

**PROFESSIONALISATION OF CHILD AND YOUTH
CARE: PERSPECTIVES OF CHILD AND YOUTH CARE
WORKERS IN ETHEKWINI, KWAZULU-NATAL**

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Dissertation submitted in fulfilment of the requirements for the Master of
Health Sciences in the Faculty of Health Sciences at the Durban University of
Technology

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Date : February 2021

Declaration

This is to certify that the work is entirely my own and not of any other person, unless explicitly acknowledged (including citation of published and unpublished sources). The work has not previously been submitted in any form to the Durban University of Technology or to any other institution for assessment or for any other purpose.

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Abstract

Background

Child and Youth Care (CYC) has always been identified as a fledging profession regardless of the profession having a code of ethics, mandatory training, professional registration and professional associations. This is due to the gap in the process of CYC professionalisation and therefore needs to be addressed through advance literature and publication, especially in South Africa. This study is the first in the South African context to assess CYCWs perspectives of CYC professionalisation.

Aim of the study

The aim of the study was to assess the perspectives of CYC workers on the process of CYC professionalisation.

Methodology

A qualitative, exploratory, descriptive, contextual design was used in this study to gather in-depth and meaningful information from 12 CYC workers from 3 CYC centres in eThekweni. Semi-structured interviews with open-ended questions were used to collect data. Tesch's eight steps of data analysis was used to analyse data obtained.

Results

Five major themes emerged from the study namely, child and youth care professionalisation; perspectives of CYC workers prior to professionalisation /statutory regulation; the importance of skills, knowledge, attitudes, values and beliefs in CYC professionalisation; aspects of CYC professionalisation achieved; and aspects of CYC professionalisation not achieved. CYC professionalisation was well understood by the majority of participants. Perspectives towards CYCWs prior to professionalisation were shared. There are important aspects of CYC professionalisation that the participants mentioned that are not achieved. Recognition by the professional council, education and training as well as attendance of conferences were achieved

aspects of professionalisation. CYC skills, knowledge, values, attitudes and beliefs proved to be significant factors as they were cited to be very useful during practice.

Conclusion

Participants acknowledged that education and training, registration and a code of ethics are important factors that are expected to lead to the recognition, employment opportunities, dignity and status as well as salary increase for CYC practitioners. The participants also emphasised that major CYC role players have an important responsibility in contributing to the achievements of the above missing expectations.

Key words:

Child and youth care work

Child and youth care worker

Child and youth care professionalisation

Professionalisation

Registration

Education and training

Dedication

To my daughter Emihle, you are my motivation. I hope I also motivate you to achieve your goals when you grow up.

To my whole family, thank you so much for your love and support. I could have not achieved this milestone without you.

Acknowledgements

With sincere gratitude I would to thank the following:

- Professor M.N Sibiya my supervisor, for encouraging me to be my very best and for being such an inspiration to me as a black female child. You inspire me to reach for the sky.
- Miss M.N Siluma, my co-supervisor, for believing in me especially in times of self-doubts and loss of hope. You took so much of your time to check on my well-being during this journey, not just academically but personally. I am grateful to be co-supervised by you. Thank you.
- The participants, for sparing me their time from their busy schedules during this COVID-19 pandemic. God keep you safe in your wonderful work with young people.
- The Child and Youth Care Centres for permitting me to conduct my study with the CYCWs soon after the lockdown levels were lifted. To most it was short notice, I am grateful.
- My family members for the unmeasurable support you have given me during my studies.

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Glossary of terms

Child and youth care work: The practice of safeguarding young people and assisting them in their growth and development; using daily interactions and intentionally building therapeutic relationships with them (Boyle 2018: 2). Whereas Freeman (2013: 100) supports that child and youth care work is centred on the development of relationships and environments which engage young people and encourage their development capabilities as individuals.

Child and care worker: A professional who closely works with young people to assist them with their development. The professional is tasked with a responsibility to identify problems faced by young people than provide necessary help including the necessary referrals. A CYC worker advocates on behalf of young people and become safe personnel for the young person to talk about sensitive issues (Boyle 2018: 2). Barbe (2011: 1) further explains that a CYC worker works with diverse young people to implement effective interventions by emphasising on the young people's belief, attitudes, knowledge and skills.

Professionalisation : This defines the education, training and other activities that convert a worker into a professional. Professionalisation is also the social procedures by which an occupation becomes a profession National Research Council 2013: 15).

List of Acronyms

Acronym	Full word/sentence
ACYCP	The Association for Child and Youth Care Practice
AIDS	Acquired Immune Deficiency Syndrome
BQCC	Basic Qualification in Child Care
CYC	Child and Youth Care
CYCC	Child and Youth Care centre
CYCCB	Child and Youth Care Certification Board
CYCW	Child and youth care worker
CYCWs	Child and youth care workers
DSD	Department of Social Development
DUT	Durban University of Technology
FETC	The Further Education and Training Certificate
HIV	Human Immunodeficiency Virus
HWSETA	Health and Welfare Sector Education and Training Authority
KZN	KwaZulu-Natal
NACCW	National Association of Child Care Workers
NGOs	Non-Governmental Organisations
NQF	The National Qualifications Framework
PBCYC	Professional Board for Child and Youth Care Workers
SACSSP	South African Council for Social Service Professions
WHO	World Health Organisation
SADC	Southern African Development Committee
USA	United States of America

CHAPTER 1: OVERVIEW OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

“Firstly, we believe in what we are doing, we do it well, we receive specific training, and we want to be recognised both professionally and with respect to salaries. We want to earn what social workers earn for example, and we take our place within a professional multi-disciplinary team without being patronised or disregarded” (Du Toit 2000: 1).

The above quotes show how passionate Child and Youth Care Workers (CYCWs) in South Africa were about the professionalisation and uniqueness of Child and Youth Care (CYC), as early as the year 2000. CYC is a unique discipline that has a specific knowledge and theoretical base. The uniqueness of CYC lies in its focus on working in the life space of young people. Life space means the context in which the day-to-day activities of young people take place (South African Department of Social Development 2014: 6). The CYC statutory body, the South African Council for Social Service Professions (SACSSP), finds CYC comparable to youth work and youth development and places it alongside social work (South African Council for Social Service Professions [SACSSP] 2020a: 1).

Molepo and Delport (2015: 150) suggest that the CYC profession has been around for many years and has taken many forms. For instance, in the United States of America (USA) and Canada, professionalisation of the field began around the 1960s when the residential workers formed the alliances of states and provincial associations. Thumbadoo (2015: 56) indicates that CYC work in South Africa was organised in 1975 when the National Standards for ethical behaviour were developed. The Social Work Act became the Social Services Profession Act in 1978, which allowed further regulation of developing social service professions. In many countries, religious organisations lead the

development of the field through residential care (Molepo and Delport 2015: 150). This also suggests that CYC is a global profession.

Stuart (2003: 16) states that CYC is centred on the professionalisation criteria that was developed by the social scientists studying professions. Hence, educational programmes, certification programmes, professional associations and codes of ethics have been developed. This was aimed at regulating individuals who practice through legislation and programme accreditation. In accord, Birket and Evans (2005: 22) explain professionalisation as a process whereby the professionals of the field seek control of certain factors. These factors include market skills and knowledge, public recognition for a professional position, exclusive rights to practice the profession and social closure. Freeman (2013: 104) notes that CYC has a history, systematised education and training, professional associations, an ethical code, an identified body of knowledge and skills as in other fields. Unfortunately, there are still gaps in the field, such as the lack of public recognition. Molepo and Delport (2015: 151) attest that CYC remains unrecognised, unlike other human services. This indicates that the CYC profession should continue playing its part in seeking its professional position and control over its skills and knowledge.

Freeman (2013: 102) argues that the capacity to provide knowledgeable, ethical and quality service to children, youth and families depends on the recognition given to the CYC field. Therefore, successful recognition through professionalisation for CYC work is essential for practitioners to be able to provide high quality services to children and youth. In addition, successful public recognition for CYC minimises the chances of the profession becoming identical to existing ones, for example, social work (Forsyth and Danisiewicz 1985: 64-65).

1.2 PROBLEM STATEMENT

The struggle for the CYC field to be recognised in society is still a major problem. Recognition is important, not only for CYC workers to feel good about

what they do, but for the clients that they serve to be valued (Lochhead 2001: 74). Linton and Forster (1988: 3) observed that CYC workers receive virtually no social recognition or professional status for the difficult, exhausting and important work they have chosen. In addition, there is a lack of career ladders, frequent exclusion from decision-making in the workplace, long and irregular hours and other unsatisfactory working conditions. Problems with lack of pay, difficult working conditions and unclear, poorly-defined roles are significant issues which persist. Molepo and Delpont (2015: 149) concur that in South Africa, CYC workers experience many professional challenges such as a lack of recognition, lack of clarity on the role and title of CYCW, inconsistent job requirements, lack of professional growth and development opportunities and inadequate working conditions. Seemingly, the aspects of professionalisation, that seems to be least achieved from most authors point of view, is successful public recognition from employing organisations and the public at large. This means professionalisation is important for the profession to be able to advance significantly in the public sector and in the quality of services it provides to the communities. The researcher could not find any evidence of a study that has been conducted in KwaZulu Natal (KZN) to explore the CYC workers' perspectives on professionalisation of the discipline.

1.3 AIM OF THE STUDY

The aim of the study was to assess perspectives of CYC workers on professionalisation of CYC as a profession.

1.4 OBJECTIVES OF THE STUDY

The objectives of the study were to:

- Explore CYCWs understanding of professionalisation.
- Explore and describe the perspectives of CYCWs on the importance of professionalising CYC work with regards to the relevant skills, knowledge, values, attitudes, beliefs of the profession.
- Explore CYCWs perceptions of child and youth care workers prior to professionalisation.

- Explore how CYCWs view progress achieved in the professionalisation of CYC

1.5 RESEARCH QUESTIONS

- What is the CYCWs' understanding of professionalisation?
- What are the perspectives of CYCWs on the importance of professionalisation with regards to the relevant skills, knowledge, values, attitudes, beliefs of the profession?
- How do CYCWs perceive child and youth care workers prior to professionalisation?
- What progress has been achieved in the professionalisation of CYC?

1.6 SIGNIFICANCE OF THE STUDY

Professionalisation of disciplines such as nursing, social work and other allied professions are well known in society. This is mainly due to the existence of abundant literature. In contrast, in CYC work, there is limited information and publications, especially in South Africa. This research will address this gap.

This study will contribute to advancing the publications, recognition and understanding of CYC professionalisation in the South African context. In addition, the study will inform policymakers and stakeholders who are interested in advancing the professionalisation of CYC. These stakeholders include the government sector, Professional Board for CYC Workers (PBCYC), the National Association for Child and Youth Care Workers (NACCW) and the South African Council for Social Service Profession (SACSSP). The study will highlight the voice of CYCWs on their understanding of the meaning of professionalisation. Furthermore, the study will inform the education and training sector relating to the content of education material that includes professionalisation.

1.7 STRUCTURE OF THE DISSERTATION

Table 1.1 Structure of the dissertation

Chapter 1	Overview of the study.
Chapter 2	Literature review.
Chapter 3	Theoretical framework.
Chapter 4	Research design and methodology.
Chapter 5	Presentation of findings.
Chapter 6	Discussion of findings.
Chapter 7	Summary, limitations, conclusions and recommendations of the study.

1.8 SUMMARY OF THE CHAPTER

In this chapter, the researcher has outlined the overview of the study by providing a brief introduction and background to the study. The problem statement, the aim of the study, objectives of the study have also been outlined. The researcher lastly provided research questions, the significance of the study and the structure of the dissertation. The next chapter presents a literature review, which explores the existing literature on the phenomenon under study.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter focuses on the global, national and local perspectives of CYC professionalisation. The aim is to present an understanding of the perspectives of the process from literature sources of different countries. This ensures an in-depth background of the topic with justifiable and scholarly arguments. Therefore, this chapter describes how the professionalisation of CYC is experienced, viewed, perceived and constructed throughout the world and in the South African context.

McCombes (2019: 1) states that a literature review is a survey of academic sources on a topic, which provides a summary of existing knowledge that permit the researcher to identify suitable theories, methods and gaps in the current research. Cofta (2020: 1) confirms that a literature review is a complete overview of former research on a topic. It reviews scholarly articles, books, and other sources relevant to an area of research. Ramdhani, Ramdhani and Amin (2014: 48) report that a literature review is a description of literature relevant to a field or topic. The literature review gives a summary of what has been said, who the key writers are, what are the principal theories and hypotheses, what questions are being asked, what methods and methodologies are suitable and useful. Therefore, a literature review is not primary research, instead it reports on the findings from other research. Arshed and Danson (2015: 31) note that in a literature review, a writer quotes and generates main points, issues, findings and research methods that develop from a thoughtful analysis of readings to build a comprehensible argument which leads to the explanation of the anticipated study.

Bolderston (2008: 86) points out that a literature review is a critical, useful and informative basis of a topic as it identifies what is known and not known about the topic. It can also identify controversial areas and can assist in formulating

questions that need to be researched further. Bolderston (2008: 87) indicates that a good literature review is comprehensive, fully referenced, selective, and relevant, has key ideas and themes, balanced, critical and analytical.

2.2 PROCESS OF SOURCING LITERATURE

The researcher visited the following search engines to find relevant literature: Researchgate; Google; Google scholar; CYC-Net; DUT database; Science Direct; Elsevier; SAGE; Academia; Webinar; NACCW; SACSSP; libspace and Idatschool. A combination of the following key words were used during searches: professionalisation; professionalisation in child and youth care; child and youth care workers; Child and youth work in South Africa; child and youth care work abroad; ethics; training and education; skills; knowledge; values; attitudes; beliefs in child and youth care work.

2.3 CHILD AND YOUTH CARE

According to Molepo and Delport (2015: 149), there are several names that are used interchangeably with CYCWs; these include CYC practitioners, CYC counsellors, youth workers, youth development workers and direct services workers. Therefore, all these workers provide the same CYC services to young people despite the name difference and the country of work. However, for the purpose of this study, CYCWs and practitioners or professionals were used.

CYC, like other existing professions, has a rich history, organised education and training, professional associations, ethical codes and a body of knowledge and skills (Freeman 2013: 104). CYC work refers to the acts performed by a CYC worker, which focuses on children and youth within the context of the family, the community, and the life space of a young person (South Africa 1978: 7). A CYC worker is a person who works in the life space of young people with different- developmental needs to promote and facilitate their development using the daily life events and programmes (Jamieson 2013a: 3).

Professional values, principles and ethics of the field guide the practice approaches and monitor the daily interactions between young people and CYCWs (Zubulake 2017: 9). CYC is influenced by other professions like social work, education, justice and medicine as a foundation on how to professionalise the field (Zubulake 2017: 15). Petkovic and Zentner (2017: 3) agree that CYC is not an independent field in most countries. Rather, it is included in occupations such as social education, social sciences, educational sciences, social work or social administration.

Kissoon (2006: 9) confirms that the roles of CYC derive, interact and contribute to other practices such as psychology, sociology and teaching, however, CYC is not given the same respect as them. Petkovic and Zentner (2017: 2) state that it is important for CYCWs to relate to different professional communities. They should also be able to rationalise their actions by having theories and concepts to guide and inform their practice. They should also be aware of the level of ethical responsibility and accountability involved in CYC work.

2.4 THE CONCEPT OF PROFESSIONALISATION

Dellgran and Hojer (2005:43) describe professionalisation as a collective process, of how a specific occupational or professional group by various means, upholds and improves its status, authority, discretion and control over education and working conditions. Fusco and Baizerman (2013: 91) define professionalisation as a process which occurs over a period of time to obtain professional freedom through mutual efforts. Hart (2012: 58) confirms that the aim of the process is to legalise and professionalise practice through growing the body of knowledge, refining the ethical standards and reputation and improving the certification process. Hence, professionalisation aids in building a reputation for authority, credibility and efficiency. Birket and Evans (2005: 22) explain professionalisation, as a process whereby the professionals of the field seek control of the market skills and knowledge, public recognition for professional position exclusive rights to practice the profession and social closure.

2.5 GLOBAL VIEWS OF PROFESSIONALISATION OF CHILD AND YOUTH CARE

In Europe, CYC work still fights for recognition as a profession, as it lacks a clear framework in terms of professional development of CYCWs and volunteers (Petkovic and Zentner 2017: 1). Emslie (2012: 16) also claims that it is indeed a time in Australia for CYC work to be professionalised alongside other human service practices such as nursing, education and psychology, as is not regulated. In Australia, the government has arranged to improve service delivery in the community sector. It is believed that professionalising CYC would be a great approach to improve the quality of service offered to young people (Emslie 2012: 17). There are many agencies and initiatives that are interested in mobilising and supporting professionalisation of CYC. Emslie (2012:18) believes that professionalisation of CYC would have many benefits.

Professionalisation would contribute to supporting CYC courses in university as regulating CYC as a profession would avoid the discontinuation of CYC courses whilst new CYC programmes can also be offered (Emslie 2012: 18). Professionalisation would prevent the scarcity of qualified CYC practitioners since there is a shortage of professionally qualified practitioners to meet community-based workforce demands (Emslie 2012: 19). The process would also enhance the status of CYC to be more attractive to new professionals and encourage experienced practitioners to continue working in the field (Emslie 2012: 19). Professionalisation can prevent harmful interventions since officials will be able to frequently report on systemic dissatisfactions of legal child protection systems, youth justice centres and out-of-home care services. Currently , repeated failures to effectively manage cases of abuse, neglect, unethical conduct and other incidences have become the norm (Emslie 2012: 19). Ward (2016: 106) also acknowledges that young people have the right to quality care services but unfortunately, risks of harm increase for them when they enter child protection services.

Ward (2016: 102) emphasises that CYC professionalisation is very important because relational approaches are ignored in the Canadian system and CYCWs are also not considered compulsory. There have been establishments of stages of professional and relational skills, code of ethics and core competencies and yet CYC is still not professionalised. Ward (2016: 102) continues to state that due to the CYC professionals not claiming their professional identity, young people continue to be at risk and the skills of professionals are never appreciated.

2.5.1 Education and training in Child and Youth Care

In Europe, few countries have a system of professional studies at professional schools and universities for the education and training of CYCWs, such as in Iceland, Finland, Ireland, the United Kingdom and Sweden (Petkovic and Zentner 2017: 3). Australia also aims to improve the education and training and the quality of service delivery in the youth sector, as well as prevent harm as a result of youth work practice (Emslie 2012: 17). Only five government-accredited CYC work degrees are offered within the Australian higher education institutions, and there is a very small number of students who register for these courses (Emslie 2012: 18). In America, professionalising the field of CYC is important in order to guarantee educated, well-trained workers that can ensure high-quality services and programmes to young people and families (Freeman 2013: 105). Curry, Schnieder-Munoz and Carpenter-Williams (2012: 11) acknowledge that in the USA, there are few CYC programmes in place to prepare students for the field.

In Canada, the number of CYC educational programmes such as diplomas and degrees have improved. All the provinces have educational programmes in CYC (Freeman 2013: 105). There are 30 advanced diploma level CYC programmes in Ontario, and about ten undergraduate programmes, four graduate degree programmes and one doctorate programme in CYC in Canada (Ward 2016: 102). In Ontario Province, diplomas and degrees suggest that

educated CYC professionals are trained to decrease risks of trauma in young people through developmental trauma approaches (Ward 2016: 102).

2.5.2 Registration and certification

A set of competencies for first-level professional child and youth care practice was published in 2003 by the North American Certification Project (NACP). A national certification programme for the United States was established in 2007. Maryland was the first state to need certification for residential CYCWs in 2008. The professional associations administer certification in each province in Canada. Alberta and Ontario professional associations have certification standards and advocate for the regulation of CYC. A National Charter of Competencies was drafted for Quebec. Some provinces in Canada are exploring the certification processes of the Child and Youth Care Certification Board (CYCCB) (Stuart 2013: 44).

2.5.3 National Associations

Civicus Affinity Group for National Associations (2007: 6) notes that national associations are country membership networks who represent shared interests of members and the Non-Profit community. They play an important role in bringing the sector together and in addressing issues that impact the whole sector such as an NGO. National associations also play an important role as facilitators in issues that are more explicit to sub-sector like the children's rights. They provide medium for members who share similar interests to collaborate, and support their initiatives.

There are many professional associations for CYC globally. In Canada, there are the Child and Youth Educational Accreditation Board of Canada; Ontario Association of Child and Youth Care; Child and Youth Care Association Newfoundland Labrador; Nova Scotia Child and Youth Care Workers Association; Child and Youth Care Workers Association of Prince Edward Island; Child and Youth Care Workers Association of New Brunswick; Child and Youth Care Workers Association of Manitoba; Child and Youth Care Workers Association of Alberta; Child and Youth Care Workers Association of British

Columbia and Canadian Council of Child and Youth Associations ([ACYCP] Association for Child and Youth Care Practice 2017: 20). In the United States, there is the Association of Children's Residential Centers and Association for Child and Youth Care Practice [ACYCP] (ACYCP 2017: 21).

2.5.4 Skills and knowledge in Child and Youth Care

In Canada, CYCWs are trained to develop relationships with young people using life space work to meet their needs. Practitioners are equipped with the skill to purposefully shape the physical and relational life space of young people according to their special needs. Practitioners are also trained to use crisis events as therapeutic interventions, by helping young people make sense of what they are going through. Practitioners also use proactive, preventative and direct approaches when caring and building relationships, while responding to their developmental needs (Ward 2016: 105). Kisson (2006: 7) states that CYCWs are equipped with knowledge and skills of developing treatment plans for children and youth. CYCWs use their skills of observing, assessing, planning and guiding to help them determine a child's developmental level of skills and difficulties.

2.5.5 Values and ethics in Child and Youth Care

Professionalisation involves complying with a set of codes of ethics and practice guidelines to enhance the quality of professional CYC work practice, prevent harm and enhance public confidence in services that care for young people (Emslie 2012:20). The ACYCP (2017: 3) reports that in North America, the code of ethics is used as the main source of professional accountability in many provinces and states and is referenced globally. The principles include responsibility to self; responsibility to children, youth and families; responsibility to employer and employing organisation; responsibility to the profession and responsibility to the community (ACYCP 2017: 3).

2.5.6 Attitudes and beliefs of Child and Youth Care

Mattingly, Stuart and VanderVen (2010: 12) note that professional CYCWs in North America and Canada have moral and ethical responsibilities. They promote the well-being of children, youth and families through respect and collaboration. They value care for emotional growth, social competence, rehabilitation and treatment. CYCWs acknowledge the strengths of cultural and human diversity. They also value family, community, culture and human diversity as important to developmental and intervening processes. CYCWs believe that children, youth, families and communities have potential and should be empowered. CYCWs also promote and contribute to the professional child and youth care society.

2.5.7 Body of knowledge in Child and Youth Care

The five domain competencies for professional CYC work practitioners are considered as the core body of knowledge and skills in CYC. They include professionalism, cultural and human diversity, applied human development, relationship and communication and developmental practice methods (Freeman 2013: 103). Curry, Schneider-Munoz and Carpenter-Williams (2012:7) acknowledge that the five domains provide a complete directory for organising the knowledge base, which also makes the CYC become the major human service profession.

2.5.7.1 Professionalism

The practitioner is expected to be self-directed and have a high degree of personal initiative. Their performance should be consistent and reliable. The CYC worker should be able to work successfully both independently and as a team member. The CYC worker must know the purpose and role of professional ethics and use them to guide and improve their practice. They should advocate for children, youth, families and the profession with success (Federation of Associations of Counselling Therapists in Alberta 2017: 6).

2.5.7.2 Cultural and human diversity

The Federation of Associations of Counselling Therapists in Alberta (2017: 7) writes that CYC practitioner must promote cultural and human diversity. The CYC worker must also understand the self. They should be well-informed about cultural and human diversity. Current and relevant skills should be used to develop respectful and effective relationships, communication and developmental practice approaches. CYCWs should apply knowledge and skills to plan, implement and evaluate relevant programmes and services at the workplace.

2.5.7.3 Applied human development

Professional practitioners have the purpose of promoting the development of children, youth, and their families in various settings. The environment influences the interaction between persons and their physical and social environments, including cultural and political settings. CYC worker needs to take consideration of the daily lives of children and youth, including those at risk and with special needs, within the family, neighbourhoods, schools and larger social-cultural environment (Mattingly, Stuart, and VanderVen 2010: 23).

2.5.7.4 Relationship and communication

The practitioner needs to place value on relationships and communication in CYC practice. The CYC worker and young person need to work together to attain growth and change. The practitioner has to develop honest relationships built on empathy and positivity. They should be able to communicate clearly with other professionals and with young people (Federation of Associations of Counselling Therapists in Alberta 2017: 3).

2.5.7.5 Developmental practice methods

The CYC worker has to be aware of the importance of developmental practice. They should design and promote development for children, youth and families, including those at-risk and with special needs within the context of the family,

community and the life-space (Federation of Associations of Counselling Therapists in Alberta 2017 3).

2.6 CONTEXT OF PROFESSIONALISATION OF CHILD AND YOUTH CARE IN AFRICA

The South Africa Qualifications Authority (SAQA) (2007: 239) reports that South Africa has conducted training for trainers in Zambia as they are in the process of setting up CYC work structures in the country. Ghana, Burkina Faso, Benin, Namibia, Zimbabwe, Uganda, Mozambique, Kenya and Tanzania have also shown interest. These countries' representatives have also attended All-Africa conferences on CYC work (SAQA 2007: 239). Nghonyama (2016: 1) reports that a small group of African countries was formed using the Federation of International Educative Communities (FICE) International platform to collaborate and has grown tremendously.

FICE-Africa is a continental chapter of FICE International, initiated in February 2014. It consists of organisations working in the CYC field and provides services to vulnerable, orphaned and at-risk children in Africa. FICE-Africa countries include Ethiopia, Ghana, Kenya, South Africa and Zambia, but all African countries are invited to join as members (NACCW 2014c: 1).

In terms of CYC professionalisation in Africa, FICE-Africa contributes to creating a unique identity of the CYC field in Africa by providing access to African continental and global networking opportunities. FICE-Africa promotes and access and knowledge that is focused in Africa. It also promotes the development and exchange of African focused CYC models and strengthens advocacy efforts for young people in Africa (NACCW 2014c: 1). Adebayo (2017: 1) notes that advocacy is one of the most important approaches in engaging children and youth and in achieving human right principles and outcomes. It is evident that FICE-Africa has made large contributions to the growth and recognition of CYC work in Africa. NACCW (2014c: 2) reports that principles of FICE-Africa include the development, capacity building and professionalising

of the CYC workforce in Africa. Promoting the active participation of children and youth is also included. The utilising of an adult approach to training and development of social service workers with a focus on the African context, reclaiming and promoting African approaches to CYC practice and lastly, the rejection of all forms of discrimination are also principles of FICE – Africa.

The NACCW (2014c: 1) points out that FICE-Africa's objectives include: to support activities that are focused on the rights and development of orphaned and vulnerable children, youth and families, particularly with needs, those living in institutions and those at risk; to promote the international exchange of knowledge and experiences in the field of CYC work. Other objectives include the organisation of continuous capacity building of workers through courses, meetings, seminars, international symposia and projects; and to participate in limited relief efforts in cases of war and catastrophes. FICE-Africa intends to conduct more activities to provide a platform to share knowledge. These activities include gathering, reclaiming and promoting African indigenous knowledge in CYC practice, hold exchange visits to explore and learn about different CYC programmes offered in member countries and lastly, fundraise for training and network opportunities (NACCW 2014c: 1). The national professional associations for CYCWs in Africa encourage other countries to participate in the process of professionalising, regulating and growth of the CYC field (NACCW 2014c: 2).

2.7 CONTEXT OF PROFESSIONALISATION OF CHILD AND YOUTH CARE IN SOUTH AFRICA

In South Africa, CYC is regulated through the Social Service Professions Act 110 of 1978 (South African Department of Social Development 2014: 3). This means that in South Africa, the profession of CYC is legally professionalised. Magida (2019: 12) notes that the Professional Board for Child and Youth Care Work (PBCYC) is strongly aware of its mandate for advocating for change in the professionalisation of CYC work and to ensure that the CYC profession programme moves forward.

Lodge (2013: 2) informs that Professional Board for Child and Youth Care workers (PBCYC) was initiated in 2004 and inaugurated in 2005. This board was responsible for professionalising the CYC field. Chimange and Bond (2020: 2) concur that the PBCYC in April 2005 was formed to regulate the professional field of CYC in South Africa. Jamieson (2013a: 22) emphasises that the professional board has been established and registered to enhance the respect, status, integrity and dignity of the profession. The board initiated in 2004 was effective for four years as it was interrupted for one year due to a dispute it had with the South African Council. This means it should have worked a five -year term. However, during its term, it was able to write and approve regulations for the registration of CYCWs at professional and auxiliary levels with the help of legal advice. Therefore, after 17 drafts, the principles and guidelines for the code of ethics for CYCWs were approved (Lodge 2013: 2).

The second professional board for CYCWs was inaugurated on 11 March 2013. It agreed on final regulations, the principles and guidelines for the code of ethics and the rules of conduct (Lodge 2013: 3). The third professional board for child and youth care work was inaugurated on 21 June 2016 (SACSSP 2020b: 1). Professionalisation of CYC in the South African context continues to have very limited publication. The process is still of importance nonetheless, as CYCWs have fought for professionalisation for over 30 years. This has been motivated by the countless challenges they face as professionals such as having to deal with difficult behaviours of young people, lack of recognition, lack of professional growth and developmental opportunities and irregular working conditions (Molepo and Delpont 2015: 153-155).

It is also evident that professionalisation of CYC field has been of utmost importance as the NACCW (2014a: 1) states that CYC in South Africa focuses on providing essential services to children and their families. Services to children involve the provision of care and protection to vulnerable children (Jamieson 2013a: 29), upholding rights of children placed in alternative care (Jamieson 2013a: 59), CYC centres (Jamieson 2013a: 66), foster care (Jamieson 2013a: 94) and child-headed households (Jamieson 2013a: 107).

The NACCW (2014a: 1) adds that CYC also includes providing children with an environment that is caring, predictable, consistent and well-structured which meets their physical, emotional, social, spiritual and educational needs. Family services include involving the family in caring responsibilities of the young person as they are a very important part of the young person's life (NACCW 2014a: 2).

CYC work is also concerned with the holistic development of the young person. It is based on social competence rather than on pathology. Interventions are designed to build and maintain the existing strengths and abilities of young people. Professionals develop at a personal and professional level and possess knowledge and skills to able to build and maintain therapeutic relationships with young people, families, community and other professionals (NACCW 2014a: 2).

The NACCW (2014a: 3) also reports that South African CYC work is of importance, as it is accountable. CYC work is dependent on systematic theory and practice unlike previous times when it was based on who was interested in caring for children. CYC is now about building reliable practice and career structures as new obtained knowledge and skills are being recorded, documented and kept for future CYC practitioners. CYCWs are encouraged to register with the National Association of Child and Youth Care Workers (NACCW). The association allows for collaboration with a network of co-workers and access to constant professional development opportunities (Grobbelaar and Napier 2014: 2).

2.7.1 Education and training

Training courses in CYC began in the 1980's in South Africa through the NACCW. During that time, CYCWs were primarily employed in CYC centres, where facility managers often implemented a "control and punishment approach" (Jamieson 2013b: 14). CYCWs are now trained to assist in upholding the rights of children as they are placed to work in their life-space as well as with their families (NACCW 2018: 22). Scott (2014:1) notes that NACCW is an

accredited training provider that is registered with Health and Welfare Sector Education and Training Authority (HWSETA). The training courses include contact time between trainers, trainees and assessment. Trainers are selected from CYC practitioners with integrity to meet participants' needs such as language and cultural needs. The NACCW is committed to developing the skills and knowledge of CYCWs.

In South Africa, few institutions offer higher education qualifications in CYC (Molepo and Delpont 2015: 152). Monash, a private university offers a four-year professional Honours degree. The University of Pretoria offers a doctorate degree (Jamieson 2013a: 20). Durban University of Technology (DUT) offered a three-year national diploma and a four-year Bachelor of Technology (B Tech.) in child and youth care (Molepo and Delpont 2015: 152), but it has phased out. A Bachelor's Degree is now offered at DUT. The four-year Bachelor of CYC professional degree aims to provide students with skills, knowledge and experience of working in a variety of CYC settings. The major focus is the development and healing of the child within the family, community and other settings. The study, practice and application of knowledge are strengthened through practical training and community projects. These involve students in the CYC worker's duties to relate to the holistic care, behaviour management, and developmental assessment and programming to optimise the health and wellbeing of young people and families (DUT 2019: 2).

2.7.2 Registration and certification

The process of registration for CYCWs occurred in 2015 after regulations were disseminated in the Government Gazette which permitted CYCWs to be registered with the SACSSP. NACCW recommended that allowance must be made for registration options within any social service sector: (a) students, (b) auxiliary level workers, and (c) professional level workers (Molepo and Delpont 2015: 152). The SACSSP issues registration certificates as proof that an individual is registered with the SACSSP for his or her profession and that his or her name has been entered into the register reserved by the SACSSP for

that particular profession, in terms of Section 19 of the Social Service Professions Act 110 of 1978 (SACSSP: 2020b: 2).

2.7.3 Skills and knowledge in Child and Youth Care

The National Association of Child Care Work (NACCW 2014b:4) state that creating and managing caring and helpful environments are important skills and knowledge in CYC, but it takes more than that. There are a few skills that CYCWs need to acquire in CYC such as child development, behaviour management, communication, relationship building, counselling and activity programming. The CYC worker has the responsibility to use his or her skills in maintaining and securing a healthy environment that will assist young people to reach their full potential (DUT 2019: 2). Some of the important and useful skills that need to be acquired by CYCWs are elaborated as follows: child development skills; behaviour management skills; communication and relationship skills; counselling skills and activity programming skills.

2.7.4 Values and Codes of Ethics of Child and Youth Care

The CYC Code of Ethics symbolises ethical standards of behaviour for the CYC worker in his/ her relationship with young people, colleagues, employing agencies and the community (DUT 2019: 1). The aim of ethics for CYCWs is to pursue services with integrity and competence (DUT 2019: 1). Smiar (2017: 10) notes the core values of CYC work include the professional service provided to the child, social justice - doing what is right, dignity and worth of the person, importance of human relationships, integrity, and competence.

2.7.5 Body of knowledge

Phelan (2005: 349) mentions that for the purpose of CYC education, the use of literature and models from other fields is no longer necessary as it is negative to the progress of the field as an academic discipline. There is a literature base for CYC work that is evident to stand on its own. The body of CYC sources is progressively growing because CYC professionals are now becoming more

confident in what they do. Professional schools at the degree and graduate levels should now be based on relevant CYC work and aim to maintain CYC professional identity. CYC education creates self-awareness, develops relational skills and attitudes and teaches change strategies and dynamics. CYC is a holistic practice and happens in the life - space (Phelan 2005: 350).

2.7.6 Attitudes and beliefs in Child and Youth Care

It is importance for CYC workers to respect children and their families by appreciating their confidentiality, privacy, culture, rights and beliefs. Cyc work involves empowering individuals, families and communities through enhancing their capacity, providing support for them to be able to uplift themselves. CYC work also involves collaborating with children, families, multidisciplinary team and community to enhance service delivery to young people. The field is very much child-centred as each child should have their own care plan which reflects the unique means to meet their needs. Cyc worker are expected to positively regard young people and their families in terms of having to acknowledge the strengths they possess and build on them. CYC work believes in respecting that everyone is not the same, this means cultural values, beliefs of families are different and also growth and development of each child will not be the same as the next.

2.8 SUMMARY OF THE CHAPTER

In this chapter, the researcher discussed the perspectives of CYC professionalisation in a global, national and local context. CYC professionalisation proved to be vital as the growth and development of the field depend on it. Training and education play a vital role in this process. Code of Ethics are essential to guide the practice of CYCWs. Seemingly, the CYC profession is on the right path in terms of developing and growing as a profession even though there are gaps to be explored. This is proven by the fact that there exists a rich body of knowledge for the field. Skills and knowledge required and expected in the field are sharpened by the training and education offered by training providers as well as the body of knowledge in CYC. The

national associations around the world have and should still play a vital role professionalising and growing CYC. The commitment of professional boards cannot be ignored. With all the progress made in the process in South Africa, there is still a huge gap that lacks publication of CYC professionalisation.

The following chapter outlines the adopted and applied theoretical framework for the study conducted.

CHAPTER 3: THEORETICAL FRAMEWORK

3.1 INTRODUCTION

This chapter presents the theoretical framework and how it links to the professionalisation of CYC. A theoretical framework is a research guide (Adom, Hussein and Agyem 2018: 483). It is based on present theory, which replicates the theories of research. The researcher borrows the guide to formulate his or her study. The theoretical framework serves as a foundation for a study. It provides a researcher with a structure to base his or her study in an academic and scholarly manner. The researcher uses the framework as a guide to appropriately apply theories into his or her research. The theoretical framework describes the direction of the study and pins the study in theories. Grant and Osanloo (2014:13) note that a theoretical framework is a plan for the whole study. It guides how the study will be conducted through the application of existing theory that is constructed by using comprehensible explanations of a problem and relationships.

3.2 THEORETICAL FRAMEWORK USED AS A GUIDE

A Model of Professionalisation , developed by Forsyth and Danisiewicz (1985) was used to guide the study (Figure 3.1). The researcher has linked the model to the CYC to gain an in-depth understanding of the profession. This model was chosen for this study because the researcher wanted to clearly explain the professionalisation of the CYC. The researcher also believes that this model is relevant for this study as it is a general model and can be applied by other professions.

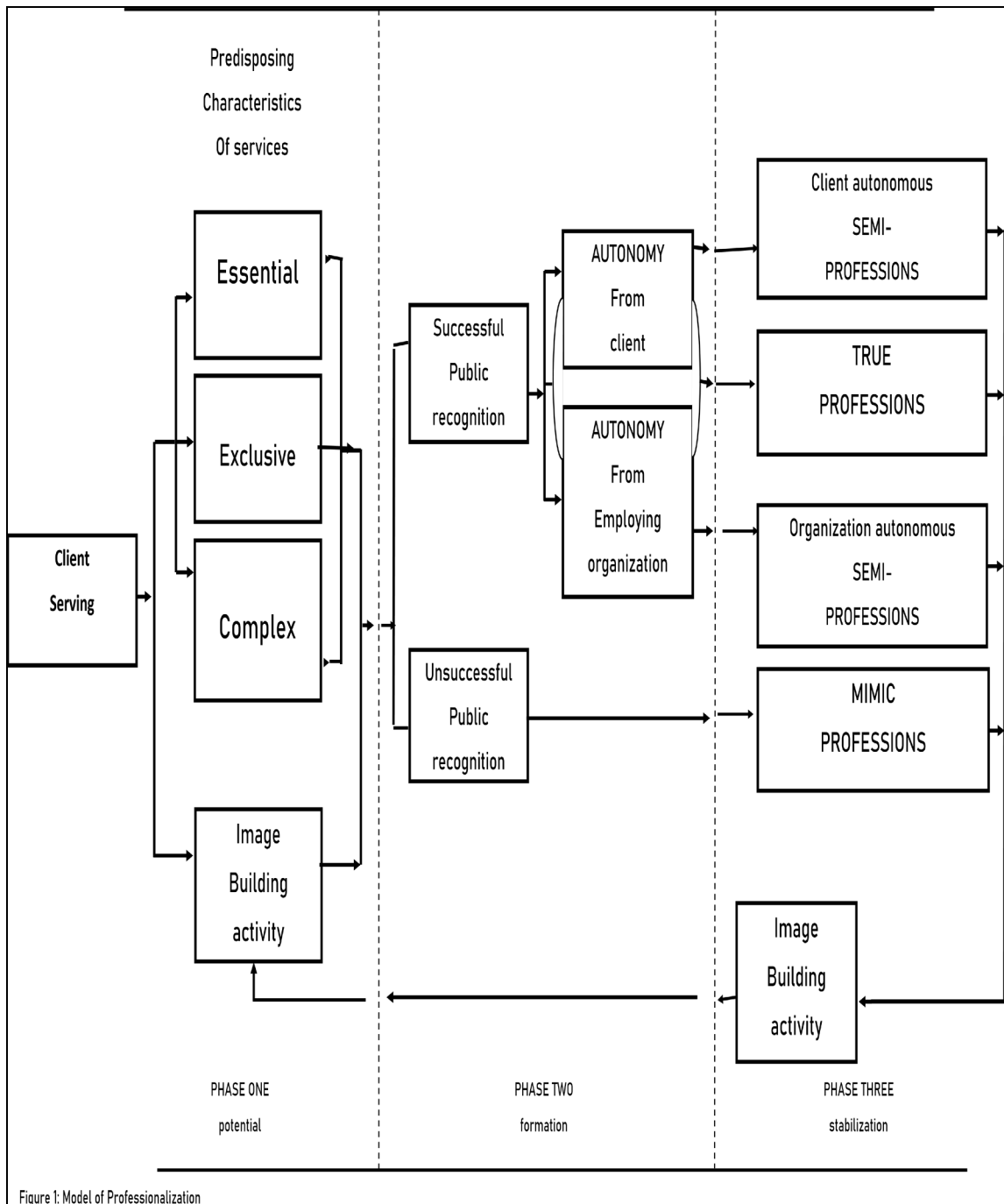


Figure 1: Model of Professionalization

Figure 3.1: A Model of Professionalisation (Forsyth and Danisiewicz 1985:63)

3.2.1 Phases of the Model of Professionalisation

Forsyth and Danisiewicz's (1985) Model of Professionalisation consists of three phases each having its own considerations.

3.2.1.1 Phase 1: Potential

Phase 1 addresses the potential of the profession for establishing a professional status. Under this phase, two considerations are of value. 1) Predisposing characteristics; and 2) image-building activity.

a) Predisposing characteristics has three (3) components:

The first component, essential- is about the extreme importance of the profession, therefore it means what is the actual need for the profession (Forsyth and Danisiewicz 1985: 62).

The second component, exclusive- is about the professional practitioners having domination over the profession. Monopoly (domination) comes from competence. This means a profession is more advanced in achieving desirable outcomes (Forsyth and Danisiewicz 1985: 62).

The third component, complex is referred to as the margin of determination or level of uncertainty. Complex is about the different strategies (which are not routine) used in the profession to respond to the client needs (Forsyth and Danisiewicz 1985: 62).

b) The image-building activity

The image-building activity is where the professionals try to publicly display the profession as essential (needed), exclusive (unique/special) and complex (adjustable) (Forsyth and Danisiewicz 1985: 64).

3.2.1.2 Phase 2: Formation

Phase 2 of professionalisation is about the public evaluation of the profession's professional status and the formation of professional autonomy (autonomy from clients and autonomy from employing organisations) because of successful public recognition. The clients and employing organisations express whether the services provided by the profession are needed by them; unique when

compared to other professions and adjustable in order to meet their unique needs (Forsyth and Danisiewicz 1985: 64).

3.2.1.3 Phase 3: Stabilisation

Phase 3 entails the stabilisation and maintenance stages. In case of unsuccessful public recognition (in phase 2), the profession results in being a copycat profession, which means it has attributes of a profession, but it has no power nor recognition as it is similar to a profession that already exists. Therefore, it must reconsider its image building activity. When a profession has obtained successful public recognition from clients only or from employing organisations only, then in phase 3 it is recognised as a semi - profession. When it has been recognised by both its clients and employing organisations, it is experienced as a true profession (Forsyth and Danisiewicz 1985: 65).

3.3 LINKING THE THEORETICAL MODEL TO CHILD AND YOUTH CARE PROFESSION

3.3.1 Phase 1: Potential of the profession

The predisposing characteristics of the first phase have three (3) components. The first component- essential, second component- exclusive, and third component- complex (Forsyth and Danisiewicz 1985: 62).

3.3.1.1 Essential of Child and Youth Care

Throughout the world and in South Africa, many social issues cause harm to young people. For example, being abused, neglected and exploited can cause slow cognitive functioning and emotional inadequacies (Malatji and Dube 2017: 109). The CYC profession aims to assist young people to deal with these issues by providing direct care to them and their families. The care aims to address the problems by promoting healing, growth, development as well as resilience. Molepo and Delpont (2015: 150) attest that CYC is an essential profession as it aims at caring for and helping young people to unlearn the early developmental experiences that have spoilt or caused unfavourable circumstances in their

lives, and resulted in disturbances in their physical, emotional and/or cognitive functioning. In agreement, Freeman (2013: 102) emphasises that CYC is focused on the different needs of children and youth and is focused on promoting their ideal development.

Barbe (2011: 2) mentions that CYCWs work with unique young people with different needs aiming at implementing effective interventions by emphasising on the client's beliefs, attitudes, knowledge and skills. CYC practitioners dedicate themselves to directly care for children and their families. The profession is constructed on the belief that children need to feel accepted and expressive and are empowered to develop and become positive contributors to society. CYC advocates for young children, infants and adolescents below the age of 18. Jamieson (2013a: 9) outlines the need for CYC services by highlighting four reasons to expand the workforce. Firstly, CYC services are aligned with the new model of social services outlined by the Children's Act. CYCWs integrate developmental, preventative and therapeutic services in the life-space of children. Secondly, measures to expand the social work workforce are not enough to address the shortage of skilled social service professionals. Thirdly, training is an important consideration. Fourthly, the development of the CYCWs workforce is also aligned with other government priorities and premised to reduce the cost of social services.

3.3.1.2 Exclusive of Child and Youth Care

Molepo and Delport (2015: 149) states that CYCWs are at the front-line of human service professionals who are in continuous contact with children and youth. This means that they are responsible for their daily living needs. Below are the means that indicate the CYC profession to be more advanced in achieving the desirable outcomes, which is providing the best care to young people:

a) Ethics

Professionals in this field are guided by CYC ethics that have been developed to assist them to be consistent with their responsibilities as professionals and to demonstrate knowledge of the work they perform (SAQA 2007: 235). CYC Codes of Ethics are designed to protect the client, practitioners and the profession (Barbe 2011: 2). CYC ethics are strongly focused on young people and their families, hence it is important for practitioners to uphold the rights of young people in their practice (SAQA 2007: 235).

b) Education and training

The National Association of Child and Youth Care Workers (NACCW) provides professional training and infrastructure to promote healthy CYC development and to improve standards and treatment for orphaned, vulnerable and at-risk children and youth in families, community, and residential group settings (Global Social Services Workforce Alliance 2020: 4). (Chimange and Bond 2020: 2) confirms that an FET qualification level four in CYCW is available through the NACCW, and presently, designing a NQF level 6 qualification. The NACCW also developed professional training through the Isibindi programme. Isibindi provides quality services in the most isolated and poorly resourced communities. Isibindi has been recognised both in South Africa and internationally as a model of best practice (Jamieson 2013a: 11). Presently, the Durban University of Technology (DUT) (Chimange and Bond 2020: 2) and IIE MSA (IIE MSA 2020: 1) offer a degree in Child and Youth Care Work. The Professional Board for Child and Youth Care work has also approached the University of Johannesburg to offer the CYC qualification (SACSSP 2021: 1).

c) Body of knowledge

In CYC, there exists a rich body of knowledge. The body of knowledge and skills is utilised by various child-care organisations to develop and support employee development plans, recruiting standards and tools for evaluating performance. The five domain competencies for professional CYC work practitioners are highly considered as the core body of knowledge and skills in CYC. They include professionalism, cultural and human diversity, applied

human development, relationship and communication, and developmental practice methods (Freeman 2013: 103).

d) Complex of Child and Youth Care

CYC attempts to correct the negative impacts and the disturbing behaviours experienced by young people through various means. Usually, this occurs by removing them from harmful environments and nurturing productive yet age-appropriate behaviour and strengthening self-worth, hence promoting improved coping and life skills (Agere 2014: 32).

3.3.2 The second predisposing factor: Image-building activity

There are various means by which CYC makes an effort to be known and recognised in society. These means are listed below:

3.3.2.1 Publications

The NACCCW publishes books and monthly journals. The NACCCW also organises biennial conferences that expand the philosophy and knowledge of child and youth care (Global Social Services Workforce Alliance 2020: 4). Whereas Mattingly, Stuart and VanderVen (2012: 25) note the CYC-NET is a remarkable international child and youth care network that allows access to CYC resources. Some of the publications for child and youth care include: Child and Youth Care Forum- (Springer 2021); Children and Youth Services Review- (Journal Elsevier 2021); Journal of Child and youth Care Work (ACYCP 2020); Child & Youth Care Forum- (JournalGuide 2014); Child & Youth Services AIMS & Scope- (Taylor & Francis Online 2021).

3.3.2.2 Education and training

There are quite a number of institutes in South Africa and internationally who offer education and training in CYC. The countries' national association also contribute in offering the necessary training to the CYC workers.

3.3.2.3 Child and Youth Care centres

A child and youth care centre is a facility for the provision of residential care to more than six children outside the child's family environment in accordance with a residential care programme suited for the children in the facility (South African Department of Social Dvelopment 2016: 177). CYCCs provide developmental programmes for children. They implement programmes that relate to the developmental, therapeutic and recreational needs of young people. Developmental programmes help young people to acquire and cultivate the relevant skills that enable them to change their behaviour towards an acceptable manner in society. Therapeutic programmes in CYCCs help young people who suffer from different psychological problems caused by poor nurturing, abuse and ill-treatment. Recreation programmes have psychological benefits. They help to prevent many mental health illnesses by improving a young person's self-confidence and self-esteem (Agere 2014: 30).

3.3.3 Phase 2: Formation

CYCWs are employed in many settings around the world. Children are being cared for by direct contact meaning that they experience care from CYCWs first hand. Vandervan (1991: 16) agrees that there is no other profession that provides care to young people by being actively involved in their life- space. CYCWs interact with young people daily and spend a lot of time with the children in their care. They are different from practitioners in other fields who provide services in arranged spaces, like offices at a set time, usually through an appointment. Gaidhu (2017: 6) states that CYC also occurs in many culturally, and racially diverse settings in the life-spaces of children, youth and families.

3.3.4 Phase 3: Stabilisation and maintenance stages

Petkovic and Zentner (2017: 2) state that youth work is gradually being understood as a diverse profession in Europe. Freeman (2013:102) notes that in North America, the field has experienced significant growth in purpose and

meaning as the public gives CYCWs the support and respect due to them. The SACSSP in South Africa, recognises CYC work as a profession and it has its very own professional board (NACCW 2018: 23). However, Molepo and Delport (2015: 157) note that attention is needed in the clarity of the CYC title. The researcher's viewpoint, is that the CYC profession is recognised as a semi-profession in South Africa as there is still confusion from employing organisations on what exactly CYCWs do. This means that employing organisations have not entirely accepted the profession as essential, but the researcher does believe that the children, families and communities to whom care is being provided consider the profession as vital.

3.4 SUMMARY OF THE CHAPTER

In this chapter, the researcher used the theoretical framework to explain the professionalisation of CYC. Forsyth and Danisiewicz's (1985) Model of Professionalisation relates to the research topic as it speaks about the essential, exclusive and complexity of a profession, hence the research objectives include determining the importance of professionalising CYC. The researcher used predisposing factors to outline the importance of the CYC profession. The model also talks about public evaluation of the profession's status and the formation of its autonomy. The next chapter (Chapter 4) presents the research design and methodology that was adopted for the study.

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

This chapter involves the methodology of the study that was adopted by the researcher. It includes the research design, the setting of the study, sampling process, (population, sampling strategy and sample size, inclusion and exclusion criteria), data collection process, pre-testing of the data collection tools, data analysis, trustworthiness of the study and ethical considerations.

4.2 RESEARCH DESIGN

A research design is a collective report of explanations of practical decisions that are involved in planning a study (De Vos, Strydom, Fouche and Delport 2011: 143). It includes decisions concerning the study topic, population, research methods and the purpose of the study. The research design is a broad plan summarising how the study will be conducted and observed. Bhat (2020: 2) notes that a research design is a framework of suitable research methods that are selected by a researcher to enhance the study to be successful. A research design is a plan that outlines the objectives of a study and how they will be accomplished. It specifies objectives, data collection and analysis (Jaideep 2019: 3). A qualitative, exploratory, descriptive, contextual design was used in this study to gather in-depth and meaningful information from the participants.

4.2.1 Qualitative research

Qualitative research is an investigation of a phenomenon in an in-depth and holistic manner through collecting narrated data (Moser and Korstjens 2017: 272). It provides complex perceptions and understanding of real-world problems. Qualitative research design is important in primary care and qualitative studies such as nursing, occupational therapy, health sciences and

maternity care (Moser and Korstjens 2017: 272). Jameel, Shaheen and Majid (2018: 1) state that qualitative research is used in the social sciences discipline to observe the experiences, perspectives, and perceptions of individuals and communities. It aims to elaborate, explain and describe a social phenomenon. Jameel, Shaheen and Majid (2018: 2) further elaborate that qualitative research intends to capture individual perspectives, experiences, thoughts and behaviours. The descriptions of individuals and groups are obtained through interacting with them and observing their behaviour on how the context influences their perspectives and experiences. Qualitative research focuses on meanings to analyse data rather than statistical forms (Creswell *et al.* 2016: 53). In agreement, Kumar (2014: 132) states that a qualitative, exploratory, descriptive, contextual design focuses on understanding, explaining, discovering and clarifying situations, feelings, perceptions, attitudes, values, beliefs and experiences of a group of people.

The choice of a qualitative approach was influenced by the research problem. The researcher chose qualitative research to gather in-depth and meaningful information from the participants regarding the phenomena. The researcher sought to explore the CYCWs' perspectives on the professionalisation of CYC, their understanding of it and what do they think is its importance. The qualitative research design also allowed the researcher to interact with the participants on their own terms.

4.2.2 Exploratory research design

An exploratory study explores circumstances whereby the assessed phenomenon does not have a clear or sole conclusion (Creswell *et al.* 2016: 82). An exploratory study is conducted to attain perceptions of a phenomenon, person, situation or community. It is typically conducted when there is inadequate information, or to become familiar with a phenomenon to formulate a theory (De Vos *et al.* 2011: 95). Dudovskiy (2019: 2) comments that exploratory research is a type of research that explores the nature of a research problem and does not intend to provide a definite and ultimate solution to the

problem. Therefore, exploratory research explores a research problem while leaving room for more research to be conducted on that problem (Dudovskiy 2019: 2). Exploratory research was conducted to gain background information on the professionalisation of CYC to develop a grounded picture of the process. The researcher also aimed to explore, define and clarify existing perceptions on CYC professionalisation. The researcher aspired to provide direction for future South African researchers intending to conduct further research on CYC professionalisation.

4.2.3 Descriptive research design

Descriptive research is a type of research design that describes a phenomenon and how it happens in a real-life context (Creswell *et al.* 2016: 82). De Vos *et al.* (2011: 321) assent that a descriptive study describes, investigates and understands a phenomenon. It focuses on the how and why of a situation as it intensively examines a phenomenon and its deeper meaning (De Vos *et al.* 2011: 96). Bhat (2020: 5) notes that descriptive research is a theory-based design that is established through gathering, analysing and presenting composed data. A descriptive design assists other readers and researchers to understand the need for a study as the researcher describes a situation that is under study. The researcher partially adopted descriptive research to observe the participants in their natural environment and their true behaviours. The researcher also aimed to collect rich and large data for a thorough analysis. The collected data assisted in pointing out important recommendations.

4.2.4 Contextual research design

Contextual research design is a study whereby the researcher visits participants in their ordinary environment to observe behaviour and ask questions on how they perceive a phenomenon (Malpass 2018: 1). The researcher intended to be present and observe CYCWs relate the skills, knowledge, values, attitudes and beliefs of the profession in their workplace. The researcher also aimed to understand the professionalisation of CYC from participants in the environment that they need to frequently apply and

experience. However, due to the COVID-19 pandemic, contextual research was partially conducted. Contextual research assisted the researcher in learning about the importance and barriers of the process and how CYCWs attempt to overcome them.

4.3 STUDY SETTING

A study setting refers to the physical, social and cultural location where the study occurs (Given 2008: 1). In a qualitative study, the researcher usually opts to observe participants in their familiar setting. There are more than 100 CYC centres in eThekweni combined as governmental, non-profit, children's homes, secure centres and places of safety. The researcher selected three non-profit children's homes who met the inclusion criteria, for this study. The three locations of the study will be referred to as CYCC A, CYCC B (where only telephonic interviews were conducted) and CYCC C respectively.

4.4 POPULATION

The population is the group of individuals having one or more characteristics of interest (Mensah, Asiamah and Oteng-Abayie 2017: 1611). The population for this study was professional CYCWs from eThekweni, KZN. There are no accurate figures on the total number of practicing CYCWs as there is no central database (KZN Department of Social Development 2018: 64). The South African Council for Social Service Professions (2020b: 1) notes that the Professional Board had reported the registration of 8917 CYCWs on the last meeting they held on the 27th of february 2020. Whereas the registration of 9219 CYCWs has been recently reported as of 29 June 2020. The number included 91 professional CYCWs, 7376 auxillary CYCWs, 1504 CYCWs from FET colleges and 205 CYC students from universities. Thus, these figures demonstrate the lack of information of the actual population size of CYCWs in KZN and the whole of South Africa making it impossible to have an estimated population size of CYCWs in eThekweni.

4.5 SAMPLING PROCESS

Kumar (2014: 229) defines sampling as the process where a sample is selected from the bigger group to estimate and predict the occurrence of the unknown information, situation or outcome of a bigger group. Gentles, Charles, Ploeg, and McKibbin (2015: 1772) define sampling as the act, process or technique of selecting a representative part of a population to determine the parameters or characteristics of the whole population. Therefore, sampling is whereby the researcher chooses a small portion of participants from a large group who meet the criteria to participate in the study. eThekweni has several CYC centres. In this study, the sample comprised of professional CYCWs from children's homes, who received training and education in CYC and worked in eThekweni.

Purposive sampling was used to select the sample. Purposive sampling is a sampling technique that is dependent on the judgment of the researcher when selecting participants for the study. The researcher uses personal judgment in choosing participants that will help answer the research questions (Dudovskiy 2019: 303). De Vos *et al.* (2012: 391) states that purposive sampling is useful when the researcher wants to determine a historical reality, describe a phenomenon or develop something about which little is known. The researcher being a CYC student (DUT); is aware of some CYC settings in eThekweni. Kumar (2014: 244) states that in purposive or judgemental sampling, the researchers use their judgment on which participants can provide them with the most suitable or relevant information that will assist them to achieve the objectives of the study. Therefore, the researcher chose participants who were believed to have the necessary information and are willing to share. The researcher of this study aimed to determine the perspectives of CYCWs on the process of CYC professionalisation.

4.5.1 Sample size

Sample size is the number of participants from whom the researcher selects to gain relevant information (Kumar 2014: 31). The sample size that is required to represent the large population is dependent on the similarities of the population

(Maree *et al.* 2016: 199). In addition, a qualitative researcher does not decide on the number of participants in advance but continues to add participants until data saturation is reached. The sample of this study consisted of 12 CYCWs of which three from three different children's homes participated in the main study.

4.5.2 Inclusion criteria

- CYCWs working in children's homes in eThekweni in KZN.
- CYCWs between the ages of 24 years to 60 years.
- Males and females from different racial groups.
- CYCWs with a qualification and training in CYC work.
- CYCWs with at least three years' experience in CYC.

4.5.3 Exclusion criteria

- CYCWs not working in eThekweni in KZN.
- CYCWs below the ages of 24 years and above the age of 60 years.
- CYCWs who did not have a qualification and training in CYC.
- CYCWs who had less than three years of work experience in CYC.

4.6 DATA COLLECTION PROCESS

The researcher filtered the CYCCs by approaching children's home whom the researcher hoped had CYC workers who met the inclusion criteria of the study. The researcher first emailed the CYCC's principals and physically visited the CYCC to request for permission from the principal to conduct the study (Appendix 2a). Permission was sought from all the CYCC's principals to conduct the study (Appendices 2b, 2c and 2d). The researcher thereafter asked the principal to assist in identifying CYC workers who meet the inclusion criteria, first and provided them with letter of information (Appendix C). Thereafter sought permission from the identified CYC workers to be part of the study (Appendix 4). To ascertain the profile of the participants, they were requested to provide their demographic data (Appendix 5a). Semi-structured interviews with open-ended questions were used to collect data (Appendix 5b). A semi-structured interview is a type of interview in which the interviewer asks only a

few predetermined questions while the rest of the questions are not planned. In semi-structured interviews, some questions are predetermined and asked of all candidates, while others arise spontaneously in a free-flowing conversation (Martic 2018: 2). In-depth interviews were conducted to explore the perspectives of CYCWs on the process of CYC professionalisation. An in-depth interview is a one-to-one method of data collection that involves an interviewer and an interviewee discussing specific topics in depth. In-depth interviews are used when seeking information on individual, personal experiences from people about a specific issue (Hennink, Hutter and Bailey 2011:109). Permission was sought from the participants to voice-record the interview discussions (Appendix).

4.7 PRE-TESTING OF THE INTERVIEW GUIDE

Pretesting entailed testing of the interview guide on members of the target population to evaluate its reliability and validity before the actual study (Hu 2014: 219). Insights Association (2019: 4) states that a pretest involves testing a research tool on a small portion of the population to identify problems such as unclear wording or it being too long. The researcher did a pre-test of the interview schedule with three participants who did not participate in the main study. The pre-test and the outcomes assisted the researcher to determine that the participants found the research instrument to be too long and complicated. Thereafter, the researchers completed a final interview schedule that was simpler shorter, clearer and more informative. The pre-test and outcomes also helped the researcher to remove unnecessary information, to add relevant information and make necessary changes in the interview schedule to correct previous errors. Ruel, Willemse and Gillespie (2016: 102) attest that the pre-test highlights the vague terminology, unclear references, uncertain words and blurred phrases that the researcher was not aware of.

4.8 DATA ANALYSIS

The researcher used the eight steps of Tesch's method of data analysis, which entail:

- Reading through the transcripts to get a general understanding of the data.
- Writing key features from the data.
- Making a list of, and grouping the topics.
- Topics were abbreviated as codes and written alongside the respective data.
- Descriptive wording was used for the topics.
- Related topics were grouped together.
- Preliminary analysis of data.
- Existing data was re-coded (O'Connor and Gibson 2017: 69).

4.9 TRUSTWORTHINESS

The researcher applied Lincoln and Guba's(1985) four criteria in pursuit trustworthiness namely credibility, dependability, confirmability and transferability (Shenton 2004: 64).

4.9.1 Credibility

Moon, Brewer, Januchowski, Adams and Blackman (2016: 17) note that credibility is the degree to which the study represents the authentic meanings of the participants or the "truth value". To ensure credibility, the researcher used a semi-structured interview guide during the individual interview sessions, which allowed flexibility to probe when the participant raised interesting matters and during cases of needing clarity. The researcher also kept records of the interviews.

4.9.2 Dependability

Dependability refers to the reliability and consistency of the research findings. It outlines how the procedures of the research are recorded to allow a neutral person to follow, review and critique the research process (Moon *et al.* 2016: 17). Therefore, the researcher logically recorded, documented, audited and reported processes within the study in detail so that a future researcher can

repeat the study and gain the same results. Kumar (2014: 219) agrees that dependability is focused on whether the researcher would obtain the same results if others can observe the same thing twice.

4.9.3 Confirmability

Creswell *et al.* (2016: 125) explains confirmability as the level of neutrality or the extent to which findings of a study are shaped by the participants and not by bias, interest or motivation of a researcher. The researcher avoided bias by firstly admitting her own predispositions and not using leading questions during interviews. De Vos *et al.* (2011: 420) and Kumar (2014: 219) concede that confirmability is about whether the findings of the study can be confirmed by others. The researcher confirmed the results by using a variety of publications for literature purposes, and by adhering to the proposed research methodology to enhance integrity.

4.9.4 Transferability

Transferability is the degree to which the research findings can be generalised or transferred to other contexts or settings (Kumar 2014: 219). Creswell *et al.* (2016: 124) denies that transferability involves general claims, rather it invites readers of the research to link elements of the study with their own experience or research. The researcher extensively and thoroughly described the processes used in the study for others (readers or researchers) to be able to follow and copy the study.

4.10 ETHICAL CONSIDERATIONS

The study commenced once full ethical clearance was granted by the Institutional Research and Ethics Committee (Reference Number 074/20) (Appendix 1). Permission to conduct the study was sought and granted by the Principals of the CYCCs (Appendices 2a, 2b and 2c). Participants were provided with a letter of information, which outlined the details of the study (Appendix 3). Thereafter, a written consent was sought from the participants

(Appendix 4). The following principles of ethics were maintained to ensure that the rights of participants were upheld: beneficence, autonomy, confidentiality and anonymity.

4.10.1 Beneficence

The researcher has an ethical obligation to protect participants, within reasonable limits, from any of discomfort such as physical and or emotional harm (Creswell *et al.* 2016: 125). The principle means doing good, acts of kindness or goodness and avoiding harm. Participants were not subjected to any risk of harm or injury. The researcher ensured that the interviews took place in the environment that the participants found suitable and safe for them. Therefore, the researcher accepted telephonic interviews from participants from CYCC B. The other participants chose and set the physical space that was convenient for them to conduct interviews, in respect to COVID-19 restrictions such as 1.5m social distancing, availability of hand sanitisers and strict use of facial mask. The researcher also allowed the participants not to answer questions or further elaborate their answers when they felt uncomfortable, in order to avoid emotional harm.

4.10.2 Autonomy

Autonomy means that participants must make a free and informed choice to participate (Creswell *et al.* 2016: 125). Participants were informed that participation in the study is voluntary and there is no penalty for withdrawal from the study (Appendix 3). Permission was sought from the participants for the use of a voice recorder for the recording of the interviews, for transcription purposes. Each participant was provided with a detailed information sheet (appendix 3) and if accepted, signed a consent form (appendix 4) before data collection commenced.

4.10.3 Confidentiality and anonymity

All information collected by the researcher from the participants was kept confidential and identifying details were anonymised. The information pertaining to the participants was maintained in a locked cupboard and on a laptop that has a password to protect and respect the identity of participants. Research documents and electronic data are safeguarded after the completion of study for five years. Thereafter the transcribed data would be shredded and burnt and electronic data deleted.

4.10.4 Researcher Positionality

(Throne 2012: 55) discusses positionality as an exploration of the researcher's reflection on their position within the contexts and biases of the viewpoint. Holmes (2020: 2) negates that positionality influences how the research is conducted, its outcomes and resources. It is identified by understanding the researcher's position in three areas: the subject under investigation, the research participants, and the research context and process (Holmes 2020: 2). The researcher's positionality is of a Master's student in Health Sciences, who graduated in the Bachelor's Degree Child and Youth Care in DUT. The researcher is passionate with the development and growth of the CYC profession. The researcher had no relationships with participants prior the study and no influence in their participation during the study on the topic investigated.

4.10.5 Resecher bias

Simundic (2013: 12) explains that bias is when the researcher deviates from the truth when collecting, analysing, interpreting, and publishing a research data, which can lead to false conclusions. Bias can be either intentionally or unintentionally. The researcher was not bias in collection, analysis, interpretation, and publication of data.

4.11 SUMMARY OF THE CHAPTER

The researcher did not add more participants from the proposed sample size. The Pretest study was helpful in terms of highlighting in advance where the main research project could have failed as the small sample chosen was able to determine that the interview schedule was inappropriate and too complicated. This helped the researcher to formulate questions that are relevant and understood by the participants. This , which resulted in participants providing relevant, in-depth information pertaining to the study. Data analyses followed Tesch's eight steps of data analyses, whereby findings were analysed from the interpretation based on the information given by the participants. To pursue trustworthiness, the researcher applied Lincoln and Guba's(1985) four criteria. Ethical considerations were respected to ensure that the rights of participants were upheld.

The next chapter provides the presentation of research findings. The researcher will outline the information gathered from the study participants as evidence of the conducted study.

CHAPTER 5: PRESENTATION OF FINDINGS

5.1 INTRODUCTION

This chapter discusses the presentation of findings from the participants of this study. This research used Tesch's eight steps of data analyses. The process of data analysis included reading through the transcripts to get a general understanding of the data, obtaining key features from the data, grouping the topics and generating codes. The researcher formulated themes and subthemes based on the participants' accounts of the phenomenon under study. The data is presented below.

5.2 DEMOGRAPHIC PROFILE OF THE PARTICIPANTS

A total of 12 participants from three different CYC settings participated in the main study. Of the 12 participants, 11 were CYCWs and one was a supervisor. Table 5.1 provides the summary of the demographic profile of the participants. To ensure anonymity of the CYCCS, the following codes are used:

Childrens Home	: CYCC A
Child and youth Care Centre 1	: CYCC B
Child and Youth Care Centre 2	: CYCC C

The participants' names are also not used to ensure confidentiality; instead, code numbers are used to identify each participant. Table 5.1 presents the summary of the participants' demographic profile.

Table 5.1: Demographic profile of the participants

P Number	Age	Gender	Race	Position held	Years of Experience	Place of work
1	29	Male	African	CYC worker	3	CYCC A
2	39	Female	African	CYC worker	3	CYCC A
3	42	Female	African	CYC worker	12	CYCC A
4	30	Female	African	Supervisor	5	CYCC A
5	27	Male	African	CYC worker	3	CYCC B
6	30	Female	African	CYC worker	6	CYCC B
7	44	Female	African	CYC worker	5	CYCC B
8	44	Male	African	CYC worker	8	CYCC C
9	41	Female	African	CYC worker	12	CYCC C
10	28	Female	African	CYC worker	4	CYCC C
11	30	Male	African	CYC worker	7	CYCC C
12	33	Female	African	CYC worker	8	CYCC B

5.3 PRESENTATION OF FINDINGS

The following themes emerged from data analysis:

Theme 1: Child and Youth Care professionalisation.

Theme 2: Perspectives of CYCWs prior to professionalisation /statutory regulation

Theme 3: The importance skills, knowledge, attitudes, values, and beliefs in CYC professionalisation.

Theme 4: Aspects of CYC professionalisation achieved.

Theme 5: Aspects of CYC professionalisation that have not been achieved.

Table 5.2 presents the summary of the themes and sub-themes.

Table 5.2: Summary of themes and sub-themes

THEMES	SUB-THEMES
1: Child and Youth Care professionalisation.	1.1 Understanding of CYC professionalisation.
	1.2 Views towards the existence of CYC professionalisation.
2: Perspectives of CYCWs prior to professionalisation /statutory regulation.	2.1 Positive perspectives prior to professionalisation.
	2.2 Negative perspectives prior to professionalisation.
3: The importance of skills, knowledge, attitudes, values, and beliefs in CYC professionalisation.	3.1 CYC skills are unique and provided directly to the young person.
	3.2 Acquisition of significant knowledge by CYCWs.
	3.3 CYCWs uphold positive values.
	3.4 CYCWs model positive attitudes towards young people and colleagues.
	3.5 CYC have positive beliefs.
4: Aspects of CYC professionalisation achieved.	4.1 Recognition by South African Council for Social Service Profession.
	4.2 Education and training for CYC.
	4.3 Attendance of conferences.
5: Aspects of CYC professionalisation that have not been achieved.	5.1 Lack of job opportunities.
	5.2 Lack of salary increase.
	5.3 Lack of defined roles and recognition from other professionals.
	5.4 Slow process of registration.

5.4 THEME 1: CHILD AND YOUTH AND CARE PROFESSIONALISATION

Two sub-themes namely understanding of CYC professionalisation and views towards the existence of CYC professionalisation emerged from the theme of CYC professionalisation .

5.4.1 Sub-theme 1.1: Understanding of Child and Youth Care professionalisation

During the interviews, the participants displayed different understandings of CYC professionalisation. The responses that were provided by the participants are stated below :

“Er, I think I can say is it's where you work bearing in mind that you are being guided by the, by the uhm, ethics, the code of ethics”. (CYCC A; Supervisor; P4).

“... Uhm; well, I heard that we will be professionalised as child and youth care workers, in my mind I thought uhm, recognition, and I thought, uhm, salary increase, and being part of the certificate and the even the qualification is all over making sure that all the universities and institutions understand about childcare”. (CYCC B; CYCW; P7).

5.4.2 Views towards the existence of Child and Youth Care professionalisation

In contrast to what most participants had expressed on what is CYC professionalisation, one of the participants felt strongly that CYC professionalisation does not exist. The participant expressed that it could be because CYCWs do not claim their status in the workplace. The participant expressed her views as follows:

“... I don't know if it's us child and youth care workers who do not represent ourselves as a professionals when we are employed to practice. We just come to the workplace and we just blend in. I think we forget our skills”. (CYCC B; CYCW; P6).

5.5 THEME 2: PERSPECTIVES OF CHILD AND YOUTH CARE WORKERS PRIOR TO PROFESSIONALISATION /STATUTORY REGULATION

Most participants raised negative rather than positive perspectives on CYCWs prior to statutory regulation.

5.5.1 Sub-theme 2.1: Positive perspectives prior to professionalisation

Some participants expressed gratitude on the role of CYC veterans in ensuring that the field is professionalised. The participant's excerpts are expressed below:

"I can say that they are part of the people who played a very huge role in this profession because we are where we are, although they did not get the chance to receive the skills we have, but they were very much able to advocate for developing CYC workers" (CYCC B; CYCW; P5).

"Those people I would say, I salute them, because though, they didn't know much about this qualification....they managed because they kept organisation going even though they had no training....We took over them...." (CYCC A; CYCW; P2).

5.5.2 Sub-theme 2.2: Negative perspectives prior to professionalisation

The participants also shared that the CYCWs did not get a chance to be well represented in professional positions. These are the participants' views:

"It was not an independent profession to a point even the CYC workers were not supervised and managed by other childcare workers. (CYCC A; CYCW; P1).

" they were working in an institution where the principal is not a child and youth care" (CYCC A: CYCW P3).

Some participants shared their concerns by stating that they had doubts whether CYCWs prior to professionalisation were guided by ethics. The participants shared their views when stating:

"I'm not too sure but I would say, they were not guided much about ethics. It was not quite the same as now, everyone is guided by the children's rights, so whatever you do you must make sure you do not violate the rights of children. (CYCC A; Supervisor; P4).

"I was thinking maybe they were just working without knowing rules to be followed. I think it wasn't easy because they had no guidelines, they just do what they thought is okay." (CYCC C; CYCW; P8).

"... we didn't have much policies that guided us, at that time, people were not much exposed to it. There wasn't much ethics that were accurate and straight..." (CYCC B; CYCW; P5).

Some of the participants mentioned that the CYCWs prior to professionalisation were not quite aware on how they were required to do their job. Some participants also indicated this was not benefiting the children. The participants explained how the lack of undefined roles affected professional practice and how this affected young people in the following excerpts:

"All they knew was they had to look after the kids, that was it. They did not have knowledge they were not aware how to actually go about doing it even though they had some sort of knowledge, they did not know how to actually treat the kids". (CYCC B; CYCW; P5).

"I think they did not know what they were doing..... Sometimes, they were doing the job for the sake of doing it. It was not actually helping the child or the young people". (CYCC B; CYCW; P12).

5.6 THEME 3: THE IMPORTANCE OF CHILD AND YOUTH CARE PROFESSIONALISATION REGARDING SKILLS, KNOWLEDGE, ATTITUDES, VALUES AND BELIEFS

From the participants' discussions the following sub-themes were formulated: CYC skills are unique and provided directly to young people; CYCWs acquire significant knowledge; CYCWs uphold positive values; CYCWs have positive attitudes towards young people and colleagues; and the significance of child and youth care beliefs.

5.6.1 Sub-theme 3.1: Child and Youth Care Skills are unique and provided directly to the young person

Some participants mentioned that CYCWs possess skills that are unique. Other participants discussed that most of CYC skills are provided directly to the young people. The participants expressed their views as presented below:

“So, the skills that we were lucky enough to receive under this profession I can say that they are very helpful and unique. They are not like other professions, but they stand out on their own...We work in the life space that's what makes us so different from other professions.” (CYCC B; CYCW, P5).

“..... When we look at the skills, you have to passion. You must know how to implement and teach skills to young people. So, without having these skills, you cannot do work with the children”. (CYCC C; CYCW, P10).

5.6.2 Sub-theme 3.2: Acquisition of significant knowledge by Child and Youth Care workers

Among the knowledge that is of importance in CYC, participants mentioned that a CYC worker needs to be knowledgeable of boundaries. There are things within their scope of work they should do and should not do. The participants shared their perspectives by stating:

“I think knowledge helps us to know our boundaries, as in what are we supposed to do exactly, and not end up doing things that are not mine to do. Or maybe even undermining the other person’s duties.” (CYCC B; CYCW; P5).

“Child and youth care don’t make decisions, but they refer.” (CYCC A; CYCW; P1).

Participants also mentioned that a CYC worker must be knowledgeable about the laws governing CYC. Participants emphasised that CYCWs need to be aware of Children’s laws and acts. The participants expressed their views in the following extracts:

“You have to have knowledge of what you need to do and knowledge of what are the laws of the country and children’s laws. You have to understand all of that.” (CYCC B; CYCW; P7).

“.....we are guided by the rules from the government that is how we take care of the children.” (CYCC C; CYCW; P9).

“You do things by the law as we have Children’s Acts” (CYCC A; Supervisor; P4).

5.6.3 Sub-theme 3.3: Child and Youth Care workers uphold positive values

Some of the participants mentioned that CYCWs uphold positive values. These values include respect, care, love, honest and truthfulness towards young people. CYCWs use these values to build strong relationships with young people and promote their healing. The participants’ perspectives are as follows:

“When it comes to values, they are unique, they are respect, care and sometimes love and honesty and truthfulness. These values make the child to be able to build a strong relationship especially if there was a something he or

she was going through. They make the child to heal faster.” (CYCC A; CYCW; P1).

“...You have to give them love, and care...” (CYCC A; CYCW; P2).

“When working with children give them love and care” (CYCC B; CYCW; P12).

5.6.4 Sub-theme 3.4: Child and Youth Care workers model positive attitudes towards young people and colleagues

Participants mentioned that CYCWs cannot work with children if they model negative attitudes. They should be able to conduct themselves professionally with both the young people and their colleagues. The participant’s views are expressed below:

“I think regarding the attitudes, if I’m going to come with the negative attitude children won’t learn, I am here to guide and protect them. I need to be positive towards them and I must have a way I conduct myself, so they will be able to conduct themselves”. (CYCC C; CYCW; P10).

“I think it’s important that you have a manner of approach when you are talking with people at work and also behave well, like the way you would like them to you”. (CYCC C; CYCW; P8).

5.6.5 Sub-theme 3.5 : Child and Youth Care Workers have positive beliefs

CYCWs work with young people who are from different cultural backgrounds in their care. Participants indicated that it is important for a CYCW to be culturally sensitive and respect that young people have a right to practice their unique cultures. The participants mentioned that this also applies to colleagues. Some of the participants expressed the following on cultural sensitivity:

“It is just that we need to respect each other’s beliefs because we are living in a diverse world. As we are living in a diverse world, I believe in something else, you believe in something else, the next person believes in something else.” (CYCC B, CYCW, P7).

“We are working with children who are Indians, Coloureds and Africans. We are trained to treat them the same and allow them to practice their culture and religion. Like it was a Diwali, we allowed them to celebrate it. Even fasting, they let us know that this is my fast month from this time to this time, so we allow them to practice it.” (CYCC C; CYCW; P11).

Furthermore, some of the participants expressed that their belief also includes that every young person deserves a second chance. Some participants discussed the second chance may include equipping young people with survival skills to help them in the future, such as internships. The participants stated:

“The theme of this home is, to break the cycle that when children leave this home, they should be able to afford life. The principle is to make sure that when children leave, they can at least even get an internship”. (CYCC B; CYCW; P5).

“We believe that children have a second chance, they don’t have to be affected by the backgrounds they are coming from. Everyone has a bright future even though they are coming from poor families, and even whatever abuse they have been through, when they come to our centre and we support them”. (CYCC B; CYCW; P12).

5.7 THEME 4: ASPECTS OF CHILD AND YOUTH CARE PROFESSIONALISATION ACHIEVED

Participants discussed that there are aspects of professionalisation achieved. These are the sub-themes that emerged: registration with council; and education and training and attendance of conferences.

5.7.1 Sub-theme 4.1: Registration by the South African Council for Social Services Professions (SACSSP)

The South African Council for Social Services Professions (SACSSP) is an important registration council for CYCWs. Participants have acknowledged that CYCWs have gained independent registration under the SACSSP and no longer register under other professions. One of the participants raised an important point, that even though registration is attained, SACSSP still requires information if CYCWs have any criminal records or any trouble with the law. The participant's perspective is as follows:

"...there is progress because even with council it is differentiated, when we register, we no longer fall under social work. That is one of the progress that has happened." (CYCC A; CYCW; P1).

"It is important that you register to be recognised and be noted that you are okay to work with children and you don't have a criminal record." (CYCC A; CYCW; P2).

The researcher also observed that the participants strongly felt that CYCW registration leads to recognition. The participants indicated that professional CYCWs register to gain recognition from the different role players in CYC such as policy makers and the Department of Social Development (DSD) which participants refer to as the government. The participants' views are as follows:

"To register it will help you a lot because you can't practice and work with the child if the government doesn't know you do." (CYCC A; CYCW; P3).

"... As professional child and youth care workers we need to be recognised by the government like any other professions out there...." (CYCC A; CYCW; P2).

Some participants indicated that it is of utmost requirement for a CYC worker to have proof of professional registration, as employers only employ CYCWs that are registered with the SACSSP. The participants' views are expressed below:

“People are registering by paying for council and taking it serious as many organisations are saying they are no longer going to be allowed to employ a person who is not paying for council..... Everyone who's practicing as far as I know paid for registration with council” (CYCC A; CYCW; P4).

“...when you register, you get a registration number. It also gives you that authority to work as a child and youth care worker” (CYCC C; CYCW; P10).

Accountability is another perspective of professional registration that was covered as important by the participants. The participants indicated CYCWs need registration in order to account for their work with children in their care. These are some of the shared views of participants:

“There is a lot of things that people can do to children for example take advantage on them...If you're not registered it's not easy for you to be account. But when you are registered you become accountable when you are working with the children”. (CYCC A; CYCW; P1).

“...we are professionals, so we have to be accountable”. (CYCC B, CYCW, P7).

5.7.2 Sub-theme 4.2 : Education and training for Child and Youth Care

Participants mentioned that prior to professionalisation, anybody was accepted to become a CYCW . Other participants discussed that short courses were later introduced to CYCWs by NACCW programmes. Things have improved now as there are institutions that offer CYC courses at a university level and produce CYC graduates. This is how some of the participants expressed their perspectives:

“... there are institutions that now teach and train child and youth care rather than before it was taught and trained by NACCW only.” (CYCC A; CYCW; P1).

“I am happy with the path we are moving towards and the direction we are going because we started from diploma to degree, from degree we moved to Masters this tells us that we are on a right direction.” (CYCC B; CYCW; P5).

“Okay, CYC I studied it in UNISA, and I completed my Diploma, it is a Diploma and completed it in 2013...” (CYCC C CYCW; P11).

5.7.3 Sub-theme 4.3 : Attendance of conferences

Some of the participants discussed the importance of attending the NACCW conferences. Participants indicated that CYCWs from around the world come together to share new updated knowledge. Some of the participants even showed concern with the COVID-19 pandemic , if it continues, there might not be a conference any time soon. The participant’s perspectives are as follows:

“I went to a conference, the people who were speaking where from outside.... It was very impactful because they spoke about a lot of things, as a childcare worker I thought we should be doing.” (CYCC B; CYCW; P7).

“We used to go to conferences, even last year before COVID-19, but now there are no invitations.” (CYCC C; CYCW; P11).

5.8 THEME 5: ASPECTS OF CHILD AND YOUTH CARE PROFESSIONALISATION THAT HAVE NOT BEEN ACHIEVED

Even though there are aspects of CYC professionalisation that have been achieved, there are aspects that are still yet to be achieved. They are identified as follows: Lack of job opportunities; lack of salary increases; lack of defined roles and recognition from professionals; and slow registration process. ,

5.8.1 Sub-theme 5.1: Lack of job opportunities

Participants expressed an important concern with the lack of job opportunities. Some of participants thought that as professional registration has become such an important requirement from them, it was going to be bring a lot of job opportunities especially from the government sector. The participant's views are expressed as follows:

".... The government promised CYC workers that they will pay them to work in government sectors but now it's not happening, yeah, there's a problem there". (CYCC A; CYCW; P3).

"We were told that when we are registered, we will be recognised as a profession, and to me that meant we will be working in more places." (CYCC B; CYCW; P6).

5.8.2 Sub-theme 5.2 : Lack of salary increase

Some participants indicated that another biggest concern is the lack of salary increase. Participants are concerned that in many workplaces such as in residential care, CYCWs, including graduates are still earning R3500 as maximum pay. Participants' perspectives are expressed below:

"But if we think about it for decades, a childcare worker was earning R3500 in children's home, even now they still earning that money". (CYCC C; CYCW; P11).

".....our rate is not the same as others even though we went to the universities for many years and studied.... we are still not getting enough salary." (CYCC C; CYCW; P9).

5.8.3 Sub-theme 5.3 : Lack of defined roles and recognition from other professionals

Even though participants had previously mentioned that registration is important for recognition purposes, some participants felt that CYCWs are not fully recognised by other professionals. They are still negatively labelled, and their roles are still undefined even as graduates. They are still referred to as aunts and uncles. A participant also indicated that CYCWs are usually excluded in the developmental processes pertaining the young person's growth and development which is unfair as they are more knowledgeable about young people. The verbatim quotes below express the participant's perspectives:

It is lacking somewhere, we are professionals, ... we studied, and we are graduates, only to find we are being called aunts, and uncles of which I personally, I do not like it ... so if they can change that. (CYCC A; CYCW; P2).

"I've heard in another home that the child and youth care workers were supposed to be cleaning the home, I personally do not like that.... all I know is in a setting like a residential home there are different departments including the cleaning department, there are people who are supposed to clean the home, not child and youth care workers....." (CYCC B; CYCW; P5).

".... it's important for child and youth care to be recognised as a profession like other professions and be taken seriously because sometimes the information other professionals know about a child, they took it from the child and youth care worker" (CYCCA; CYCW; P1).

5.8.5 Sub-theme 5.5 : Slow registration process

Participants feel that even though registration is important in CYC, it is very slow. There are CYCWs who applied for CYC registration long time ago but still have not received any certificates of registration. This how the participants expressed themselves:

“I think there is a back-log with our registration. Because there are CYC workers that are in practice, but they are not registered. They did apply but they are still waiting. Some are just paying their money without any registrations, because they are fighting not lose their jobs, I think that’s where we are lacking.” (CYCC C; CYCW; P10).

“... You register for child and youth care, but you wait for a long time like forever. I had to go to Pretoria, and when I got there it did not even take 20 minutes for them to give me my certificate. I did not understand why it took so long before because I always called them and email. I had to spent so much money to go there”. (CYCC B; CYCW; P6).

5.9 SUMMARY OF THE CHAPTER

In this chapter, the researcher has presented demographics and findings from the participant’s interviews. The researcher formulated themes and sub-themes to make sense of what was expressed by participants. Codes were also used to protect the identity of participants. The next chapter will present the discussion of the findings from participants on CYC professionalisation.

CHAPTER 6: DISCUSSION OF FINDINGS

6.1 INTRODUCTION

In this chapter, the researcher interprets and discusses the obtained research findings with support of the literature available on the professionalisation of CYC. The process of professionalising CYC has been long overdue in the South African context. According to Jamieson (2013b: 22), “statutory regulation and professional recognition have taken decades”. Lochhead (2001: 74) concurs that accessing literature on this topic continues to be a challenge for the CYC profession internationally. Thus, the researcher consulted literature from allied professions to backup and discuss findings. Studies on CYC professionalisation are critical as acknowledgement of the profession is still doubted, uncertain and have not reached a mature stage. Therefore, this research will attempt to close this gap by exploring professionalisation of the field.

6.2 OVERVIEW OF RESEARCH FINDINGS

The aim of this study was to explore the perspectives and understandings of CYCWs on the process of CYC professionalisation and to determine its status in the South African context. The following five themes emerged from the study:

Theme 1: Child and Youth Care professionalisation.

Theme 2: Perspectives of CYCWs prior to professionalisation and statutory regulation.

Theme 3: The important skills, knowledge, attitudes, values, and beliefs in CYC professionalisation.

Theme 4: Aspects of CYC professionalisation achieved.

Theme 5: Aspects of CYC professionalisation that have not been achieved.

The emerged themes and subthemes are discussed and supported with relevant literature.

6.3 THEME 1: CHILD AND YOUTH CARE PROFESSIONALISATION

The participants were asked about their understanding of CYC professionalisation in order to obtain information on how much they know about the phenomena and to assess how aware they are of it. This was important because professionalisation of CYC is meant to benefit them as frontline practitioners.

6.3.1 Understanding of Child and Youth Care professionalisation

The majority of participants demonstrated knowledge of CYC professionalisation as they acknowledged that it involves ethics, education and training which leads to recognition and better employment opportunities. The participants know the existence of the phenomenon and are aware of its importance. Few participants initially did not understand the term “professionalisation” as they asked the researcher to define it, thereafter they were able to share their knowledge and understanding thereof.

Jamieson (2013: 22) agrees with the participants’ views that SACSSP and the professional boards have a responsibility to determine and enforce professional codes of conduct and regulate training and education for the profession. Furthermore, (Lochhead 2001: 75) notes that a field is only professionalised when it has proper education programmes and a code of ethics to govern it. Additionally, Jamieson (2013: 23) continues to illustrate that practitioners and students register and agree to uphold code of ethics of the profession. The development of child and youth care policy and legislation leads to an increase in the status and recognition of the profession (Williams and Lalor 2001: 77). Similarly, Lochhead (2001: 75) states that many professional associations have been established internationally to institute and develop formal education programmes for CYC. Freeman (2013: 104) highlights that CYC skills as well

as the body knowledge have a greater chance of advancing, promoting and influencing the progress of CYC education.

6.3.2 Views towards the existence of Child and Youth Care professionalisation

The researcher did not uncover much disagreement on the existence of the professionalisation of CYC as only one participants indicated that it is just a myth and it only exists on paper. The participants further expressed disappointment that the process of acquiring their certificates of professional registration from the SACSSP is cumbersome and unreliable. This leads to an understanding that efforts and commitment of professionalising the profession is still not acknowledged and remains a huge challenge.

The sentiments indicated above illustrate that the process of professionalisation still has long way to go and that more work still needs to be done to ensure that all CYCWs embrace it. Williams and Lalor (2001: 77) posed an important question, “What are the issues that need to be addressed in order to raise the professional status of care work?” In this study, the participants blamed the NACCW for not advocating for their professional status. This is in contrast with the view of du Toit (2000: 1), who stipulated that the responsibility is now upon the South African CYCWs to ensure that professionalisation is recognised as a reality. Ward (2016:102) also acknowledges the harm and setbacks caused by CYCWs for not claiming their professional identity as professionals and CYC skills going unnoticed.

6.4 THEME 2: PERSPECTIVES ON CHILD AND YOUTH CARE WORKERS PRIOR TO PROFESSIONALISATION/ STATUTORY REGULATION

The aim of inquiring about the CYCWs prior to professionalisation was to compare if there is any difference from the present CYCWs such as professional growth and recognition. The participants expressed negative perspectives more than positives perspectives on CYCWs prior to professionalisation. Therefore, this clearly indicates that the majority of

participants were not content with the experiences, situation and nature of CYCWs.

6.4.1 Positive perspectives on Child and Youth Care workers prior to professionalisation

The participants expressed a positive view on how prior generations of CYC contributed to professionalising the CYC profession. There are few participants who expressed gratitude towards the veteran CYCWs as they understood that they initiated and led the process of professionalisation. Their contribution led to the current status of CYC as a profession. They worked hard and showed dedication to professionalise the field. The word “salute” in reference to the CYCWs was used to express appreciation for the CYCWs. The participants also acknowledged that the past CYCWs were not aware of any CYC theories used today. They did not have any qualification nor training for the work, but they did a great and admirable job in keeping the CYC organisations going for many years. This is without a doubt that their contribution was a result of the lack of satisfaction on their working conditions. Sercombe (2004: 5) concedes that the process of professionalisation, for CYC began with the analyses of the status, wages and conditions of CYCWs and wanting to correct it all. Freeman (2013: 100) emphasises that CYC practitioners should be mindful and knowledgeable about the history of CYC. This will help them to appreciate its heritage, resources and opportunities that will assist them in advancing developmentally and understanding their professional identity. Mann-Feder , Scott and Hardy (2017: 5) concede that the CYCWs role includes advocacy for CYC and that CYCWs who led the process of professionalisation demonstrated this role.

6.4.2 Negative perspectives on Child and Youth Care workers prior to professionalisation

The majority of the participants reported that CYCWs prior to professionalisation were not treated fairly in the workplaces due to the absence of professionalisation. Therefore, the profession was not independent.

Additionally, the participants expressed that the workers were not given any supervisor and management positions, instead they were supervised by professionals from other disciplines. They experienced challenges such as not being well represented and no one advocated for them. In contrast, Gharabaghi (2008: 154) claims that CYCWs were employed in management positions in residential care, but agrees that management positions outside residential care were assumed by other professionals, which impacted on the CYCWs working in the front line.

The participants also expressed that the CYCWs found it challenging with certain aspects of their work such as managing difficult behaviours of the young people as there were no work ethics and laws to guide them. As a result, when young people displayed difficult behaviours, CYCWs used prohibited behaviour management methods as a quick fix to stop their behaviour. The children rights were not upheld. Therefore, this could have led to the young person's secondary trauma as the CYCWs were not equipped with necessary guidelines to be able to take care of the children and discipline them. Molepo and Delport (2015: 150) state that children in care sometimes display difficult behaviours which need to be managed by CYCWs. Therefore, caring for children requires specialised skills and knowledge (Lochhead 2001: 76).

Evans (2015: 422) agrees that the historical danger of the absence of ethical guidelines and code of ethics contributed and led to unethical practices of care workers previously. SAQA (2009: 2) writes that professional ethics in CYC are founded on the local and international ethical codes and guidelines. Jamieson (2013: 23) agrees that the professional board constructs the codes and issues them. The SACSSP then informs the public about the codes and if someone violates the code of ethics, they will go through a disciplinary process, which may lead to being prohibited from further practice. Emslie (2012: 20) states that professionalisation involves complying with codes of ethics and well-established professional behaviours to improve the quality of CYC practice, restore public confidence in services and prevent harm on young people.

The participants mentioned that prior to professionalisation, CYCWs did not have defined roles. This means they were not quite aware of how they were required to do their jobs. This led to situations where they applied the experiences gained in raising their own children. Some participants indicated that the CYCWs undefined roles was as a result of them being excluded from knowing the reasons that brought the young person into care, as they were not regarded as professionals. This made it difficult for them to assist the young people to meet their needs and deal with adversities. Lochhead (2001: 77) agrees that the lack of recognition associated with the CYC field weighs down the ability to provide informed, ethical, quality service to young people and their families. The CYCWs were also regarded as housemothers, housefathers, nannies and child minders. Williams and Lalor (2001: 76) also argue that CYCWs in residential care are considered as "babysitters" or "social workers in slippers". Some participants indicated that this led to the CYCWs not receiving any respect and dignity from other professionals. Another participant also mentioned that it was only older individuals who were employed as CYCWs during that time, hence their labels.

6.5 THEME 3: THE IMPORTANT SKILLS, KNOWLEDGE, ATTITUDES, VALUES, AND BELIEFS IN CHILD AND YOUTH CARE PROFESSIONALISATION

6.5.1 Child and Youth Care skills are unique and are provided directly to the young person

Some participants mentioned CYCWs acquire skills that are unique and very helpful. They use their skills to observe, encourage and motivate the holistic growth of young people. They focus on their strengths and observe their areas of growth. The participants even mentioned that the skills make CYCWs stand out on their own. Stuart (2013: 11) suggests that a CYCW has a responsibility of helping young people to develop abilities and acknowledge their existing strengths. The participants emphasised that CYCWs work in the life-spaces which involves working with children, in the community setting and with families.

The participants discussed that therefore most of CYC skills are provided directly to the young person in their own life- space.

Jamieson (2013: 6) attests that CYC is different from other professions as CYCWs make use of daily life events and settings to help young people develop social skills and promote healthy development. Stuart (2013: 12) explains that CYC work involves arranging space and taking time to develop meaningful interventions to meet the needs of young people. SAQA (2009: 2) agrees that life-space work is the intentional use of daily events in CYC work for therapeutic and developmental purposes. SAQA (2009: 2) also states that, working in the moment means appropriately making use of significant and critical moments to respond to situations for the benefit of the young person in reaching their developmental goals. Gharabaghi (2008: 153) confirms that CYCWs are no longer limited to residential care as they now work in the neighbourhood, in the community, with the family, in community centres and other public spaces.

6.5.2 Acquisition of significant knowledge by Child and Youth Care workers

There are functions that a CYCW should do and should not do within their scope of work. Participants mentioned that it is important for CYCWs to know their boundaries. This will help them to avoid having to overstep boundaries and being involved in duties that are not their responsibilities, as that would lead to undermining their colleagues. Furthermore, CYCWs have to be professional by knowing what is exactly expected from them and what is not, as guided by the regulations of the CYC profession. Participants indicated that it is important for a CYCW to know what they are allowed to do as they practice, for example being aware of the legislation that guides CYC is very important when working with young people.

The Children's Act No. 38 of 2005 is legislation that oversees the provision of a different social services to children and families. The aim of the Act is to support families, to empower them, to safeguard the children's well-being, to prevent children abuse and neglect, and to ensure appropriate care is provided to

children in need of care and protection (Republic of South Africa 2005). Evans (2015: 422) posits that ethical codes guide the workers' professional conduct. They penalise workers who do not meet the standard level of ethical practice in their work. They develop the practitioner's identity and value. Jamieson (2013a: 23) explains that the ethics are not just any set of rules, they are continuously experienced and practiced by practitioners. Furthermore, Evans (2015: 422) notes that the code of ethics aim to improve the services of workers and to protect everyone involved in the profession such as the clients, and are an important part of professional behaviour and decision-making processes.

6.5.3 Child and Youth Care workers uphold positive values

Some of the participants stated that CYCWs use their values to promote healing to young people. These values include respect, care, honesty, and truthfulness. Participants also included love and support. They discussed that these values are important and are applied when CYCWs build strong relationships with young people to quicken their healing. Stuart (2013: 8) suggests that young people come into care after having suffered many adversities, therefore are in need of care thus CYCWs should value practicing care. Stuart (2013: 9) further states a caring culture that is based on defined values such as love and charity is very important. (Zubulake 2017: 11) confirms that approaches based on relationships are very important values when working with young people. Building relationships with young people promote trust. Valuing young people sets an intention of worth and trust.

6.5.4 Child and Youth Care workers model positive attitudes towards young people and colleagues

A CYCW should always model positive behaviour to children. Participants suggested that a CYCWs should not work with children if they have negative attitudes. It is the participant's view that CYCWs should be able to work with different professionals, personalities and colleagues at various levels of professional development and from other fields. Another view from participants was that it is important for CYCW to be able to handle themselves

professionally, for example, they should be able to communicate with their colleagues in a respectful manner. Zubulake (2017: 11) attests that other adults and society usually have negative attitudes toward young people, but professional individuals working with young people should view and treat them differently and influence the way society experiences young people.

6.5.5 Child and Youth Care workers have positive beliefs

Participants also believe that respecting the beliefs of others is very important as CYC work involves working with young people from different religious and cultural backgrounds. CYC programmes should not be biased nor discriminate young people regardless of language, cultural beliefs or any other differences that they might have (Malatji and Dube 2015:111). Participants also expressed that beliefs do not only refer to cultural beliefs but also include providing young people with a second chance. In addition, participants emphasised that young people deserve to be given a second chance to break the cycle that has brought them into care. Furthermore, the participants believe that every young person has a bright future despite coming from poor family backgrounds and experiencing the abuse they have been exposed to. Participants suggested that young people have to leave care having dealt with their problems such as abuse, so it does not affect them in future. Other participants discussed the second chance may include equipping young people with survival skills such as internships, so that they will be able to survive when they leave care.

6.6 THEME 4: ASPECTS OF CHILD AND YOUTH CARE PROFESSIONALISATION ACHIEVED

Participants discussed that there are aspects of professionalisation achieved. Registration with the professional council; education and training and attendance of conferences were themes that emerged.

6.6.1 Registration with the professional council (SACSSP)

SACSSP is an important registration council for CYCWs. Participants have acknowledged that CYCWs have gained independent registration under this council and no longer register under other professions. Registration for CYC was confirmed in 2015 after regulations were released in the Government Gazette, which allowed CYCWs to be registered with the SACSSP (Molepo and Delport 2015: 52). This was after many disagreements on whether CYCWs registration must be at the auxiliary level, at professional level or even both (Jamieson 2013a: 22).

Another participant stated that even though CYC registration is attained, SACSSP has to ensure that the individual has never been in trouble with the law. This is supported by Jamieson (2013a: 22) who states that the SACSSP and the professional boards are responsible in supporting a profession by regulating who can practice the profession.

The participants highlighted that CYCW registration leads to recognition by policy makers and singled out the Department of Social Development(DSD) as a major role player for employment and professionalisation of the CYC. Bhana, Swartz, Taylor, Scott, Dlamini and Vawda (2011: 160) agree that the government is a key role player in youth work and the lack of government involvement damages youth work. This situation is similar to CYC.

Some participants indicated that employers now only employ CYCWs that are registered with SACSSP. Therefore, it has become a requirement for a CYCW to have proof of professional registration. Thus, CYCWs are taking registration with SACSSP very seriously as their jobs are dependent on it. Du Toit (2001: 1) predicted that registration is likely to play a role in employment opportunities, therefore no individual will be allowed to practice CYC work without registration.

6.6.2 Education and training for Child and Youth Care

Some of the participants discussed that it is important for CYCWs to acquire knowledge through education and training. The participants indicated that one could receive education and training through the NACCW and Isibindi programmes. The situation has improved now, as there are institutions that offer CYC courses at a university level and produce CYC graduates. Participants mentioned that education and training provide specific CYC related knowledge and theory. Williams and Lalor (2001: 80) emphasise that education is an important aspect of training, not only to improve the status of CYC as a profession, but also to improve child care practice for the benefit of young people, families and communities.

Jamieson (2013a: 14) confirms that initially CYCWs were just only required to look after the young people with no proper qualification expected from them. Traditionally, means of training were made available by the NACCW such the Basic Qualification in Child Care which unfortunately is not measured as a qualification by SAQA and HWSETA. Thereafter, the National Qualifications Framework recognised the Further Education and Training Certificate in CYC Level 4 qualification. Unfortunately, the Professional Board announced that the NQF level 4 learning material for CYC in 2024 would phase out due to its poor quality. A new learning material for the Level 5 qualification will be developed as appointed by HWSETA (SACSSP 2019: 1). Regarding higher education, the first South African professional degree in CYC was offered by the Durban University of Technology. Monash offered a four-year professional degree (Jamieson 2013a: 20). Recently, the Professional Board for Child and Youth Care Workers has approached the University of Johannesburg to negotiate the offering distance learning CYC in the institution (SACSSP 2020c:1).

6.6.3 Attendance of conferences

Some of the participants discussed the importance of attending the NACCW conferences. Participants indicated that CYCWs from all over the world gather to share new developments in CYC. Some of the participants even showed

concern with the COVID-19 pandemic that there might not be a conference any time soon. Conferences are a tradition in the field in acknowledging the role of education and training in CYC. The professional association organises conferences and invites ambassadors to come and lead in stimulating conversation to address critical issues (Mann-Feder, Scott and Hardy 2017: 2).

6.7 THEME 5: ASPECTS OF CHILD AND YOUTH CARE PROFESSIONALISATION THAT HAVE NOT BEEN ACHIEVED

6.7.1 Lack of job opportunities

Participants indicated their concern about the lack of job opportunities. Some of them thought that as professional registration has become such an important requirement to them, it was going to bring many job opportunities. Instead, they have experienced the contrary. In CYC, the challenge of finding full-time employment usually starts when students are in their final year of study. The government has cut back funding for social services and as a result employer receive a large number of applications for the same vacancy (Moscrip and Brown 2002: 2). Bhana *et al* (2011: 165) find that a similar situation exists in allied professions such as youth work where employment opportunities are a huge problem in South Africa, despite the convenience of training and education at university.

6.7.2 Lack of salary increase

Some participants indicated that another big concern is the lack of salary increase. One of the participants indicated that for a long time, the maximum pay for CYCWs in residential care has been R3500. Participants are concerned that in many workplaces, CYCWs always receive the lowest pay compared to all other professionals. Some participants argued if professional registration with SACSSP is even necessary when the council is not helping with advocacy on salary increase from the CYC role players. Bhana *et.al.* (2011: 161) concur that financial resources for youth worker's salaries are not available. This is also the case in CYC. Gharabaghi (2008: 153) concedes that the means of funding

employers have increasingly been undermined, which results in many CYCWs being employed on-contract or as casual relievers. (Williams and Lalor 2001: 79) also highlight that in a study they conducted, participants expressed similar concerns that unqualified child care staff unfairly received the same salary as qualified staff.

Jamieson (2013a: 24) captures this concern by stating that CYCWs working in the public sector receive less pay compared to other social service professions. In the Western Cape Province, for instance the social auxiliary worker can earn between R7,685 and R13,757 monthly, while auxiliary CYCWs receive between R7,308 and R9,735 per month. There are also huge differences in the salaries CYCWs in Non-Governmental Organisations (NGOs) receive compared to social workers, due to the funds the government stipulates in NGOs for the salary of CYCWs. In some organisations, CYCWs receive as low as R3, 000 monthly, whereas social workers receive basic salaries.

6.7 3 Lack of defined roles and recognition by other professionals

Some participants felt that CYCWs are not fully recognised by other professionals. Their role is still undefined even when they are graduates. In addition, their view was that other employing organisations do not know the job description for CYCWs, and this violates their rights. They refer to them as aunties and uncles. A participant also indicated that CYCWs are usually excluded in developmental processes pertaining the young person's growth and development, which is unfair as they are more knowledgeable about young people. This raises concern as another participant stated that CYCWs are looked down upon and they do not receive the dignity they deserve.

CYCWs encounter a lot of anxiety and vulnerabilities working in the field that is not fully recognised. CYC profession always seems to be at the bottom of the public and professional hierarchy compared to other human services, though they spend more time with young person and hold beneficial and appropriate information and intervention strategies for young people. They never make

decisions when they participate in case conferences and case planning events (Gharabaghi 2008: 155). The purpose of the SACSSP include enhancing the prestige, status, integrity and dignity of the profession (Jameson 2013a: 22).

6.7.4 Delays in the process of registration

Participants indicated that as much as registration is a very important part of CYC recognition, it is very slow. There are CYCWs that have applied for registration a long time ago and are not yet registered. This is a concern, which means that they might lose their jobs. Another participant stated that she had applied for registration many years ago, but only received her certification after she went to collect it herself personally. Some participants questioned whether professional registration with SACSSP is even necessary. Allsopp (2016: 2) confirms the views of participants when stipulating that over 7000 CYCWs have applied for registration, unfortunately only few applications have been processed. As a result, many CYCWs across South Africa await confirmation for professional registration. It also has been announced that CYCWs should not re-register due to administrative backlog.

6.8 SUMMARY OF CHAPTER

This chapter discussed the findings from participants. Literature was used to support participant's responses and to compare it with literature from CYC as well as other allied professions such as youth work. The next chapter will include the summary, limitations recommendations and conclusion of the study.

CHAPTER 7: SUMMARY, LIMITATIONS AND RECOMMENDATIONS AND CONCLUSION

7.1 INTRODUCTION

This chapter provides the summary of the study, limitations and recommendations. The researcher provided a brief overview of the conducted study based on the findings. The researcher also outlined recommendations for future study on the similar topic. The conclusion was drawn from the important points of the findings of the study.

7.2 SUMMARY OF THE FINDINGS

Participants and authors of literature highlighted the importance of skills, values, beliefs, attitudes, code of ethics and knowledge to sustain the profession. Training, education and registration were discussed to lead to recognition, employment opportunities and salary increase in the field. The associations such as the NACCW, SACSSP and PBCYC play an important role in influencing the other major role players such as the DSD and employing organisations with regards to the development of CYC and professionalisation. The associations also guarantee that trust and recognition is obtained from the clients and also ensures the clients protection which are young people, their families and the community. Professionalisation is not only meant to better the working condition of professionals but to ensure clients are provided with best quality services. The findings in relation to the objectives of the study are discussed below.

7.2.1 Findings in relation to the objectives of the study

7.2.1.1 Objective 1: Explore Child and Youth Care workers' understanding of professionalisation

Participants were asked their opinions on CYC professionalisation. The question was asked in order to obtain their understandings and opinions. This objective was met hence, the participants expressed their understandings by outlining aspects that make up professionalisation and the benefits of professionalisation, such as code of ethics, education and training, statutory registration and employment opportunities. There was only one participant who expressed a different opinion on CYC professionalisation by casting doubts on its existence.

7.2.2.2 Objective 2: Explore and describe the perspectives of Child and Youth Care workers on the importance of professionalising Child and Youth Care work with regards to the relevant skills, knowledge, values, attitudes and beliefs of the profession.

The participants expressed the importance of skills, values, beliefs, attitudes and knowledge in professionalisation by outlining the following themes: Skills are unique and provided directly to the young person; CYCWs acquire significant knowledge; CYCWs uphold positive values; CYCWs model positive attitudes towards young people and colleagues and CYCWs have positive beliefs. This objective was met by the participants expressing that all the above aspects are important in sustaining the CYC profession and for CYCWs to best meet the needs of clients in their care.

7.2.2.3 Objective 3: Explore CYCWs perceptions of child and youth care workers prior to professionalisation

The participants expressed both positive and negatives perspectives on CYCWs prior professionalisation. Some of the participants expressed gratitude for the CYCWs as they initiated advocacy for CYC professionalisation. Some

of the participants rather shared negative perspectives as they outlined mostly the challenges the CYCWs experienced prior professionalisation.

7.2.2.4 Objective 4: Explore the aspects of professionalisation that have not been achieved

This objective was met as the participants expressed aspects of CYC that have not been achieved. The lack of job opportunities is a challenge for CYCWs as permanent jobs opportunities are very scarce. The lack of salary increase also challenges the CYCWs as they expressed dissatisfaction on their pay. Their roles in the workplace continue to be undefined as participants expressed that even the employers are not quite aware of their job description. This simatenously leads to the lack of recognition from the other professionals which makes working in the multi-disciplinary team challenging for the CYCWs.

7.2.2.5 Objective 5: Explore how CYCWs view progress achieved in the professionalisation of CYC

Participants outlined aspects of CYC professionalisation that have been achieved. The participants outlined education and training as one of the important aspects achieved in CYC professionalisation, as it significantly contributes in equipping CYCWs with the necessary skills and knowledge to best accomplish their work with young people, their families and fellow colleagues. Independent registration with the SACSSP has also been outlined by the participants. Participants expressed that registration is important as it leads to accountability to the clients from the CYCWs. The NACCW conferences were also expressed as achieved progress and are very helpful for CYCWs. Participants expressed to attend the conferences in order to polish their skills and acquire new and relevant information in CYC. Therefore this indicates that this objective of the study was met.

7.3 LIMITATIONS OF THE STUDY

De Vos *et al.* (2011: 288) defines limitations of the study as “the shortcomings and failures concerning the interpretation or application of the findings”. De Vos *et al.* (2011: 288) continues to emphasise that it is important for the researcher to outline the study limitations as every study has its shortcomings. This will help the researcher/s to avoid discrediting themselves.

Due to the COVID-19 pandemic, the initial CYCCs could not allow the researcher to conduct the study as the government had prohibited activities with individuals who are not from the centres. Telephonic interviews were also rejected as CYCWs were faced with an overwhelming task of looking after the young people the whole day as they were not attending school. The researcher had to wait until the lockdown restrictions were at lower levels. New settings had to be approached and they granted permission. The researcher could only get approval from three CYC settings and participants, therefore, had to make amendments and submitted for approval to the Institutional Research Ethics Committee. Hence, the researcher also had to reduce the number of participants of the study. Also, CYCWs are working hard and the young people needed their undivided attention. This study only included CYCWs from CYC centres, in eThekweni, KwaZulu-Natal.

7.4 RECOMMENDATIONS FROM THIS STUDY

The following recommendations are a result of this study observations.

7.4.1 Creation of job opportunities

The participants showed abundant concern regarding the lack of job opportunities. Participants expressed that CYC is a major developmental need in the communities as the young people continue to experience unbearable adversity, and only a few CYCWs available to meet their needs. Therefore, the major role players in CYC such as the SACSSP, NACCW, PBCYC and the government could assist by creating permanent jobs that CYCWs would

acquire and secure while providing the developmental care and the assistance needed by young people, their families and the community. There are very few CYCWs employed in government sectors, according to the participants' accounts. Therefore, CYC employment opportunities should be made available in the government sector. Jamieson (2013a: 30) supports that most individuals who enrol in the CYC profession are young women who come from poor rural communities. Therefore, the employment of more CYCWs addresses the issues of youth unemployment, creates jobs for women and reduces poverty in rural communities. Williams and Lalor (2001: 87) also note that a meaningful occupation structure is an issue that major CYC parties should address.

7.4.2 Advocate for salary increases

Lochhead (2001: 75) highlights that there is a lack of funding for the field. Williams and Lalor (2001: 87) note that pay is a critical issue that needs addressing by the CYC role players. In the South African context this applies to SACSSP, NACCW, PBCYC, employing organisations, the government and universities. Jamieson (2013a: 24) notes that the Department of Public Service Administration develops and implements a compensation policy for workers from the public sector such as the Social Service profession. The SACSSP and the NACCW can represent the CYCWs in negotiating the salaries of professional CYCWs in all employment places, such as the NGOs, CYC centres, and community and in the government sectors. A work study should be conducted and CYCWs should be paid as to the level of qualification, and years of experience. Therefore, the government could revisit the policies on salaries allocated to CYCWs, as graduates in the field, are unsatisfied with receiving the same pay as unqualified childcare staff.

7.4.3 Establish clearly defined roles and recognition from other professionals

The possible solution for the issue of the defined roles lies on the CYCWs, as professionals. Williams and Lalor (2001: 87) agree that CYCWs should not give up on their successful achievements by sitting back and expecting their

professional status to be bestowed to them. Therefore, CYCWs should maintain their rightful roles by completing the tasks they are trained for as CYCWs and by being aware of their job descriptions and job requirements. If they are requested to perform extra tasks, they should consult whether or not that would go against their CYC job description, responsibilities and training. Some participants suggested that attendance of workshops and conferences can contribute to assisting CYCWs in knowing their roles in the workplaces and assist in performing tasks assertively and with confidence.

CYCWs work in a multidisciplinary team among other professionals, therefore they should claim their roles and duties by being knowledgeable about what is expected of them. They should focus on providing the care that is of best interest for the young person. This will help them to carry out their jobs in a professional manner, while respecting professional boundaries. Another possible solution could be that all the professionals involved in working with children and youth could outline their duties, responsibilities and roles in the team context and remind each other from time to time.

7.4.4 Expedite the process of registration

The SACSSP (2020c: 2) notes that registration is an obligation for CYCWs. This includes the profession's students and auxiliary workers. Williams and Lalor (2001: 83) concede that professional registration increases the community's confidence in social care workers. On the other hand, the CYCWs have played their utmost part to meet the obligations by applying for statutory registration, but they wait for a very long time to receive their registration certificates. Some CYC applicants even go personally to the SACSSP office, to enquire about their registration status and certificates.

The possible solution regarding this challenge could be for the SACSSP to open more SACSSP offices in each of the provinces to avoid registration and administration backlogs. This would create employment opportunities and reduce possible overburden from the administrative team, which results from

the large number of registration applications from both CYCWs and social workers. Travelling would also not be a necessity for registration applicants.

7.5 AREAS FOR FURTHER RESEARCH

The researcher recommends that a study this broad should not be limited to CYCWs from CYC centres as there are also CYCWs who work in other NGOs and the community who are graduates from universities who might be interested in sharing their understandings and their perspectives on such topics. The researcher recommends that more research can be conducted on similar topics or perspectives and include a larger number of CYCWs from more CYC centre, other employing facilities and other geographical locations.

7.6 CONCLUSION OF THE STUDY

This study was based on the perspectives of CYCWs on CYC professionalisation as they are frontline personnel who experience the profession first hand as they work with young people and their families in the life space. Their perspectives and literature proved that professionalisation is important for the development, growth, status and continuous stability of a profession. The study also outlined aspects that are achieved and aspects that still need to be met in CYC professionalisation. Comparison of CYCWs prior to professionalisation with present CYCWs after professionalisation assisted in identifying the progress on the process. The present challenges that CYCWs still face are similar to the ones that CYCWs prior to professionalisation encountered, such as undefined roles, lack of better employment opportunities and positions. Recognition in workplaces and fellow colleagues is a still a challenge. The love, passion and care for young people is still major motivation to pursue this profession by CYCWs, but the unmet aspects of professionalisation make it difficult to stay in the profession which results in staff turnover.

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APPENDICES

Appendix 1: DUT ethics clearance



16 November 2020

Ms N Zondeka
91 Wrenway
Yellowwood Park
Durban
4004

Dear Ms Zondeka

Professionalization of Child and Youth Care: Perspectives of Child and Youth Care workers in eThekweni, KwaZulu-Natal
Ethical Clearance number IREC 074/20

The Institutional Research Ethics Committee acknowledges receipt of your gatekeeper permission letters.

Please note that FULL APPROVAL is granted to your research proposal. You may proceed with data collection.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the IREC according to the IREC Standard Operating Procedures (SOP's).

Please note that any deviations from the approved proposal require the approval of the IREC as outlined in the IREC SOP's.

Yours Sincerely

Prof J K Adam
Chairperson: IREC



Appendix 2a: Letter of request for gatekeeper's permission to the principal of the child and youth care centre

91 Wrenway
Yellowwood Park
Durban
4004
[Date]

The Principal
XXX Child and Youth Centre
Durban
4000

Request for Permission to Conduct Research

Dear Principal

My name is Nokwanda Zondeka, a Master of Health Sciences Student at the Durban University of Technology. The research I wish to conduct for my Masters dissertation involves Professionalisation of child and youth care: Perspectives of child and youth care workers in eThekweni, KwaZulu-Natal.

I am hereby seeking your consent to conduct my study with professional child and youth care workers at your Child and Youth Care Centre.

I would also like for your assistance without affecting your work schedule to help me identify and recruit the workers who meet the following inclusion criteria: CYC workers working in the children's home, who are between the ages of 24 years to 60 years; males and females from different racial groups, who have a qualification in CYC work and who have worked for at least 3 years.

I would like to request that the interviews to be held in the Child and Youth Care Centre during the time that is convenient for both the centre and CYC workers for at least 30 minutes with one CYC worker at a time. This is due to the need to respect social distancing (keeping 1.5 metre distance between individuals) and all the other COVID-19 measures such as wearing of mask and sanitizing of hands and surfaces. The alternative processes and procedures in place under COVID 19 restrictions as need may be may include telephonic interviews for at least 15 minutes with identified CYC workers. There are relevant documents that that need to be signed and be delivered via mail from and back to the researcher (addressed above).

I have provided you with a copy of my proposal which includes copies of the data collection tools and consent and/ or assent forms to be used in the research process, as well as a copy of the approval letter which I received from the Institutional Research Ethics Committee (IREC).

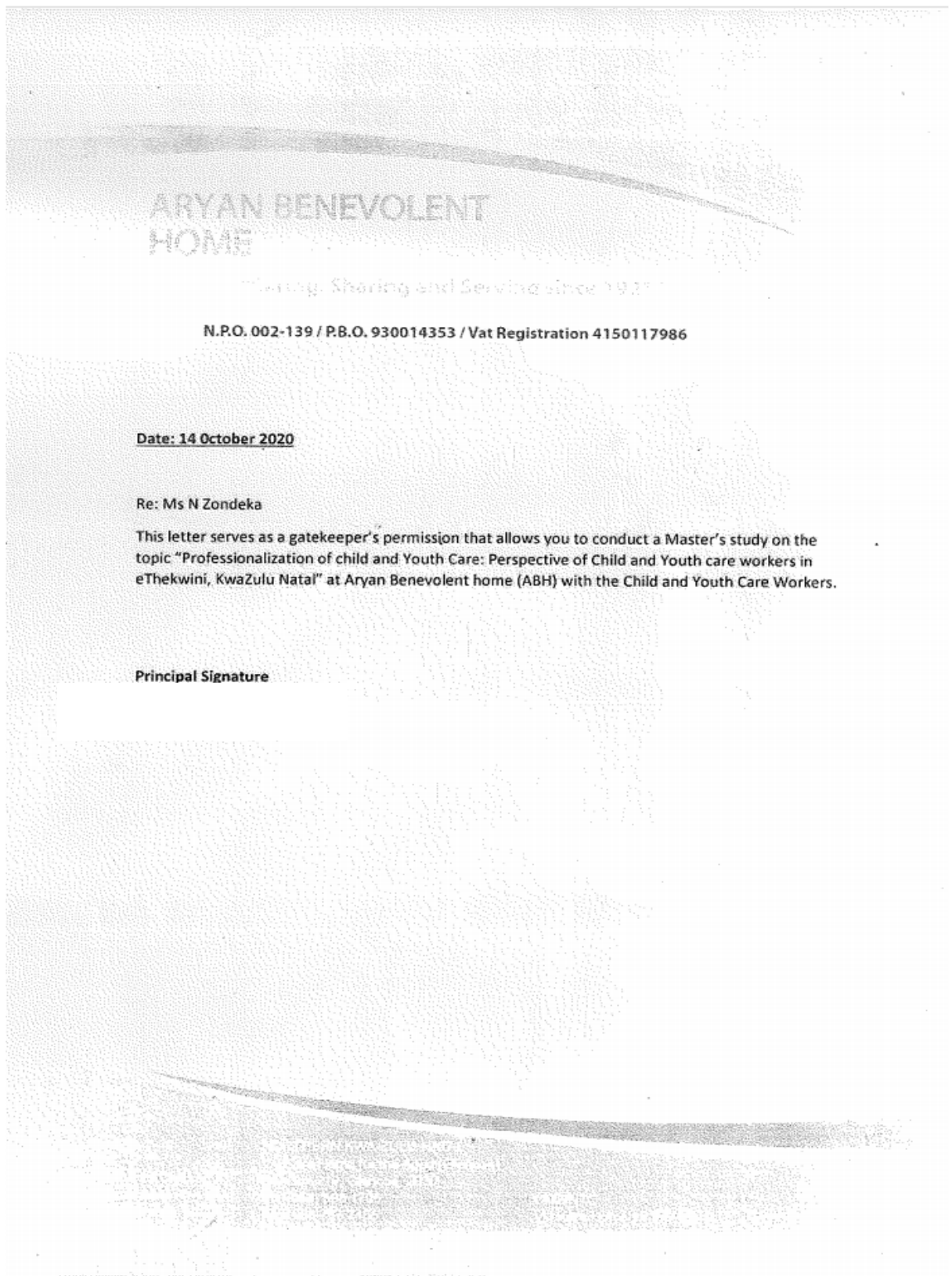
If you require any further information, please do not hesitate to contact my primary supervisor Professor M.N. Sibiya at 031-373 2284 or at nokuthulas@dut.ac.za

Thank you for your time and consideration in this matter.

Yours sincerely,

.....
Nokwanda Zondeka
Durban University of Technology
nokwandazondeka1@gmail.com

Appendix 2b: Approval letter from the principal of the child and youth care centre (CYCC A)



Appendix 2c: Approval letter from the principal of the child and youth care centre (CYCC B)



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Date: 28 October 2020

To whom it may concern:

Re: Miss N Zondeka

This letter serves as a gatekeeper permission that allows you to conduct a Master's study on the topic "Professionalisation of Child and Youth Care: Perspectives of Child and Youth Care Workers in eThekweni, KwaZulu Natal" at Ethelbert Child and Youth Care Centre (ECYCC) under the following conditions:

1. The staff voluntarily agree to participate in the research study.
2. All contact made with staff is arranged off the property of the Centre due to COVID 19, the Centre has limited visitors onto the property.
3. The Centre management is not held responsible for the staff members participating or not participating in the research study.

Yours sincerely

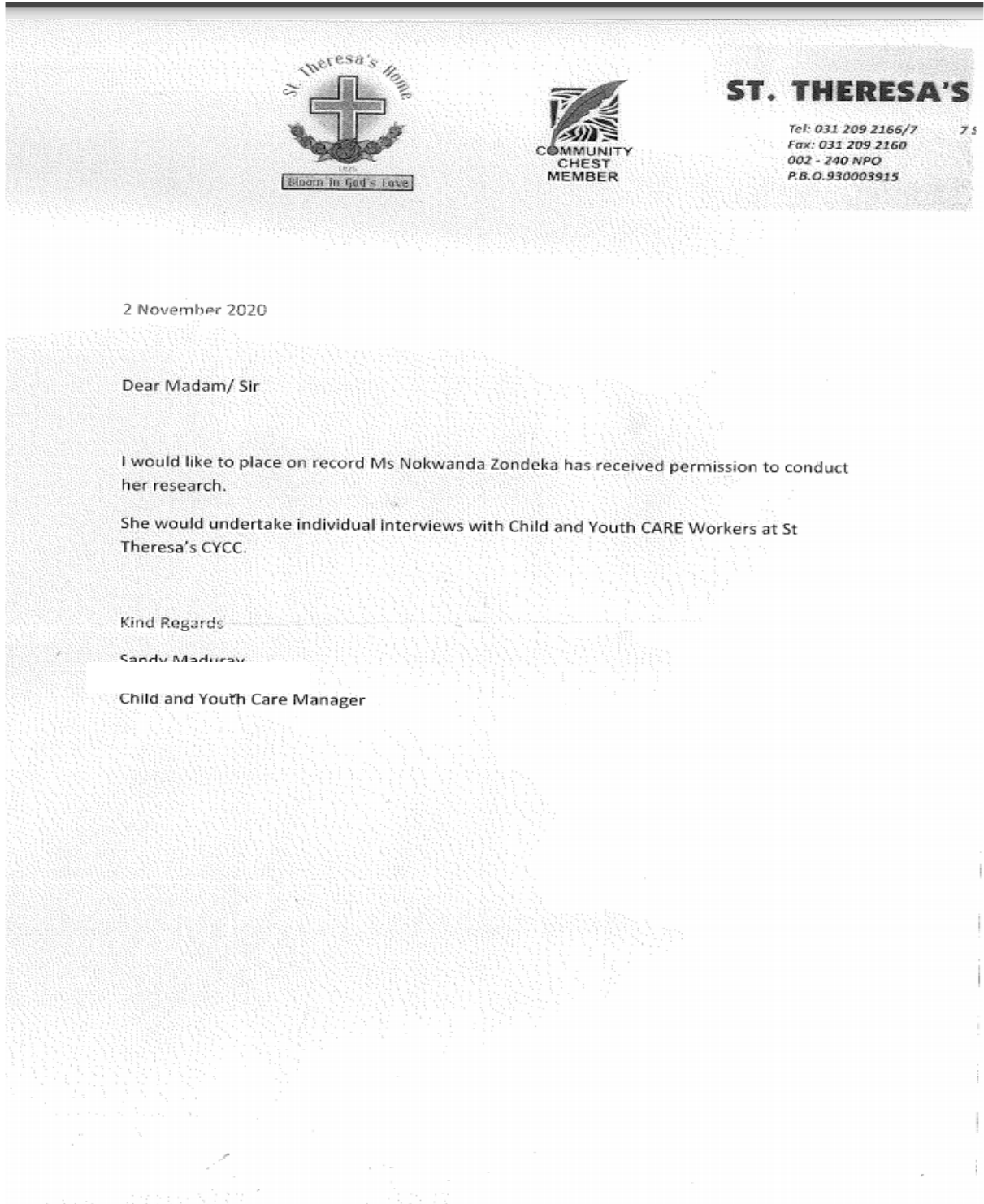
Vanessa Theophilus
Director

V. Theophilus | Director
K. Buchanan | Chairperson
E. Nightingale | Vice Chairperson
D. Cory | Treasurer

Dr K. Corbishley | Secretary
I. Corbishley
Rev C. de Villiers

Dr M. Chettiar
L. Baney
M. Dlungwana

Appendix 2d: Approval letter from the principal of the child and youth care centre (CYCC C)



Appendix 3: Letter of information for interview participants



Dear Participant

Thank you for agreeing to participate in this study.

Title of the Research Study: Professionalisation of child and youth care: Perspectives of Child and Youth Care Workers in Durban, KwaZulu-Natal.

Principal Investigator/s/researcher: Ms. Nokwanda Zondeka, Master of Health Sciences Candidate.

Co-Investigator/s/supervisor/s: Prof M.N. Sibiyi, D Tech: Nursing (Supervisor); Ms. N.M. Siluma, Master's Degree in Child and Youth Care (Co-supervisor).

Brief Introduction and Purpose of the Study: The aim of this study is to determine the perspectives of child and youth workers on the process of Child and Youth Care professionalisation. Child and Youth Care professionalisation aims to develop and ensure recognition and acceptance of the profession. Unfortunately, there is limited publication on CYC professionalisation and those available are outdated and/ or are internationally based, there is little publication in South Africa. Child and youth care workers experience the profession firsthand, therefore are suitable participants for the study. The study is essential as it will contribute in the development, growth and recognition of the CYC and the professionalisation process. This will increase confidence and identity to CYC practitioners.

Outline of the Procedures: You are requested to participate in a 30-45 minutes one-on-one interview. The interview will be conducted at your workplace to avoid travelling costs and disturbance on your work. I will facilitate the interview discussion. For record purposes, I kindly request to audio-record the interview discussion.

Risks or Discomforts to the Participant: There are no anticipated risks or discomforts for participating in this study.

Benefits: The study will help to share views and opinions on the process of professionalisation of child and youth care as that will contribute to the literature, growth and development of the child and youth care profession.

Reason/s why the Participant May Be Withdrawn from the Study: You may withdraw from the study at any stage if for any reason you don't want to participate anymore in the study. There will be no adverse consequences should you choose to withdraw from the study.

Remuneration: You will not be remunerated for participating in the study.

Costs of the Study: You will not be expected to pay to participate in the study.

Confidentiality: To ensure confidentiality, your name will not appear in any part of the report; instead, codes will be used. All information collected from the study will be kept in lockable cabinet for 5 years and will be destroyed. Electronic copies will be kept in a password protected computer, which will be deleted after 5 years.

Research-related Injury: There is no anticipated research-related injury that is associated with this study.

Persons to Contact in the Event of Any Problems or Queries: Please contact the researcher Nokwanda Zondeka (063 173 2268), or my Supervisor Prof. Sibiyi on 031-373 2284 or the Institutional Research Ethics Administrator on 031-373 2375. Complaints can be reported to the DVC: Research, Innovation and Engagement, Prof S Moyo on 031-373 2577 or moyos@dut.ac.za

Appendix 4: Consent



Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, Ms N. Zondeka about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

Full Name of Participant	Date	Time	Signature / Right Thumbprint
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I, Nokwanda Zondeka herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Full Name of Researcher	Date	Signature
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Full Name of Witness (If applicable)	Date	Signature
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Full Name of Legal Guardian (If applicable)	Date	Signature
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Appendix 5a: Demographic data for the interview participants

SECTION A: PERSONAL INFORMATION

Participant No:

Date.....

Age.....

Gender.....

Race:

Workplace.....

Position held.....

Years of experience in the current position.....

Appendix 5b: Interview guide

- In your opinion, what is child and youth care professionalisation?
- What do you think is the importance of registration as a child and youth care practitioners?
- What do you think is the importance of professionalisation in Child and Youth Care regarding the skills, knowledge, values, attitudes, beliefs of the profession?
- What do you think about child and youth care workers prior to professionalisation?
- Do you think there are any aspects of professionalisation that have not been achieved? Explain.
- How do you feel about any progress achieved in the professionalisation of Child and Youth Care?

Based on the participants' responses, probing questions were asked to facilitate the interview discussion.

Appendix 6: Sample of a transcript

Researcher: Okay, uhm, I will first start with introducing myself and then you will introduce yourself too. I will then explain a few things to you. My name is Nokwanda Zondeka. I am doing Master's in Health Sciences in DUT, under the topic, Professionalisation of Child and Youth Care: Perspectives of Child and Youth Care Workers in eThekweni KZN. Okay, can you please introduce yourself?

Participant: My name is **** *. I am a child and youth care worker at **** * child and youth care centre.

Researcher: Okay **, uhm, can I call you sis because I just can't call you by name as much as it is professionalism. Sis **, before we start; I want you to know that you have a right to say, no I do not want to complete the study. You have the right to ask for clarification to a question you do not understand. And you have a right to say no I do not want to answer this question if ever you are uncomfortable. You have a right to say stop I don't want to continue because I do not want to answer this question and also, you have a right to respond with a language you prefer, preferable English or IsiZulu because I do not understand other languages (laughs). Before we start do you wish to share something?

Participant: No.

Researcher: Okay. I guess we can proceed now. First question, in your opinion, what do you think is child and youth care professionalisation?

Participant: Uhm; well, I heard that we will be professionalised as child and youth care workers, in my mind I thought uhm, recognition, and I thought, uhm, salary increase, and being part of the certificate and even the qualification being all over making sure that all the universities and institutions understand about childcare.

Researcher: Thank you so much. Uhm, the second question, what do you think is the importance of registration as a child and youth care practitioner? As child and youth care workers why must we be registered?

Participant: Uh! Because as professionals we have to be accountable, we have to be accountable somewhere within the country. We have to be recognised. Without registering you cannot account in any way. If you are not recognised anywhere, you are not submitting anywhere. That is my thought the importance of registering, being accountable and then professional.

Researcher: Thank you, so, uhm, with the third question, it is a very long question but I will try and break it down even when you answer can you do that? If you feel like you can answer just once it is fine. So, what do you think about the process of professionalisation in child and youth care or rather what do you think about child and youth care registration regarding the skills, the knowledge, the values, the attitudes, and beliefs of the profession?

Participant: Uhm, the importance of these things like knowledge, skills, and values, being professionalised that means they are guidelines of what we are doing and what we are not supposed to be doing. Ethics are involved too. Like at the same time, the ethics and the guidelines are there for you as a professional. That mean that skills are with the ethics, you have to be skillful and you have to understand your work. You have to have like knowledge of what you need to do and knowledge of what are the laws of the country and children's laws. You have to understand all of that. Like everything has to be in place for you when you are working, even your attitude you have to change. It is no longer like before when you just doing it because you can because you are available. It is no longer about your availability. It is about your skills, your learning and understanding about your job and the belief system of the country and your job that you are working at.

Researcher: Thank you so much, you have answered it very well thank you. (giggle). Okay, uhm question 4, What do you think about child and youth care workers prior to professionalisation and also while you at that, er, tell me what you think about child and youth care itself prior to professionalisation?

Participant: Prior to professionalisation, it was just somebody who, how I look at it, did not know about Child and youth Care and then after they were child minders, and then it became housemothers and all of that. It was not clear what they do exactly, but it was just people who have a heart for children, which was good. Which was very good, like, er, it was admirable because these people were just having heart for these children whom they don't know their parents, and they don't know who they are, but they took care of those children, regardless of their race. So, for me it was very admirable and I actually think of them and I put them in high standard because of their act.

Researcher: Yes, I would agree with you on that. So, like child and youth care itself?

Participant: Itself, yes it was good, but there were damages at the long run because if I don't know the kids, and I don't understand my job, I will do anything, I will enforce my values on children. I can't enforce my values on children because right now I understand that uhm, that the other race does things differently, I give a platform in my cottage as I have White children, Black, Indian, like all, it is mixed. So, we talk, for me it's a taboo for child to have a boyfriend or even think about it, but for the other race it is not to have a boyfriend. So, for me, I would say no you shouldn't have a boyfriend, like than I am enforcing my values. I am enforcing my culture to them. Right now, I understand that I shouldn't. The children in my cottage, they getting to that teenage stage. There was an argument that like uh, having a boyfriend, is not allowed, the organisation doesn't allow that, but you go back and think, they are normal. There is no rule that says children are not allowed to have a boyfriend or a girlfriend. Uhm, right now as a professional, I understand all of that. I look

at all of that in order for me to look after this child. Child care workers before they did not look at all of that, they were just doing whatever.

Researcher: Yes.

Participant: Even giving a consequences to a child you look at everything, the South African law, what, does it say, and what is allowed. South African law an organisation rules, those two things and then give the consequence. So right now, I have to understand that what is a consequence, it is a follow thing after something that happened, it is not a punishment, to punish a child. It should be something that the child can think of. It will happen right now, for example the consequence of throwing this phone on the floor it will break. That is your consequence because you won't have a phone. It is not me beating you.

Researcher: (laughs).

Participant: (laughs) You learn from it, like for I will know that I don't have a phone now. That is my consequence because I dropped a phone. Understanding all of that as a childcare worker, it was important. But before, all they did it was that they played games with the children, they gave them food and went to bed.

Researcher: mmmh, it was nothing developmental. Nothing prepared them for the outside, like leaving the home.

Participant: None of that.

Researcher: Thanks a lot, you have answer that very well. (laughs). Thank you so much. Uhm, the fifth question is, do you think there are any aspects of professionalisation that have not been achieved in the professionalisation of child and youth care?

Participant: There are a lot of aspects. (pause). Like, there are a lot of aspect because, I don't think the government knows exactly what we do. (laughs).

They don't know. Also, the issue of institutions. DUT, that I know that does childcare. Others even though there is, it is not as much as, but DUT only require you to be there, because I want to further my studies, but I have to work as well. So, I can't go to DUT because it is a full-time course, it is not part-time, it is not online and all of that. When I looked at childcare, I looked at it overseas, Canada, Sweden, I was looking at these countries, Canada.

Researcher: Mmmmh!

Participant: to further my studies, to be able to do that, I want to be able to, because I still want to do it in Canada. There was this one, I was looking at in overseas as well.

Researcher: because you want to further your studies? South Africa is not offering part time?

Participant: Yes because I went to UNISA, they said it is no, uhm!

Researcher: No longer there. Yes, there were doing it but they closed it.

Participant: so how are we going to become profession?

Researcher: Professionalised.

Participant: Yes, and another thing with professionalisation, uhm, we should be having these, uhm childcare should be having the counselling, counselling the children, to sit down with them a counsel them. Behaviour management yes, we studied that, we can do that. And even the psychology it should be there in a small way so that we understand the children and understand what we do. So, not just how to do it at the same time, also how to listen to them. Listening skills is important within child care within work and with the observation skills, there are things that you see and be able to prevent, so there

are a lot of things, like having the issue of institution within the country. Like I went to a conference, the people who were speaking where from outside.

Researcher: The NACCW Biennial conference?

Participant: Yes, they do the conference but the people who were speaking, they were from outside.

Researcher: I missed the conference because I had a family matter. I had to go through DUT, everything was paid for. But I had to cancel. I think it happened two days before conference, so I had to cancel.

Participant: It was impactful, because they said a lot of things, they spoke about a lot of things, as a childcare worker I thought we should be doing. The issue of reunification, we are supposed to be involved there, we shouldn't wait for the social workers. We should be able to go and see where the children will go back to. And we are the one who are supposed to help the parent at some point because we understand the child, where the child is. We have to be able to help the parent to break out from whatever they are, wherever they are, because at some point we will be able to work with the parent as well. (laughs). I am saying too much.

Researcher: Mmmh (laughs). No! You said everything in a good way. That is what I want. I want you to open up and say everything. You are actually telling me everything. You are actually opening my eyes too. I really like that thank you. Okay, how do you feel about any progress achieved in the professionalisation of child and youth care? If there, is any progress at all. How do you feel about it?

Participant: In these organisations, I will not talk about outside, there is progress because here we are treated like professionals even the standard here at **** child and youth care centre, even the standard of childcare, even the training, we have training every month, every week, every Monday, to uplift ourselves

and understand the children, behaviour management and all of that. We have those, and they take it to a level where you feel as a childcare worker you are supposed to be doing this and that and that. We shouldn't be a childminder or a babysitter because anyone can do that, but not everyone can be a childcare worker, but at the same time, you understand that as a child care worker we have a lot of things that are coming in to childcare work. You have to understand teaching, you have to understand a little bit of nursing, at the same time you have to understand, uhm about the children, how to nurture them and understand yourself as well as a professional, because you are giving a little bit of yourself to those children. So, I think here the uplift is in a manner of which we are getting where we are supposed to be. Even, in the country it is not as much, but here, even the salaries they try. We live on donation; we can't say it is up there. But they do try, so that says a lot about the organisation, how they look at us as child and youth care workers.

Researcher: Thank you so much. Just to ask like, I said I might ask some questions that are not here. Okay, with your experience as a child and youth care worker, uhm, can I ask where you have been trained, like was it NACCW or you have been trained from short courses within, like can I first understand that before I ask.

Participant: I had training like certificate for childcare. Yes, in Nazareth.

Researcher: Ow, okay. With that training you received and having worked with other child and youth care workers, maybe that came from DUT, or any other institution for example, for somebody who is not a child and youth care worker, who is thinking of being a child and youth care worker and taking into consideration the whole process of child and youth care professionalisation in this country. Would you actually advise them to do it, yes, if you want to be a child and youth care worker be a child and youth care worker? Or you could be like no, no don't because of 1, 2 and 3. Would you actually advice somebody, especially a young person, now?

Participant: Like in my care?

Researcher: Yes, let's make it like that. A child comes and say, I actually want to be a child and youth care worker. Would you advise them to continue?

Researcher: I would advise them, not against but at the same time not for. But I would advise them to check themselves, (pause) what do they want exactly, Do they want money, or do they have passion for it? Because this job you have to have passion. Because without that passion, you can't do it. You will end up killing the children, because there is a time where you want to enforce your will, whereas your will wouldn't actually help the situation, and there is a time where you want like, comfort but your comfort doesn't matter at that point. It is the child that matters. So, really, you have to look at yourself look deep and ask yourself what is exactly do you want to be and why do you want to work, or you just want the money, or you want something. But at the same time, I would advise a person to do this job.

Researcher: Yes.

Participant: I would it is a best job ever. Come to look at it because, we are really building people from these children we are a part of that. We are not building them for now.. We should be able to point and say I am part of that child's life. I made that person. So, it is really a satisfying job.p

Researcher: Okay, with everything you've said, if you were given an opportunity to actually speak to the bodies of child and youth care maybe like the NACCW, council or people who actually train workers, what would you say in terms of the gaps that you have mentioned before? What would you say to them? Would you tell them something in order to fulfil these gaps? What would you say?

Participant: I guess is, we are professionalising child and youth care but when we meet, we don't see professionals. (Laughs) We don't see professionalism, we come, we set, we wait. For us here, when we go for those meetings, we have never sat there and finished a meeting. Because every time we are able to come here, it is because the children are in class. That is why we here, they are in schools. So, I know what time they are coming back. 12 o'clock they are coming back from school. The grade ones all the small children, will come back from school and be with us at 12. When the meeting or whatever the training start at 11, when will I go? 11 o'clock I will be living. To take care of those children, maybe I am the one picking up those children.

Researcher: school runs?

Participant: from school, we take turns, schedules for school runs. So, I have to go, the car won't take me alone, and go back, everyone who is from **** must go. We always leave before the time because they say 9:00, then they start at 10:30. And they say ow! You guys are leaving. We can't stay because we are at work right now. So, there was a time where we left as the meeting was starting. We were the first one to come, because we know the time, they said 9:00 so, if they had said 11: 00 we would have declined because we know that the children are coming. Or we would have changed and said those who are off duty, they are the ones who should go, and made arrangements we could have made arrangements. Like our director can say those who are off duty, can come here we picked them and dropped somewhere, they can exchange, if they say 11 o'clock. But they said 9:00. So, we are professionalising but we do not look like professionals.

Researcher: so, we actually not acting like professionals. So, before the whole world see us as professionals we should behave like professionals.

Participant: even the songs (singing), "umama was" the things we are singing, seriously, why are we singing? We are no longer there. That is not us. So, we should move away from those songs.

Researcher: those ae things that were done before we were professionalised?

Participant: Mmh! Because singing that (singing) “Umama was a kitchen girl”, that is not us. We are no longer there. Those songs were for those people. We are changing everything. Like, if somebody who is outside, who heard about childcare being professionalised, coming here and sitting in that meeting, and we are singing that (Pauses and laughs).

Researcher: Mmh! they will be confused and spread the word (laughs).

Participant: They will laugh and spread the word. They be like they are not professional. But again, the singing comes because, we are late, the meeting hasn't started we are bored. We are like our children.

Researcher: ... yes.

Participant: we start getting bored we start singing.

Researcher: I get you because it is quite interesting how we as child and youth care workers want to be recognised and we are professionalised now, because we have registration and everything but, the thing is we are not behaving like professionals, so I believe in any way that uhm, I can think of is that we are the one responsible for us.

Participant: Being recognised.

Researcher: being recognised.

Participant: Mmmh!

Researcher: we can't expect a social worker to be like here are the child and youth care workers and they are professional. No, they too are dealing with social workers issues, like nurses as so on. We should actually create a

platform for ourselves. Now among other professionals how do you think we should behave? Do you think we should accept whatever attention, and the manner in which they treat us? Do you think we should accept whatever they give or we should actually stand our ground?

Researcher: No, we have to stand our ground, because we are, like experts in our field. How? Because the social worker doesn't really know the child. She will tell you the space of the family, she or he will tell you where she took the child from, and these are the things that might be on that child, like it might be issues.

Researcher: Yes, maybe they will tell you the reason why they took the child.

Participant: Because of what she saw, or that is speculation. But for me as a professional, as an expert, I will be able to tell her, actually that child has anxieties because of 1, 2 and 3. When she is told to do something, she doesn't do it. Or she doesn't take instructions well because of 1, 2 and 3 because I am an expert on that specific child that I look after. You can't tell me about the children from, like we have different cottages, you will ask me about children from *** cottage. So, you saw the background of the child but I am the one who will tell you the story of the child. We are experts.

Researcher: I guess we are telling them in an MDT, we should not just comment and leave, we are the ones who know the child. I get you we have to stand our ground. Okay, thank you so much for your time, and even answering questions that are not here, my probing questions. Hopefully, the study will make a difference as we were discussing that we should be the one who actually take a stand. This is also my way of taking a stand as a child and youth care worker. We are here, please recognise us, we recognised ourselves, and we do our work and don't stop us. Allow us to do our work we are train and best for the child. We are not here to take anyone's job because I am not trained to do it and I don't have a right to that. But I am a child and youth care worker and I will do my job because I am trained to do it. We are a MDT though, as we

should work together. Thank you so much I wish I had more questions because you guys are giving me so much information.

Participant: You are welcome.

Researcher: Thank you.

End of conversation

Appendix 7: Certificate from the professional editor

DR NELLIE NARANJEE: LECTURER
Doctorate Nursing, MBA, MCur (Health Sciences)
Freelance academic editor: Blackford Institute, UK

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NellieN1@dut.ac.za

EDITING / PROOFREADING CERTIFICATE

Re: **Student Nokwanda Zondeka**

Student Number : **21619346**

Masters/Doctoral thesis: **Professionalisation of Child and Youth Care: Perspectives of Child and Youth Care Workers in eThekweni, KwaZulu-Natal**

I confirm that I have edited this thesis for writing style, clarity, language, sentence structure and layout. The document is formatted according to the prescribed guidelines. I returned the document to the author with track changes. The author remains responsible for the correct application of the changes in the text and references.

I am a freelance editor specialising in proofreading and editing of academic documents. I have a Doctorate Degree in Nursing from Durban University of Technology. I have a Master's Degree in Business Administration (Public Health) and a Master's Degree in Health Sciences. I have a Diploma in Proofreading and Copy Editing with Distinction from the Blackford Institute, UK. I have supervised numerous Master's degree dissertations.

I wish the student all the best.

DR NELLIE NARANJEE

5 February 2021

DATE

Appendix 8: Turnitin report

ev.turnitin.com/app/carta/en_us/?lang=en_us&u=16632674&s=1&o=1505253086

feedback studio | PROFESSIONALISATION OF CHILD AND YOUTH CARE: PERSPECTIVES OF CHILD AND YOUTH CARE WORKERS IN ETHEKWINI, KWAZULU-NATAL | /100

CARE: PERSPECTIVES OF CHILD AND YOUTH CARE WORKERS IN ETHEKWINI, KWAZULU-NATAL

Nokwanda Zondeka (21619346)

² Dissertation submitted in fulfilment of the requirements for the Master of Health Sciences in the Faculty of Health Sciences at the Durban University of Technology

Supervisor : Prof M.N. Sibiya

Match Overview

3%

Match 1 of 12

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