched on the topic prior to the focus group discussions. Their responses

indicated more of their theoretical than practical understanding of the developmental approach:

- *“It is realisation of human potential through economic and social justice.”*
- *“It is an approach whereby you don’t look at one aspect of social relief but look at a holistic view.”*
- *“It aims at utilising strengths of individuals, groups, communities and society at large, we utilise their knowledge, expertise and the resources that are available to address their socio-economic needs.”*
- *“A framework whereby services that are being provided are usually aimed at strengthening and supporting families and communities by allowing them to participate in programmes given to them.”*

Two of the participants who stated that they had received University training on the approach indicated in-depth knowledge through their broad and explanatory responses that encompassed the principles of the developmental approach. The following statements indicate their understanding of the developmental approach:

- *“From what I grasped in University, it’s an approach that takes into consideration the client’s strength, makes client realise that they are the most capable change agent in the process of improving their situations, and also taking into consideration socio-economic factors for that change to happen.”*
- *“My understanding from what I learnt at University on the developmental approach is that it basically creates a self-reliant client, a client that helps themselves instead of relying on the state or social workers. It is embedded on principles that include accountability, participation and partnership.”*

It is important to note that three of the participants showed confusion regarding the meaning of the approach. The following statements by participants are an indication of the confusion in their understanding of the developmental approach:

- *“It’s an approach which helps clients to go out there and get things for themselves in which with the help of someone you can get more than you bargained for.”*
- *“It’s more like a bottom up approach when dealing with a situation.”*
- *“Gives you a stepping stone to move from one stage to another.”*

The social workers lack of understanding on the developmental approach concept is endorsed by Nicholas, Rautenback and Maistry (2010:76) who state that, despite claims of services being delivered within a developmental approach, there is still little understanding of what it means in daily social work practice. Lombard (2008:159) also asserts that the conceptual confusion of the developmental approach must not be underestimated because it determines South Africa’s progress in delivering developmental welfare services.

Subtheme 1.2: Implementation of the developmental approach principles

The participants were asked to explain and link how the principles of the developmental approach were included in their delivery of the foster care services. The participants were able to link only five of the principles to their service delivery. The principles they identified included: participation, self-reliance, empowerment, accountability and sustainability.

Participation

Some participants stated that the foster parents participate in foster care programmes facilitated by their organisations. This is illustrated by statements such as:

- *“In SAVF we have foster care meetings twice a year, to discuss the problems the foster families face.”*
- *“The foster parents participate if there is need or a project.”*
- *“We also have holiday projects and both foster parents and foster children attend.”*

- *“We have a Botswadi parental programme for the new foster parents, they have to attend before we can finalise their cases.”*

However, some of the participants also highlighted that the foster parents participation is little or none at all especially during the foster care placement process. This is illustrated by statements such as:

- *“There is not much participation really because it’s more of the client coming to apply for foster care and we take it from there.”*
- *“There is not much involvement from the foster parents except us giving them forms to say - fill these in and bring them back.”*
- *“If we don’t do follow ups the foster parents also sit with the papers and we have to follow them.”*
- *“They take it like it’s fully our responsibility as Social Workers.”*
- *“It’s like we just have to do everything for them.”*

According to the White Paper for Social Welfare (RSA, Ministry for Social Welfare and Population Development, 1997), participation involves people engaging in their own process of change, growth and learning. According to the participants, foster families participate well in after care programmes and projects facilitated by their organisations. However, the participants indicated that foster parents do not participate much during the foster care placement process. Midgley (1999:11) alludes to the importance of participation through asserting that social development enhances social rights through ensuring the participation of service users. Green and Nieman (2003:164), also recommend the importance of this principle in social development by stating that the participation of service users ensures more options for solutions and improves the sustainability of programmes.

Self-reliance

Most of the participants related that they ensure the self-reliance of clients through the programmes they administer. This is illustrated by the following statements:

- *“During our foster parents meetings we try to encourage the foster parents to save, especially if the children are still very young.”*
- *“We try to encourage them to at least save R100 from R750 of the grant they receive.”*
- *“It differs from foster parent to foster parent, as much as we preach the gospel during parental meetings, the main decision lies with them.”*
- *“We started self-income generating projects for the foster parents and we have a cookie project and also a knitting project which are going very well.”*

However, one of the participants indicated that there is no self-reliance because clients are totally dependent on them. This is illustrated by the statement that:

- *“People are still very much reliant on us and the government.”*

The White Paper for Social Welfare (RSA, Ministry for Social Welfare and Population Development, 1997) stipulates that *self-reliance* is a principle that encourages people’s connection to each other and their environment so as to ensure that they make their own decisions and plan for future goals. The importance of this principle is endorsed by Lombard and Kleijn (2006:221) who highlight that developmental services emphasise that social workers ensure that clients are self-reliant at individual, family and community levels.

Empowerment

Some of the participants stated that they ensure empowerment through facilitating awareness campaigns and programmes. This is illustrated by statements such as:

- *“The projects that we do include parenting skills and we do them with the prospective foster parents.”*
- *“We empower them through programmes that we have with our foster children on HIV/AIDS.”*

Empowerment is a principle that includes power being exerted to the service users so that they achieve control and influence over decisions and their resources (White Paper for Social Welfare RSA, Ministry for Social Welfare and Population Development, 1997). According to these findings, the participants use aftercare programmes and projects to ensure the empowerment of foster families. Green and Nieman (2003:162) emphasise the importance of empowerment by stating that the empowerment of service users is vital to the developmental approach because it ensures the improvement of their coping and problem solving skills.

Accountability

All the participants stated that they are accountable to their clients, supervisors, organisations, Department of Social Development as well as to the Department of Justice and the South African Council for Social Service Professionals. This is illustrated by the following statements:

- *“We make follow ups when we are doing monitoring and evaluation.”*
- *“We comply with the Children’s Act.”*
- *“Every month end we submit statistics to our organisation supervisors and the Department of Social Development in which we account for all work and services delivered.”*

The principle of accountability includes an individual's readiness to answer questions as to why and how certain actions were taken (White Paper for Social Welfare RSA, Ministry for Social Welfare and Population Development, 1997). The participants account for the foster care services they deliver through the reports and statistics they submit. Noyoo (2005:230) recommends that monitoring and evaluation are important tools used to ensure accountability from service providers so as to ensure that service goals and objectives are met with an intention to measure service quality, gaps and improvement.

Partnership

All the participants indicated that they have good partner relationships with their clients and the relevant stakeholders so as to ensure efficient service delivery. This is illustrated by statements such as:

- *“There is partnership between us and the Department of Social Development, Home affairs, SAPS, Department of Justice.”*
- *“Partnership with clients.”*

According to the White Paper for Social Welfare (RSA, Ministry for Social Welfare and Population Development, 1997), partnership is the collaboration of government, civil society and the private sector to deliver services. LaLiberte, Crudo, Kovan and Watson (2012:7) state that child protection services within a developmental approach require the collaboration of social workers, all social service professionals, legal forces and educational institutions. Lombard (2007:300) also emphasises that the developmental approach is based on intervention through the integration and partnership of service users, relevant stakeholders and the relevant departments.

Sustainability

All the participants indicated that the foster care services are not sustainable due to the few developmental projects and programmes available to empower foster parents and foster children. According to the participants, this is because foster parents only receive a foster care grant and lack developmental programmes. This was illustrated by statements such as:

- *“The service is not sustainable considering that most people getting this grant are very poor.”*
- *“Works on very few foster parents, the majority cannot save the money.”*
- *“It is not sustainable because they are too few developmental programmes that we facilitate.”*
- *“We only have a few foster parents who save money for these foster children, we need more community development projects to help them.”*

Sustainability is a developmental approach principle that ensures the long term maintenance of desired goals (White Paper for Social Welfare RSA, Ministry for Social Welfare and Population Development, 1997). Triegaardt and Kaseke (2010:65) assert that social development is centred on sustainability in which it is vital for services to engage in promotional social security that will reduce the dependence of service users on the state.

Although the Whitepaper for Social Welfare (RSA Ministry for Social Welfare and Population Development, 1997) clearly outlines the principles of the developmental approach, social workers still experience challenges in practically upholding these principles. The participants were only able to identify and link five out of thirteen developmental principles to the services they currently deliver.

3.8.2.2 Theme 2: Barriers in foster care services delivery

Regardless of the available guidelines, social workers still face obstacles in foster care service delivery. Their responses focused on the following subthemes:

Sub theme 2.1: Vague understanding of the developmental approach concept

Even though guidelines exist, the social work participants stated that they were unable to effectively deliver the service because they lacked an understanding of the developmental approach concept.

Based on the first theme, it was gathered that the majority of foster care social workers have none or very limited knowledge of the developmental approach concept. The majority of the participants admitted that they did not know about the approach. Only two of the participants had thorough knowledge based on information they acquired at University level. Thus, the minority who understand the concept are in a system wherein the majority of other social workers do not understand it; they thus get drawn into delivering the service within a residual approach.

Subtheme 2.2 Foster care grant dependency

All the participants indicated that, due to the high rate of poverty, the majority of foster parents are dependent on the foster care grant. According to the participants, this has led to desperate measures on the part of prospective foster parents who submit fake documents and foster parents who are unable to save money for the foster children's future. This is illustrated by the following statements:

- *“The foster care grant is the only source of income in most homes.”*
- *“There is dependency on the foster care grant, people are becoming too lazy to think, they know it will come at the end of the month.”*
- *“The foster care grant has created a culture of dependency.”*
- *“When it comes to the financial side they are too dependent especially those that don't work.”*
- *“We are still using the residual approach whereby we are just giving people money only.”*
- *“We only have a few foster parents who save money for these foster children.”*
- *“Documentation issue is a problem in which people take advantage of the system - some mothers with two deceased children who include a male and a female use the death certificates of these children who share a surname. They will claim the deceased are parents of the child they are applying foster care for - then it's only when you go through the documents you realise the people were not married but were siblings”*
- *“One year down the line after you do foster care you get a father who comes to say I am maintaining, yet the foster parent had reported that the father is unknown.”*

Social grants reduce poverty and promote human rights (Hall et al., 2012:48). However, the foster care grant recipient's dependency is supported by Lombard (2008:26) who alludes to the fact that the government still places greater focus on social security which has created a dependency syndrome on grant recipients, instead of fostering self-reliance.

Sub theme 2.3: High administrative work

All the participants indicated that, since the adoption of the Children's Act 38 of 2005, there has been a lot of administrative work in foster care placement processing. The participants are of the opinion that this has caused them to concentrate on desk work of processing foster care placement papers because of the increasing number of forms involved in the process. They also stated that this has led them to having inadequate time for developmental programmes and projects due to the high caseloads caused by the high administrative work. The following quotations illustrate this experience:

- *“With the Child Care Act there was less administrative work.”*
- *“Form 38 takes too much time.”*
- *“There is so much administrative work that we don't get to the core of our work.”*
- *“With foster care we can't implement the development approach so much now because of this Children's Act, the administrative work does not allow us ample time to do therapy with our clients, to do counselling or to do other programmes that could allow clients to better themselves for the future.”*
- *“Most of the time we are not even outside in the community, it's either we are busy with typing or paper work.”*
- *“If a child applies for a child support grant which is about two hundred and something Rands there is no much paper work then when it comes to foster care why does there have to be so much administrative work?”*
- *“It's also money from the government but why is there is so much paper work with foster care.”*

Thus, according to the participants, high administrative work has caused the foster care social workers to neglect developmental programmes and projects. The high administrative work is also endorsed by Martin (2010:68) who states that the high caseloads in foster care applicants have become unmanageable, due to the fact that the social worker's role is now mainly an administrative role of completing the foster care placement in order for foster parents to receive the grant.

Sub theme 2.4: Lack of project funding

The majority of Non Profit Organisations participants indicated that there is a lack of funding for them to facilitate development projects. They stated that their organisations did not have adequate funding due to the inadequate funding they receive from the Department of Social Development. The participants indicated that, as far as they were aware, the budget speech allocates enough funds for social development yet that money is not allocated to their organisations despite the fact that Non Profit Organisations are doing most of the social service delivery. They further stated that they felt it is the government's responsibility to fully fund social services. This was illustrated in statements such as:

- *“The government is subsidising Non Profit Organisations but its only partial funding.”*
- *“Non Profit Organisations are actually doing most of the work out there, some of the development areas that need to be focused on can't be reached because there is no funding.”*
- *“Non Profit Organisations on their own cannot raise the money, government has to take responsibility to fully fund projects.”*
- *“Lack of funding.”*
- *“Those people who are supposed to distribute the funds are diverting them and using them for their own ends.”*
- *“We hear the budget and it states that this is what needs to be done and you hear the Provincial Department of Social Development say this is what's going to be done and yet when you get down to the grassroots the money that has been spoken about is not visible ”*

The developmental approach seeks to link social and economic development, whereby community development projects are vital in ensuring this link. However, in order to initiate and facilitate projects there is a need for adequate funding. The barrier of lack of funding is further supported by Patel and Hochfeld (2008) who state that the barriers

that have slowed down developmental social welfare services include the lack of funding to Non Profit Organisations. Proudlock et al. (2008:40) and Budlender and Proudlock (2012:37) also emphasise that Non Profit Organisations assist government to provide social services yet they are only partially funded which makes it impossible for them to grow, extend and improve their social service delivery.

Subtheme 2.5: Shortage of resources

All the respondents highlighted that they lack resources. The lacking resources included; Child and Youth care centres, food parcels, computers and printers. They explained that the lack of these resources hinders them from delivering effective developmental foster care activities. This was illustrated in the following statements:

- *“We have only four child and youth care centres in Mpumalanga Province.”*
- *“You find that sometimes you do not have enough resources, computers, printers, even paper.”*
- *“Lack of resources hinders us from being efficient and providing foster care within a developmental approach. If you don’t have resources it’s always going to be difficult to start or initiate programmes that are seen or perceived as developmental.”*
- *“In our office we have computers but the printers are not working.”*
- *“We struggle a lot that is why our services are limited.”*

In order to facilitate developmental services there is a vital need for adequate resources. Budlender and Proudlock (2010:40) recommend that the Department of Social Development’s funding allocation to statutory services is insufficient. They state that the funding allocated to statutory services only covers 40% of the services and interventions as required by the Children’s Act 38 of 2005, which has led to a shortage of resources to statutory service providers.

Subtheme 2.6: Shortage of social workers

All the participants stated that there is a shortage of social workers in their organisations. According to the participants this shortage limits their facilitation of developmental projects and programmes. They stated that this is indicated by; their high caseloads, their delivery of generic social work services which stretch from intakes, doing statutory reports, administering projects and submitting monthly statistics, all which is time consuming. They all indicated that there would be less pressure if there were more social workers. This is illustrated in the following quotations:

- *“There is lack of personnel, because we have part time social workers the other one is busy with parental plans whilst I have to attend all new cases plus my Section 159 and Section 176 reports plus referrals - it’s too much for me”*
- *“We need more social workers yet we have social workers who are unemployed.”*
- *“We have a lot of social workers, I hear everyone saying there is a shortage of social workers but have you realised that there are so many social workers who are without employment.”*
- *“We are told that we specialise in foster care but we end up doing everything because we are few social workers.”*

According to Budlender and Proudlock (2012:28), there is shortage of social workers in South Africa. Lombard (2008:164) supports the consequence of the shortage of social workers by noting that the shortage of social workers “undermines social work’s capacity to respond to its social change and development function and to deliver socio-economic goals.”

3.8.2.3 Theme 3: Foundations of foster care services barriers

Based on the identified barriers in implementing foster care services within a developmental approach, the participants were able to identify the causes of these barriers. Their responses focused on the following sub-themes:

Subtheme 3.1: Unclear transition to the Children's Act 38 of 2005

The participants stated that the transition from the Child Care Act 74 of 1983 to the Children's Act 38 of 2005, which was done in April 2010, was poorly handled and it has resulted in a lot of foster care service delivery barriers. The statements that illustrate the difficulty they have faced and still face in the implementation of the Children's Act 38 of 2005 are:

- *“The transition was poorly done because it came as a bomb which was just dropped to the social workers who are supposed to implement this whole Act.”*
- *“It was not a smooth transition, there have been a lot of amendments since it was gazetted.”*
- *“There was no way we were told or trained on the new Act and what we are supposed to do or what to expect, it was more of today we are no longer using the 74 of 1983 we are using the 38 of 2005 and then there was a lot of confusion with regards to foster care services.”*
- *“The people we were supposed to look up to for answers were confused themselves.”*
- *“It was poorly done.”*
- *“The new Children's Act brought about many gaps because in the Child Care Act there was a section that provided for children with one parent deceased but now when it came to the Children's Act it was changed, it's now orphans and visible means of support.”*
- *“I don't think it's working, I don't know whether it's implementation of it or it's whether people we are giving the service to are not receiving the service as well as we would like them to.”*

It is commendable to note that one of the participants also highlighted that the Act was advantageous as they are now able to gather more information on the service users. This is illustrated by the following statement:

- *“Now we are looking at the clients holistically, you can understand the clients fully because we do an Independent Developmental Plan Assessment for each prospective foster child”*

The negative experiences faced by the participants in the delivery of foster care services within a developmental approach appear to be based on unclear and confusing implementation of the approach and the Children’s Act 38 of 2005 which has caused social workers to have a negative outlook towards the delivery of the foster care services. September and Dinbabo (2008:115) support that the social welfare sector lacks adequate information systems for planning and programming which are vital for the successful adoption of the Act. The lack of these systems directly affects service providers because they do not receive competent information for the delivery of the Act.

Sub theme 3.2: Lack of training

The majority of the participants indicated that they had not received training on the delivery of foster care services within the developmental approach. They explained that they are informally introduced to new processes and procedures whereby new forms are just handed to them. They also stated that they were concerned that they had not received training on the developmental approach or on the Children’s Act 38 of 2005 as amended. Hence, they could not deliver a service in accordance to an approach that they were unaware of. The following quotations highlight the participant’s experiences:

- *“Poor implementation of the approach - it was not implemented well, we were not trained, our colleagues from other departments don’t know about this approach.”*
- *“There is lack of training, we get thrown into the deep end and you should just find your way.”*
- *“In Department of Social Development they are always going for trainings because money is available, however with Non Profit Organisations we are told there is no money for trainings.”*
- *“Very few trainings.”*

- *“During group supervision our supervisor says - by the way we have a new form, with no further training or clarification”*

On the contrary to Non Profit Organisations participants, two participants from the Department of Social Development stated that they have received thorough training on the implementation of the Children’s Act within a development approach. The following quotations illustrate their experiences:

- *“They trained us on the Children’s Act and the forms which were relevant, it was two day training.”*
- *“We receive regular training on the Children’s Act.”*

The need for the training of social workers on the developmental approach has been confirmed by various authors. Dlangamandla (2010) recommended the need for on-going training and re-orientation of social workers in implementing the developmental approach in practise. Hall et al. (2012:14) also suggest that with the introduction of the new Act, there is a need for departments to retrain social workers.

Subtheme 3.3: No exit strategy for foster care grant recipients

Some of the participants indicated that there is a barrier in the non-availability of an exit strategy for foster grant recipients. Foster children receive the foster grant up to the time they complete secondary school and there is no income afterwards for those who drop out of school or have completed school. The participants indicated that if these foster children could be empowered with practical skills, given scholarships, or exposed to self-income generating projects, this would ensure that they would not be dependent on the foster grant and they would be equipped with skills and opportunities that would make them self-reliant, even after the foster grant is terminated. This is illustrated in statements such as:

- *“What happens after 18 when the child finishes school?”*

- *“People who are aging out of the foster care system are a challenge to us because they come back to us and we don’t know how to help them, we don’t have programmes that are sustainable for them.”*

This is supported by Lombard (2007:295) who indicates that although social grants alleviate poverty in many households, the government admits that no exit strategies were formulated for social grant recipients. Triegaardt and Kaseke (2010:65) further state that it is imperative to engage in social security that empowers grant recipients, strengthens the poor and reduces grant recipients dependency on the state.

3.8.2.4 Theme 4: Improvements to be considered in the delivery of foster care services

During the discussions regarding their experiences in delivering the foster care service within a developmental approach, the participants also identified adjustments that could be made to improve their foster care service delivery. Their responses focused on the following sub themes:

Subtheme 4.1: Training and development of social workers

The majority of participants related that their main problem stems from the fact that they do not know and were not trained on the developmental approach or on the Children’s Act 38 of 2005. Thus, they stated that there was a significant need for training of social workers. The following quotations highlight these concerns:

- *“More theoretical and practical training.”*
- *“Staff training and development must be done.”*

This change is supported by social workers who participated in a study conducted by September and Dinbabo (2008). They suggested that in order to ensure proper implementation of the Children’s Act 38 of 2005, there is a need for social workers to be trained; this entails in-service training with frequent professional supervision (September & Dinbabo, 2008:117).

Subtheme 4.2: Development of exit strategies

All the participants felt that the foster care service is not sustainable due to its lack of exit strategies. Thus, they felt that there is a need to develop more sustainable exit strategies to address the matter of children turning eighteen years old in the foster care system. The following quotations highlight their suggestions:

- *“Offer tuition scholarships to foster children which could address problems after children turn eighteen.”*
- *“We should have specific bursaries for foster children.”*
- *“All people involved in this foster care process have to be proactive and create employment to reduce depending on grants.”*

The need to develop exit strategies is reinforced by Engelbrecht (2009:154) who states that the critical issue to South Africa’s development approach is to combine social grants with developmental programmes that will enhance social and economic development. Also, Lombard (2005:211) states that social development invests in social and economic capital; there is thus a need to invest in skills training and education.

Subtheme 4.3: Adjustment of Non Profit Organisations subsidies

The participants expressed that there is a need to increase the subsidy of Non Profit Organisations. This was based on that they lacked developmental projects based on their lack of funding to initiate, implement and facilitate them. They also included that the increased funding would ensure they receive adequate training.

The following quotations highlight their suggestions:

- *“Department of Social Development should increase funding to Non Profit Organisations.”*
- *“More funding for projects so that we try to develop our clients to be self-reliant.”*

Lombard (2005:225) supports this by stating that the greatest challenge for Non Profit Organisations is inadequate funding, which has resulted in the lack of sustainable socio-economic programmes and projects.

3.9 Conclusion

This chapter outlined the data collected from participants through focus group discussions. The data was analysed and presented in relation to the biographical details of the participants and through various themes raised in discussions. The findings which reflect the experiences of social workers in delivering foster care services within a developmental approach will be discussed in the next chapter.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

4.1 Introduction

This chapter draws conclusions and outlines recommendations based on the literature review in Chapter Two and the empirical findings presented in Chapter Three. The researcher will describe how each objective was achieved followed by an outline of the key findings of the study, with its conclusions and recommendations.

4.2 Research goal and objectives

The goal of the research was to identify and describe barriers in the delivery of the foster care service within a developmental approach. The goal was met through fulfilling the following research objectives:

- To conceptualise and contextualise foster service delivery within a developmental approach.

The objective was achieved in Chapter Two (see 2.8) which summarised and analysed the foster care service and its overview within a development approach in South Africa. This analysis was further compared with the findings from the research methodology and interpretation offered in Chapter Three (see 3.8.2.1) where foster care social workers discussed their understanding of the developmental approach concept.

- To investigate the barriers in delivering the foster care service within a developmental approach.

This objective was achieved in the empirical study which is reflected in Chapter Three (see 3.8.2.2) where participants expressed their views on barriers to foster care service delivery. These views were verified against previous challenges faced by social workers before the service was mandated to be delivered within a developmental approach, as evident in Chapter Two (see 2.9).

- To explore the causes of these barriers

This objective was achieved during the empirical study, which is reflected in Chapter Three (see 3.8.2.3) where the causes of the barriers in foster care service delivery were discussed from the perspective of foster care social workers.

- To identify possible solutions and recommendations that will improve the provision of developmental foster care services

The solutions and recommendations to the identified barriers were obtained during the empirical study, reflected in Chapter Three (see 3.8.2.4) which explored the participants views of the changes to be considered in the delivery of the foster care service.

4.3 Key findings, conclusions and recommendations

Based on the data collected, the following key findings, conclusions and recommendations can be made:

- The findings indicate that the majority of foster care social workers have no conceptual and contextual understanding of the developmental approach. They had vague understanding of the definition of the developmental approach and were unable to link their service delivery to most of the developmental approach principles. However, two participants were able to recall theoretical knowledge on the approach, based on their tertiary training.
- It can be concluded that South African social services are mandated to be delivered within the social development approach, but the Nkangala District social workers are not empowered or equipped on the approach. They have not received practical and/or theoretical training on the developmental approach. Thus, the few who have tertiary knowledge of the developmental approach concept cannot render it because at the service delivery level the majority of social workers are unaware of the concept. Therefore, the barriers in delivering

foster care within a developmental approach are rooted on that the majority of social workers have a vague understanding of the approach.

- ❖ The researcher recommends that the Mpumalanga Department of Social Development and Mpumalanga Non Profit Organisations develop manuals and guidelines on the developmental approach, which will be used to equip all social workers in the Nkangala District, Mpumalanga. In addition, all Nkangala district social workers should be regularly trained on the developmental approach so as to equip all social workers on their roles and expectations in delivering the foster care service. Furthermore, the researcher recommends that Nkangala District foster care social workers keep up to date with new developments in the foster care service field through reading the latest books, newsletters and journals published on foster care services in South Africa.
- From the findings, it was evident that Nkangala District foster care social workers are struggling with the adoption of the Children’s Act 38 of 2005. The participants from Non Profit Organisations did not receive training and also receive inadequate supervision on the Children’s Act 38 of 2005, contrary to the participants from the Department of Social Development.
- It can be concluded that the difficulty they are facing in adopting the Children’s Act 38 of 2005 is based on ineffective supervision from the Non Profit Organisations supervisors and managers. The Act was, evidently implemented without training Non Profit Organisations social workers. They, therefore, negatively view the Children’s Act 38 of 2005 as an obstacle which hinders effective service delivery because they were not guided, trained and receive little supervision on both the Children’s Act 38 of 2005 and the developmental approach concept.
- ❖ The researcher recommends that all Nkangala District Non Profit Organisations supervisors and foster care social workers be trained on the Children’s Act 38 of

2005; particularly on its foundations, regulations, forms involved and its developmental approach mandate. Moreover, the supervisors of Non Profit Organisations should ensure that all foster care social workers understand the Children's Act through thoroughly discussing and explaining new updates and developments during supervision sessions.

- The findings indicate that there is a shortage of developmental programmes, projects and lack of training due to the Non Profit Organisations having insufficient funding.
- It can be concluded that Non Profit Organisations have limited funding because they are solely dependent on subsidies from Department of Social Development. This has led to the significant lack of: developmental programmes and projects and trainings for foster care social workers.
- ❖ The researcher recommends that the Non Profit Organisations adopt or enhance fundraising in their offices so as to receive funds from other donors which will assist in their financial cash flow.
- From the findings, it is evident that there is a shortage of office resources and insufficient Child and Youth Care Centres in Nkangala District. This is a barrier to foster care social workers in both the Department of Social Development and Non Profit Organisations.
- It can be concluded that the budget allocated to foster care service delivery is insufficient both to the Nkangala Department of Social Development and Non Profit Organisations. This has caused service providers to face an obstacle of insufficient resources which hinders their delivery of developmental foster care services.

- ❖ The researcher recommends that the Mpumalanga Department of Social Development budget allocated to statutory services be reviewed and increased to ensure sufficient resources for foster care service delivery,
- From the findings, it was evident that Nkangala District foster care social workers face barriers that include foster care grant recipients dependency on the foster care grant and lack of empowerment projects because they expect exit strategies and empowerment projects, to be initiated by other stakeholders and departments.
- In a nutshell, it can be concluded that the barrier of foster care grant dependency and lack of empowerment projects is largely based on the foster care social worker's vague understanding of their roles and duties as developmental social workers.
- ❖ The researcher recommends that Nkangala District social workers be made aware of and equipped with developmental social work roles and skills. This can be facilitated through training these social workers and helping them gain access to information on developmental social work roles from relevant books and journals.
- From the findings, it is evident that there is a shortage of social workers to deliver foster care services in the country.
- It can be concluded that the new Act entails additional administrative work for social workers. Thus foster care social workers mostly process paper work for foster care applicants and do not have time to initiate and facilitate developmental programmes and projects in foster care service delivery.

- ❖ The researcher recommends that more social workers be recruited; this will ensure that foster care caseloads will be minimised and social workers will have enough time to facilitate developmental programmes and projects.

The researcher further recommends that further research needs to be conducted on the topic so that more knowledge is acquired.

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APPENDIX A: LETTER OF APPROVAL FROM POST-GRADUATE AND ETHICS COMMITTEES

Our Ref: Ms P Woest / 11251329
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UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Humanities

6 November 2012

Ms NT Ngwabi
6A Ngwako Street
MIDDELBURG
1050

Dear Ms Ngwabi

TITLE REGISTRATION: FIELD OF STUDY – MSW SOCIAL DEVELOPMENT AND POLICY

I have pleasure in informing you that the following has been approved:

TITLE: Barriers in implementing foster care services within a developmental approach in Nkangala District, Mpumalanga

SUPERVISOR: Ms KP Mashego

I would like to draw your attention to the following:

- 1. ENROLMENT PERIOD**
 - (a) You must be enrolled as a student for at least one academic year before submission of your dissertation/essay.
 - (b) Your enrolment as a student must be renewed annually before 31 March, until you have complied with all the requirements for the degree. You will only be able to have supervision if you provide a proof of registration to your supervisor.
- 2. APPROVAL FOR SUBMISSION**

On completion of your dissertation/essay enough copies for each examiner must be submitted to Student Administration, together with the prescribed examination enrolment form signed by you, which includes a statement by your director of studies that he/she approves of the submission of your dissertation/essay.
- 3. NOTIFICATION BEFORE SUBMISSION**

You are required to notify me at least three months in advance of your intention to submit your dissertation/essay for examination.
- 4. INSTRUCTIONS REGARDING THE PREPARATION OF THE DISSERTATION/ESSAY AND THE SUMMARY APPEAR ON THE REVERSE SIDE OF THIS LETTER.**

Yours sincerely

for DEAN: FACULTY OF HUMANITIES

APPENDIX B: LETTER OF PERMISSION FROM DEPARTMENT OF SOCIAL DEVELOPMENT MPUMALANGA

MPUMALANGA PROVINCIAL GOVERNMENT

Nkangala District Office
Piet Koornhof Building
Justice Street
EMALAHLENI
South Africa



Private Bag X 7213
EMALAHLENI
1035
Tel.no.: +27 13 656 6226
Fax.no.: +27 13 656 0671

Department of Social Development

Uthixo Lokuthuthukiswa Kwesive

UmNyango WezokuThuthukiswa
KomPhakathi

Departement van
Maatskaplike Ontwikkeling

Ref. No:
Reference: Ms MCJ Coetzee

MEMORANDUM

TO : MS NL MLANGENI
HEAD OF DEPARTMENT

FROM : MS MCJ COETZEE
MANAGER: SOCIAL WELFARE SERVICES

DATE : 16 JULY 2012

SUBJECT : APPLICATION FOR APPROVAL TO CONDUCT RESEARCH INTERVIEWS WITH
DEPARTMENT OF SOCIAL DEVELOPMENT EMALAHLENI AND MIDDELBURG SOCIAL
WORKERS

1. PURPOSE

The purpose of this submission is to request approval from the Head of Department to allow Ms NT Ngwabi to include Social Workers from the Middelburg and eMalahleni Offices of the Department of Social Development in her post graduate research interviews.

2. BACKGROUND

The District Office received a request from Ms Ngwabi to involve Social Workers from the eMalahleni and Middelburg Offices in focus group discussions as part of her post graduate studies. A formal request is attached to this submission.

3. DISCUSSION

Ms Ngwabi is a qualified Social Worker, who is currently employed by the Middelburg Child Welfare Society. She is currently a post graduate social work student at the University of Pretoria. She is doing her Masters Degree and the title of her study is: Barriers in implementing the foster care service within a developmental approach in Nkangala District, Mpumalanga.

4. ORGANISATIONAL AND HUMAN RESOURCE IMPLICATIONS

None



SUBJECT : APPLICATION FOR APPROVAL TO CONDUCT RESEARCH INTERVIEWS WITH DEPARTMENT OF SOCIAL DEVELOPMENT EMALAHLENI AND MIDDELBURG SOCIAL WORKERS

5. FINANCIAL IMPLICATIONS

None

6. LEGAL IMPLICATIONS

None

7. COMMUNICATION IMPLICATIONS

None

8. RECOMMENDATION

It is recommended that approval be granted for Ms NT Ngwabi to include Social Workers from the Middelburg and eMalahleni Offices of the Department of Social Development in her post graduate research interviews.



MS MCJ COETZEE
MANAGER, SOCIAL WELFARE SERVICES
NKANGALA

16/7/2012
DATE

~~RECOMMENDED/NOT RECOMMENDED~~



MS N MOHLATHE
DISTRICT DIRECTOR: NKANGALA

16/7/2012
DATE

~~RECOMMENDED/NOT RECOMMENDED~~

*Recommended as the research outcomes will contribute to
energy that drives to improve developmental of the
area. More identified and recommended put in place to deal with the*



MS Z MASEKO
DIRECTOR: CHILDREN

20/07/2012
DATE



APPENDIX C: LETTER OF PERMISSION FROM CHILD WELFARE MIDDELBURG



TEL NO : (013) 242 1017/1299

FAX NO : (013) 242 11 55

NPO Reg. No: 009-360

16 August 2012

Ms Nozipho T Ngwabi

Department of Social Work and Criminology

University of Pretoria

Request for permission to conduct research interviews with Social Workers

Our office grants you permission to conduct focus group interviews on the barriers of foster care service delivery in Nkangala District.

Kind Regards

Mr Edward Manzini

Office Manager

APPENDIX D: LETTER OF PERMISSION FROM CHILD WELFARE WITBANK



23 July 2012

Nozipho T. Ngwaba

REQUEST TO DO RESEARCH

I refer to your request to do research at Child Welfare S.A. e-Malahleni.

We will be more than willing to assist you on your research.

Please confirm in advance a date and time with me so that I can make sure the social workers are available to assist you.

Everything of the best with your studies.

Regards

ALRINA KLEYNHANS
MANAGER
CWSA EMALAHLENI

Place of Safety
"Highveld House"
Tel: (013) 6926900

40 Jellicoe Street • Witbank 1035 • P.O. Box 97
Tel/Fax: (013) 6562471/2
Email: witbank.childwelfare@telkomsa.net

Child Welfare Gift Shop
Haig Ave, Witbank
Tel: (013) 656 0806

APPENDIX E: LETTER OF PERMISSION FROM CMR NKANGALA



Middelburg
001-926 NPO

Tel: (013) 282 7261
Faks/Fax: (013) 282 7261
cmm@tantic.net

Postbus/PO Box 53 • Middelburg • 1050

Professionele Dienste Sentrum / Professional Services Centre • Pleinstraat 23A Plein Street
Middelburg

CHRISTELIK-MAATSKAPLIKE RAAD • CHRISTIAN SOCIAL COUNCIL • UMKHANDLU WOBUDLELWANO BOBUKHRESTU

19 July 2012

Ms. Nozipho T Ngwabi


Department of Social Work and Criminology

University of Pretoria

REQUEST FOR PERMISSION TO CONDUCT RESEARCH INTERVIEWS WITH SOCIAL WORKERS

CMR has no objections that our social workers be involved in your focus group discussions needed to complete your research for your Master degree in Social Development and Policy.

Yours faithfully,


Mrs. M. Simal
Supervisor

Diens met Deernis • Caring with Compassion • Ukunakekela ngobubele

DIREKTEUR / DIRECTOR:
Me/Ms Cecile Petzer

APPENDIX F: LETTER OF PERMISSION FROM SAVF MIDDELBURG



SAVF
MIDDELBURG

Walter Sisulustraat 52, Middelburg, 1050
52 Walter Sisula Street, Middelburg, 1050
112, Middelburg, 1050
☎ 013 282 4411
- 013 282 5055
✉ savfmem@iaavc.org
001-498 NPO

19 July 2012

Per hand

Ms. N Ngwabi
CC University of Pretoria

RE: Permission to conduct research

The SAVF Middelburg Social Work office hereby grants permission to ms. N Ngwabi to conduct research at our offices regarding the barriers of foster care.

Ms. M.J. Potgieter
Regional Manager, Social Services
Mpumalanga

APPENDIX G: DATA COLLECTION INSTRUMENT

1. What is your understanding of the developmental approach?
2. What is your opinion on the transition from the Child Care Act 74 of 1983 to the Children's Act 38 of 2005 as amended which is mandated to be delivered within a developmental approach?
3. Are the principles of developmental approach included in your delivery of the foster care service (participation, self-reliance, empowerment, universal access, equity, transparency, appropriateness, accountability, access, efficiency and effectiveness, partnership, social integration and sustainability), please explain how they are included?
4. What are the challenges you have faced in delivering foster care services within a developmental approach?
5. What are the causes of the identified challenges in delivering foster care services?
6. Outline the most plausible solutions to effective foster care service delivery?



APPENDIX H: CONSENT FORM

Researcher's Name: NoziphoTheodoraNgwabi

Tel: 073 743 4717

Email: noziphongwabi@yahoo.com

P O Box 2098

Middelburg

1050

INFORMED CONSENT FORM

Title of study: Barriers in implementing foster care services within a developmental approach in Nkangala District, Mpumalanga.

Purpose of the study: To identify and describe barriers in the implementation of the foster care service within a developmental approach.

Procedures: I understand that I will be part of a focus group discussion that will be investigating the barriers in foster care service delivery within a developmental approach and it will require between sixty to ninety minutes of my time.

Risks and Discomfort: I understand that there will be no risks or discomfort that I may be exposed to in participating in this study. However, if I experience any discomfort during the process I will inform the researcher.

Benefits: I understand that there are no direct financial benefits to me for participating in this study. Also that the results of the study may assist in improving foster care service delivery within a developmental approach in the Nkangala District, Mpumalanga.

Participant's Rights: I understand that my participation is voluntary, that I may withdraw from participating in the study at anytime and I will not be penalised or disadvantaged in any way.

Confidentiality and anonymity: I understand that the research team will take reasonable steps to protect my identity and that all information will be treated confidentially. I understand that the focus group discussion will be audio taped and notes will also be taken by the researcher. The cassettes and transcripts will be kept in a secure place and will only be used for research purpose and should I withdraw from the study, the data will be destroyed. I understand that the results may be published in the researcher’s thesis, professional journals or presented at conferences, but my identity will not be revealed unless required by law. I understand that should there be any need to disclose any information, this will be done with my consent.

Data storage: I understand that once the research has been completed, the collected data will be stored for the period of 15 years in the Department of Social Work and Criminology in line with the policy guidelines of the University of Pretoria. If anyone wishes to use the data it will only be done with my informed consent.

Person to contact: If I have any questions or concerns, I can contact the researcher Ms N. T. Ngwabi on Telephone number 013 242 1017 Cellular number 0737434714

Declaration

I, understand my rights as a research participant, and I voluntarily consent to participate in this study. I understand what the study is about and how and why it is being conducted. I have received a copy of this consent form.

Date	Place	Participant’s signature

Date	Place	Researcher’s signature

APPENDIX I: LETTER FROM THE EDITOR

22 October 2013

To Whom it May Concern

I herewith confirm that I have proofread the mini-thesis entitled Barriers in implementing foster care services within a developmental approach in Nkangala District, Mpumalanga by Nozipho Ngwabi, for language and editorial errors.

I suggested relevant changes, where I saw fit, using the "Track Changes" function in MSWord; the student could thus either accept or reject my suggestions at her own discretion.

I trust that this is in order.

Kind regards,



Nancy Morkel
MA English (RMMU), PGDHEE (UPH), BA Hons English (JPE), BA MCG (JPE)
nancy.morkel@up.ac.za